

**THE INFLUENCE OF BIG BROTHER NAIJA ON THE READING  
CULTURE OF STUDENTS IN NIGERIA**

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**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF MASS  
COMMUNICATION, FACULTY OF ARTS, UNIVERSITY OF BENIN, BENIN CITY, IN  
PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE AWARD OF BACHELOR OF  
ARTS**

**( B.A) DEGREE IN MASS COMMUNICATION**

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## **DECLARATION**

This project work was based on a study undertaken by me, in the department of Mass Communication, Faculty of Arts, University of Benin, under the supervision of Mr. Sunday Ekerikevwe (FRHD). All findings and analysis in the study are product of my personal research and where the views of others have been used and expressed, they were duly acknowledged.

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## CERTIFICATION

This is to certify that this research work was duly carried out by **IDEMUDIA FAVOUR** with matriculation number **ART1712598** in the department of Mass Communication, Faculty of Arts, University of Benin in partial fulfillment of the requirement, for the award of Bachelor of Arts ( B.A) Degree in Mass Communication.

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## **DEDICATION**

This work is dedicated to God Almighty who has given me the strength, grace and wisdom required for the successful completion of this project work. A special dedication is also given to my ever supportive Husband, Mr. Olaye Ifeanyi and my mother Mrs. Kate Palmer whom God has been using to sponsor my academics.

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## **ABSTRACT**

The Study Analyzes The Impact Of Reality Television Show On the reading culture of Nigeria students, Using Big Brother Naija As Case Study. The Objective Was To Access The Popularity Of The Show And Its Impact On student. The Social Construction Theory Is Used As A Theoretical Framework. The Investigation Was Carried Out Within The Ekenwan Campus Of The University Of Benin. Based On The Survey Methodology And Random Sampling Technique, The Questionnaire Was Used For Data Collection. One Hundred (100) Respondent Were Sampled Data Was Analyzed In Simple Percentage And Presented In Tables. Findings Reveals That 87 Percent Respondents Find Big Brother Naija Show Popular Among Nigerian Youth. It Was Also Found That Through Co-Habitation Of Housemates From Different Background, The Show Promotes Cultural/Traditional Tolerance Although Certain Negative Trends Were Identified; Respondents Believe That The Show Has Its Positive Value. The Research Recommends That The Reality Television Show Continue To Air Producers Should Ensure Proper Themes And Sanctions On Wholesome Behavior Amongst Housemates.

**Keywords: BBNaija, Television, Reality TV show, Influence, Culture**

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background of the study

Television has been an influential medium of mass-media for a very long time, it captivate the audience world wide with it power to inform, entertain and shape cultural narrative. Over the years television has undergone a serious significant transformations which is fueled by advancement in technology which has led to the recent growth in television.

Television firstly stated when regional government venture into television broadcasting in 11 october 1959, when western religion sent out the first television signal in Nigeria & African, the aim of the western Nigeria television(WNTV) was to claimed proponents to serve surrogate teachers in improving the regional school systems which was kidnapped by ill-qualified teachers and also shortage in them in specific subjects areas. The eastern regional government establish their own station when the other did not work, they came up with a station on October 1960 called The day, it gained political independence from britian, it was aim at both formal and informal education but the aim were all abandoned and the station just like the west become fully commercial .

The Northern region also own a station and it was air on April 1962, it was called Radio Television Kaduna ( RTV Kaduna). All this television station where established in Nigeria with a ostensible reason of providing service in education. All this television station where established in Nigeria with a ostensible reason of providing service in education, social and economic development but however that they were gone commercial and depended heavily on foreign programmme.

The word culture from the Latin world 'cultura' which literally means to 'cultivate', Jekayinka(2002) sees culture from a wider perspective includes total repertoire of human actions which is generally transmitted from generation to generation. Obiora(2002) says that transformation of culture is a gradual process and not sudden, it is continuous change and that human beings change, its dynamics, what they learn, acquired transmitted or diffused through contact or means of communication flow from generation to another.

Cultural Policy of Nigeria as stated in Anyakoroma (2011) defines culture to be the totality of the way of life evolved by the people in an attempt to meet the challenge of living in their environment, giving order and meaning to their political, social, economic, aesthetic and religious norms and modes of organization, thus distinguishing a people from their neighbours.

Big Brother Naija (BBNaija) is a widely popular reality TV show in Nigeria that has gained immense attention and viewership since its inception. The show features a group of participants living together in a house, with their actions, interactions, and challenges broadcasted to a wide audience. BBNaija has become a cultural phenomenon, capturing the interest and engagement of millions of Nigerians, particularly the youth.

The culture of reading among students plays a vital role in their academic development, intellectual growth, and overall knowledge acquisition. Reading fosters critical thinking, enhances language skills, expands vocabulary, and promotes creativity. It is considered a fundamental tool for educational success and personal enrichment.

While BBNaija primarily focuses on entertainment, interpersonal relationships, and drama, it is important to explore whether the show's influence extends beyond its immediate content and has any indirect impact on students' reading behaviors.

## **1.2 Statement of the problem**

Culture is "the complex whole of man's acquisition of knowledge, morals, beliefs, arts, customs, technology, traditions, and skills which are transmitted from generation to generation," has further developed and conceptualized this notion. The idea that culture is everything that individuals of a society socially learn and share, whether material or ethereal, is important to the two viewpoints. (Eddiefloyd,2003:94)

Anonrue, obayi & chima (2019) looked at the influence of big brother (pepper dem) reality show on the social life of students in Imo state university and findings reveal that their negative life of student is not as a result to the exposure of big brother Naija .

