

Influence of agriculture portrayal in *Ona Wura* movie on youths' perception of agricultural career in Ibadan North local government area of Oyo State, Nigeria

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ABSTRACT

Entertainment-education tools are underutilised in the promotion of food security in Nigeria. This study assessed the influence of positive portrayal of agriculture in few scenes of *Ona Wura* movie on youths' perception of agriculture as a career in Oyo State. Exposure to, satisfaction and retention of the movie as well as youths' perception of career in agriculture were assessed using structured questionnaire administered to 130 secondary school students randomly selected from the study area. Data were analysed using t-test at 95% level of significance. Only a few students (4.7%) had watched the movie more than once. Respondents were satisfied with the lessons learnt in the movie ($\bar{x}=1.54$), but majority (86.9%) had low retention of the movies watched. There was a slight increase in the percentage of respondents with favourable perception of a career in agriculture (from 50.8% to 56.9%) after watching the movie. There was no significant difference in the respondents' perceptions of career in agriculture before and after exposure to the movie ($p \geq 0.05$). Stakeholders should be strategic in their use of entertainment education to enhance youths' perception of agriculture in Nigeria.

Keywords: Entertainment-education, Behavioural change, Positive portrayal, Food security

INTRODUCTION

Entertainment education (EE) is the process of purposely designing and implementing a media message to both entertain and educate. This is done to increase audience members' knowledge about an educational issue, create favourable attitudes and influence behaviour and cultural norms (Media Impact, 2013). Entertainment education is a communication tool which involves incorporating educational messages into popular entertainment content to raise awareness, increase knowledge, create favourable attitude, and ultimately motivate people to take socially responsible actions in their own lives (Singhal and Rogers, 1999). It is an aspect of the media which has been successfully used for social engineering in many fields of human development for decades. As a strategy, it is taken very seriously by the public health community, as well as other sectors. In fact, millions of naira is usually spent by advertising industries in a bid to promote certain selected ideas by influencing the thoughts and actions of viewers.

In Nigeria, EE has been used successfully in addressing important social, environmental and health issues using soap operas, sitcoms, movies as well as reality shows. A good example is the outcome of a study to evaluate a newly introduced HIV themed TV series, 'SHUGA', which suggested that edutainment is more influential and cost effective than traditional behaviour change campaigns for HIV and other issues may be more successful with the help of professional storytellers. Young people who watched Mtv Shuga were found twice as likely to get an HIV test, while Chlamydia infections dropped by 58% among women (World Bank, 2017).

Research has shown that the entertainment education can affect viewers positively. It is also known to affect them negatively when unhealthy messages are passed across. Issues raised in this regard include smoking and violence which has been shown to negatively influence viewers, most especially the youths (Luxury Beach Rehab, 2020). This goes to show that the media can go a long way in influencing public views and behaviour at both conscious and sub conscious levels.

The kind of influence that entertainment education has proven to possess over the years suggests that it can as well be used to tackle one of the major problems being faced by Nigeria's agricultural sector and sustain interest of youths in agriculture as a career.

Since youths are the future of the nation as well as its food security, Nigeria need to optimise the strength of her youths in the agricultural sector. Recent government efforts and stark economic realities are gradually enhancing the involvement of youths in the agricultural sector. This trend needs to be sustained through enhanced appreciation and sensitisation on the potential economic benefits accruable from agricultural activities and the value chain that supports it.

Badiru (2017) and Badiru (2019) proposed that partnering with the entertainment media can play an important role in educating the young generation about agriculture as well as erasing the widespread jaundiced view on the practice of agriculture. It is opined that since movies, films, and documentaries are used to promote health, democracy and good values, same can go for agriculture. The younger generations need to see that agriculture is profitable for them to practice it.

In addition, positive portrayal of farmers is needed so that their successful stories can encourage potential farmers (Badiru, 2023). Empirical validation or otherwise of the foregoing assertion necessitated the study of the influence of portrayal of agriculture in *Ona wura* movie on youths' perception of agriculture as a career.

Ona Wura is a Yoruba movie produced by Muyiwa Ademola in 2013. Although, a love movie, it has an interesting agricultural theme that can captivate the audience.

