ANALYSE THE STUDY OF MEDIA VIOLENCE ON PREADOLESCENTS PERCEPTION

P Bharath Babu[1] , Dr.Mamta Vyas[2] ,

[1]Research Scholar, Dept. of Psychology ,Sri Satya Sai University of Technology and Medical Sciences, Sehore Bhopal-Indore Road, Madhya Pradesh, India.

[2]Research Guide, Dept. of Psychology, Sri Satya Sai University of Technology and Medical Sciences, Sehore Bhopal-Indore Road, Madhya Pradesh, India.

ABSTRACT

The purpose of this research was to examine how pre-adolescents (aged 8–13) define and react to violent TV content, how often they watch shows with such content, and why they do so. To begin, 10 preteens were interviewed, and their responses were compiled into an open-ended questionnaire. Second, after some preliminary testing, it was given to students in Hyderabad and Sangareddy districts in Telanganan state (n = 100). Emergent coding was used for content analysis on the collected data (data-driven). As it turned out, kids' shows, crime dramas, and comedies were the most popular types of television. Younger viewers recognised and enjoyed the violent TV depictions and even mirrored the abrasive protagonists they saw on screen. The fact that most Indian television shows feature violent content that young viewers can understand and enjoy should serve as a warning to parents, media regulators, and educators.

Keywords: Pre-adolescents, aggression, and violence in the media and television

1.INTRODUCTION

One of the most noticeable changes to our social environment in the twentieth century was the birth and spread of mass media. [1] Media such as radio, television, film, video, and computer networks have assumed more important roles in our modern lives. The mass media have a significant effect on our attitudes, worldviews, and actions, for better or for worse. One unfortunate result of mass media exposure is that it has particularly negative impacts on the health of viewers and, by extension, the health of others. Over the course of many years, researchers have amassed evidence suggesting that, like growing up in a violent environment, being exposed to violent media, such as television and video games, increases the likelihood of violent behaviour on the part of the viewer. [3] In this article, we examine the studies that led us to this conclusion and discuss the psychological framework that underlies the negative impacts of witnessing or experiencing violence. Lastly, we evaluate the significance of the media violence effect by comparing its scale to that of other well-known hazards to public health. [2] However, there are a few points we must emphasise before proceeding to a review of the study literature. To begin, there is a

growing body of research suggesting that violent acts are rarely the consequence of a single cause but rather the product of a combination of circumstances that have converged over time. So, it's preferable to think of the media's influence on people's propensity toward violence as just one of many such influences. The media's portrayal of violence is not the only factor contributing to increased aggression, as no competent study has ever claimed. Second, media violence's effects on young people's behaviour and the establishment of a consistent public health approach to this issue can only be understood through a developmental lens. The vast majority of aggressive and antisocial kids will not develop into violent adults. Despite this, studies have shown that many aggressive kids go on to be aggressive adults and that many genuinely violent teens and adults were also aggressive and violent when they were younger.

Aggressive behaviour in childhood is the best predictor of violent behaviour in older adolescents, young adults, and even middle-aged adults. [5] That's why things like watching violent media can have a long-term impact on kids' developmentally appropriate levels of aggression and eventually on their propensity to act violently as adults. Third, it's crucial not to make the mistake of thinking that negligible statistical effects have negligible practical or public health consequences. In certain situations, the cumulative effect of a few individuals' actions can have far-reaching ramifications for the entire society. In this way, even a negligible statistical effect of media violence on violent conduct might have significant societal ramifications. The problem of underestimating the public health impact of tiny effects has been mitigated by many medical scientists who have translated their findings into mortality rates for the entire U.S. population, but behavioural scientists have not generally done this. [3] People are often taken aback when they realise that some environmental toxins can have impacts on behaviour and mental health that are comparable to or even greater than the effects of other contaminants on physical health. Finally, just like the case against other possible public health hazards, the case against media violence must be presented by integrating the evidence from diverse approaches to research. [15]

