

Effect of Wrestling Films and Gender on Children's Aggressiveness

¹I.C. Mbaeze, ²Elochukwu Ukwandu and ¹N. Okoro Ndubuisi

¹Department of Psychology, Faculty of Social Sciences, ²Department of Computer Science,
Faculty of Science, Evan Enwerem University, Owerri, Nigeria

Abstract: Effects of wrestling films and gender to determine aggressive behaviour in children of 6-12 years was investigated in this study. Total of 40 participants comprising 20 males and 20 females selected through stratified random sampling technique was used for this study. The participants in the experimental group were allowed to watch the violent wrestling films while those in the control group watched the non-violent gospel musical films. Three hypotheses were generated in the study and were tested using a 2×2 factorial designs and 2×2 Analysis of Variance (ANOVA). The results showed those that watched the wrestling movie behaved more aggressively than those that watched non-violent film at $p < 0.01$. There was no statistically significant difference between the male and female participants that watched the wrestling film at $p < 0.05$. Finally there was no significant interaction effect between the wrestling film and gender. Based on the findings, implications and recommendations were made.

Key words: Wrestling films, gender, aggression, effects, TV, Nigeria

INTRODUCTION

Aggressive behaviour is not acceptable in the society. It is seen as a behaviour which violates and which is not in line with norms as prescribed by a given society. Those exhibiting it can be labelled as societal miscreants, deviants and misfits amongst others. People find it difficult to relate well with aggressive individuals. Freud and his colleagues viewed aggression as an innate drive or basic instinct subject to modulation and control by the ego and superego (Moore and Fine, 1968). But the social learning theorist like Bandura *et al.* (1963) saw it as a behaviour that is learnt or acquired through experience. Whether innate or learnt, aggressors are seen as incompatibles by their peers. Thus, their avoidance by their peers is as a result of being perceived as people who are hurtful. That is to say that aggression is one social motive that put people apart or driving them to fight with each other.

Aggression by the young people has been a major concern to the society. The society is presently characterised by this behaviour which could be attributed to viewing of violence in the media such as professional wrestling. These professional wrestling products are marketed through the internet, video tapes and disc and video games (AAF/ESP, 1999). Wrestling is a sort of motor skill which can generate aggressive behaviour because the viewer develops a mental image of what needs to be done.

Among sub-Saharan African, wrestling matches were seen as a way to celebrate or symbolically encourage human and fertility and the earth's fecundity. In olden days, among Igbo people of Nigeria, it is held every 8 days during the rainy season or harvest of the yam. They believe that it persuades the gods to grant them abundant harvest. The Diola of Gambia adolescents wrestled in what was clearly a prenuptial ceremony. In Asia, it is understood as a religious endeavours, prayers, incantations and rituals of purification were for centuries an important aspect of the hand to hand combat of Islamic wrestling. Initially among the American, it is seen as a legitimate sport until recently it is termed a professional wrestling entertainment.

Professional wrestling is designed by and for men with the content, meaning and significance of its contest. Wrestling builds characters some of which can be socially responsible role models; others can develop tough masculine style that reinforces broader social problems. Guthrie (2007) reported that professional wrestling in each week is viewed by about 16 million USA people. And its nature across nations is homogeneous than other aspects of culture because all are made in USA. Another group of investigators found that the average child views >10,000 acts of television violence every year (Anderson and Bushman, 2001). After watching this violent wrestling, it teaches the child cognitive script that influences his or her behaviour including social behaviour. Cognitive scripts tend to be learned early in life, serving as a guideline for future (Huesman, 1986).

Postman a cultural critic in his write up The disappearance of childhood said that what is causing childhood to disappear is promiscuously available and unfiltered nature of television medium: Television messages news, views, sex and violence do not differentiate among their audience but are equally available to all. The 9 months children are placed in fronts of television by parents for an hour and half a day. By 3-4 years of age, they average 4 h a day (Singer and Singer, 1988). In the middle adulthood and adolescence, 20-25 h a week is about average and some youngsters average 40 h a week in front of the tube (Hodge *et al.*, 1994). Consequently, children in Nigeria spend more hours watching violent programmes of the audio-visual machines than reading their books. Equally reported that people spend 10 h a day watching the televisions, video tapes, movies and playing computer games at the end of the week, the time average >72 h far more than a full work week.

