

Exposure to “I’m from Bariga” YouTube Posting and Its Influence on Female Students in Chukwuemeka Odumegwu Ojukwu University Hostels

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ABSTRACT

Influence of “I’m from Bariga” YouTube posting on students in female hostels is an exploratory research into the disciplinary composure of female students living in Chukwuemeka Odumegwu Ojukwu University, hostels, in Igbariam Campus. This study sets out to ascertain whether the female students are exposed to the “I’m from Bariga” video, if the video influence their disciplinary composure in the hostels and to find out if their exposure makes them want to stop violent acts. The research adopted the Survey Method while Focus Group Discussion was employed as the tool in extracting information from the hostellers. The study was based on the Catharsis Theory and Selective Retention Theory. Findings show that female students in COOU hostels were positively influenced by the video and as such behaved in the best possible manner. The researcher therefore, recommended that universities set up unified basic internet access through which students access the social media with terms and conditions.

Keywords: Exposure, Bariga, YouTube, YouTube Posting, Female Students

INTRODUCTION

Social media sites have become mainstream publishing and communication tools that have globally changed media production and consumption patterns. Among them, YouTube is one of the best examples of this explosion of online user-generated content, receiving 24hrs of new videos every minute (the equivalent of 140,000 Hollywood movies per week) (YouTube Fact Sheet, 2010) and surpassing 2billion views per day (Website Monitoring Blog, 2010).

The social media concept refers to a 21st century phenomenon brought about by the advent of the internet and world wide web. The social media are interactive, web-based media which engage key players in communication channel in defining and determining the message content. They lay emphasis on dialogue or two way active communications by the sender and receiver in message development (Nwabueze, 2009; Ejikeme, 2016).

Social media are basically internet based media such as facebook, YouTube, Twitter, Wikis, Badoo and MySpace among others. These media, YouTube in particular, with more than one billion viewers, create a YouTube community that allows content creators to be born, talent to be discovered and voices to be heard like never before. YouTube encourages transparency, relatability and engagement unlike any other social media outlet, shaping public opinion, attitude and sentiment through popular user-generated videos (Borghol, 2008; Kiss, 2006).

YouTube’s slogan, “Broadcast Yourself”, turns traditional media on its head, reaching more adults from ages 18 to 34 than any cable network (Nielson, 2014). On the 27th of July 2013, two female students of the University of Lagos (Unilag), living in Makama Hostel, one of the seven female hostels in the institution, namely Blessing and Buky were engaged in a serious fight with one threatening the other saying “I’ll kill you today”, “I go tell you say, I come from Barriga”, generated as a result of their misunderstanding and later exchange of words. The two girls, roommates, were encouraged and cheered on by friends living in the same room, as well as videoed and later uploaded to YouTube, where millions of youths and students had access to watch and comment on the video. Female students living in the Chukwuemeka Odumegwu Ojukwu University Hostels have also had access to social media and watched the video which was recorded with a mobile phone in Lagos, here referred to as “I’m from Barriga” YouTube posting.

This paper therefore, sets out to ascertain the level of influence social media had on female students of Chukwuemeka Odumegwu Ojukwu living in the school hostels, of the Igbariam campus, who were exposed to the

“I’m from Barriga” video. Did their exposure to the video help in shaping their disciplinary composure or were they unmoved by the video? this is among the questions this study sets out to answer.

Studies have shown that social media could influence users in various ways (Kuss & Griffiths, 2011; Kuss & Griffiths, 2011b; Nwabueze, 2013). It is pertinent therefore, to ascertain whether that was the case with the “I’m from Barriga” YouTube posting, that is popular among students of Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus (COOU).

Research Problem

It is clear that people are using videos disseminated by YouTubers as an alternative source of information (Tolson, 2010). Research evidence has established that young adults spend time on the social media more than any other group (Kuss & Griffiths, 2011a; Kuss & Griffiths, 2011b; Nwabueze, 2013). These young adults who spend time on the social media do not exclude female students who were exposed to this “I’m from Barriga” video. The question here is, does the video influence the disciplinary composure of female students when they are in the confines of their hostels? Though there are female students who still exhibit such attitudes/traits of arrogance and indiscipline in the hostel, do they still feel compelled to retaliate or react to an insult or a word after their exposure to this video? Or do they comport themselves on remembering this video?

Again, why were those girls engaged in a deadly fight, cheered and encouraged instead of being separated? Does it mean that female students living in hostels exhibit such traits and if they do, does their exposure to the “I’m from Barriga” video, influence their conduct in the hostel?

Objectives of the Study

The main objective of this study is to examine the influence of “I’m from Barriga” video on female students of COOU who live in hostels.