High external validity can be attained in determining whether exposure to violence and violent behaviour are related through cross-sectional survey studies in which the amount of media violence to which a person is exposed is correlated with their propensity to behave aggressively, but such studies provide little insight into the causal process involved. Despite providing the strongest evidence for causation, true experiments, in which subjects are randomly assigned to circumstances suffering varying degrees of violence, frequently lack external validity and generalizability. [4] However, the most severe forms of physical aggression and the long-term repercussions of exposure to violence have not been investigated in this research because of ethical concerns. Externally credible longitudinal research can determine whether or not long-term exposure to violence has impacts, if exposure in childhood is linked to aggression in adulthood, and if it is more likely to assume that violent behaviour promotes exposure to violence or vice versa. [20]

The media and social disorders

When kids see other people (in the media or in real life) engaging in a particular form of aggression, like hitting, they are more inclined to mimic that behaviour themselves. Studies have shown that being exposed to media violence increases aggression, aggressive thoughts, arousal, and rage. Further, being exposed to violence has a substantial negative impact on subsequent prosocial conduct [6]. Exposure on a rare occasion is not likely to have long-term effects, but parents should be reminded to keep their children away from the kinds of recurrent exposures that excessively playing violent video games or immersing themselves in violent TV programmes is likely to cause. Children in India who were exposed to media violence performed worse academically, and their psychosocial adjustments were negatively affected. [17] Another study conducted in India found that the 9/11 terrorist attack's graphic depiction in the media led to increased levels of anxiety among young adults. Children's exposure to murder-mystery movies and stories loaded with violence and torture on TV and in the movies has been linked to behavioural problems such as anxiety, tension, nightmares, and delinquency. [8]

India has also discovered a correlation between TV time and thoughts of suicide. Media use, both in terms of material consumed and time spent actually watching media, was independently associated with lower academic achievement in children and adolescents.

Impact of Violent Media on Society

Several studies have examined the impact of exposure to violent media on aggressive behaviour and attitudes toward violence, although they have used widely varying media as their stimuli. When it comes to comic books, a study by Kirsch and Olczak (2002) found that readers who were exposed to more violent content interpreted the provocateur's mood and intentions as hostile and advocated for more retaliation than those exposed to mild violence. Evidence like this lends credence to the idea that comic books, like other kinds of media like television and video games, may affect how people interpret social information. [6] Furthermore, it was hypothesised that reading violent comic books on a regular basis may enhance the likelihood of aggressive behaviour later in life. The authors did not investigate the extent of trait aggression prior to media exposure, which could have influenced the results. Studies have examined participants' perceptions of violence based on their reactions to photos of ambiguous facial expressions as well as their reactions to ambiguous fictional narratives. [8]
Hall (2006) found that people with higher levels of self-reported aggression were more likely to perceive aggression in nonaggressive facial expressions than people with lower levels of self-reported aggression. The study used photographs of facial expressions to examine the relationship between self-reported aggression and the

perception of anger in other people. Aggression may be linked to a diminished sense of agency in otherwise neutral social encounters because of the correlation between higher reported aggression and an external locus of control. Further, they demonstrated that greater levels of reported aggression were inversely correlated with autonomy and initiation, lending credence to the hypothesis that people with higher levels of trait aggression would have a more pessimistic outlook on the world than those with lower levels of trait aggression. This person's schema of the world as a hostile place is reinforced and exacerbated on a regular basis because they perceive anger and hostile intent where it is not present. [5]

Kret and de Gelder (2013) to investigate how aggressive male offenders interpret body language and facial expressions. The experimental group included 29 violent inmates from Dutch prisons who were selected based on their individual case histories. The comparison group consisted of 31 males of varying educational attainment and work status who had no criminal records. Participants in four separate studies were instructed to compare and contrast different body postures with the corresponding facial emotions. demonstrated how men with a history of extreme violence perceive social interactions with difficulty and may help explain the perception of violence by violent individuals by finding that the experimental group performed much slower than the control group in matching postures and expressions and consistently misidentified expressions (e.g., misclassifying fear as anger) more often than the control group [16].