The movie has two main characters, Leye and Pemisire who took an oath of love as teenagers. They later separated from each other by the tides of life, but the oath that bound them caused an impediment that brought them together again. Pemisire however, could not cope with Leye, a poor local farmer and therefore decided to dump him after securing what she desired from the union. Leye went on to study agriculture and became successful, proving everyone wrong that a farmer cannot be an achiever.

The main objective of this research was to ascertain the influence of portrayal of agriculture in *Ona wura* movie on secondary school students' perception of agriculture as a career. The specific objectives were to:

1. describe the personal characteristics of the respondents,
2. determine the respondents' level of exposure to the movie;
3. ascertain the satisfaction of respondents with the message embedded in the movie watched;
4. assess the respondents' level of retention of the movie watched;
5. evaluate the respondents' perception of the agricultural protagonist in the movie watched; and
6. examine the respondents' perception of a career in agriculture before and after watching the movie.

METHODOLOGY

The study was conducted in Ibadan North Local government of Ibadan, Oyo state, Nigeria. A three-stage sampling procedure was used to select the respondents of the study. Ibadan North local government has a total of 86 secondary schools. The listed schools were grouped into 4 clusters based on geographical location (UI/Ojoo axis, Sango/Ijokodo axis, Bodija axis, and Mokola axis), out of which 50% random selection of the clusters was done to select Sango /Ijokodo Axis which consists of 16 secondary schools and Mokola axis which consists of 22 schools. Five schools representing 10% of the schools in the selected clusters were then selected using simple

random sampling technique. However, three out of the total number of selected schools accepted to participate in the research; The polytechnic high school and United secondary school from Sango/Ijokodo axis, and Cenflex high school from Mokola axis.

Ten percent of the overall population of senior secondary students in each of these school were selected as a representative sample to participate in the research.

Collection of data was done with the aid of structured questionnaires filled by a total of 130 respondents. A quasi-experimental research design (before and after exposure method) was used to ascertain if watching the movie resulted in any change in the perception of respondents on career in agriculture. Since the movie which the research work was based on is an old production, and many of the students might not have been in contact with it prior to the research work, the film was projected for viewing in the school halls, while questionnaires were administered immediately before and after it was watched.

The choice of the movie was due to its agricultural theme. Although, a better and more deliberate agricultural-themed movie would have been preferred, but such movies are scarce. An agricultural themed intervention titled, 'yellow cassava' sponsored by IITA and HarvestPlus. However, 'yellow cassava' was deemed unsuitable because it promoted an agricultural technology rather than portray the prospect of engaging in agriculture which was the focus of the research effort.

The research variables of the study include personal characteristics of the respondents, exposure to the movie, retention of the movie, satisfaction with the movie, and respondents' perception of the movie protagonist and agriculture as a career.

Exposure to the movie was measured by asking respondents if they had watched the movie before, and asking them to state how many times they had watched the movie. Retention of the movie was operationalised by asking the respondents to give a summary of the movie. The summary was graded on a scale of 0 to 10 and based on a benchmark of 5 categorised into low and high retention. To determine satisfaction with the movie, respondents were asked to rate their movie experience which was measured on a three-point scale of; not satisfactory (NS), satisfactory (S), and very satisfactory (VS). The responses were scored 0, 1 and 2, respectively. The weighted mean scores were thus used to rank the movie viewers' satisfaction levels. Meanwhile, respondents' perception of the movie protagonist and agriculture as a career were measured by using perception statements which were rated on a

5-point Likert like scale as strongly agree (SA), agree (A), undecided (U), disagree (D) and strongly disagree (SD). The respective means of the perception scores were further used in categorising the respondents into favourable and unfavourable.

RESULTS AND DISCUSSION

Personal characteristics of respondents

Table 1 below shows that the respondents were between the ages of 14 and 16 years. This is expected as they are still within the period to form career choices, with the added advantage that they are more prone to entertainment media like movies. A larger percentage were female (57.7%), this could indicate more of female enrolment in secondary schools more than males in the study area.

More of the respondents indicated that their parents had some form of formal education, with mothers attaining secondary school level of education (31.5%), while 32.8% of the fathers had secondary school

education. This may imply that the parents would cherish formal education and would want their children to obtain successful careers after their studies.

The table shows that 50% of the respondents' parents were involved in agriculture, with only 12.3% of the figure involved in it as their main business, while the rest had varying degrees of interest in agriculture. This suggests a fair exposure to agricultural activities by the students and this provides a balanced influence on the students' interest in agriculture as a career choice.