Others studies looked at the impact of big brother on Nigeria students and findings reveal that the program has affected the Nigeria culture especially female and therefore this study turn to look at the influence of big brother Naija among undergraduate in Nigeria: a case-study on university of Benin, Ekehuan Campus.

## **1.3 Objectives of the study**

The study will achieve the following objectives

1. To what extent are students influenced by big brother naija reality tv on their reading culture

2. To determine their knowledge level of University of Benin students on big brother naija program
3. To examine the impact of big brother Naija on the reading culture among University of benin students.
4. To examine the contents of Big brother Naija on the reading culture values among students

#### **1.4 Research Questions**

The study is hinged on the following research question

1. What is the influenced by big brother naija reality tv on their reading culture
2. What is the Knowledge level of University of Benin students on big brother naija program
3. What is the impact of big brother Naija on the reading culture among University of Benin students.
4. How does the content affect the student their reading culture

#### **1.5 Scope of the study**

This study covers students in University of Benin, Ekehuan Campus. The study is Centre at Influence of big brother naija on the reading habit of students in Nigeria.

#### **1.6 Significance of study**

Understanding Media Influence: Big Brother Naija is a popular reality TV show that attracts a substantial viewership among students. Investigating its influence on reading culture provides insights into the role of media in shaping individuals' behaviors and attitudes towards reading.

This research can contribute to the broader understanding of how media consumption patterns impact educational pursuits.

**Promoting Literacy:** Reading plays a vital role in developing critical thinking, knowledge acquisition, and language skills. By studying the influence of Big Brother Naija on reading culture, researchers can identify potential barriers or facilitators to reading habits among students. This knowledge can help educators, policymakers, and parents design interventions and strategies to promote literacy and cultivate a reading culture among students.

**Media and Popular Culture Analysis:** Big Brother Naija is a significant component of Nigeria's popular culture. Investigating its impact on reading habits provides an opportunity to critically analyze the messages, values, and representations embedded within the show. This analysis can shed light on the portrayal of reading, intellectualism, and education in popular media and foster discussions on media literacy and responsible consumption.

**Tailoring Educational Approaches:** Understanding how Big Brother Naija influences reading habits can inform educators' approaches in engaging students. By recognizing the factors that attract students to reality shows, educators can incorporate similar elements into educational strategies, making reading and learning more appealing and relevant to students within their cultural context.

## **Definition of terms**

**Big-brother Naija-** in this study it reality show that is been done or showcase every year.

**Reading culture:** the use of reading as a regular activity and thus the cultivation of an attitude and the possession of skills that makes reading pleasurable, regular and constant activity.

**Influence:** it the effect of something

**Undergraduate-** in this study the are students attending university of Benin Ekehuan campus

## CHAPTER TWO

### 2.0 LITERATURE REVIEW

This chapter attempts to examine the impact of western television programme on the cultural value of Nigeria youths.

#### 2.1 Concept of Culture

There are several definitions of the concept of culture that have been put out by academics of various ideologies.

Culture, in the words of Edward Taylor, is "the complete whole which includes knowledge, belief, art, moral, law, custom and any other capabilities and habits acquired by man as a member of society," as quoted by Ayakoroma (2011:588).

Eddiefloyd (2003:94), views culture as "the complex whole of man's acquisition of knowledge, morals, beliefs, arts, customs, technology, traditions, and skills which are transmitted from generation to generation," has further developed and conceptualized this notion. The idea that culture is everything that individuals of a society socially learn and share, whether material or ethereal, is important to the two viewpoints.

##### 2.1.2 Type of Culture

They are different type of culture we have

**Material Culture:** This is type of culture that consist of the physical or tangible creations such as clothing , shelter and art, here the members of the society makes use of it , share it with one another.

**Non-Material Culture:** This is type of culture that consists of intangible, human creation of society, such as attitudes, belief, values that has an influence on people's behavior or lifestyle.

**National Culture:** National culture refers to the shared values, beliefs, and practices of people within a specific country or nation. It encompasses aspects such as language, traditions, customs, and social norms. For example, Japanese culture is known for its emphasis on respect, harmony, and hierarchical relationships.

**Organizational Culture:** Organizational culture represents the collective values, beliefs, and behaviors within a particular organization. It influences how employees interact, make decisions, and perceive their work environment. For instance, Google is known for its innovative and collaborative culture, which encourages creativity and experimentation.

**Popular Culture:** Popular culture refers to the cultural products, trends, and activities that are widely embraced by the general public. It includes entertainment, fashion, music, sports, and other forms of mass media. Examples of popular culture include the global influence of Hollywood movies, the popularity of social media platforms like Instagram, and the impact of popular music artists like Beyoncé.

**Subculture:** Subcultures are smaller, distinct cultural groups within a larger society that share specific values, interests, and behaviors. They often develop as a response to or as a deviation from the dominant culture. Examples of subcultures include punk subculture, hip-hop culture, and gaming culture.

**High Culture:** this type of culture is also known as elite culture, this cultural products and activities that are considered to be of the highest aesthetic and intellectual value. It includes classical music, opera, literature, fine arts, and theater. For example, the works of renowned authors like Shakespeare or the symphonies of Beethoven are considered part of high culture.