2.MATERIAL AND METHODS

The purpose of this research was to examine how pre-teens evaluate and react to violent TV shows. The present investigation was qualitative in character. To go deeper into those aims, an exploratory questionnaire was designed. As a means of analysing the data, content analysis was used. To achieve these goals, first an open-ended questionnaire was constructed using an interview approach (n = 10); then it was administered to a comparatively larger sample (n = 100); and last, content analysis was undertaken.

Sample Details

A total of 100 pre-teens participated in the study (40 males and 60 females). The ages of the participants ranged from 8 to 13. All of them were picked from among their peers from various of Hyderabad and Sangareddy districts area schools.in Telangana state Convenience sampling was used to choose the participants for the study.

Procedure

In this preliminary investigation, we employed a free-form questionnaire. The development of the main exploratory study's open-ended qualitative questionnaire constituted Phase I of the investigation. In this stage, we worked with a relatively small group of preteens (n = 10). It was via these in-person discussions that we were able to gather the data needed to create the questionnaire. Subjects were questioned

one-on-one to compile data on preteens' preferred shows, reasons for watching them, and most-admired characters. All of these inquiries came straight out of the research we conducted. Accordingly, this information was used to inform the development of the open-ended survey instrument. Male and female preteens completed an open-ended questionnaire in the second phase of the study. For this study, we employed data-driven coding, which means that we didn't start with a set of categories for how we'd classify the information we gathered. The researcher's initial action was to record the participants' answers.

Responses were recorded up until the point of maximum response (at least once mentioned). The responses were then analysed for common themes, which led to the second stage of content analysis: category development. The researcher was able to better classify the information after reviewing the relevant literature. Two impartial judges later examined the various classifications (i.e., psychology students). The data was analysed by counting how often each type of application appeared in each category. It was thought that the responses might be classified using the created categories based on the occurrence of certain key terms (such as hit, weapon, help, etc.). After collecting the replies, we sorted them into their respective groups and added up the totals to get an overall frequency. Because it was easier and more intuitive to consider the frequency as yes (1) or no (0) rather than the point scale employed on the scale, this method of calculation was decided with the assistance of judges. We deducted the nil responses (from people who don't watch those shows) to arrive at a final count of 100. A third question was explored regarding the viewer's favourite character in order to keep the responses objective and eliminate any ambiguity on the reason for viewing the show. Since the purpose of the study was to determine the prevalence of a behaviour and the motivations for engaging in that behaviour, we excluded from the final analysis any programmes that were watched and enjoyed by fewer than 20 subjects. As a result, the low frequency reflected a relatively low level of popularity. [9]

3.RESULTS

Table 1. Sample age

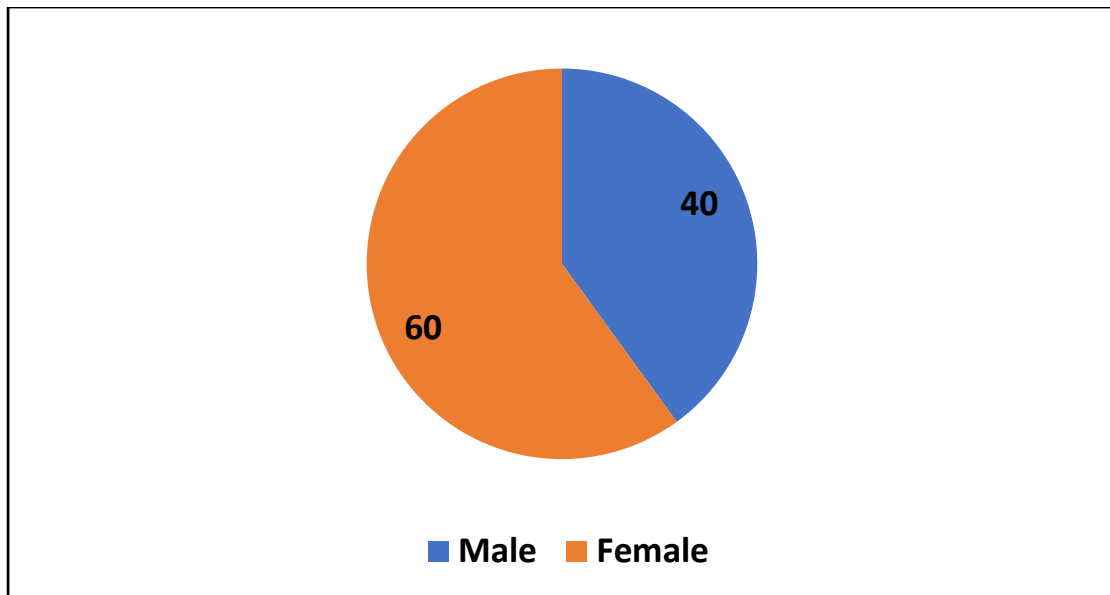| Sample	N	Mean (S.D)
Male	40	11.4
Female	60	12.3