The table also indicates that only 42.3% of the respondents were interested in agriculture as a future career. This is expected considering their level of exposure to the career choice through their parents' involvement in agriculture. Badiru *et al* (2019) had earlier concluded that parents with better awareness about the prospects of agriculture tend to influence their children positively toward a career in the in the sector.

Table 1: Distribution of personal characteristics of respondents

Personal characteristics	Frequency	Percentage	Mean
Age			
12	1	0.8	15.2615
13	4	3.1	
14	22	16.9	
15	55	42.3	
16	30	23.1	
17	17	13.1	
18	1	0.8	
Sex			
Male	55	42.3	
Female	75	57.7	
Academic qualification of mother			
No formal education	2	1.5	
Primary	40	30.8	
Secondary	42	32.3	
NCE/Diploma	10	7.7	
B.Sc./HND	15	11.5	
Post graduate	21	16.2	
Academic qualification of father			
No formal education	4	3.1	
Primary	20	15.4	
Secondary	44	33.8	
NCE/Diploma	14	10.8	
B.Sc./HND	11	8.5	
Post graduate	37	28.5	
Parents' involvement in farming			
My parents are not involved at all	65	50	
They are involved, but as a hobby	28	21.5	
Involved as side business	21	16.2	
Involved as main business	16	12.3	
Career in view			
Agricultural related	55	42.3	
Non-agricultural related	75	57.7	
Total	130	100	

Source: Field Survey, 2020

Level of exposure to the movie

Table 2 below shows that only very few students (4.7%) had watched the movie more than once. This implies that the movie was not widely publicised and

watched. Therefore, the effect of its exposure to the youths, if any, could be easily ascertained after watching. After all, entertainment education has been found to be effective in behaviour change (Ladigbolu and Olajide, 2018); (Olajide and Ladigbolu, 2020).

Table 2. Distribution of secondary school students' degree of frequency of secondary school students' exposure to *Ona wura*

Degree of exposure	Frequency	Percentage	Mean
Once	124	95.3	1.1154
Twice	1	0.8	
Thrice	3	2.3	
Four times	1	0.8	
Six times	1	0.8	
Total	130	100	

Source: Field Survey, 2020

Satisfaction of the students with the message embedded in the movie.

Results from Table 3 indicates that the respondents were generally satisfied with the movie as all of the mean scores except one were above the set benchmark. In fact, they were satisfied with the lessons learnt in the movie ($\bar{x}=1.54$), storyline of the movie ($\bar{x}=1.30$) and ability of the movie to promote agriculture ($\bar{x}=1.29$) which ranked third in priority. They were equally satisfied with the language used in the movie ($\bar{x}=1.29$). As the study area consists mainly of Yoruba speaking communities, this may indicate that students prefer watching movies in their own local language.

Meanwhile, the students were most dissatisfied with the length of time in which the movie played ($\bar{x}=0.87$), which is an indicator of the short attention span of the

youths. Hence, entertainment educational messages targeted at the youth should be brief in nature to achieve the desired purpose in line with Kraus Group (2022) position that adverts should be shorter and smarter to align with the reduction in the attention span of customers.

Respondents' retention of the movie

Data in Table 4 reveal that only 13.1% of the respondents were able to reproduce the storyline excellently in writing, while the remaining 86.9% were unable to produce it to a high degree of accuracy. This may indicate the respondents' low retention ability of the messages inherent in the movie by the students. It could as well indicate the writing prowess which differs from one respondent to the other.

Table 3: Distribution of secondary school students' satisfaction with the message embedded in the movie

Statements	Not satisfactory	Satisfactory	Very satisfactory	Mean	Rank
The lessons learnt in the movie	7(5.4)	46(35.4)	77(59.2)	1.54	1 st
The storyline of the movie	5(2.3)	81(62.3)	44(33.8)	1.30	2 nd
The movie's ability to stimulate interest in agriculture	12(9.2)	68(52.3)	50(38.5)	1.29	3 rd
Language used in the movie	8(6.2)	77 (59.2)	45(34.6)	1.29	4 th
Ability of the movie to promote agriculture	13(10.0)	67(51.5)	50(38.5)	1.29	4 th
The language translation in the movie	13(10.0)	75(57.7)	42(32.3)	1.22	6 th
Interpretation of character	14(10.5)	83(63.8)	33(25.4)	1.15	7 th
Agricultural content in the movie	15(11.5)	85(65.4)	30(23.1)	1.12	8 th
Sound quality of the movie	26(20)	68(52.3)	36(27.7)	1.08	9 th
The movie plot	22(16.9)	76(58.5)	32(24.6)	1.08	9 th
The picture quality of the movie	27(20.8)	71(54.6)	32(24.6)	1.04	11 th
The length of time in which the movie played	35(26.9)	75(57.7)	19(14.6)	0.87	12 th