### 2.1.3 Characteristics of Culture

Samovar, Porter & Mc-Daniel (2010) stated six features of culture and they are:

- a) Culture is an integrated system. It has several components all put into one. Those components are called its elements and they include language, dress pattern, ideas, dance steps, food, religion, norms, and values and among others.
- b) Culture is diverse. This explains the reason why there are numerous cultural systems in the world all over and leading to both relativity and conflict.
- c) Culture is shared. This implies the cause of culture exemplifying “social inheritance”. It is handed down from one generation to another and made meaningful and intelligibly acceptable to other members of the society
- d) Culture is encoded in symbols. Cultural symbols could be its elements. They are vehicles through which the culture of people is represented and codified.
- e) Culture is transmitted from one generation to another. This is made vivid in the words of Thoreau in Samovar and Porter (2004) that “all the past is here”. This makes a role for sustainability where culture is preserved and survives into the future. This is one of the major discussion of this work, which a truce is being sought for

## 2.1.4 Components of Culture

Values

Norms

Symbols

Languages

- a. **Values:** It is a collective of what is bad and good, desirable, improper and proper serve as a guidelines of social living, value indicate what people find as very important and morally right, Respect of parents and elders, generosity& cleanliness, Value support belief, belief are specific through or ideas that people up hold to be true or see as very important & principle.
- b. **Norms:** these are rules made by group of persons or people in the society that specify how people must, should, may, should not and must not behave in various issues. The rules are main to guide the behavior of the its member,
  - a. Two aspects of Norms are Proscriptive and prescriptive, Proscriptive: this is the aspects of norms which look at should not and must not; they are law that prohibit us from driving over the speed limit and Prescriptive : this is aspect of norms that should be prescribed like medicine.
- C **Symbols:** A symbol is something that has a specific meaning that is understood by individuals who belong to the same culture, such as a flag, a word, a red light that flashes, a raised fist, an animal, etc. symbols have diverse meanings to different individuals, it is hard to predict how a particular culture would represent something. Black has become a symbol of

death in European culture and is worn during funerals. White is frequently associated with death in other civilizations, such as Asian cultures, and is worn at funerals. Symbols aid in the transmission of ideas. A siren is a sign of an emergency and conveys the message to clear the path right away.

D **Language:** Language is the primary means through which culture, which is the social inheritance of humans, is passed on to the next generation

## 2.2 HISTORY OF TELEVISION

Television program is phenomena and it can generally falls into three forms that is to entertain the audience, educative and also plays an informative role. Programme can be seen to be a blend in all types where variety of shows will cover various segments that deal with specific issues of the audience.

Television firstly stated when regional government venture into television broadcasting in 11 october 1959, when western religion sent out the first television signal in Nigeria & African, the aim of the western Nigeria television(WNTV) was to claimed proponents to serve surrogate teachers in improving the regional school systems which was kidnapped by ill-qualified teachers and also shortage in them in specific subjects areas. The eastern regional government establish their own station when the other did not work, they came up with a station on October 1960 called The day, it gained political independence from britian, it was aim at both formal and informal education but the aim were all abandoned and the station just like the west become fully commercial .

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The NTA later took over all of the regional TV broadcasting stations and with time derailed from its set contextualization of media practice. It became an instrument for government propaganda and benefits as explained in Obono and Madu (2010). To this end, the debate for the deregulation of TV broadcast in Nigeria became a matter of exigency in need of critical attention. The degree allowing for private ownership of TV stations was signed into law in 1992. As cited in Rodney (2004) regarding deregulation, he opines- “deregulation is to provide a new social interpretation and challenge for both journalist and media owners to adopt the tenets of new journalism emphasizing profitability and communication service”. Thus, TV stations such as: Africa Independent Television (AIT), Galaxy TV, Silverbird TV and a host of others sprang up with different styles of broadcasting ranging from movies, soap operas, sports, music, categories of discussion programmes etc, all in a bid to educate, entertain and inform the viewers. Adding to the existence of locally private broadcast TV stations came the floating of cable television stations beginning from 1997 with more focus on Western values and lifestyles. The newly floated trend was very much welcoming but they had their demerits, especially, on how they gradually eroded the Nigerian cultural values that should be carried on for sustainability purposes by the youth population. Hence, they had their shortfalls against the Nigeria Broadcasting Corporation Code which had the culture of the Nigerian people to be consciously

protected. This is stated in Section 1.5.2 of its Code which reads thus: Broadcasting shall, among others: (a) Seek, identify, preserve and promote Nigeria's diverse cultures; (b) Select, critically, the positive aspects of foreign cultures for the purpose of enriching the Nigerian culture; (c) Develop and promote the application of indigenous aesthetic values; (d) Promote the development of a high level of intellectual and artistic creativity. (e) Foster generally acceptable moral, ennobling and spiritual values.

### **2.3 HISTORY OF REALITY SHOWS**

Reality shows in Nigeria gained popularity and prominence in the early 2000s. The Nigerian television industry, known as Nollywood, saw the emergence of various reality shows that captivated audiences and brought a new dimension to television entertainment. Here is a brief overview of how reality shows started in Nigeria:

**Gulder Ultimate Search (2004-2016, 2020):** Gulder Ultimate Search, sponsored by Nigerian Breweries' Gulder beer brand, is widely considered the first major reality show in Nigeria. It followed a group of contestants competing in physical and mental challenges in a jungle setting. The show garnered a large following and became a cultural phenomenon in Nigeria.

**Big Brother Nigeria (2006, 2017-present):** The Nigerian version of the international reality franchise, Big Brother Nigeria (BBNaija), debuted in 2006. The show features a group of contestants (housemates) living together in a specially designed house, with their activities recorded and broadcasted 24/7. BBNaija gained significant popularity and has since become an annual event, with subsequent seasons attracting large viewership and generating extensive media coverage.