Though people have their various perceptions for violent programmes like professional wrestling but what prompted me most is how the children that view these aggressive behaviours are seen to behave in the same manner. There was an occasion which I witnessed where a child of about 7 years old climbed furniture in the living room during play, threw himself up and land on the body of the other that is on the floor. I also observed them using vulgar languages such as asshole, fork you! Woo! Son of a bitch! As being used by the professional wrestlers. They were also seen kicking, punching and carrying of weapons to use on their fellows. Vulgar gestures and postures were equally observed with children that saw professional wrestlers perform in films. Wrestling was seen by the various cultures like the Igbo's as a way to appreciate their gods for a bountiful harvest and to the Asians as a mode of worship and ritual performance; to the Gambians as a nuptial ceremony and to the Americans as a legitimate sport. But in recent times that it has become violent and termed professional wrestling which is now broadcasted to far-flunged audience especially the young individuals through the various mass media has caused much antisocial behaviour such as aggression in children.

The young viewers of the significant ages of 5-17 are seen after watching the professional wrestling to involve in kicking, hitting and even using weapons on their fellow others. They were also involved in the use of vulgar languages, gestures and postures as they have seen the professional wrestlers doing. Though there has been studies on the effect of violent films on children's aggressiveness, there are very few works using the professional wrestling. Therefore, the researcher deems it

necessary to investigate whether wrestling films and gender can have any effect on the children's aggressiveness.

What prompted this study is the way in which the society is being characterised by young people's aggression. As a result, this study will endeavour to determine whether:

- The viewing of professional wrestling can cause a child to be aggressive
- The gender of an individual can contribute or cause aggressiveness in him or her
- There is any interaction between the viewing of wrestling films and gender

Why do human beings aggress? What makes them turn with brutality unmatched by even the fiercest of predators, against their fellow human beings? These questions have been pondered over for years and interest for certainty continues. Some theorists believed it is innate, environmental, learnt or evolutionary; various researchers have their positions about the reasons for aggression as seen in human beings.

Biological theory: This approach looked at social behaviour in terms of the role of heredity. It emphasizes the characteristics of the individuals and not situation. Given this emphasis, it should now seem surprising that aggression is viewed as an innate characteristic of human being. The basic assumption here is that aggression is a genetically controlled instinct. That is to say that aggressive behaviours are inherited by the offspring from the parents and as a result is genetically carried out.

Arousal theory: P.H. Tannenbaum is the leading proponent of the arousal hypothesis which posits that exposure to movies (Action/violent movies like wrestling) increases excitation or arouses viewers (Tannenbaum and Zillmann, 1975). For example, increased aggression follows when it is appropriate as a response which is almost always the case in movies and aggression.

Three fold implications: Movies (Professional wrestling) may stimulate other classes of behaviours. Classes of contents other than action/violence may stimulate aggressive behaviour. Many effects demonstrated in laboratory experiments and in real life may hinge on the point on the curve of increasing arousal at which the editing of a film sequence leaves the viewer. The hypothesis is supported by studies demonstrating that humorous, erotic, violent and other classes of content hypothesises to be arousing, increases physiological

measures of excitation among college that exposure to humorous, erotic and other classes of arousal portrayals leads to greater subsequent aggression on the part of college age subjects than less excitatory and that both physiological arousal and level of behaviour will vary depending on whether a movie sequence end on an exciting note or concludes with blander depictions (Comstock and Lindsey, 1975).

Disinhibition theory: The front liner of disinhibition hypothesis is Berkowitz. Researcher opined that a particular movie type in certain circumstances will result in increased interpersonal behaviour because it weakens its inhibitions against such behaviour (Berkowitz, 1962). Researcher further stated that violence in television or films may affect aggressive behaviours in three ways:

- By teaching techniques of aggressive habits
- By arousing previously learned aggression
- By providing moral justification for hostile wishes

The findings so far suggest that such circumstances include those in which the movie type is rewarded, those in which case similar to those in movies portrayal appears in the environment and those in which the environment contains a target that has previously provoked or harmed the viewer.

Like Tannenbaum and Bandura, Berkowitz believed in testing hypothesis in order to infer causes and effect. However, unlike Tannenbaum, researcher has been interested in the direct contributions of movie type to the performance of acquired behaviour. And unlike both Tannenbaum and Bandura, his most research has involved naturalistic field experiment on the effect of movie type on subsequent interpersonal behaviour (Comstock and Lindsey, 1975).

