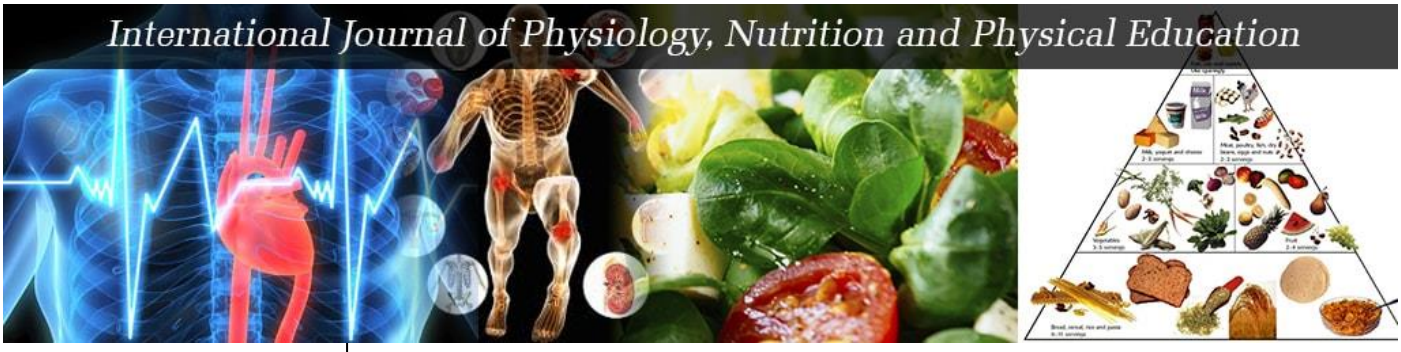

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Dr. Harendra Singh Sikarwar
Sports Officer, Jiwaji University, Gwalior, Madhya Pradesh, India

Corresponding Author:
Dr. Harendra Singh Sikarwar
Sports Officer, Jiwaji University, Gwalior, Madhya Pradesh, India

Role of social interactive media and traditional media play in developing violent behavior among adolescents

Dr. Harendra Singh Sikarwar

Abstract
The purpose of the study was to see the role of social interactive media and traditional media play in developing violent behavior among adolescents. Obtaining data from secondary sources- like newsletters, records, articles, internet based sources and research papers to investigate the effects of media on violent behavior among the adolescents. There are some foremost concerns on the topic of media, a couple of researchers who claim that the adolescents who have a direct contact to violent media tend to turn out to be ferocious, whereas there are some researchers who suggest the contrary. Within the collective data, this essay has explored the role of media in violent of adolescents. The conclusions are based on findings that media does influence the behavior of adolescents but the link is still not proven.

Keywords: Social interactive media and traditional media

Introduction
In recent years, Media violence has become an extensive issue that is being bought into the notice. It is considered to be very powerful as it can change the opinions because they have the access to people. This strength can either be used productively by educating the people or it can be used detrimentally by misleading the innocent people. The adolescents are most influenced by media. Today as adolescents are progressively leading to multimedia, social groups, internet and other means of social communication it becomes increasingly difficult for the individual to comprehend whether the information they are accountable to is detrimental or not. A study was conducted in 2010, which proved that violent media can increase the thoughts of violence in adolescents. Study says that, adolescents who spend most of their time playing violent video games tend to argue with others than those who don't. It also said that adolescents who play violent video games act aggressively soon after playing. This shows a link between media and violent behavior among adolescents. This is adds up to be an evidence for the research which shows that video games do cause violence among adolescents.
Thus, this research will focus on effects of media on adolescents as this may or may not be the reason of violence among adolescents but there is some link between the two and as adolescence is a very tender age the effects of media can have life-time impact on them.

