Effect of Exposure to Violence Media Content on Aggression in Children

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Abstract

Pakistan has one of the most vibrant media landscapes. Since liberalization in 2002, the number of media channels in Pakistan has increased remarkably. An increasing engagement in the mass media has appeared along the measurable expansion of media outlets. Media violence is considered as one of the major threats for psychological health. The prime goal of a health professional is to work for the maintenance of psychological health. Consequently, it is essential to understand the influence of media violence on mental health, chiefly in the Pakistani context. Violence has become one of the major public health problems in Pakistan. Aggressive behavior is defined as any behavior that is intended to hurt another person, either physically or verbally. The aim of the current study is to examine the impact of media on the mentality of the children and how it is affecting their behavior negatively. The current study examined the effect of exposure to media violence on the development of negative behavioural pattern and aggression in the children. It was examined which gender is more prone to violent media content and have more aggressive personality. The selected age group was from 06-12 years. The sample consist of 25 participants that were examined by using Buss and Perry aggression questionnaire. Results revealed that male participants are more prone to violent content (13%) as comparison with females.it was found that age group from 8-12 is more prone to violent media content (18%). Results are supporting the hypothesis that aggression is the outcome of media violence. For reducing the impact of media violence parents and teachers needs to play their active role.

Key words: *Media Violence, Aggression, Children, frustration*

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Chapter 1: INTRODUCTION

Today's child is greatly influenced by the undesirable effects as comparison to the children or previous eras. Child is exposed to various types of violence that increases the probability of aggressive behavior in return. Recently, aggression and violence become the major concern in Malaysia. Media content is the source of information regarding every aspect of human life, culture, people, norms and values. This content is the reflection of good and bad activities and traditions and it is the true representative of success and failure. Child and television have somewhat natural attachment, as it has become one of the primary sources of education and entertainment for the child (Comstock, 1990).

Although there is a variety of media available in Pakistan including electronic, print, social networks. The focus of the current research is on the effect of television violence on the mental health of the child. Television is most widely used all over the world after 20th century. In the fields of media and communication, impact of media violence and aggression among children are extensively studied (American Academy of Pediatrics. 2001). As development and advancement in the field of technology, animations are becoming popular among children. Cartoons and animations have a significant impact on the psyche of the child. Media has become one of the major sources of information that exist all over the world and every person is affected by the content displayed on the media either consciously or unconsciously. Media is one of the most vital tools for promoting cultural norms and values. Today, access to media is quite easy, and children are easily exposed to movies, animated cartoons, and internet, music and news programs.

Since 1950's, watching TV has rapidly become one of the preferred times pass activity (Signorelli, 1991). Nearly, 99% of families in America have at least one TV (Comstock and Strasburger, 1990). As assessed nearly people in America spent seven hours each day in front of television. The age range is from 2 to 11 years (Andreasen, 1990; Spraficin and Libert, 1988). Figures have also showed that TV is present in almost every home and the first activity of the youngster is to turn the television on right after wake up (Signorelli, 1991).

Television is a source of entertainment and infotainment that aid the children intellectually. Children learn by adapting what they visualize and it make their behavior patterns, social communications, psychological and emotional well-being. Among all social agents (family, educational institute and peer groups) one of the most vital is television (Bandura, 1986). In fact, television plays vital several roles in the development of child.

Different age groups are affected by television differently. As adults are well aware regarding the content displayed on the TV and what exhibits, whereas, child view it only as a source of entertainment, as they are not well aware regarding cultural and moral beliefs and what is acceptable for their family system.so in this process so many negative behaviors and traits are inculcated in their personality. Such behaviors determine the ways child interact with others, i.e. spitting, bullying, verbal and physical aggression and use of inappropriate language and words.

Child learn several negative behaviors that is inculcated in their minds unconsciously, that is the determinant of how child will behave, speak and act publicly. Such behaviors consist of using sharp material for themselves or towards their peers, bullying the classmate, usage of offensive, unsuitable, abusive and inappropriate language with other people at home. At the same time children don't have much awareness regarding what is right or wrong and they misinterpret the information displayed on the media.