Cognitive Neo-associationist theory: This theory posits that exposure to aversive events (Ones we prefer to avoid) generates negative effects (Unpleasant feelings). These feelings in turn, automatically activate tendencies toward aggression and flight (Efforts to escape from the unpleasant situation) as well as physiological reactions and thought or memories, related to such experiences. Whether overt aggression then follows depends on several factors such as higher levels of thoughts and cognition. For example, someone stops in a supermarket that is bumped by another shopper's cart.

This is painful and the shopper reacts with tendencies towards aggression plus thoughts and memories related to similar unpleasant events (Berkowitz, 1984, 1989).

Social learning theory: Social scientists agree that aggressive behaviours can be learned. That most responses once considered instinct is actually learned responses. According to social learning theory, people learn how to injure others through exposure to violent models and by having aggression positively reinforced (Bandura, 1977). The emphasis is that people learn from the example of others as well as from direct experience with rewards and punishment. People on television and cartoon characters can serve as a powerful model of aggression (Bandura, 1983; Baron and Richardson, 1994; Berkowitz, 1993). Observing a non aggressive response to a provoking situation teaches a peaceful alternative and strengthens existing restraints against aggression. Also, observing someone who is calm and responsible may help an angry person settle down rather than strike out.

The theory of gender differences pertaining to aggression maintained that there could be a disparity between males and females in the area of aggression. The social learning theory posits that children learn gender-linked behaviour by observing and imitating and by being rewarded or punished. While the biological approach assumed that gender being physical differences in body structures are rooted in heredity and the behaviourist like B.F. Skinner argue that all behaviours are shaped by reinforcement. So, if variations exist across individuals, this implies differences in reinforcement history. The cognitive point of view about gender is that individuals have a mental schema which tells them what is appropriate behaviour for their sex. The cognitive approach argues that the behaviour of others particularly adult actions provides an example which is imitated through the process of social learning (Perry and Bussey, 1977).

Bandura *et al.* (1963) discovered that children imitated an adult that punched and kicked an inflated Bobo. Aggression is a social motive that put people apart or driving them to fight each other. Among humans, males are found to be more aggressive than females. But males are more physically aggressive than females while females are more relationally aggressive than males (Geary and Bjorklund, 2000; Osterman *et al.*, 1998).

A very good number of researches had been conducted on aggression in both children and adults using the violent films or models. Professional wrestling is categorised as a violent film though not much research has been conducted using it but analogy can be drawn with violent films and models that were used in conducting researches on aggression.

Bandura *et al.* (1961) made nursery school pupils observe one of two adults; one adult ignored 5 foot inflated Bobo doll while playing quietly with a tinker toy

set, the other adult abused the doll, the violent model punched the doll in the face, beat it over the head with a mallet, tossed it angrily in the air and kicked it about the room, punctuating these assault with cries of Sok him in the nose kick him! Pow! when children were given access to the Bobo, those exposed to the violent model behaved more aggressively than those exposed to subdued model. William (1986) discovered that in Canada that child off school age showed a decline in reading and creativity and increase in both physical and verbal aggression during play due to exposure to violent movies.

Bandura and Walters (1963) study of children using media violence found that violence in media caused the children to behave aggressively.

Federman (1998) discovered that 66% of programme targeted towards USA children contained violence. In his research, for the possible antisocial behaviour-aggression, researcher found that children that watched a lot of violent movies were more aggressive than those that watched little or non-violent films.

Belson (1980) compared behaviour and viewing habits of 1565 London boys aged between 13 and 16 between 1959 and 1971. Markedly, less violence (Aggression) was admitted by those who had watched lot violence on television, 7.5% confessed to have engaged in serious aggressive acts.

Eysenck and Nias (1978) in their laboratory studies into violence and media, attempt to isolate the effect of violent films on behaviour from that of other factors. Groups-both adult and children exposed to television violence consistently behaved more aggressively than control group.

Josephson (1987) investigated second and third grade boys who were made to watch violent films and other non-violent films. The study discovered that the participants behaved aggressively.