Fig 1.Graphical representation of sample age

Table 2: Frequency and Reasons for watching the respective T.V. programs

S.no	Programs	Freq	V	Al	Att	H	F	S	C
1	Tom &jerry	100	47	1	6	44	0	2	0
2	Mrs. Bean	85	9	1	75	0	0	0	0
3	Cricket	66	0	0	13	0	0	5	48
4	Chota beam	65	36	10	1	11	5	0	0
5	Cartoon movies	57	18	1	14	4	12	3	5
6	Ben 10	53	37	0	2	0	14	0	0
7	Dora	49	0	37	1	1	1	9	0
8	Spiderman	46	38	3	1	0	3	1	0
9	Reality shows	24	3	0	6	2	0	5	8
10	Wrestling	38	35	0	1	0	0	2	0
11	Indian horror movie	33	3	0	0	0	0	30	0

Freq.= Frequency of program viewers; Categories symbolized in Table 2 as, V=Violence, Al=Altruistic, Att= Attractiveness of actors, H= Humor, F=Fiction, S=Sensation Seeking, C=Competition.
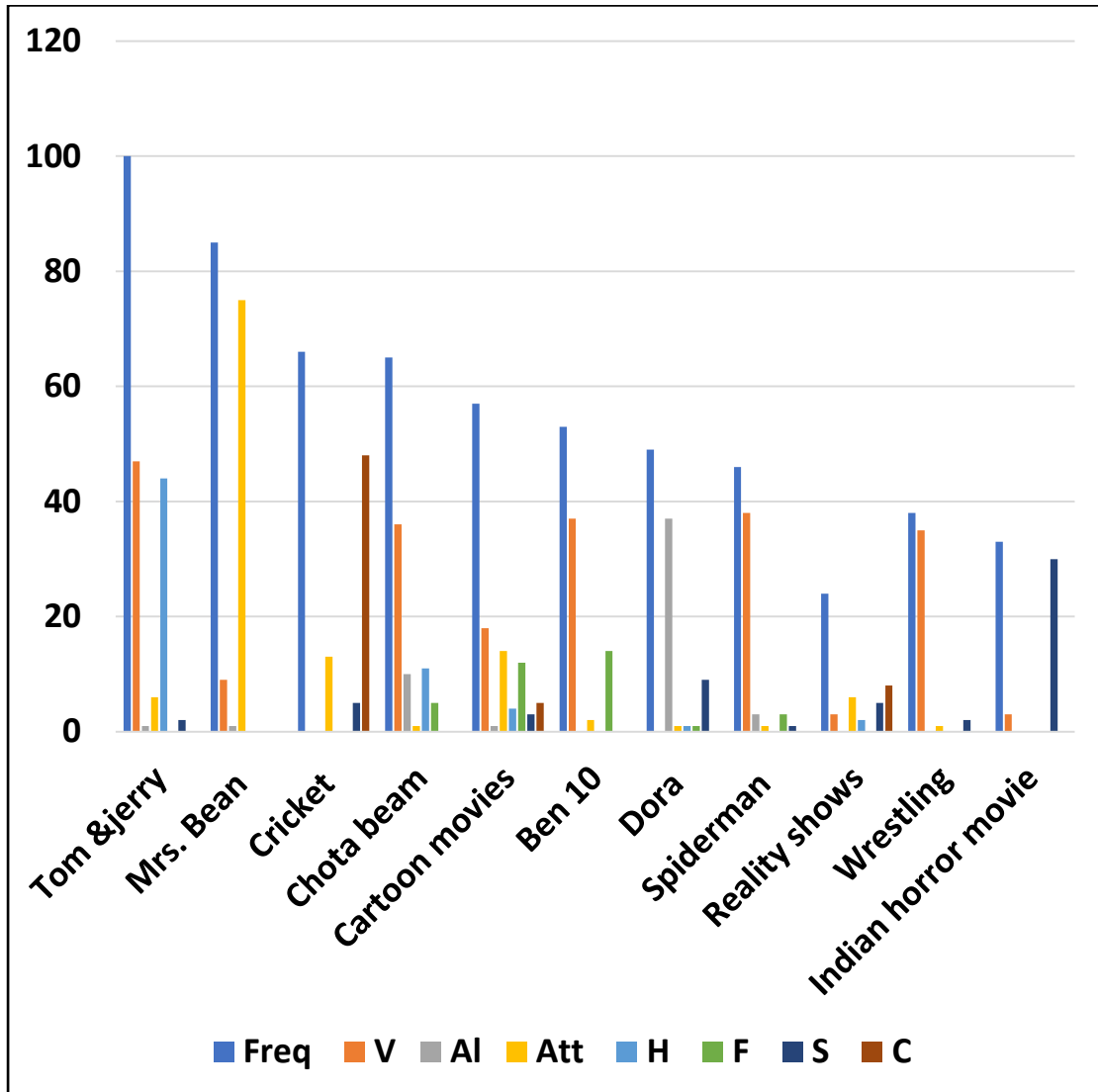

Fig 2. Frequency and Reasons for watching the respective T.V. programs

4.DISCUSSIONS

The primary motivation for this qualitative research was to understand how kids feel about TV show content.[10] Apart from when it was sanitised by humour, youngsters had no trouble picking up on the violent content in the shows on their own. According to the results of the instrument, which measured how often people watched various types of television programming, people most commonly watched animation, crime dramas, and comedies. Children tended to admire violent heroes. [12] The majority of kids can identify violent content and prefer to watch it across all genres except for comedy-drama. When asked which kind of media they found most violent, respondents overwhelmingly cited crime dramas and thrillers. When it came to television, kids preferred cartoons, comedies, and criminal shows. While filling out the questionnaire, the subjects did not list news and advertising as their favourite genre, suggesting that these programmes are not actively enjoyed by the subjects but may have an effect on them subconsciously. [13] Researchers can use this study as a springboard to learn more about the short-term and long-term effects of watching broadcast violence, both of which are crucial to understand. Generally, it points to the importance of parental control over their children's screen time, particularly in terms of managing and selecting programmes that are prosocial in nature, which, according to previous research, have positive effects on viewers by reducing their hostility and increasing their prosocial behaviour in real life. [18]

5.CONCLUSIONS

Alarming numbers of children are exposed to and drawn to violent content on television. Even in seemingly benign shows, violence was present in a significant amount; comedy served as a mask for this violence. [15] In TV shows, the hero often uses violence to solve problems and is seldom penalised for doing so, which sends the wrong message to impressionable young minds about whether or not it's ever okay to use force. Three genres emerged as clear winners: animated fare, crime dramas, and comedies. Younger viewers understood the violence on screen, enjoyed it, and related to the macho protagonists. As a result, the vast majority of children's television shows feature realistic depictions of violence that children like watching. This should be a red flag for parents, media watchdogs, and educators concerned about the development of their children's minds and characters. [14]