Over the past few years, scientists and child developmental specialist focused their attention on finding the influence of media violence, they were interested to find out either it has a negative and disastrous effect on the psyche and development of the child. Specially, the effect of violent media programs viewed by pre-school children are of great attention by the parents, teachers and scientists (Common Sense Media & Rideout 2011; Sigman, 2012).

Child is exposed to media in very early years of life, even before they become capable of understanding the ability to distinguish such content as fiction or media persuasion, even before they are able to recognize the norms and ethics developed by their family. Childhood phase is the most innocent, delicate and substantial period in the life of any person. As they believe whatever they see, exist in reality. Regrettably, child witness more than 8000 murders and 100000 violent acts before the age of 18.

(Anderson, Bushman, 2002). Exposure to violent acts during early childhood is the substantial predictor of aggressive and violent behavior in later life, in both genders. Child imitate that behavior and consider those acts and actors to be real. This behavior gets strengthened over the period of time and leads to aggression permanently (Huesmann et al., 1992).

Children who are exposed to violent media content recreate whatever they observed.so keeping this factor in mind, social worker and researcher's needs to investigate the effect of violence on the development of the child. It is realized that the media violence is increased considerably in the recent few years. Media violence is the great cause of aggressive behavior that can be observed during play activities. Some researchers feel that experience of youngsters towards media violence can be recognized when the behavior of the child is life-threatening, they should understand that many of these behaviors are learned through observing content on television.

Television is one of the sturdiest standards of commercial, because of the form reach, it can affect not only the arrogance, performance, exposure, life style, and values of the nation. Offspring are the terrible sufferers of TV effects. Its effects are widespread. But extent of TV impact varies from child to child, dependent on the features i.e. Age and uniqueness, their observing outline that comprises of TV viewing duration, nature of programs, and direction given by the parentages. Entire populace of Pakistan is approximately 168 million. And 43.40% are kids of age 11-15 years (Federal Bureau of Statistics, 2009). Approximately 66% Pakistani families have at least more than one young people. 30% of the families comprise children of under the age of 10 year who will be the next age group. Total Pakistani populace of 169 million contains almost 30 million youths (10-19-year-old). Girls of 20-24 years are conjugal by the age of 18 are 32%. 30% of adolescents in Pakistan have never visited to educational institute, though this number is more for girls i.e. 44% and 36% for teenagers residing in the rural areas of Pakistan. Roughly one third of adult's work as a waged or as a voluntary employ (exclusive of housework) but adolescent girls holds household activities (Office of the Population Association of Pakistan, 2009). TV watching has its constructive as well as undesirable characteristics. Adversely, extreme TV watching carries lethargy and inactivity and therefore generates infant fatness, and greediness.

Children view unnecessary TV may are one of those who do not contribute in physical activities and consume food consisting of carbohydrates and high energy snacks. Advertisements might be accredited as deceptive. They never expose the diet that children should eat to keep themselves in good physical shape. Television audiences reflect it as a source of relaxation and enjoyment, when they are seeing TV, and this condition endures until TV sets are on. Diverse games and interests containing bodily effort are the cause of energy while TV seeing is a source of unserviceable energy (Bartsch and London, 2000).

At the same time, constructive influences of TV seeing are that aids in instructive viewers information, offer evidence, instruct them to make accessible services how to tackle diverse persons in various situations. TV is a tenacious medium that is accessible to all children every time. Many children around the al over the world nearly devote approximately three to four hours on daily basis on viewing television. Initially, children face difficulties in recognizing the content of the television programs. But being instant students, they can make stable conclusions about accurate or incorrect by the help of proper supervision of the parents. Consequently, it is required for the parentages to screen the TV watching behaviors of their offspring (Bartsch and London, 2000).

Media has great influence on the lifestyle, habits and experiences of the children. The network and audiovisual services have a huge influence on the healthy life style of the person. Pakistani media has been more revealing. The media is responsible for creating the genuine explanation of the cultural aspects, health, education and realistic challenges. In modern era, media has understood all the aspects of the life in Europe and used as a tool for making and enforcing polices by the government bodies. The Asian counties also develop rapidly along recent changes over the past few years. Many media channels are launched on private and public sectors (Wassan, 2008). It is one of the most powerful and influential tools for changing the minds and bringing visible differences in the attitude, behaviors and habits of the people. Media is not only the source of infotainment, but it is the true representative of the moral values, beliefs and cultural aspects of the nation. Media focus on the political and socio-economic conditions of the society, highlight the challenges and malpractices in the society. Media play significant role in the war against extremism in the nation.