Steuer *et al.* (1971) randomly assigned children to one of the two groups' one watched violent film offering on eleven different days; the second group watched TV cartoon that does not contain violence. Those that watched the violent film were seen to behave aggressively by kicking, pushing and doing other aggressive related behaviours to their playmates.

Bernthal experimented on how viewing professional wrestling may affect children. The elementary and middle school teachers (n = 370) were surveyed on the following:

- The popularity of professional wrestling among their students
- Any preconceived notions they held about students who enjoy viewing professional wrestling

- Their beliefs about spectator harm caused by professional wrestling
- The nature and extent of their students' imitation of verbal and other behaviour from professional wrestling as they had personally observed that imitation

The result of above showed that professional wrestling affected negatively the children's behaviour. The children (Students) were found behaving aggressively in the classroom and at recess.

Joy *et al.* (1986) observed the effect of introducing television (1974) in Canadian town. As a control, they also examined behaviour in two other towns of Canada that had access to television. Aggressive behaviour was measured in two ways by direct observation of children's verbal and physical aggression during playing periods at school and by student and teacher ratings of aggressiveness. The cities that have television and watched aggression movies were more aggressive than towns that do not have television.

Crick *et al.* (1997) examined aggression in 3 and 4 years old children in a preschool. Teachers were asked to rate children on items that tapped overt aggression (Example, kick or hits others); aggression in relation with others (Example tries to get others to dislike others); prosocial behaviours (Example, being kind to others) and depression (Example, looks sad). Students in the preschool named three other students who they liked to play with the most and three other students they like to play with the least.

First, children who were judged to be high in overt and relational aggression were less in prosocial behaviour.

Second, children judged to be especially aggressive by the teachers were prone to rejection by their peers (Play with the least).

This finding demonstrates that individual differences in antisocial behaviour are apparent to adult and to children by age 3.

Third, Crick *et al.* (1997) found that children who were judged to be high in negative emotion, high in depression were more likely to be high in aggression than those low in negative emotions.

A study that monitored children's natural behaviour (Josephson, 1987) indicated that television violence may have an effect but its nature depends on the characteristics of the child. In this study, second and third grade boys level of aggressiveness was rated by their teachers. Then, the boys watched a violent or non violent segment of television show after which they played a

game of hockey. The boys who had watched the violent segment and were initially rated aggressive showed increased aggressiveness during the game. The non aggressive boys who had watched the violent segment were even less aggressive than usual during the hockey game. However if the boys were reminded of the segment of being shown objects that had figured prominently in the violence even the non-aggressive boys become more aggressive.

Robert and Maccoby (1985) in their study made college students watch clips from violent films and then have opportunity of punishing or harming someone. Sometimes, they are allowed to administer electric shocks to a stranger (Confederate) for making errors in a learning task. The filmed violence clearly increases the frequency and severity of the shocks (Which subjects believe are real). This shows that seeing violence can increase the aggressiveness in an individual.

In another study, 9 and 10 years old children were shown a violent episode of the untouchables. A second group watched a non violent sports show. Both groups were then brought into a room with a box that had two buttons labelled Help and Hurt. The children were told that pressing the Help button would help a child in another room to complete a game, pushing the Hurt button would hinder this effort. The children who watched the violent episode of the Untouchables pressed the Hurt button 33% more often than the other children which shows that violent episode can make one to become aggressive.

Liebert and Baron (1972) are participants in laboratory studied. They viewed actual violence and then were given an opportunity to attack a real victim rather than inflated toy. Those that watched the violence demonstrated a higher level of aggression than those that were exposed to non-violent films.

Schutte had male and female children 5-7 play one of two exciting video games. The first game, a violent one called Karateka and the second a non-violent game called Jungle Hunt. After playing of the two games, children were observed in pairs in a special playroom. Result showed that those who played aggressive game were more likely to hit both playmate and an inflated doll than those who had played the non-violent game.

Another study of Mead (1963) revealed that in Guinea tribe there are evidence of aggressiveness in women, passivity in man and minimal difference in the roles of women and men.