**Project Fame West Africa (2008-2016):** Project Fame West Africa was a singing competition that showcased aspiring musicians from Nigeria and other West African countries. Contestants received training and mentoring from industry professionals and competed for a record deal and cash prizes. The show played a crucial role in discovering and promoting musical talents in the region.

**Nigerian Idol (2010-present):** Nigerian Idol is the Nigerian version of the international Idol franchise. It focuses on a singing competition format, with aspiring singers competing for a chance to be crowned the Nigerian Idol. The show has helped launch the careers of several music stars in Nigeria.

**The Next Movie Star (2005-present):** The Next Movie Star is a reality TV show that aims to discover talented actors and actresses in Nigeria. Contestants undergo acting challenges and training, with the winner receiving a film contract and opportunities in the Nigerian film industry, popularly known as Nollywood.

These shows, among others, have had a significant impact on the Nigerian television landscape, attracting large audiences and creating platforms for talent discovery and entertainment. They have also contributed to the growth and development of the Nigerian entertainment industry, providing opportunities for aspiring actors, singers, and performers to showcase their skills and gain recognition.

## 2.4 FACTORS THAT CONTRIBUTING TO THE READING HABBITTS OF UNDERGRADUATES

These factors can vary from personal to environmental influences. Here are some key factors that play a role in shaping reading habits:

**Parental Influence:** Parents who encourage reading and provide access to books at home create an environment that fosters reading habits. When parents themselves are avid readers and demonstrate the value of reading through their own behavior, children are more likely to develop a love for reading.

**Access to Books:** The availability of books, whether at home, in schools, or in community libraries, significantly influences reading habits. Having easy access to a diverse range of books encourages individuals to engage in reading for pleasure and educational purposes.

**School Environment:** Schools that promote reading culture through initiatives such as dedicated library periods, reading clubs, and book fairs can positively impact students' reading habits. Teachers who emphasize the importance of reading and incorporate it into the curriculum also contribute to fostering reading habits among students.

**Peer Influence:** Peers can influence reading habits through social interactions and shared interests. If a student's friends are avid readers, they may be more likely to engage in reading activities and discussions, creating a supportive reading community.

**Personal Interest and Motivation:** Intrinsic motivation and personal interest in specific genres, topics, or authors play a crucial role in developing reading habits. When individuals are genuinely interested in what they are reading, they are more likely to engage in regular reading.

**Role Models:** Having role models who exhibit a passion for reading, such as teachers, librarians, or community members, can inspire and influence reading habits. Observing others' enthusiasm for reading and their positive experiences with books can motivate individuals to develop their own reading habits.

**Technology and Media:** The advent of digital technologies and e-reading platforms has expanded access to reading materials. Online resources, e-books, and audiobooks provide alternative formats for reading, catering to diverse reading preferences and enhancing convenience.

**Socioeconomic Factors:** Socioeconomic status can influence reading habits, as individuals from more affluent backgrounds may have greater access to books, educational resources, and reading opportunities. Efforts to bridge the socioeconomic gap in access to reading materials and literacy programs are crucial for promoting reading habits among all individuals.

**Curriculum and Educational Policies:** The inclusion of reading as a core component of the curriculum and the implementation of effective literacy programs at both primary and secondary school levels contribute to the development of reading habits. Educational policies that prioritize reading instruction and provide adequate resources can have a significant impact on reading habits among students.

## 2.5 Emperical Studies

Anorue, Obayi, Chima & willams (2021) looked at influence of big brother naija 2019 (pepper dem) reality show on the social life of undergraduate students of imostate. Survey method was used, questionnaire has an instrument of data collection and findings reveal The study used the multistage sampling technique in selecting respondents for the study. The findings of this study revealed that BBNaija reality TV show has wide viewership among undergraduate students of Imo State University as 76.2% of the students watch the show in the evenings on daily bases. It also revealed that the students are not negatively influenced by what they watch on the reality show but have been positively influenced, as 72.5% of the students noted that they have been influenced in the areas of living peacefully with their roommates, neighbours and hostel mates.

Awaeze& Onyemaechi (2023) reaction of Nigeria youths towards 2020 big brother naija reality television show: A cast study of students of Rhema University, ABA, The study discovered among other things: That majority of the respondents were exposed to the programme. That the most popular mass medium of exposure was television in comparison to laptops and android phones. In terms of rating, majority of the respondents shied away from rating it either positive or negative but were rather non-committal though majority admitted that the show promotes 'immorality'.

Bako (2016) looked at the influence of foreign television on AUN students, Forcus group was used and 6(six) participant were selected from the students of AUN and findings reveal that foreign television content has had an influence on AUN students to some extent, and on a general note considering the outcome of focus group discussion. It also showed that students spends 2-4hours on television content especially on musical channels and football channels,

their exposure is mostly on tv set and laptop, regarding lifestyle, food, culture , sexual orientation, social interaction, and education, a good number of students is been influenced to an extent by the foreign content they watch.

Adagun (2013) looked at the impact of western television programmes on cultural values of Nigeria[ A case study of English premier league clubs supporters in Abeokuta-North government area, Ogun State], the study sample 30 youths in Abeokuta North L.GA, they were interview and findings revealed that fans in Abeokuta-North revealed that they follow the English soccer Premier League because it presented them a golden opportunity to join a global network representing success. it is important among the fans to be able to support a winning team, as the strength of such a team is also bestowed upon its follower. as a sign of loyalty, and even though the economic context of the country as a whole is poor, the fans of the English football Premier League manage to get these items, such as football jerseys, one way or the other and the shared viewership gives fans exciting settings.