REFERENCES

1. Anderson, C. A., "The influence of media violence on youth". Psychological Science in the Public Interest, Vol 4,Issue (1), page 81-110,2002.
2. Huesmann, L. R. . "The impact of electronic media violence: Scientific theory and research". Journal of Adolescent Health, Vol 41, issue (6),page 6-13,2007.
3. Khalid. & Ruhi "Gender differences in the manifestation of aggression". Journal of Behavioral Sciences, vol 11, issue (1), page 19-36,2000.

4. Linder, J. R., "Is the television rating system valid? indirect, verbal, and physical aggression in programs viewed by fifth grade girls and associations with behavior". Journal of Applied Journal of Applied Developmental Psychology, vol 30, issue (3),page 286-297,2009.

5. Hall, C. W. "Self-reported aggression and the perception of anger in facial expression photos". The Journal of Psychology, Vol 140, Issue (1), page 255–267,2006

6. Kirsch, S. J., & Olczak, P. V. "Violent comic books and judgments of relational aggression". Violence and Victims, Vol 17,Issue (1), page 373–380,2002.

7. Hopf WH, Huber GL, Weiss RH. "Media violence and youth violence". J Media Psych Vol 20, Issue (1), page 79-96,2008.

8. Swanier B, Georgiopoulos AM, Land SR, Fine MJ. "Adolescent media use and young adult depression: a longitudinal study". J Adolesc Health Vol 42, issue (1), page 5-15,2008.

9. Zimmerman FJ, DiGiuseppe DL, McCarthy CA. "Early television exposure and subsequent attentional problems in children". Pediatrics Vol 113, issue (1), page 708-713,2004.

10. , Milich R. "TV or not TV: questions and answers regarding television and ADHD". ADHD Rep Vol 13, issue (1), page 6-11,2005.

11. Zimmerman FJ, Christakis DA. "ADHD and television: a reply to Barkley". ADHD Rep ,Vol 12, issue (1), page 5-6,2004.

12. Acevedo-Polakovich "Disentangling the relation between television viewing and cognitive processes in children with attention-deficit/hyperactivity disorder and comparison children". Arch Pediatr Adolesc Med ,vol 160, issue (1), page 354-360,2006.

13. Kuriyan R, Bhat S, Thomas T, Vaz M, Kurpad AV. "Television viewing and sleep are associated with overweight among urban and semi-urban South Indian children". Nutr J ,Vol 6, issue (1), page 25-28,2007.

14. . Stettler N, Signer TM, Suter PM. "Electronic games and environmental factors associated with childhood obesity in Switzerland". Obes Res Vol 12, issue (1), page 896-903,2004.

15. Janz KF, Mahoney LT. "Maturation, gender, and video game playing are related to physical activity intensity in adolescents: the Muscation Study". Pediatr Exerc Sci Vol 9, issue (1), page 353-363,1997

16. Kret, M. E., & de Gelder, B. (2013). "When a smile becomes a fist: The perception of facial and bodily expressions of emotion in violent offenders". Experimental Brain Research, Vol 228, issue (1), page 399–410,2013

17. Sattar, H.A., "Remembered Relationship with Parents, Aggression and Self Esteem of Juvenile Prisoners" .Pakistan Journal of Clinical Psychology, Vol 10, issue (2), page 31-53,2011.

18. Sultan. S, "Aggression as a subsequent response to hopelessness feelings of infertility". Pakistan Journal of Social and Clinical Psychology,Vol 7, issue (1), page 31-44,2009

19. Tropeano, E. "Does rap or rock music provoke violent behavior?". Journal of Undergraduate Psychological Research, Vol 1, issue (1), page 31-34,2006.

20. Ostrov, J. M., "Media exposure, aggression and prosocial behavior during early childhood: A longitudinal study". Social Development, Vol 15,Issue (1), page 612–627,2006