Source: Field Survey, 2020 *Percentages are in parentheses

Table 4: Distribution of respondents based on retention of the movie

Level of retention	Frequency	Percentage
Low retention	113	86.9
High retention	17	13.1
Total	130	100

Source: Field Survey, 2017 *Percentages are in parentheses

Respondents' perception of the agricultural protagonist in the movie

From Tables 5a and b, more of the respondents (53.9%) had favourable perception of the agricultural protagonist in the movie. In addition, the protagonist's (Leye) character improved the views of majority (75.4%) of the respondents about agriculture.

Most of them (81.5%) also agreed or strongly agreed that more of such characters should be encouraged in movie production. Majority (86.9%) also agreed or strongly agreed that the agricultural protagonist in the movie interpreted his role well. Also, more of the respondents (61.5%) strongly agreed that the movie protagonist was able to convey how a farmer can be successful in real life, with 23.8% also agreeing to the statement.

The findings imply that the respondents were impressed by the character of the protagonist and

could therefore be attracted to his career in the film since media watchers can learn the behaviours of the actors in the movies and believe that their actions are real and valid in line with Gerbner's theory (Badiru, 2019).

Perception of respondents on a career in agriculture

Perception of respondents on a career in agriculture (before exposure to the movie). From Table 6, there are indications that majority of the students saw nothing wrong with practising agriculture, but they thought that it is usually overrated. The categorisation shows that more of the respondents (50.8%) had a favourable perception of a career in agriculture. This favourable perception could be as a result of their parents' involvement in agriculture at various levels (Badiru *et al*, 2019).

Table 5a. Distribution of secondary school students' perception about the agricultural protagonist in the movie.

Perception statements	SA	A	U	D	SD
I like the character played by Leye.	83(63.8)	35(26.9)	11(8.5)	0(0.0)	1(0.8)
The character played by Leye in the movie was not exactly inspiring.	20(15.4)	17(13.1)	18(13.8)	48(36.9)	27(20.8)
Leye's character improved my views on agriculture	51(39.2)	47(36.2)	21(16.2)	8(6.2)	3(2.3)
I think Leye overrated agriculture in the movie.	20(15.4)	40(30.8)	25(19.2)	25(19.2)	20(15.4)
Leye added value to himself as agricultural entrepreneur.	50(38.5)	49(37.7)	18(13.8)	5(3.8)	8(6.2)
I think the protagonist interpreted his role well.	67(51.5)	46(35.4)	15(11.5)	2(1.5)	0(0.0)
Characters like the one played by Leye should be encouraged in movie production	51(39.2)	55(42.3)	19(14.6)	3(2.3)	2(1.5)
The protagonist could have done better than studying agriculture	21(16.2)	41(31.5)	28(21.5)	30(23.1)	10(7.7)
I think Leye was able to convey how a farmer can be successful in real life	80(61.5)	31(23.8)	14(10.8)	4(3.1)	1(0.8)
I think the protagonist's decision to study agriculture was great	63(48.5)	47(36.2)	14(10.8)	3(2.3)	3(2.3)
Leye's character doesn't really have a positive impact on how I view agriculture	22(16.9)	15(11.5)	28(21.5)	36(27.7)	29(22.3)

Table 5b: Categorisation of respondents' perception about the agricultural protagonist in the movie.