Definition
Media is referred as various means of communication. Media helps us to share idea in various forms and at any point of time. There are two types of media, Social Interactive Media (SIM) that is the collection of online communications channels dedicated to community-based input, interaction, content-sharing and collaboration which includes Facebook, Twitter, Google+, Wikipedia, LinkedIn, Reddit, Pinterest, etc. and Traditional Media is the form of communication that has been existing since decades which includes books, radio, TV, newspaper, movies, music. Adolescence is the period in human growth and development that occurs after childhood and before adulthood, from ages 10 to 19. It represents one of the critical transitions in the life span and is characterized by a tremendous pace in growth and change that is second only to that of infancy.

Discussion
In a survey conducted in 2008, it was found that American children between 8–18 years of age

spend an average of 6 hours and 21 minutes each day using media. Children are influenced by media as they learn by observing, imitating and adopting behavior.

Bandura's social learning theory, suggests that children might learn aggression from observing others. Bandura presented children with an aggressive model: the model was shown to be very violently behaving towards the Bobo doll; he punched its nose, hit it with a sledgehammer, tossed it in the air, and kicked it. Moreover, even verbal comments were made. Later, children were put in a room with a Bobo doll to see whether they would replicate the behaviour shown in the video. The conclusions of this experiment suggested that children were inclined to model i.e. the behaviour they countersigned in the video. This has been often taken to point that children may imitate aggressive behaviours witnessed in media.

Also, Bandura's experiments have been criticized (e.g. Gauntlett, 1995) on several grounds. First, it is problematic to generalize from aggression toward a boo-boo doll (which is intended to be batter) to person-on-person violence. Secondly, it may be possible that the children were motivated simply to gratify the experimenter rather than to be aggressive. In other words, the children may have viewed the videos as instructions, rather than incentives to feel more aggressive. Third, in a latter study (1965) Bandura included a condition in which the adult model was punished for hitting the bobo doll by himself being physically punished. Specifically the adult was pushed down in the video by the experimenter and hit with a newspaper while being criticized. This actual person-on-person violence actually decreased aggressive acts in the children, probably due to vicarious reinforcement. Nonetheless these last results indicate that even young children don't automatically imitate aggression, but rather consider the context of aggression.

Dr. Andy Przybylski, from Oxford University's Oxford Internet Institute, conducted an experiment that showed Playing violent video games is no more likely to be damaging to young children's behaviour than those considered harmless. Research involved British primary school student and found that the length of time young people spend playing games, rather than their content, could have an effect on their behaviour. Researchers interviewed just over 200 children aged 10 and 11 about their playing habits including how long they spent each day and what types of game they preferred. Meanwhile their teachers were asked to assess the children's academic engagement, behaviour and ability to deal with problems. Two thirds of the children said they played video games every day – although boys were almost twice as likely as girls to do so. Around one in 10 said they played more than three hours a day, again a group dominated by boys. Overall those who played for less than an hour a day were less likely to have problems such as aggression problem. The conclusions showed that playing violent video games is not to be expected as damaging to young children's behaviour than those considered harmless. The shortcoming of this experiment is that it didn't show the effect of violent video games on children who were more likely to play it for more than an hour and also these findings, though not explicit, it does show some link to real world violence or conflict

Research has also allied exposure to media violence with various physical and mental health problems for adolescents, including aggressive and violent behavior, bullying desensitization to violence, fear, depression, nightmares and sleep disturbances. Furthermore, most of the adolescents can't even differentiate between imaginary and realism; they may be especially vulnerable to some of these learning processes and may, thereby, be more influenced by media violence. However, even older adolescents and young adults are unpleasantly affected by media violence, demonstrating that the ability to discriminate between fantasy and reality doesn't protect one from the effects of media violence.