Cable/t. v. in Pakistan has become one of the most influential mediums of the instant training, evidence distribution and persuasive entertainment. It carries news regarding activities and growth. Electronic media is quite active in Pakistan and have a long history of struggle. Media is helpful for keeping the public aware of every detail in the form of news and breaking news (Wassan, 2008).

Cable is one of the vital sources of electric media. TV in the Pakistan has three-dimensional responsibilities, i.e. teach, update and entertain the public. Their outreach viewer and listener-ship are strictly controlled by law, and the expedient that averts the expansion of an environment. Additionally, this unfortunate condition is a declaration by the superior role of the Ministry of information to detect the private media channels for coverage of issues like policymaking, current affairs and in particular violence (Wassan, 2008).

1.1 Media violence:

Media violence is defined by World health organization (2013) as a use of physical power against own self, another person, or against public, that outcomes in injury, deficit, death or mental harm. Encyclopedia of psychology (2013) stated that, life-threatening form of aggression is violence such as homicide and assaults.

Effects of media violence is not restricted to specific media type, film, video, music and computer games. Media violence is defined as "visual representations of acts of physical hostility by one human or human-like character against another" (Huesmann, 2007). Though, others have claimed that even violent lines can lead to hostility (Barongan and Nagayama Hall, 1995; Fischer and Greitemeyer, 2006).

The impact of constant negative media exposure is so intense that it compels the young mind to satisfy their desire and exhibit in the same way as they imitate others. Most of the theorist believe that sensitivity towards violence increases the probability of aggressive behavior (Bartolo, 2011).

Effects of media violence is proved by previous researches (Akbari, 2002). The outcomes of the Eron, Malamut and Husmann in 1986, Rapaczynski in 1984, Dorothy Singer and Yerom Singer in 1981 and Professor Singer in 1987 exhibited that children who are frequently exposed to violent content are more likely to suffer from psychological disturbances, personality disorders, inability to differentiate between good and evil. Such

children feel considerable amount of difficulty in the classroom while interaction with students and teachers (Akbari, 2002).

It is stated that the latest knowledge and awareness of technology can't be achieved by keeping media aside. With the advancements in the technology the definitions and criteria for moral, emotional and social functioning is completely changed, so psychologist and experts believe that person has to boost their current knowledge by enhancing the non-cognitive skills and abilities. As reports given by The American Entertainment Software Ratings Board, 52% of games are violent that simulate gambling and use of abusive words and crude humor (Gentile, Saleem & Anderson, 2007). On the other hand, there is obvious increase in the imitation of violence, increased horror, desensitization to violence, short and long -term rise in the violent behavior and increased acceptance of violence by children.

The reports given by The National Crime Records Bureau reveals that from 2002 to 2012, rape cases increase up to 143%, 87% in murders and 500% in kidnappings by in India. Williams associated the levels of aggression with first and second graders from 2 Canadian towns. He divided the sample into two groups i.e. one with access to TV and one with no TV access. When the latter town finally expected television, beating, cutting and shoving levels of the children amplified immensely (Williams, 1986). As stated by Leonard, anger aggression is basically expressive and its resolution is to harm to another (Leonard, 1988). Berquitz, (1975) stated that during the period of anger aggression, the person become depress as he/she consider the opponent as hostile (Blanchard, 1985). There are so many types of violence viewed by children on daily basis that can be either in cartoons, movies or news. Violent media exposure creates a negative impact on the psyche of the child (Smith, 2010).

1.2 How the Media Change Opinions and Attitudes:

Persuading typically required by the mass media and lies in advertising and community info movements. Numerous representations have been established to elucidate the procedure (Cacioppo & Petty, 1996).

1.2.1 • Cognitive Response Theory claims in order to change the defiance of the individual, it is mandatory that the message must be influential, so that the receiver must consider it and retain that information later in future.