Odochie, Charles & Adebawale (2021) looked at western western television programmes and the cultural values of Nigeria youths: literature and empirical perspective from Imo state, a multi-stage sampling technique was used to draw out of one thousand youth and secondary sampling stage was employed to proportionate stratification and sample size, the findings reveal that More exposure to Western television content(s) tends to identify Western television stars as models and the improvement of local television movies in quality and standard will increase Nigerian students' preference for local television product, statistical they try to find out significant relationship between how often one watches television and one's tendency to identify with western television star as models. The results showed a positive relationship which means that as television exposure tends to go up, identification with Western television stars especially

American television stars also tends to go up, suggesting that the average daily television broadcast content and home video cassettes contents in Nigeria are more of foreign origin than local ones and that Nigerian youths tends to also tend to identify with Western television star as models for various reasons ranging from their perception of the programmes in which the stars appear as being of high product quality to the believe that the stars themselves exhibit qualities which are in tune with time.

## **2.6 Theoretical frame work**

### **Uses and Grafication theory**

The theory was first introduced by Elihu Katz, who came up with the notions of what people use the media for and their benefits in the early 1970s

This theory is also called utility theory, the theory seeks to explain what function a particular kind of media content serves in a particular circumstance. the theory seeks to investigate what people do with communication content, instead of what the communication content does to them.

Mcquail, Blumer & Brown suggested the following individual needs categories:

**Diversion needs:** the media can be used to divert attention from loneliness, anxiety, troubles,

**Personal relationship needs:** the media serves as substitutes to our friends, husbands, children and wives not around us.

**Surveillance needs:** people use the media to survey the environment so as to know what is happening within and without.

**Cognitive needs:** people use the media to acquire knowledge, get information and know issues and personalities around them. Every human being has cognitive needs: the media are always

there to give all you want to know. Affective needs, personal integration needs, social integrative needs, tension release needs.

In the context of studying the influence of Big Brother Naija, researchers can explore the reasons why students engage with the show and examine whether it satisfies their entertainment and social needs more than their reading needs. This theory can help identify the motivations behind students' media consumption choices and how those choices may impact their reading habits.

## CHAPTER THREE

### METHODOLOGY

**3.1. Research Design** The research design adopted for this work is survey research method. This entails sharing and administering of questionnaire to respondents on the subject matter. This method of research design is convenient because the respondents provided the needed information in their respective homes and schools. It makes gathering of information recorded possible directly from the source and help to solve geographical distance factor.

### 3.2. Population of the Study

The population of the study comprises of undergraduate in University of Benin, Ekehuan Campus in Benin City. They select university has the population of 1700 undergraduate students who come for classes every day and in a month, The total population of students from Ekehuan campus is 1700. Using Taro Yamane

$$n = \frac{N}{1 + [N(e)^2]} \quad 3.1$$

Where: n = the sample size

N = the study population

e = error margin assumed to be 0.05

Given the population to be 1700, the sample size (n) will then be

$$n = \frac{1700}{1 + [1700(0.05)^2]}$$

$$n = 400$$

Therefore, the sample size for this study is 400

### **3.3 Sampling Techniques**

This study uses purposive sampling techniques. This sample technique relies on personal judgments when choosing the respondents or participants in the study. We understand that to locate all the members at various homes in Benin City to fill the questionnaire will be difficult therefore we use purposive sampling technique of 400 undergraduate student selected from University of Benin Ekewan Campus to participant in the study.

### **3.4 Measuring Instruments.**

The measuring instruments is questionnaire.

**Questionnaire:** Questionnaire will be structured and designed in a way that afforded the respondents to answer the research questions appropriately. The questionnaire comprises of four sections. Section A elicits responses on the respondents' demographic details, while B, C, D is concerned with questions relating to the research questions. In the line with the survey, the researcher will make sure that the questionnaire contains the same questions on each of the copy administered to the various selected respondents.

### **3.5 Validity and Reliability**

A researcher is usually expected to test the reliability and validity of data collection instruments (Chukwuemeka, 2002). Wimmer and Dominic (2011), "A measuring instrument must yield valid result. Validity simply means the degree to which an instrument actually measures and generates a valid data". Reliability, in this study denotes the capability of the instrument to be reliable and trusted. The reliability of an instrument to effectively highly regard a researcher has to use his/her instrument on the respondents at two intervals to check their ability to be consistent in responses.

For validity of instrument, the researcher used face validity where copies of the questionnaires is given to the project supervisor, some lecturers in the department of Mass Communication, in Ekewan Campus, University of Benin, Benin city to validate the instruments used for the study.

### **3.6 Method of Data Analysis**

The data collected will be analyzed with the aid of the statistical package of social sciences (SPSS). Hence, frequency tables and percentages were used to present the responses received from the administered questionnaires. The data gathered from the field will analyzed using appropriate statistical tools like the simple frequency table and percentages.

### **3.7. Source of Data Collection**

The study used primary source of data collection from the questionnaires shared among 400 undergraduate students from university of Benin, Ekewan Campus.

## CHAPTER FOUR: Data Analysis, Discussion of Findings and Presentation of Data

### 4.1 Data Analysis

**Table 1: showing the gender distribution of respondents**

Sex	Frequency	Percentage
Male	100	26
Female	285	74
Total	385	100

Table 4.1 shows the gender distribution of respondents that participated in the research. The result revealed that 74% of the respondents were female, while 26% were male. It can be inferred that while majority of the respondents were female, only 13% margin exist between male and female respondents, as such there is no huge differences between the sex distributions.