An Italian survey was conducted by Luca Milani *et al*., which was published on August 5, 2015. The research had the general aim of verifying in an Italian sample whether the preference for violent Video Games is linked to problems of aggressive behaviour. More precisely, it is hypothesized that, Participants who use Video Games with violent content show a more stressful relation with parents than participants who do not use violent Video Games. Questionnaire packets were delivered to 346 participants who aged between 7 to 14 years. The participants were evenly divided by gender, with 170 male participants and 176 female participants. Participants were from middle class. Heads of the schools agreed for school's participation in the research project, approved the collection of data, and informed the parents about the research. Researchers then explained the research to the students and gave them an envelope to be handed over to their parents. The envelope included a document that described the methodology, aims of the research, and the contact information of the experimenter in charge of the research; a consent form to be signed by both parents prior to the supervision of the instruments; and Child Behavior Checklist)instrument which measures adjustment problems in children and adolescents) and Parenting Stress Index (101-item questionnaire which is designed to identify potentially dysfunctional parent child systems) questionnaires to be compiled together by both parents if they agreed to participate in the research. The following day, experimenters presented the research to the classrooms involved in the data collection, collected the signed consent forms and the compiled questionnaires, and collectively administered the questionnaires to the children whose parents granted consent. Participants were made aware that they could withdraw from the research at any moment. Results showed that all the participants played Video Games (97.7% owned a specific Video Games machine; that is, personal computer and/or Video Games console) for an average of 6.84 hr per week. One third (33.5%) of participants habitually used violent Video Games, and the degree of violence in the Video Games used by the participants ranged from 0 to 84. The mean score for aggression was 15.99. This score is comparable to that of the general population. Thus, CBCL (Child Behaviour Checklist) Externalization mean score was 9.20; 88.6% of participants were in the non-clinical range. The mean score for parenting stress was 68.42 and also this score is in line with that of the general population. Therefore, data confirmed the role of violent video games as risk factors for problems of aggressive behavior and of externalization in childhood and early adolescence.

Whereas, in 2004, a team of Mass General researchers led by Dr. Cheryl Olson studied 1,254 students of 7th and 8th grade and 500 parents in South Carolina and Pennsylvania, looking at what kids were playing, how much time they played, and the possible relationship to delinquent behavior. They found that many of these kids played violent games; two-thirds of 14 year-old boys played at least one violent game often versus a quarter of the girls surveyed. The researchers also found that kids played games to cope with their emotions, to enjoy challenging situations, to keep up with peers playing similar games, to create their own worlds, and to relieve stress which shows that exposure to such interactive media may not

necessarily be negative. It may be indeed helping them release stress and be less aggressive outside.

There were correlations between playing violent games and self-reported physical fights and delinquent behavior, particularly with greater amounts of time played. However, this was only true in a small percentage of children who already exhibited aggressive traits and a high stress level. They found that the traits of hostility and anxiety were predictive of felonious behavior and bullying and not the playing of violent video games themselves. Researchers also found that parent involvement and peer support seemed to be protective of these negative behaviors. However, there seems to be a relationship between about five to six percent of kids who get into violence and the amount of time playing violent games. There were no cause-effect relationship found between violent games and behavior, just correlations, and this could mean there are other factors that may be involved in shaping violent behavior in adolescents.

There are many complications that exist in the research about violent movies. Most of the science is not very good. However, in the few sound studies, there was also relationship between the time watching violent TV or movies and aggressive acts in real life – but only for a small percentage of kids and young adults. There seems to be a greater effect on younger children who cannot tell the difference between fantasy and reality but not on adolescents. It also appears that when violence is coupled with an attractive movie star and combined with sexuality, the impact appears to be stronger.

The bottom line is that for violent movies and video games, we just do not know the relationship between viewing or playing and aggression in the real world. Research till date does not inform us. But we should be concerned and chary of risks. Researchers say that adolescents are predominantly complex and reactive to influence by environment, desires and emotions. A major reason of adolescents often responding to these influences with irrational decisions is the presence of a brain chemical known as Dopamine. The brain releases dopamine when something makes us feel upright. Dopamine levels in general peak during adolescence. In teenagers, the strength of this response helps explain why they often give in to impulsive desires. But, adolescents who had been comprehensively exposed to violence on television tend to become desensitized to traumatizing situations compared to the ones who had seen little or no TV. Many social psychologists are concerned by the recent identified phenomenon called as “Bystander Apathy”, where people seem willing to be present and observe while victims are suffering, they will do nothing to help them. This suggests an unsympathetic or apathetic reaction by citizens in the presence of suffering. One possible explanation for this indifference, specifically in large urban areas, is that people have become desensitization to violence witnessed predominantly in the media.