Hypotheses:

- There will be no statistically significant effect of wrestling film on aggressiveness
- There will be no statistically significant effect of gender on aggressiveness

- There will be no statistically significant interaction effect between wrestling films and gender on aggressiveness

MATERIALS AND METHODS

Participants: The population involved in this study included a total number of eighty pupils of primary schools. The primary schools involved those from Obinze town in Owerri West Local Government Area of Imo state. The schools are: Aladoro Community primary school and Teachers Training College Practicing School. Twenty of the pupils were males while the other 20 were female. The pupils are between the ages of 6-12 years. The researcher used stratified random sampling technique in categorizing and selecting the participants.

Instruments: The instruments for this study include two 14 inches coloured television set-sharp TV set with model number CF-14SIOKE, SONY VCD player with model number HOLY-2009090, DVD and VCD plates of professional wrestling as produced by World Wrestling Entertainment (WWE) and European Championship Wrestling (ECW). Both films are produced in the United States of America. The wrestling film is the violent movie shown to the participants in the experimental group of the while non-violent film shown to the other group in the control is a Christian Gospel music entitled Kingdom Kids in Melody produced by Kelly Bishop, Anambra State of Nigeria.

A Yamaha Generating set of model number ET 1200 with output of 650 Hz (A small generator) was the source of power supply, socket for plugging the gadget and wires for connections were equally used. The classrooms were the places that the experiment took place. Inflated balloons were given to them after seeing the movies in the classrooms and were asked to play with them. During their play with the balloons in the classroom, they manifested behaviours which the researcher scored as listed:

- Idle gazing
- Standing around
- Bodily gestures
- Unrough structures
- Vulgar languages
- Breaking of the ballons
- Rough structures
- Punching

Those that scored from 1-4 are said to be non-aggressive while those that scored from 5-8 are termed to exhibit aggressive behaviours.

A pilot study was conducted to ensure the validity and reliability of the instrument. A content validity was employed. Twenty pupils from the Teachers' Trading

College Practicing School (TTCPS) were used for the validation of the study. The score was correlated using Pearson Product Moment Correlation Coefficient and a correlation coefficient of 0.52 was obtained.

Procedure: In the first instance, the investigator introduced himself and his assistant to the staff, pupils and their reason for coming. Through balloting, the participants were assigned to the experimental and control group. Those in the experimental group saw the violent movie while those in the control group saw the non-violent film.

The experimenter stated the study by firstly allowing the participants walk into the classroom as specified by their group. The gadgets (TV set, VCD and DVD player) were carefully plugged to source of power. Then, the gadgets were switched on by pressing the power button then, the buttons for the plates tray were pressed on it then open and the film plates were inserted and the close button was pressed to close. Next the play buttons were pressed for the movies to play and then, the participants were allowed to see the films.

They were allowed to watch the films for 2 h. After that 10 inflated balloons were thrown to them for them to play with them. While they played with the balloons in the classrooms, the points mentioned in the instrument section were used to measure and score their aggressive behaviours. Then, the scores collected were analysed statistically.

Some variables were discovered during the pilot study which were of no interest to the researcher such were ages of the participants but these were handled by choosing participants that fall within the same age limit of 6-12 years. Also, the locality was handled by participants from the same locality. The environment for the experiment was very conducive and void of noise and distraction.

Design/Statistics: The study used a two by two (2×2) completely randomized factorial design. In this study, the two films seen by the participants were violent wrestling films for the experimental group and non-violent Christian Gospel musical x Gender (Males x females) combining factorially to have four conditions in the study.

The statistics for the study is the F-statistics of 2×2 ANOVA. It was used because it is the most appropriate for a 2×2 ANOVA for equal sample size (Table 1).

Table 1: Films

	Films	
	Violent film (a ₁)	Non-violent film (a ₂)
Males b ₁	a ₁ b ₁	a ₂ b ₁
Females b ₂	a ₁ b ₂	a ₂ b ₂

RESULTS AND DISCUSSION

The results showed that the first null hypothesis (H₀) was rejected because the alternate (H₁) that there would be a significant effect on the participants was accepted, $F(1, 36) = 31.48$; $p < 0.01$.

The second null hypothesis maintained that aggressiveness would not be due to gender differences was accepted as there was no significant difference between male and female participants $F(1, 36) = 0.22$; $p < 0.05$.

Lastly, the null hypothesis that there will be no statistically significant interaction effect between wrestling films and gender was accepted, $F(1, 36) = 0.05$; $p < 0.05$ (Table 2).