**Table 2: showing the age distribution of the respondents**

Age	Frequency	Percentage
18-24	95	25
25-34	104	27
35-44	75	19.5
45-54	60	15.1
55-64	47	12.2
65 and above	4	1
Total	385	100

Table 4:2 shows the age bracket of respondents and majority of the respondents that attends Well-spring University are between the age 25-34, secondly by 18-24 of age who are basically very much single

**Table 3: showing the marital status of respondents**

Marital status	Frequency	Percentage
Single	139	36
Married	104	27.0
Divorced	97	24.7
Widower	47	12.2
Total	385	100

Table 4:3 shows the marital status of respondents used in the work, 36% of respondents are single, 27% are married, 24.7% are divorced and 12.2% are widower, it implies that majority of respondents used or attending Well-spring University are single, secondly by married men and women

**Table 4: showing number of respondents who watch Big Brother Naija**

	Frequency	Percentage
Yes	300	78
No	85	22
Cant Say	-	-
Total	385	100

Table 4.4 shows the respondents are aware or watch big brother naija and it implies that majority of respondents 300 (78%) are aware and watch big brother.

**Table 5: showing the respondents frequency**

	Frequency	Valid Percent
Very frequently	129	33.5
Frequently	90	23.4
Ocasonaally	41	10.6
Rarely	40	10.4
never	56	14.5
I dnt know	29	7.5
Total	385	100.0

Table 4.5 shows how often respondents watch big brother naija, it revealed that 14.5% say never , Rarely with 10.4%, occasionally with 10.6%, Frequently with 23.4%,very frequently with 33.5% and I don't know with 7.5%, it been seen that majority of respondents often watch this western television very frequency valid percent of 33.5% and the least is others with 7.5%

**Table 6: showing genre of television programmms**

	Frequency	Percentage
Comedy	95	24.7%
drama	104	27.0%
Sci-mfi	47	12.2%
crime	64	16.6%
Reality	75	19.5%
Total	385	100

Table 4;6 shows respondents response saying that 95(24.7%) watch comedy, 104(27.0%) watch more of drama, 47(12.2%) respondents says that the watch scii-mfi, 64(16.6%) Crime, 75(19.5%) watch reality shows like Big-brother, this implies that majority watch more of drama.

**Table 7: showing how students exposed to big brother naija affect their cultural values**

Responses	Frequency	Percentage
Strongly agree	104	27.0
Agree	47	12.2
undecided	75	19.5
Strongly disagree	95	24.7
Disagree	64	16.6
Total	385	100

Table 4;7 shows respondent exposed to big brother naija affect their cultural values , 27% strongly agrees that students exposure to big brother naija affect their cultural values, 24.7% of students exposure to big brother naija affect their cultural values , 75(19.5%) respondents are

undecided, 47(12.2%) some percent of students are exposed to big brother naija, it has affect their cultural values and 64(16.6%) come in students exposed to big brother naija affect their cultural values , this implies that majority listen to students exposed to big brother naija affect their cultural values .

**Table 8: showing how Big brother has influence my character and behavior**

	Frequency	Percent	Valid Percent
strongly disagree	37	9.6	9.6
Disagree	73	19.0	19.0
Moderate	94	24.4	24.4
Agree	120	31.2	31.2
Strongly agree	61	15.8	15.8
Total	385	100.0	100.0

Table 4.8 presents the responses of respondents that say Western progams help me gain better understanding of my culture , One hundred and twenty (31.4%) respondents agrees that Western progams help me gain better understanding of my culture, while 61(15.8%) of the respondents strongly agrees that Western progams help me gain better understanding of my culture . Ninety four (24.4%) of the responses returned moderate. Furthermore, 37(9.6%) respondents have a strong disagreement that don't think Western progams help me gain better understanding of my culture , while 73(19.0%) respondents opposes that they don't think Western progams help me gain better understanding of my culture. The table above shows that majority of respondents acknowledge that western progams help me gain better understanding of my culture.

**Table 9: showing how Big brother naija has influenced the adoption of certain behaviour attitudes**

	Frequency	Percent	Valid Percent
strongly disagree	29	7.5	7.5
Disagree	45	11.7	11.7
Moderate	83	21.6	21.6
Agree	120	31.2	31.2
Strongly agree	108	28.1	28.1
Total	385	100.0	100.0

Table 4.9 shows how respondents say that big brother naija has influenced the adoption of certain behaviour attitudes . One hundred and twenty (31.2%) respondents agrees that big brother has big brother has influenced the adoption of certain behaviour attitudes. Eighty-three (21.6%) respondents moderately they feel that big brother has influenced the adoption of certain behaviour attitudes , Similarly 29(7.5%) of respondents strongly disagrees that they don't feel that big brother has influenced the adoption of certain behaviour attitudes while 45(11.7%) respondents disagrees that the they don't feel big brother has influenced the adoption of certain behaviour attitudes, It been seen that majority responses of respondents agrees that they they feel that big brother has influenced the adoption of certain behaviour attitudes

**Table 10: showing if the respondents get entertain whether I watch this programme on tv**

	Frequency	Percent	Valid Percent
Valid strongly disagree	27	7.0	7.0
Disagree	70	18.2	18.2
Moderate	71	18.4	18.4
Agree	94	24.4	24.4
Strongly agree	123	31.9	31.9
Total	385	100.0	100.0