1.2.2 • The Elaboration Likelihood Model, stated that this rational and intellectual dispensation can happen centrally, intentionally, parenthetically and subconsciously. Communication processing takes more exertion for the receiver and have enduring effects, while exterior giving out involves minute exertion have temporary outcomes. Being convinced about a politically aware subject that is enclosed in the bulletin would likely necessitate more essential processing than viewing a soft drink advertisement that encourages the audiences by presenting happy people. Features that rises the probability of essential processing consist of individual significance, amiability, reliability of allure of the foundation, the amount of opinions used and the quantity of individuals who seem to settle with them. Even the modest usage of the word "you" slightly than the third person can have a substantial influence on the persuasion of a communication by making it appear more applicable (Burnkrant & Unnava, 1989).

1.2.3 • Encouragement to adopt a new idea or technology, classically follows an expected pattern. Rendering to the Dispersal of Innovation Theory, people fall into one of five groups: modernizers (2.5%), early adopters (13.5%), early majority (34%), late majority (34%), and the laggards (16%). Often mass media first spreads the word about a new idea, but ever-widening relational systems encourage people to make the change. Over time, family, friends, social leaders, peers and the public at large accept the revolution. If it is something the individual feels self-assured in doing, discussed to as self-efficacy that does not conflict with that individual morals, they join one of the espousal groups. Lastly, acceptance of the novelty reaches a serious mass (Rogers, 2003).

1.3 Learning from Media

Media is frequently censured for their destructive effects; mass media can be constructive and aids in promoting learning and encouragement. Precisely, impact of journals such as, Charles Darwin's, Uncle Tom's Cabin, Harriett Beecher Stowe's and The Origin of Species has altered ways people perceive the world. Several researches all over the world have showed the inspiring effects such as "Sesame Street" can have on children's

intellectual and communal skills. Some of the features revealed to be connected with current media operations (Thompson & Bryant, 2002):

- Sensible aims of the movement.
- Recognizing the behaviors, views, and other features of the audience.
- Selecting the accurate mass media for the viewers and the matter (i.e. by means of media for a target viewer who is uneducated).
- Using different media when conceivable.
- Highlighting the welfare of the conduct variation.
- Displaying the anticipated conduct.
- Boosting the self-efficacy of the viewers through schooling.
- Repeated examination, assessment, and alteration before and during the campaign, if required.

As with the expansion and development in the mass media perception of the people towards the media technology changes altogether. It brings new horizons to educate and entertain the people with the help of film, drama, theater, songs and animated movies. Currently, drama is one of the biggest sources of learning and entertainment for the Pakistani population. Prime time drama consists of daily life stories that depicts the cultural values and norms, it includes, romance, action and horror (Joshi, 2002, p.19)

Pakistani culture is very diverse & has its own ethics and duties that is different as compared with the western culture. In Pakistan, by the advent of dish antenna and cable, the attention and thought pattern of the youth changes completely. Pakistani youth is more towards watching and admiring the content that shows relationships of boys and girls, as due to cultural limitation, it is strictly prohibited in our culture but once they view on media they begin to fanaticize and desire for such relations and behaviors in their real life. (Fulkerts & Lacy 2004 & Spigel 1992). Exposing such content is negatively influencing the psyche of the new generations as they are stuck up by their cultural values and their imaginations. This contradiction leads to the development of stress, aggression and further psychological complications.

Foreign media has great impact on the Pakistan mass media. Brain is very complex body part that effects the perception and emotions. Romantic and imaginative contents are playing vigorous role in the altering deeds of the Pakistani youth. Repeating earlier conclusions, utmost inflection of the startle reaction occurred when donors watched

pictures presenting threat, vicious death, and erotica (Cognition & Emotion, 2004). New generation try to adopt the western dressing style, speaking conduct and indulge themselves in the other gender. TV is the most appropriate and operative medium throughout the world as a source of communication. It enters its roots in the world, people of all ages utilize it as a standard to please themselves.