Hypothesis 1 (H₀) states that there will be no statistically significant effect of wrestling film on children aggressiveness. The F-analysis of variance showed that the calculated F-value of (31.48) is greater than the critical or table F-value of (7.46). Here, the null hypothesis was rejected, implying that there is a statistically significant effect of wrestling film viewing on the children's aggressive behaviour.

This is in line with Crick *et al.* (1997), Roberts and Maccoby (1985), Liebert and Baron (1972) and Bernthal studies using violent films to determine children's aggressiveness. Also Belson (1980), Huesman (1986) and Paik and Comstock (1994) in their studies confirm that watching violent films cause children to behave more aggressively which are all in line with the findings of this study. But Freedman (1984), Strickland and Cater (1975) and Feshbach (1961) are of the view that watching violent films does not really cause aggressiveness rather than individuals that are naturally aggressive seek for aggressive movies and also that exposure to violent film for very long period reduces aggressiveness.

Being aggressive after seeing violent movies could be as a result of the film creating cognitive script and mental pictures that rewind in them forcing them to practice what they learnt from the movies. Also the aggressive behaviour of the models which are rewarded can cause children to see such behaviour as proper to exhibit when they need their fair share in the face of scarcity and to maintain their ego. They see

Table 2: ANOVA summary table

SOV	SS	DF	MS	F
SS _A	57.60	1	57.60	31.48
SS _B	0.40	1	0.40	0.22
SS _{AB}	0.10	1	0.10	0.05
Error	65.80	36	1.83	-
Total	123.90	39	-	-

$p < 0.01$; $p < 0.05$

aggressiveness as boldness and non-aggressiveness as weakness. They perceive an aggressive individual as domineering which is a character worthy for existence to them.

The second result indicated that there would be no statistically significant effect of gender on aggressiveness. Since, the calculated F-value of 0.22 is less than the table or critical value of 4.13, the null hypothesis is accepted. This shows that there was no statistically significant difference on children's aggressiveness that saw the film due to their gender. This is in line with the study of Ikpeachu and Onyeneke (2005). Their findings confirmed that there were no significant effects on aggressiveness due to gender. But Jacklin *et al.* (1984) and Charters (1933) said that there was a difference in aggressive behaviour due to gender.

It was gathered too that from the result of the present study that there was no significant interaction between watching wrestling films and gender. This shows that the interaction between wrestling films and gender has no significant effect. Being a male or a female has nothing to do with one being aggressive or non-aggressive.

CONCLUSION

Aggressiveness being both a behavioural and antisocial is never cherished by any society. The society points accusing fingers on the things the children see in the screen. This study using wrestling movies discovered its contribution to children's aggressive behaviours. The study revealed that both male and female children if they are exposed to wrestling films that show aggressive models are bound to copy and behave in the same manner.

Those that viewed the violent movies where aggressiveness was exhibited perceived that being aggressive shows masculinity and femininity. It proves ones worth, puts him or her out as bold, domineering and courageous. That with it, an individual can get what he or she wants easily in the midst of equals and the face of limited resources and emerge triumphantly. If this anti-social behaviour is not nipped in the bud in the children, the entire society will be characterized more by anarchy and very uninhabitable.

SIGNIFICANCE

- The study has the significance of making contributions on ever-growing behavioural problems of children
- It proffers solutions to curtailing these behavioural problems which could be nipped at the bud

- The findings of this study bring to the fore the implications of watching wrestling movies and its consequent negative impacts on children
- Thus, the study brought to the glare of the parents that some aggressive behaviours of their children are learnt through watching wrestling films and that the parents should provide a better and enabling environment for the children and censor the movies they watch for a healthy and normal behaviour

LIMITATIONS

This study is limited to pupils in Obinze in Owerri West LGA of Imo state. The result may not be generalized to other areas but may be inferred as an example to show incidence of wrestling film and gender on the aggressiveness of the children.

There are no much works as to the use of wrestling films and gender in studying aggressiveness in children.

- The sample size is not large enough
- There was the problem of gathering and making children to concentrate
- There was the problem of participants loss which was tackled immediately, the study was hectic, time consuming and financially burdensome

RECOMMENDATIONS

It has been recommended that watching wrestling films has negative effect on both male and female children. As a matter of fact, parents and guardians are advised to censor the movies their children watch in order to control or prevent any possible aggressive behaviours in them. This will help in improving the children's behaviour and make them compatible with their peers and acceptable to the society at large.