The specific objectives are to;

1. Find out if female students living in Chukwuemeka Odumegwu Ojukwu University, Igbariam Campus hostels are exposed to the “I’m from Barriga” video.
2. Find out if the video influenced female students’ disciplinary composure in their hostels.
3. Find out if their exposure to the video influenced their attitude towards violent acts in the hostel.

Theoretical Framework

This study is anchored on the Catharsis Theory of Mass Communication otherwise called Media Effect Theory as propounded by Defleur and Ball-Rocheach in 1975, which explain how the mass media influence people’s attitudes and behaviours including how media audience members are likely to react, to media messages.

The Catharsis theory according to Nwabueze (2014) basically explains the impact of media violence on the audience. It says that the more people are exposed to violence on television, the more they are likely to purge themselves of violence. The more one watches violence, the more likely it is for you to hate violence and want to stop it. According to Dominick (2009) in Nwabueze (2014), the theory holds that viewing scenes of aggression can actually purge the viewers’ own aggressive feelings. Thus, a person who sees violent television programmes or films might end up less likely to commit violence.

In relating this theory to the study, female students living in COOU hostels that are violent and engage in acts that are unpleasant in the sights of right thinking members of the society when exposed to the “I’m from Barriga” video will definitely want to desist from such act, for fear of being labeled a deviant by millions of Nigerians and probably family members, on social media platforms. Students will not want to be seen engaged in such despicable act as observed in the “I’m from Barriga” video, hence, the likelihood of purging themselves of violence.

Selective Retention Theory

This theory notes that people remember messages that support their opinion longer than they remember opposing messages, which often unconsciously are forgotten and set aside. It is the tendency for the recall of information influenced by wants, needs, attitudes and the psychological factors (Severing & Tankard, 1979, cited in Nworgu, 2010). This “I’m from Barriga” video can be perceived to be favourable to female students living in COOU hostels, hence their ability to retain what have been seen.

It is possible that some female students will react to the situation, worse than the way Blessing reacted, because that is the area or part of the video that they want to retain or recall for future use. Just as Nworgu (2010) puts it, that “messages are only accepted and retained if they are agreeable to attitudes and beliefs and perceived important for later use”.

LITERATURE REVIEW

What is YouTube?

As internet connections become faster, more possibilities open up to the users of the internet. In the last few years, one of the most significant features added was the ability to stream videos online, with 44% of internet users streaming online (Rose, 2001). According to Streaming Media Hosting, “streaming works by first compressing a digital audio file and then breaking it into small packets, which are sent, one after another, over the internet. When the packets reach their destination (the requesting user), they are decompressed and reassembled into a form that can be played by the user’s system (Anonymous, 2004). This feature provides users the ability to watch videos online at connection speeds which were not possible when the internet was created. Since its creation, companies have been trying to use the internet to their advantage, developing advertisements that incorporate the technology. While others have tried, no other video streaming company has been quite as successful as YouTube (Sweney, 2008).

YouTube is a social media that allows users to create, upload and share their own videos with the rest of the internet community using Streaming Technology (Anonymous, 2008a). One of the most attractive features of the site is the fact that anyone can upload their videos for no cost (Anonymous, 2008a).

Negative Effects of Excessive Social Media Use

The social media are not without disadvantages, which depending on who is using them and level and nature of usage, could outweigh the advantages. In Nigeria, the first case that comes to mind when down side of social media use is mentioned is the case of Cynthia Osokogu, a 24-year-old Post Graduate Student of Nasarawa State University and a clothing retailer who was murdered in Lagos in July 22, 2012 by two young men who had lured her to them through facebook under the pretence of helping her to buy cheap goods for her boutique (Adeyemo, 2012). Cynthia was drugged, sexually abused and murdered by the two young men who had been in the business of using the social media to lure women to their hotel rooms, rape and dehumanize them before letting them go. The question is, before Cynthia’s case exposed the gory men, why did nobody hear about the other victims of the young men? Reports had it that while Cynthia’s case was being investigated, three more victims of the young men emerged with stories of how they were lured, drugged and raped by the young men but managed to escape with their lives (Adeyemo, 2012). This is a typical case of what could be classified as a major downside of social media on youths. However, there are several negative effects or influences of social media on users, especially when used in excess (Ejikeme, 2016).

According to Deragon (2011), social media maladies (which result from spending long hours on the internet) are conditions affecting productivity of human networks. Deragon further writes that social media maladies constitute a social condition which could be caused by external factors (such as influence of technology/social media or, simply using technology/social media in the wrong way and for wrong purposes) or internal factors (such as lack of knowledge and/or wisdom by individuals or groups in the use of social media). The pandemic is all about the production and consumption of meaningless and insignificant things that do not enhance progressive continuation of human network (Alabi, 2013).