There are so many programs showed on the TV that includes drama, feature films, documentaries, current affairs talk show, film and songs currently, drama is one of the most powerful sources of entertainment. Pakistani drama displays the Pakistan, Indian & western culture and traditions. Pakistan Culture is dissimilar from west & India. Drama is a depiction of the world, it highlights the problems faced by the community, new trends & style involved in the society. Years ago, to watch dramas, people have to use antenna foe watching PTV as it was the solely source of entertainment. Previously, dramas displayed the true picture of the cultural diversity in the different provinces of Pakistan, but now the quality is of Pakistani drama is much dissimilar from the earlier one, it shows bold and dreamy scenes, usage of whiskey, hugging, sites on lap, female in short dress, holding of hand and head on shoulder.

1.4 Aggression

One of the most common problem faced by today's generation is aggression that requires constant attention and proper management skills (Nissimov Nahum, E, 2009). There are so many definitions of aggression, presented by different authors. Aggression is defined as rough, anti-social, blame and battle by AMID dictionary (AMID dictionary, 1981). According to some authors aggression is innate reaction towards the unacceptable conditions and it is used as a tool to manifest through body (Argyle, 1993). As defined by Fromm, aggression is the action that is intended to provide harm to another person or object, (Fromm, 1981; Soltani, Smith and Bond, 1993; Baron, 1977). Every behavioral disorder has diverse stabilities and aggression is one of the most stable disorders (Seif Naraghi Naderi, 2000).

Aggression can be defined as an interactive activity that people does to impose damage on others either by oral contemptuous or by bodily pain. Violence is a conduct that is learned. A child learns to reply to be hostile or adaptive. Experts believe that behavior is attained rendering to the nature of the manipulating features of the atmosphere a child lives in. If an environment is void of arguing, annoyance and violence, a youngster grows

nonviolent customs and conventional behavior. As well, parents' way in dealing with their children and by delay, television watching has a great impression on attaining a hostile behavior or avoiding it. By inspiring their children to prove themselves deprived of hurting others, parents help their children to preserve themselves and their rights. Consequently, hostile behavior is a phenomenon that seems in the child's initial phases. The child starts jolting and flicking objects, and occasionally beats, blasphemies, threatens or despises others. A hostile child is disobedient and unresponsive to what will happen to him/her and agitated, unhelpful, easily affected, and noisy. Experts conclude that action movies a child sees on TV harmfully affect his behavior (mock and separation). It is exposed that children who watch exploit movies more than others become hostile.

Aggression endures to disturb the child's behavior until he becomes a teen-age and then an adult. This means that a child duplicates the interactive outlines which he unceasingly sees. If these shapes are violent and undesirable, his/her behavior becomes aggressive. The most important and provocative problems in family member due to media exposure are the extent of violence showed on daily basis. Through the past 20, amount of media violence increased tremendously.

The National Coalition on Television Violence (1994) (NCTV) stated that accidents, horseplay, emotional displays, slapstick, threats and sports activities are not included in their guideline as violent acts. It is stated that average of 9.5 violent acts are showed each hour on prime-time TV during 1989-90. Saturday morning network programming comprised of 20 violent acts each hour in the same time. Moreover, it is stated 18 years old child, typical witnessed nearly 200,000 violent acts, that includes 25,000 murders. Violent media content in America is the part of the zeitgeist in past few years and the maximum amount that it is planned, as NC-17 or R ratings. They have to restrict the extent of violence showed on the primetime TV. The consequence of the violent cinemas has a strong connotation with the amount of corruption that has overwhelmed cities across America.

1.5 Biological Model of aggression:

One of the popular descriptions for aggression is that it is of imitate biological trait. Biological descriptions for aggression have taken numerous diverse forms. Freud (1920) argue that, people has an undesirable, destructive energy, which when released formed aggression and other features of the "dark side" of human nature. He named the

dark side energy "Thanatos", while the optimistic energy was recognized as Libido. The apparent inconsistencies of human nature, how we can be demonstrative and kind to some, yet spiteful and painful to others, were produced in friend's theory by the conflicts of these two energies. Lorenz (1950) also described violence as a biological trait. In this case, an inner energy builds up within the individual and has to be released. If it is not unconfined safely, in ritualized actions such as sports, then Lorenz argued, it will spill out in anti-social aggression.