Perception	Frequency	Percentages
Favourable	70	53.9
Unfavourable	60	46.1
Total	130	100

Source: Field Survey, 2020

Table 6: Distribution of secondary school students' perception of a career in agriculture before being introduced to the movie

Perception statements	SA	A	U	D	SD
I think agriculture is usually overrated	33(25.4)	49(37.7)	16(12.3)	24(18.5)	8(6.2)
Agriculture is very important	88(67.7)	36(27.7)	4(3.1)	1(.8)	1(.8)
Too many injuries are involved in agriculture	6(4.6)	32(24.6)	20(15.4)	52(40.0)	20(15.4)
Agriculture is practised by educated people	18(13.8)	35(19.2)	13(10.0)	37(28.5)	36(27.7)
I can practise agriculture as full-time business	28(21.5)	48(36.9)	12(9.2)	25(19.2)	17(13.1)
Farmers are dirty people	7(5.4)	4(3.1)	8(6.2)	52(40)	59(49.4)
Farmers are illiterates	5(3.8)	9(6.9)	15(11.5)	43(33.1)	58(44.6)
Agriculture is meant for school drop outs	5(3.8)	8(6.2)	5(3.8)	33(25.4)	79(66.8)
I will only farm if modern machines are available	26(20)	33(25.4)	17(13.1)	32(24.6)	22(16.9)
Agriculture is too laborious for me	15(11.5)	30(23.1)	13(10.0)	54(41.5)	18(13.8)
I will like to practise agriculture in future	23(17.7)	50(38.5)	23(17.7)	21(16.2)	17(13.1)
I can achieve success as an educated farmer	61(46.9)	54(41.5)	10(7.7)	4(3.1)	1(.8)
I intend to study agriculture in the university	4(3.1)	6(4.6)	23(17.7)	39(30.0)	76(58.5)
Agriculture is meant for poor people	4(3.1)	6(4.6)	5(3.8)	39(30)	76(58.5)
An agriculturist can attain the same level in the society as professionals in other fields	48(36.9)	10(7.7)	4(3.1)	6(4.6)	7(5.4)
Agriculture can solve the problem of unemployment in Nigeria	81(62.3)	39(30.0)	6(4.6)	3(2.5)	1(.8)
I think I will be called a local person if I go into agriculture	10(7.7)	9(6.9)	11(8.85)	60(46.2)	40(30.8)
I don't think I can have a close relationship with someone practising agriculture in future	10(7.7)	7(5.4)	10(7.17)	48(36.9)	55(42.3)
A person who studied agriculture can write and speak fluently	75(57.7)	38(29.2)	13(10.0)	3(2.3)	1(.8)
I can marry someone practising agriculture in future	49(37.7)	45(34.6)	21(16.2)	10(7.7)	5(3.8)
Nothing can ever convince me to go into agriculture in future	14(10.8)	29(22.3)	22(16.9)	40(30.8)	25(19.2)
I can only practise agriculture as a side business.	25(19.2)	65(50)	20(15.4)	9(6.9)	11(8.5)
Agriculture is just as important as any other career	58(44.6)	55(40)	10(7.7)	5(3.8)	5(3.8)
Like agriculture, every career has its own risks.	53(40.8)	56(43.1)	9(6.9)	6(4.6)	6(4.6)
Educated farmers are neat	61(46.9)	43(33.1)	13(10.0)	7(5.4)	6(4.6)
Jobs that are not related to agriculture can also be tasking	44(33.8)	43(33.1)	20(15.4)	15(11.5)	8(6.2)

Categorisation of secondary school students' perception scores before the movie intervention

Perception	Frequency	Percentage
Unfavourable	64	49.2
Favourable	66	50.8
Total	130	100

Source; Field survey, 2020

Table 7 shows the perception of the respondents after being introduced to the movie. Some responses indicate only little changes in perception. The categorisation shows a slight increase in respondents' overall favourable perception of a career in agriculture after exposure to the movie (56.9%) from 50.8% in Table 6, and subsequently, a fall in the percentage of respondents with unfavourable perception of a career in agriculture from 49.2% (before exposure to the movie) to 43.1%. This may indicate that agricultural themed movies have the potential of changing people's opinions or stance on agriculture from negative to positive.

Test of difference between the perception of respondents before and after the movie intervention

Results in Table 8 show that there is no significant difference between the respondents' perception before and after exposure to the movie ($p \geq 0.05$), although the mean difference reflects a marginal increase in the mean from 98.19 before exposure to 98.81 after exposure to the movie. One may reason that since there was a slight and positive difference in perception due to exposure to one movie with a positive portrayal of agriculture, multiple and continuous exposure to agriculture themed movies like *Ona Wura* could bring

about a significant and positive difference in the perception of the viewers about agriculture.

Table 7: Distribution of secondary school students' perception of a career in agriculture after being introduced to the movie.