A survey was conducted in which 37 movies were analysed out of which 16% of it was “X”-rated. 24% “R”- rated and only 14% “G”- Rated. Conclusion of this survey also included that the average movie contained 38% of scenes which include violence, nudity and rape, physical aggression without weapons, slaughter and massacre among humans.

Grafman *et al*. (1996) conducted a research in which 22 healthy male adolescents in participated in the experiment for financial compensation. Parents gave written informed consent and adolescents gave their written agreement for the procedures that were approved by the National Institute of Neurological Disorders and Stroke Institutional Review Board. On first meeting, all participants were screened for psychiatric and neurological conditions, handedness, trait aggression, and exposure to violence in the media and community. During visit 2, participants underwent the fMRI procedures. Prior to scanning, subjects rated their emotional state to assess their emotional status and were trained on the fMRI task on a separate set of stimuli. During scanning, stimulus presentation was controlled by a computer with Super Lab Pro software. Subjects were given a response pad with two buttons on which they placed their right index and middle fingers. They were asked to view and judge mute videos. At the beginning of each trial, a plus sign was presented on the screen followed by a video that was shown. Then, a decision screen appeared to indicate participants to decide whether the video they just saw was more or less aggressive than the one that they saw in the previous trial by pressing one of two assigned response buttons. Three runs of about nine minutes each were employed. During each run, all 60 videos were presented randomly among runs and subjects. Participants were asked to make their decisions as quickly as possible and response times and decisions were recorded. fMRI Data Imaging data were collected and Skin Conductance Responses SCRs were sampled Hz throughout MRI scanning. Results showed that SCRs adapted significantly with aggression level Specifically, the trend analysis to determine whether the subjects' SCRs adapted in a linear fashion revealed a significant downward linear trend, indicating that changes in SCRs over time decreased linearly from low to mild to moderate aggression levels. For the mildly and moderately aggressive videos, SCR adaptation was negative, indicating desensitization towards these videos.

But, a research was led by psychologist Christopher Ferguson which was published in Journal of communication that found that there is no link between violent media and behaviour. Ferguson and his colleagues specified that many laboratory-based studies into the effect of media violence have measured aggression in test subjects through “less aggressive outcomes ranging from filling in the missing letters of words through delivering no painful noise bursts to a consenting opponent.”

The study denoted that these studies moreover commonly “provide exposure to brief clips of media, rather than full narrative experiences” and that “the resultant aggressive behaviours are also outside a real-world context in which the aggression appears to be sanctioned by the researchers themselves.”

In the studies, the researchers examined the correlation of violent films and societal violence, analyzing the frequency of violent acts in the top-grossing titles between 1920 and 2005.

The study notes that film violence followed “a rough U pattern” during this time period, but that societal violence fluctuated differently, with the latter half of the 20th century even showing an increase in film violence “associated with reduced societal violence”. One issue is that the study asked only the children themselves to rate the violence of their video games, which could bias the results. Przybylski said the study does not provide an important number known as the effect size, which would describe how much violent video games account for aggressive behavior. This is important because researchers have debated whether video games really increase aggressive behavior more than other factors, such as substance abuse, or even just having siblings.