Aggressive behavior is also associated to numerous undesirable consequences i.e. peer refusal and infantile crime (Vitaro, Van Lier & Eisner, 2007). In initial stages of life, it is showed in the form of anti-social behavior, absenteeism, smoking, drinking and destruction of property (Abd Wahad, 2006). The absenteeism of active procedures to interfere and overwhelmed the communal difficulties and more serious illegal misbehavior such as harassment, damage to others, theft, rape and murder in later life.

Aggression is defined by the social psychologist as 'any intentional behavior that aims at providing harm or threat to another person (Baron & Richardson, 1994). Extensive aggressive behavior in children causes lack of social network, difficulty maintaining interpersonal relationship, troubled parent-child relation, suicidal ideation, difficulty concentration, poor memory, abusive behavior, depression, trauma, poor reading and writing abilities.

Aggression is the transfer of an aversive stimulus, with the intention of providing harm to the other person, whose motivation is to avoid or escape from that situation and stimulus (Geen, 2001, p.3). Aggression is the insensitive behavior in which students have a direct intent to cause harm to others and has the most vigorous effects for both. As stated by Colman (2003), the purpose behind aggressive behavior is to provide harm that can be either physically or psychologically.

There are various types of aggression that is dependent on the purpose and circumstances that provoke aggressive reaction. **Anger aggression** is defined as a feeling of being helpless or abused. Anger happens in many methods such as losing a match, neglection, jealousy, guiltiness and discomfiture. **Hostile aggression** refers to the actions that are driven by anger and the intention is to cause impairment or damage to enemies. Student's action also expresses either they are violent or not. A student was recognized as

being violent or nonaggressive according to their actions that can be self-protective or belligerent (Brown and Tedeschi, 1976).

1.6 Types and Characteristics of Aggression:

There are many types of aggressive behavior so there is no single definition of aggression. Indeed, aggression can be manifested directly or indirectly (Polman, 2008). ***Direct aggression*** consists of verbal and physical aggression towards others, property or objects or towards own self (Gendreau & Archer, 2005). ***Indirect aggression*** is the act of providing harm to other person indirectly, i.e. gossips, cold-shouldering, bullying and social rejection. Here the intention is to impair the life, name and fame of the other person (Archer & Gendreau, 2005). Aggression is further described by two primary features**: proactive aggression and reactive aggression** (Fite, Stoppelbein & Greening, 2009; Card & Little, 2006).

There are many ways a person can harm another person, so it is mandatory to recognize the functions and difference between each form. Aggression can be physical (beating, biting, kicking, clubbing, shooting), verbal aggression (screaming, blaring, swearing, name calling), or damaging the status verbally or digitally (relational aggression).

Aggression can be direct (with the object present physically) or indirect (absence of the victim, i.e. smashing someone's belongings or spreading gossips about them). Aggression varies by function. It may comprise of a fairly pure determination to punish/hurt the person, responding aggressively to incitement (oversensitive, emotional, aggressive, hot, impulsive, or reactive aggression) or it may contain a careful and thoughtful plan to damage another to gain an anticipated consequence (instrumental, active, deliberate, or cold aggression). Aggression is an involuntary reaction that is driven by self-protection mechanisms, i.e. fight or flight, or include a script for aggressive behavior that is so frequently ratified that the reaction is no longer thought-through. Such dissimilarities can be challenging. An alternate approach to understand the purpose of aggression is to find aggressive acts on three proportions – the extent to which the aim is to impair the target as opposed to advantage the criminal; the level of aggressive or restless emotion that is contemporary; and the degree to which the violent act was thought-through (Anderson & Huesmann, 2003).

1.7 Is Aggression Inborn or Learnt:

Violence is the act that causes deliberate destruction to another person. The controversy of nature and nurture is continued to find out the basis of violence. There are many concepts regarding nature an origin of aggression. These theories can be classified into two types: innate aggression, learnt behavior. As stated by psychoanalytical theorist, aggression is innate whereas cognitive theorist believe that aggression is the learnt behavior (Anderson, 2002).

1.8 Psychoanalytic Approach to Aggression:

Sigmund Freud was the founder of Psychoanalysis. As stated by this theory human aggression is an innate, that is associated with the person not the conditions, and it is an element of the daily life (Glassman, 2004). Every human being owns two fundamental drives from birth that leads the temperament and behavior development throughout the life. (*Thenatos*) is the aggression drive and (*Eros*) is the pleasure drive. *Thanatos,* is the negative energy that is expressed through aggression toward others, or own self. Furthermore, the two forces, life and death instincts, search for continuous appearance and gratification, whereas, conflicting other in our unconscious. The battle is the source of hostility.