Perception statements	SA	A	U	D	SD
I think agriculture is usually overrated	24(18.5)	35(26.9)	22(16.9)	25(19.2)	24(18.5)
Agriculture is very important	78(60)	42(32.3)	8(6.2)	1(8)	1(8)
Too many injuries are involved in agriculture	8(6.2)	29(22.3)	22(16.9)	41(31.5)	30(23.1)
Agriculture is practised by educated people	18(13.8)	25(19.2)	14(10.8)	44(33.8)	29(22.3)
I can practise agriculture as full-time business	38(29.2)	47(36.2)	22(16.9)	11(8.5)	12(9.2)
Farmers are dirty people	7(5.4)	7(5.4)	17(13.1)	51(39.2)	48(36.9)
Farmers are illiterates	4(3.1)	6(4.6)	21(16.2)	48(36.9)	51(39.2)
Agriculture is meant for school drop outs	5(3.8)	4(3.1)	20(15.4)	38(29.2)	63(48.5)
I will only farm if modern machines are available	23(17.7)	31(23.8)	19(14.6)	34(26.2)	23(17.7)
Agriculture is too laborious for me	9(6.9)	26(20)	22(16.9)	46(35.4)	27(20.8)
I will like to practise agriculture in future	25(19.2)	43(33.1)	32(24.6)	14(10.8)	16(12.361)
I can achieve success as an educated farmer	61(46.9)	47(36.2)	14(10.8)	2(1.5)	6(4.6)
I intend to study agriculture in the university	19(14.6)	28(21.5)	31(23.8)	28(21.5)	24(18.5)
Agriculture is meant for poor people	4(3.1)	7(5.4)	11(8.5)	44(33.8)	64(49.2)
An agriculturist can attain the same level in the society as professionals in other fields	82(63.1)	32(24.6)	12(9.2)	3(2.3)	1(8)
Agriculture can solve the problem of unemployment in Nigeria	89(68.5)	26(20)	9(6.9)	3(2.3)	1(8)
I think I will be called a local person if I go into agriculture	10(7.7)	13(10.0)	17(13.1)	44(33.8)	45(34.6)
I don't think I can have a close relationship with someone practising agriculture in future	9(6.9)	8(6.2)	15(11.5)	15(11.5)	57(43.8)
A person who studied agriculture can write and speak fluently	73(56.2)	35(26.9)	15(11.5)	2(1.5)	5(3.8)
I can marry someone practising agriculture in future	51(39.2)	37(28.5)	27(20.8)	12(9.2)	3(2.3)
Nothing can ever convince me to go into agriculture in future	17(13.1)	24(18.5)	22(16.9)	34(26.2)	33(25.4)
I can only practise agriculture as a side business.	28(21.5)	50(38.5)	27(20.8)	12(9.2)	3(2.3)
Agriculture is just as important as any other career	67(51.5)	40(30.8)	13(10.0)	8(6.2)	2(1.5)
Like agriculture, every career has its own risks.	56(44.6)	52(40.0)	14(10.8)	4(3.1)	2(1.5)
Educated farmers are neat	65(50.0)	36(27.7)	18(13.8)	7(5.4)	4(3.1)
Jobs that are not related to agriculture can also be tasking	49(37.7)	42(32.3)	25(19.2)	11(8.5)	3(2.3)

Categorisation of secondary school students' perception scores after the intervention

Perception	Frequency	Percentages
Unfavourable	56	43.1
Favourable	74	56.9
Total	130	100

Source: Field survey, 2020

Table 8: Distribution of difference between perception of respondents before exposure to the movie and after being exposed to the movie

Statements	Mean	T	df	P value
Perception before the movie	98.19	1.257	129	0.211
Perception after the movie	98.81			

Source: Field survey, 2020

CONCLUSION AND RECOMMENDATION

The portrayal of agriculture in *Ona wura* movie did not effectively influence the perception of agriculture as a career among the selected secondary school students. This could however be attributed to their low rate of exposure to the movie. Since continuous exposure to more agriculture themed movies, is expected to cause a significant improvement in youths' perception of a career in agriculture, stakeholders in the agriculture industry should therefore explore the use of agricultural themed movies as a means of enhancing the youths' perception of agriculture. Publicising of such movies is required, while brevity in its duration is advocated for optimum youth engagement and positive impact.

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