Social media and psychological problems: Facebook Addiction Disorder is a term used to describe one of the psychological effects of spending long hours on facebook. Larkshimi (2011) writes that the term was introduced by a U.S psychologist to describe people who are addicted to facebook and whose lives are really affected by their uncontrolled use of facebook. Larkshmi provides the checklist for facebook addiction disorder as follows:

- Your day starts by checking your facebook account.
- You day-dream of comments and status updates when you ain’t online.
- You spend hours or waste a lot of precious time on facebook
- Your day ends only after a last check of your facebook account

Social Media Impact on Students Social Behaviour

In a survey conducted by Bagget and Williams (2012), students agree that social media is a means to connect between individuals and is used as a means to share common interests. Social media represents useful tools for communication and education and provides an opportunity for networking in any profession. With time constraints and demanding class schedules, social media helps students to multitask because they do not want to spend time creating multiple individual messages. They commonly use facebook, watch television or a video, talk, email friends and family, and write papers or conduct research all at the same time (Ejikeme, 2016).

A study by Velenzuela, Park and Kee (2008) supports the notion that both the medium technological capabilities as well as the actual content it transmits influence people's attitude and behaviours. In this study, two major general observations were made;

- a. Online social networks are effective structures for connecting people, allowing them to create content and participate in public affairs in a meaningful way; and
- b. Social networks are not just a place to spend time in but are useful tools for collective action.

In a study exploring how students use social media, Wang, Cheng and Liang (2011) report that most students spent vast number of hours accessing social media sites. Ninety percent of students surveyed spent their time on entertainment, while eighty percent of the sample admitted that they posted or responded while completing home work, not too many students preferred using social media to do their assignment. Considering the overall results of collected data analysis, there was a negative attitude towards social media when students used them.

Mining YouTube Metadata for Detecting Privacy Invading, Harassment and Misdemeanor Videos

YouTube is the largest and most popular video sharing website on the internet. It allows users to upload and watch unlimited number of vides for free. It allows users to post textual comments on the video as well as on other user's comments. According to YouTube statistics, every month 1 billion unique users visit YouTube and over 6 billion hours of videos are watched. Since YouTube has very low publication barriers to upload a video on YouTube, a user only needs to have a valid YouTube account.

Anonymity, low publication barriers and high reachability of video worldwide has led users to upload many offensive and malicious content on the website. For example, harassment and insulting videos, video spam, copyright infringed videos, pornographic content, hate and extremist promoting videos (Sureka, Kumaraguru, Goyal & Chwabra, 2010).

Among these problems, privacy invading and harassment on web 2.0 is an important issue. In the context of YouTube, we define privacy invasion as unauthorized shooting of a person's video and uploading it (disclosure and dissemination) on the video sharing website. If the scenes in the video are negative (such as vulgarity, violence and abuse), then public disclosure of such content can be regarded as harassment for the person in the video. Harassment can be of two types – intentional and unintentional. Sometimes users post videos on YouTube in order to threat and disturb one or more people that causes discomfort for the victims. For example, violent, abusive and humiliating behavior that violates the claimant's dignity.

Sometimes, users take a clip of some incident and share it on YouTube without any intention to hurt that person involved in the video. According to an article in Chicago Tribune News, a California educator resigned after abuse accusations by a woman for abusing her when she was a 12 years old student. Presence of offensive and embarrassing content degrades the reputation of users who are involved in those videos. It also causes the bandwidth wastage for the users who are not willing to watch such videos.

Hostels in COOU

Chukwuemeka Odumegwu Ojukwu University formerly Anambra State University is a Nigerian tertiary institution, having two campuses at Uli and Igbariam respectively. The main focus here is on the hostels in the Igbariam campus of the institution which includes four (4) female hostels and one (1) boy's hostel. This is so because of the higher population of the females in the institution than the males. The female hostels of the institution (COOU) of Igbariam Campus are Hostel A, having 24 rooms with 8 occupants in each room, making a total of 192 persons in the 24 rooms of Hostel A.

There is the second hostel called Hostel B, having 41 rooms with 8 persons/occupants in each room. There is the Central Bank of Nigeria Hostels, with the Hostel A (C.B.N) having a total of 78 rooms with 3 occupants in each room, while the C.B.N. hostel B also have a total of 78 rooms with 3 occupants in each room as well (source: Hostel Mayors).