Media does appear to make our lives relaxed, but at the same time it also obfuscates them. Constantly having access to anything we think, we need or want, particularly social interaction, makes it too much to handle and is technically not

even existent, it is called Cyber interaction. Digital media involves one in plentiful lives and events that are not always meant to be of our concern

In the most extensive research to date, Anderson and colleagues conducted and reported five experiments on the impact of violent lyrics on aggression (Anderson *et al*., 2003). In the first experiment, students listened to a violent song or a nonviolent song, both performed by the same band, and then rated their feelings on a standard aggression scale. Results revealed that the violent song produced higher levels of unfriendliness than did the nonviolent song. In, experiment 2 was identical concept was used except that it considered aggressive cognitions rather than feelings. After listening, participants were presented with a series of ambiguous words and asked to rate how similar they were to other words. As predicted, the violent song led participants to interpret ambiguous words such as "rock" and "stick" in an aggressive way. The researchers argued that the violent song made aggressive thoughts more manageable, as priming theory suggests. In Experiment 3, the researchers added a no-song control condition and increased the number of songs tested in the violent and nonviolent conditions. Again, participants who heard a violent song reported a higher level of argumentativeness, but only when measured immediately after exposure, suggesting that the impact of music on aggressive feelings may be momentary. In addition, those who heard a violent song reacted more quickly when reading aggressive words than did those in the nonviolent and control conditions. In Experiment 4, participants listened to a violent humorous song, a nonviolent humorous song, or no song. As predicted, the violent humorous group showed the same level of hostility as the control group did, supporting the idea that humour can cancel out the impact of violent lyrics. Nevertheless, those who listened to the violent humorous song were still more likely than those who heard the nonviolent song to create aggressive words out of word fragments. Experiment 5 tested song violence and humour independently in 2 design. Irrespective of humour, those who heard the violent song had higher hostility scores and produced more aggressive word completions afterward than did those who heard a nonviolent song. To summarize, songs with violent lyrics increased feelings of hostility in four of the five experiments, and this effect occurred across the range of humorous and non-humorous songs. In addition, violent songs led to more aggressive cognitions in four of the experiments.

Whereas, Ferguson and Olson studied 377 American children, from various cultural groups who had clinically elevated attention or deficit or depressive symptoms. The children were part of a large federally funded project that examined the effect of violent video games on adolescents. The timing of this study is notable that it comes the same day news broke that an 8-year old boy reportedly intentionally killed a 90-year-old caregiver.

These children played violent video games were not seen to exhibit societal violence such as bullying, physical fighting, criminal assaults and even homicide over that of their non-video game playing peers. A purifying effect was seen in some children with aggression and bullying behaviour dropping in those who played violent video games.

Ferguson and Olson's findings do not support the popular belief that violent video games increase aggression in adolescents who have a predisposition to mental health problems. The researchers found no association between the playing of violent video games and subsequent increased delinquent criminality or bullying in children with either clinically elevated depressive or attention deficit symptoms. Their findings are in line with those of a recent Secret Service report in which the occurrence of more general forms of teenage violence were linked with aggressive and stress rather than with video game violence.

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Conclusion

Role of social interactive media and traditional media play in developing violent behavior among adolescents examines the impact and the severity of the impact of media violence on Adolescents. This essay has experimental research that talks the effects of media violence experienced by Adolescents and their impact on environment too. The essay demonstrates the existence of media violence in different countries in different point of time. This essay also demonstrates how the effects of media tend to make adolescents a prey to the hindering of emotional development. But even after evaluating all aspects related to media and its violent impact on adolescents, this research still fail to establish a cause-and-effect relationship. A few questions have remained unresolved, like whether media have a long term violent impact on adolescents and whether other types of media like Literature also plays a role in violent behavior among adolescents. Although, it may be improbable to investigate "To what extent does social interactive media and traditional media play a role in developing violent behavior among Adolescents?" the studies suggest that there are various factors involved in violent behavior among adolescents. The bottom line is that violent music, violent movies and video games don't show us the relationship between listening or viewing or playing and aggression in the real world. Research till date does not inform us. But we should be concerned and chary of risks. This can be applied to real life situation as well because the behavior of adolescents might have a long term effect that can affect their life and have life time consequences.

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