The environment and the kind of peers they keep that can lead them to behave aggressively should be discouraged. Lastly, the parents, guardians and teachers should establish a good relationship between them and their wards so as to be able to notice the emergence of any aggressive behaviours.

It is a pleasure of the investigators to suggest the following for further researches on this topic:

- The study should be replicated using larger sample size and the age of the children
- The economic status or background and other geographical zones can be used to replicate the study

IMPLICATIONS

The findings of this study have some implications to social learning, biological and Neo-cognitive association theorists. They emphasize and lay more responsibility on the learner, his nature without much consideration to his locality, age, socio-economic status and upbringing.

When a child is aggressive the parent, guardian or school teacher should try and determine the cause and source than allowing the children to themselves. From the outcome watching wrestling films is one of the techniques through which a child can become aggressive. If watching wrestling films are sources of aggressiveness in children, parents should be close to them for the progress, development, satisfaction and most importantly, a better knowledge of behaviour helps to apply corrective measures that modify their behaviours.

REFERENCES

- AAF/ESP, 1999. Children and Sports Media. The Foundation, Westfield, NJ, USA., Pages: 117.
- Anderson, C.A. and B.J. Bushman, 2001. Effects of violent video games on aggressive behavior, aggressive cognition, aggressive affect, physiological arousal and prosocial behavior: A meta-analytic review of the scientific literature. *Psychol. Sci.*, 12: 353-359.
- Bandura, A. and R.H. Walters, 1963. Aggression. In: *Child psychology: The Sixty-Second Yearbook of the National Society for the Study of Education, Part I*, Bandura, A., R.H. Walters, H.W. Stevenson, J. Kagan, C. Spiker, N.B. Henry and H.G. Richey (Eds.). National Society for the Study of Education, University of Chicago Press, Chicago, IL, USA., pp: 364-415.
- Bandura, A., 1977. *Social Learning Theory*. Prentice Hall, New Jersey.
- Bandura, A., 1983. Psychology Mechanism of Aggression. In: *Aggression: Theoretical and Empirical Reviews: Theoretical and Methodological Issues*, Geen, R.G. and E.I. Donnerstein (Eds.). Academic Press, New York, pp: 1-40.
- Bandura, A., D. Ross and S.A. Ross, 1961. Transmission of aggression through imitation of aggressive models. *J. Abnormal Social Psychol.*, 63: 573-582.
- Bandura, A., D. Ross and S.A. Ross, 1963. The imitation of film mediated aggressive models. *J. Abnormal Social Psychol.*, 66: 3-11.
- Baron, R.A. and D.R. Richardson, 1994. *Human Aggression*. 2nd Edn., Plenum press, New York, ISBN: 030648434x, Pages: 444.
- Belson, W., 1980. *Introduction to Sociology*. 4th Edn., Thomas Nelson and Sons Ltd., UK.
- Berkowitz, L., 1962. *Aggression: A Social on Aggressiveness Psychology Analysis*. McGraw-Hills, New York, USA.
- Berkowitz, L., 1984. Some effects of thoughts on the anti- and prosocial influences of media events: A cognitive neoassociationistic analysis. *Psychol. Bull.*, 95: 410-427.
- Berkowitz, L., 1989. The frustration-aggression hypothesis: Examination and reformulation. *Psychol. Bull.*, 106: 59-73.
- Berkowitz, L., 1993. *Aggression: Its Causes, Consequences and Control*. McGraw-Hill, Temple University Press, Philadelphia, PA., USA., Pages: 485.
- Charters, W.W., 1933. *Motion Pictures and Youth: A Summary*. MacMillan, New York.
- Comstock, G. and G. Lindsey, 1975. *Television and human behaviour. The Research Horizon, Future and Present*.
- Crick, N.R., J.F. Casas and M. Mosher, 1997. Relational and overt aggression in pre-school. *J. Dev. Psychol.*, 33: 579-588.
- Eysenck, H.J. and D.K.B. Nias, 1978. *Sex, Violence and the Media*. Temple Smith, London, Pages: 306.
- Federman, J., 1998. *National television violence study, volume 3: Executive summary*. Center for Communication and Social Policy. University of California, Santa Barbara.
- Feshbach, S., 1961. The stimulating versus cathartic effects of a vicarious aggressive activity. *J. Abnormal Social psychol.*, 63: 381-385.
- Freedman, J.L., 1984. Effect of television on aggressiveness. *Psychol. Bull.*, 96: 227-246.
- Geary, D.C. and D.F. Bjorklund, 2000. *Evolutionary development psychology*. *Child Dev.*, 71: 57-65.
- Guthrie, M., 2007. *Wrestling marketing muscle. Broadcasting and Cable*, pp: 12-13.
- Hodge, B., R. Hodge and D. Tripp, 1994. *Children and Television: A semiotic Approach*. Polity Press, England, ISBN: 0745605052, Pages: 240.
- Huesman, L.R., 1986. Psychological process of promoting the relation between exposure to media violence and aggressive behaviour by the viewer. *J. Social Issues*, 42: 125-139.
- Ikpeachu, E. and C. Onyeneke, 2005. *Effects of violent films on aggressive behaviour of children*. B.Sc. Thesis, Imo State University, Owerri, Nigeria.
- Jacklin, C.N., E.E. Maccoby, H.D. Charles and R.K. David, 1984. Neonatal sense-steroid hormones and muscular strenght of boys and girls in the first three years. *Dev. Psychol.*, 20: 459-472.