Table 4.10 represents respondents saying that they get entertain whether I watch this programme on TV , Ninety-four (24.4%) respondents are so certain that they get entertain whether I watch this programme on tv , 123(31.9%) respondents have a strong agreement that they get entertain whether I watch this programme on tv , 71(18.4%) respondents moderately get entertain whether they watch this programme on tv , Furthermore 27(7.0%) respondents strongly disagrees that they don't get entertain whether they watch this programme on tv , while 70(18.2%) respondents disagrees that they don't get entertain whether I watch this programme on tv , This means that majority of respondents strongly agrees that they get entertain whether I watch this programme on tv

**Table 11: showing how the attitude of respondents get influenced when they watch big brother Naija**

	Frequency	Percent	Valid Percent
Valid strongly disagree	45	11.7	11.7
Disagree	73	19.0	19.0
Moderate	96	24.9	24.9
Agree	103	26.8	26.8
Strongly agree	68	17.7	17.7
Total	385	100.0	100.0

Table 4.11 shows how respondent attitude get influence by when they watch this big brother naija , One-hundred and three (26.8%) respondents approve that they get influence by when they watch this big brother naija , 68(17.7) respondents strongly agrees that they get influence by when they watch this big brother naija,

96(24.9%) moderately easily get influence by when they watch this big brother naija, 45(11.7%) respondents strongly disagrees that they don't easily get influence by when they watch this big brother naija, 73(19.0%) respondents disagrees that they don't easily get influence by when they watch this big brother naija,

This implies that majority of respondents agrees that they easily get influence by when they watch this big brother naija.

Table 12: showing how Social norms, relationship or cultural practice have been affected after watching this programme

	Frequency	Percentage	Valid Percent
strongly disagree	68	17.7	17.7
Disagree	57	14.8	14.8
Moderate	83	21.6	21.6
Agree	111	28.8	28.8
Strongly agree	66	17.1	17.1
Total	385	100.0	100.0

Table 4.12 shows that Social norms, relationship or cultural practice have been affected after watching this programme. one-hundred and eleven (28.8%) respondents agree that Social norms, relationship or cultural practice have been affected after watching this programme, 66(17.1%) respondents have a strong agreement that Social norms, relationship or cultural practice have been affected after watching this programme 83(21.6) moderately say Social norms, relationship or cultural practice have been affected after watching this programme furthermore, 68(17.7%) respondents have a strong disagreement that they social norms, relationship or cultural practice have been affected after watching this programme while 57(14.8%) respondents disagrees that they social norms, relationship or cultural practice have been affected after watching this programme It implies that majority of respondents have a strong agreement that social norms, relationship or cultural practice have been affected after watching this programme.

**Table 13: showing how education and learning habit have improve**

		Frequency	Percent	Valid Percent
Valid	strongly disagree	78	20.3	20.3
	Disagree	31	8.1	8.1
	Moderate	50	13.0	13.0
	Agree6	135	35.1	35.1
	Strongly agree	91	23.6	23.6
	Total	385	100.0	100.0

Table 4.13 shows how education and learning habit have improve as result to watching western tv. One hundred and thirty five (35.1%) respondents agree that their education and learning habit have improve, 91(23.6%) respondents strongly agree. 50(13.0) moderately say that their education and learning habit have improve Seventy-eight (20.3%) respondents strongly disagreed that education and learning habit have improve ,31(8.1%) disagreed that they education and learning habit have improve, This implies that the vast majority of respondents experience that their education and learning habit have improve.

## **4.2 Discussion of Finding**

### **RQ1: What is the are students influenced by big brother naija reality tv on their reading culture**

In this research question, the researcher tries to find out the influenced level of students of University of Benin Ekewhuan University on on cultural values in Nigeria

To establish this, quantitative data were generated. The Quantitative data were generated through structured questionnaire,

Quantitative data were generated showed that respondents are fully influenced by big brother of the on western programme on cultural values in Nigeria with the percentage of 100%, this is in line with Attah (2014) who examine on the impact of channel O musical programme on the cultural behavior of Idah polytechnic students, the findings reveal that students exposure to foreign television alters original cultural identity of the Nigeria youths and they exposure to western television lead to low Nigeria self-image and corresponding high projected self-image among Nigeria norms & values and become manifestly consistently with western behavior in keeping with the perception.

### **RQ2: What is the Knowledge level of students of University of Benin, Ekewan campus on big brother najia on cultural values in Nigeria?**

In this research question, the researcher tries to find out the Knowledge level of University of Benin students on big brother naija program?

To establish this, quantitative data were generated. The Quantitative data were generated through structured questionnaire,

Quantitative data were generated showed that respondents are fully have knowledge of the students of on cultural values in Nigeria had a percent of 104(27%), which implies that their knowledge level is high and it link with Attah (2014) examine on the impact of channel O musical programme on the cultural behavior of Idah polytechnic students, the findings reveal that students exposure to foreign television alters original cultural identity of the Nigeria youths and they exposure to western television lead to low Nigeria self-image and corresponding high projected self-image among Nigeria norms & values and become manifestly consistently with western behavior in keeping with the perception

### **RQ3: What is impact of big brother Naija on the reading culture among University of Benin students ?**

In this research question, the researcher tries to find out the impact of big brother Naija on the reading culture among University of Benin students.

To establish this, quantitative data were generated. The Quantitative data were generated through structured questionnaire.

Quantitative data generated showed that big brother naija had a impact of the students of University of Benin, Ekewahan campus, on their cultural values in Nigeria, they get entertain whether they watch this programme on tv, their behaviour change. This findings is line with Bako (2016) who looked at the influence of foreign television on AUN students, Forcus group was used and 6(six) participant were selected from the students of AUN and findings reveal that

foreign television content has had an influence on AUN students to some extent, and on a general note considering the outcome of focus group discussion. It also showed that students spend 02-4hours on television content especially on musical channels and football channels, their exposure is mostly on tv set and laptop, regarding lifestyle, food, culture, sexual orientation, social interaction, and education, a good number of students has been influenced to an extent by the foreign content they watch.