As stated by Freud, aggressive energy is *Id*, the part that stimulates performance, whereas *ego*, our logical self, and *superego*, is the perfect image of ourselves, compete with or suppress the violent desires. The fight among diverse parts generates pressure, who use defense mechanism to block or manage this conflict. Anna Freud, also stressed that the weakened parent-child bond is the reason behind pathogenic behavior, and supposed that early childhood attachments aids in 'ferocity and neutralize' hostile impulses in future life (Freud, 1965).

1.9 Cognitive Approach to Aggression:

As stated by Cognitive theorist's aggressive behavior is learnt not innate. They laid stress on the mental process i.e. perception and views, for learning and recognizing the   aggressive behavior patterns.

As stated by Albert Bandura, aggression is *imitated* through habituation, and incentive can be secondary i.e. as prize given to the role model. The study of (Bandura, 1961) on Bobo Doll displays that observing violence increases the probability of the observer act violently, specifically when the role model is respected. Child acquire that violent behavior is satisfactory. Researches on observational learning showed, that children who are inclined to domestic violence grow up to become more aggressive (Litrownik et al., 2003)

As claimed by the Cognitive theorist schema develop in the mind after experience that affects the likelihood of violence. In a study on street culture young people displayed that their conduct is inclined by a "code" or schema that builds a set of casual instructions on community behavior (Anderson, 1994).

1.10 The General Affective Aggression Model:

Recently, researchers have recognized a hypothetical model known as the general aggressive model (Anderson & Bushman, 2002). The concept is based on societal material processing (Crick & Dodge, 1996), social learning theory by Bandura (1973), Zillmann model of the excitation transfer (Anderson & Bushman, 2002) Script theory (Huesmann & Miller, 1994), and Berkowitz model of cognitive neo-associations. This model suggests that the process of education, stimulation and use of aggressive cognitive scripts plays vital role in the presentation of violent behavior (Anderson & Bushman, 2002). The development of violent intellectual scripts is because of fierce content exposure. Their function is to provide information regarding particular social phenomena. GAM projected that violent media exposure increases the aggression by affecting affective, cognitive and arousal state. The ratio of hostile scripts increases over the frequent exposure of violent media content (Ferguson et al., 2008).

Children who view cartoon like human- figures that are showed hitting and biting one another select to play with a violent toy as contrast to a nonviolent toy in a larger proportion than children observing a nonaggressive cartoon. Effects of violent games were studied by Berkowitz (1975). Sample was divided into two groups, one group is exposed to violent movies for five consecutive nights, and where as other group were exposed to non - violent movies. Both groups were observed on daily basis and their interaction with others were examined. Berkowitz (1975) stated that males who were inclined to the media

violence are involved in physical attacks as comparison with the boys who watched nonaggressive movies.

According to this model exposure to violent media is the cause of hostile behavior, either short term or the long term (Gerbner et al., 1980). Violent content viewers see the world as more treacherous and dreadful place. It is also recognized as the **'mean world syndrome'.** It is also the cause of feelings of distrust (Nabi, & Sullivan, 2001). Conclusions recommend that the amount of television watching is directly equivalent to the prevalent estimations of violence in the public (Buss, & Perry, 1992).

1.11 Short-term Effects of aggression:

Short term effects are due to 1) *priming* processes, 2) *arousal* processes, 3) the immediate *mimicking* of particular behaviors (Bushman & Huesmann, 2006).

1.11.1 Priming

It is the procedure through which spreading activation in the brain's neural network from the locus on behalf of an external perceived stimulus stimulates another brain node representing a perception, feeling and performance.

The external stimulus can be intrinsically associated with reasoning (Berkowitz & LePage, 1967) or the exterior incentive that can be somewhat innately unbiased like a specific cultural group that has been associated in the history to particular views or performances). The informed ideas make actions connected to them. When mass media violence peaks hostile impressions, aggression is more expected.