METHODOLOGY

In this study, Survey Research Method was employed as the method of study while Focus Group Discussion was employed as the data gathering tool, as it involves understanding audience attitudes and behaviors (Nwodu, 2006). It aims at ascertaining audience disposition towards a given issue. The population of this study was 468. This is because the total number of female students living in the Central Bank of Nigeria hostel is 468, as given by the Mayors of the hostel, while the sample size was 80.

However, purposive sampling served as the technique used in the study. This is because, the researcher selected the participants that met specific criteria for the purpose of his study. Meanwhile, the group under study was selected from the CBN Hostels A and B, using Focus Group Discussion method, 20 persons were selected from each of the first and ground floors of the hostel having two (2) sessions each. The discussion was conducted during the evening hours of 5pm – 7pm, when students were back from lectures and relaxed to answer the questions that were posed them.

Data from Focus Group Discussion

Research Question One: Are the female students living in COOU CBN hostels exposed to the “I’m from Barriga” video?

Most of the respondents said they had seen/watched the video online on several occasions while the few that were not exposed to the video, watched it through the laptop of the researcher, for two times.

Research Question Two: Does the video influence your disciplinary composure in the hostel?

Most of the respondents agreed that their exposure to the online video influenced their disciplinary composure, as they will not want to be disgraced and shown to the world in a bad light. In the words of Ahanonu Oluchi, a 200 level student of Sociology Department “I will not want may be my siblings to see me on the social media doing things I was not trained to do, so after I watched this video, I began to be conscious of my friends and mind the things I do and say”. A few others were of a different opinion as they did not see the video to be a yardstick in measuring their conducts. They were of the opinion that the video actually is bad but should not influence the disciplinary composure of students as a baby cannot forget the breast she sucks from.

Research Question Three: Does your exposure to the video make you want to stop violent act?

During the discussion, most of the respondents said that the video is an eye opener, and that even when they face more challenging problems or situations, on remembering the “I’m from Barriga” video, they will desist from taking any action. This view was contrary to that of Muoneke Vivian a 300 level student of Marketing Department and a few others who said they will react immediately they faced such situation or problem. In her words, Muoneke said that she would “slap and hit whoever told her that she was born by mistake and would not take nonsense from anybody”.

DISCUSSION OF FINDINGS

From the group discussions, findings were made. The study found that majority of the respondents had been exposed to the “I’m from Barriga” video through online social media platforms. This finding is supported by Junco (2012) where he observed that many of the users of social media are students of higher institution and are used for purposes such as interacting with friends, sharing videos, studying and status conferral among other purposes.

Furthermore, the study found out that majority of the respondents will not want to be engaged in such disgraceful act, hence they comport themselves and want to be seen to be disciplined. This is in line with the Catharsis theory, used in this study as Nwabueze (2014) asserts that the theory explains the impact of media violence on the audience. The theory says that the more people are exposed to violence on television, the more they are likely to purge themselves of violence.

Again, the study found out that majority of the respondents will stop any attempt of violent act when faced with similar situation as those of the two girls in the “I’m from Barriga” video, when they remember the video. This finding conforms again with the Catharsis theory. Dominick (2009) cited in Nwabueze (2014) posits that viewing scenes of aggression can actually purge the viewers own aggressive feeling. Thus, a person who sees violent television programs or films might end up less likely to commit violence. This finding also aligns with the selective retention theory, as audience remember messages that support their opinion longer than they remember opposing messages (Severing & Tankard, 1979; cited in Nworgu, 2010).

CONCLUSION

The findings in this study have provided a build-up on related studies as well as opened up new areas for further studies. Social media is a useful tool for students in higher institutions which they use for communicating/interacting with friends, sharing videos, studying among other purposes, and hence their ability to stay on the social network for vast number of hours.

The viewing of the “I’m from Barriga” YouTube video by female students cannot spur them into violent acts, rather gave them the chance to reflect on their conduct in their hostels, providing the chance for those with questionable traits to turn a new leaf.

Also, female students will refrain from violent acts when they remember the “I’m from Barriga” video, which serves as a behavioural check on the students.

RECOMMENDATIONS

At the end of this study and based on the findings of the study. The researcher came up with the following suggestions;

1. That in using the social media, self regulation is not sufficient and that additional regulatory tools such as public supervision and legislations are required in the digital and convergent online platform.
2. That there should be a set of widely accepted rules to help prevent uploading videos considered to be harassment for the person(s) in the video.
3. That universities in Nigeria through its Information and Communication Technology (ICT) Department/Unit, should create a unified basic internet access, through which students in the university community get access to the internet, after they must have agreed to the terms and conditions of accessing the internet through that unified internet access.
4. That this work is also recommended for researchers who may study similar topics in the future for the purpose of reference.

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