**RQ4 ; How does the content of the content affect the student their reading culture**

In this research question, the researcher tries to find out the content affect the student their reading culture

To establish this, quantitative data were generated. The Quantitative data were generated through structured questionnaire. Findings reveal that the content at which this big brother naija affect university of benin, students is high through their cultural behaviour, their dresses even the way the speak is been affected.

## CHAPTER FIVE

### SUMMARY, CONCLUSION AND RECOMMENDATIONS

#### 5.1 Summary of Findings

This chapter provides the entire summary of the subject of this academic discourse. The study surveyed the influence of big brother Naija all star on the reading culture of students in Edo state. The objectives of this study were to To what extent are students influenced by big brother naija reality tv on their reading culture, To determine their knowledge level of University of Benin students on big brother Naija program, To examine the impact of big brother Naija on the reading culture among University of Benin students, To examine the contents of Big brother Naija on the reading culture values among students

The study utilized the survey method solicit data sample drawn from four-hundred copies of questionnaire shared and three-hundred eighty five collected.

The following findings were reached from the study;

The findings showed that respondents are fully aware and influenced by big brother naija on reading behaviour in Nigeria with the percentage of 100%,

Finding shows that respondents are fully have knowledge of the students of University of Benin on Big brother naija on reading behaviour in Nigeria had a percent of 104(27%)

Findings showed that western programme had a impact of the students of University of benin on their cultural values in Nigeria, they get entertain whether they watch this programme on tv, their behaviour change.

Findings reveal that age bracket of persons used in this research are between 24-25 years and most of them are single.

## **5.2 Conclusion**

Western media has a mixed effect on student' cultural values. There are both good and negative affects. It might broaden perspectives, improve linguistic abilities, and encourage critical thinking. However, there are risks associated with it as well, including the erosion of traditional values and the homogenization of cultures. It's crucial for educators, parents, and society at large to promote media literacy, critical viewing, and an open debate about the information that pupils consume in order to reduce harmful consequences. Students can traverse these influences more skillfully and acquire a well-rounded perspective on the world by balancing exposure to Western media with a solid foundation in their own cultural values and heritage.

## **5.3 Recommendations**

Following the findings reach,in this study, thee recommendation as follows

1. Encourage media literacy by teaching students about the persuasion strategies employed in media, such as television. Teach students to evaluate, analyze, and critically assess the ideologies, ideals, and stereotypes presented in Western media.
2. Encourage pupils to broaden their media consumption by including material from different cultural perspectives. They may get a more balanced and thorough awareness of many cultures as a result.
3. Educate students about culture by include it in the curriculum. To assist children respect their own culture while also understanding others, provide information about diverse cultures, traditions, and histories.

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Faculty of Arts,  
Department of Mass Communication,  
University of Benin,  
Benin City,

2<sup>nd</sup> January, 2024.

Dear Respondents,

**REQUEST FOR THE COMPLETION OF QUESTIONNAIRES**

I am an undergraduate student of the University of Benin, Ekenhuan Campus. This questionnaire is meant for collecting data for a study titled 'the influence of big brother Naija on the reading culture of students in Nigeria'

This is in partial fulfillment for the award of a Bachelor of Arts (BA) degree in Mass Communication. Please you are required to tick where appropriate and be assured that all information supplied will be treated with utmost confidentiality.

Thanks

Yours Faithfully,

**Idemudia Favour  
Researcher**

**SECTION A**

I. Gender Male ( ) Female ( )

2. Age 18 -24 ( ) 25-34 ( ) 35-44 ( ) 45-54 ( ) 55- 64 65 — above ( )

3. Religion: Christianity ( ) Muslim ( ) Traditionalist ( ) None of the above ( )

## SECTION B

1. Do you watch Big brother naija Yes ( ) NO ( ) CANT SAY ( )
2. How often do you watch Big brother Naija Very frequently ( ) Frequently ( )  
Occasionally ( ) rarely ( ) never ( ) I don't know ( )
3. What genre of television programs do you watch Comedy ( ) drama ( ) Sci-mfi ( )  
crime ( ) Reality ( )
4. students exposed to big brother naija affect their cultural values Strongly Agree ( )  
Agree ( ) moderate( ) Strongly Disagree ( ) Disagree ( )
5. Big brother have influence my character and behavior Strongly Agree ( ) Agree ( )  
moderate ( ) Strongly Disagree ( ) Disagree ( )
6. Big brother naija has influenced the adoption of certain behaviour attitudes Strongly  
Agree ( ) Agree ( ) moderate( ) Strongly Disagree ( ) Disagree ( )
7. I get entertained when I watch this programme on TV Strongly Agree ( ) Agree  
( ) moderate[ ] Strongly Disagree ( ) Disagree ( )
8. My attitude get influenced when I watch Big Brother Naija. Strongly Agree ( ) Agree ( )  
Moderate ( ) Strongly Disagree ( ) Disagree ( )
9. Social norms, relationship or cultural practice have been affected after watching this  
programme Strongly Agree ( ) Agree ( ) moderate( ) Strongly Disagree ( ) Disagree ( )
10. My education and learning habit have improved Strongly Agree ( ) Agree ( ) moderate  
( ) Strongly ( ) Disagree ( )