- Josephson, W.L., 1987. Television violence and children's aggression: Testing the priming, social script and disinhibition prediction. *J. Personality Social Psychol.*, 53: 882-890.
- Joy, L.A., M.M. Kimball and M.L. Zabrack, 1986. Television and Children's Aggressive Behaviour. In: *The Impact of Television: A Natural Experiment in Three Communities*, Williams, T.M. (Ed.). Academic Press, Waltham, MA, USA., ISBN: 0127562907, pp: 446.
- Liebert, R.M. and R.A. Baron, 1972. Some immediate effect of televised violence on children's behaviour. *J. Dev. Psychol.*, 6: 469-475.
- Mead, M., 1963. *Sex and Temperament in three Primitive Societies*. William Morrow, New York .
- Moore, B.E. and B.D. Fine, 1968. *A Glossary of Psychoanalytic Terms and Concepts* 2nd Edn., American Psychoanalytic Association, New York, Pages: 102.
- Osterman, K., K. Bjoerkqvist, K.M.J. Lagerspetz, A. Kaukiainen, S.F. Landau, A. Fraczek and G.V. Caprara, 1998. Cross-cultural evidence of female indirect aggression. *Aggressive Behav.*, 24: 1-8.
- Paik, H. and G. Comstock, 1994. The effects of television violence on antisocial behavior: A meta-analysis. *Commun. Res.*, 21: 516-546.
- Perry, D.G. and K. Bussey, 1977. Self-reinforcement in high and low aggressive boys following acts of aggression. *Child Dev.*, 48: 653-657.
- Roberts, D.F. and N. Maccoby, 1985. Effects of Mass Communication. In: *Handbook of Social Psychology*, Lindzey, G. and E. Aronson (Eds.), 3rd Edn. Random House, New York.
- Singer, D.G. and J.L. Singer, 1988. Some Hazards of Growing in a Television Environment: Children's Aggression and Restlessness. In: *Television as a Social Issue: Applied Social Psychology Annual*, Oskamp, S. (Ed.). C.A. Stage, Thousand Oaks, ISBN-13: 978-0803930698, pp: 121-188.
- Steuer, F.B., J.M. Applefield and R. Smith, 1971. Televised aggression and the interpersonal aggression of preschool children. *J. Exp. Child Psychol.*, 11: 442-447.
- Strickland, S.P. and D. Cater, 1975. *Television Violence and the Child: The Evolution and Fate of the Surgeon General's Report*. 3rd Edn., Russel Sage Foundation, New York, USA., Pages: 167.
- Tannenbaum, P.H. and D. Zillmann, 1975. Emotional Arousal in the Facilitation of Aggression Through Communication. In: *Advances in Experimental Social Psychology*, Berkowitz, L. (Ed.), Vol. 8, Academic, New York, pp: 149-192.
- William, T.M., 1986. *The Impact of Television: A Natural Experiment in Three Communities*. Academic Press, Orlando, FL., USA., ISBN: 0127562907, Pages: 446.