1.11.2 Stimulation

The mass media demonstrations provoke the viewer, violent conduct is more probable for two potential reasons. i.e. Excitation transfer (Bryant & Zillmann, 1979) and general arousal. Initially, a stimulus that provokes an emotion is supposed more severe than it is in reality, because some of the reactions are motivated by the presentation in media and it is miss-attributed because of incitement transfer. i.e. Directly following the content showed on the television can be the cause of aggressive behavior. At the same time, the increased arousal that is inspired by the mass media may basically influence such a topmost that reserve of unsuitable reactions is reduced, and prevailing academic reactions are presented in problem resolving, i.e. Direct influential hostility (Geen, 1969).

1.11.3 Impersonation

The short-term course is the mock of particular conduct that is regarded as a long-term practice of observational learning (Huesmann, 2005). Recently, it was suggested that young human mind has the tendency to mimic whatever and whomever they observe (Meltzoff & Moore, 2000). Imitating certain behaviors nearby them increase the probability of same behavior in future. Specially, witnessing negative behavior increase the probability of behaving in the same way. Although the neurological process that support the particular behavior is not fully tacit, but seems that "mirror neurons" fire when any behavior is detected or when the acted out, play a significant role (Rizzolati et al., 1996).

1.12 Long-term Effects

Long term effects of the content displayed on the media, seem to be due to 1) more lasting *observational learning* of cognitions and behaviors and 2) *activation and desensitization* of emotional processes.

1.12.1 Observational learning

According to the extensively acknowledged models of social cognitive, the behaviors of the person is controlled by the current situation, emotional state, schemas about the world, belief system and scripts for social behavior that they acquired (Huesmann,1988). During the childhood phase, child learn through observing parents, peers, society and mass media (Rizzolati et al., 1996). During this phase, social cognitive schemas of the child about the world are expanded. i.e. wide-ranging observation of violence has been revealed to prejudice youngsters' world schemes toward accrediting aggression to others' activities. Such ascriptions in turn upsurge the probability of kids acting violently (Dodge, 1985). As with maturity, normative opinions about what societal actions are suitable become preserved and start to act as filters to edge inappropriate community activities (Huesmann & Guerra, 1997).

1.12.2 Desensitization

Long-term effects of the media influence the emotions. Frequent exposure to such content, can leads to familiarization of certain expected emotional responses. This process is known as "desensitization." Several negative emotions automatically decrease the intensity of increased heart rate, sweating, and self-reports of uneasiness. Though, by frequent disclosures, this undesirable emotional reaction adjusts, and the child becomes "desensitized." The child can then think about and plan active aggressive acts without feeling negative affect (Huesmann & Kirwil, 2001).

1.12.3 Enactive learning

Observational learning and desensitization cannot occur individually. The behavior of the child is continually accustomed and reinforced over the period of time due to media exposure. For example, violent games players are not only observer but they are the active participant in those actions and their behavior get strengthened by achieving their target goals.

At the same time, there are certain games that are played in groups, as these games are played with peers it involves more complex conditioning procedures. It consists of the effects of assortment, involvement and need to be discovered.

1.13 Theoretical explanations

1.13.1 Social learning Theory:

As stated by Bandura, aggression is the outcome of aggressive behavior by others and imitation of their behavior. Bandura suggested that child use learnt aggression to resolve their upcoming difficulties. He stated that boys have more aggressive behavior tendencies as compared to girls, at the same time being aggressive is labeled as masculine behavior. Additionally, his experiment reveals that child learn aggressive behavior from the same sex, rather than his/her heterosexual model (Alavi, 2010).

Freud and Lorenz supposed that aggressive behavior is deep-rooted in the human nature. They believe that hostility is a concealed force in human that is slowly trodden and finally will need to be discharged. As stated by Lorenz, energy can be practical, if it rises channelized through a proper way, i.e. games, sport, wrestling, or else it can release in a negative way i.e. homicide, confusion and devastation. Freud stated that aggression is the

illustrative of death instinct in the face of life's instinct. That shows if life instinct help to fulfill the needs, death instinct causes aggression and destroy others, and if it could not kill people and abolish others, it will come back to the person and it is revealed through self-abuse, suicide, self-criticism, downheartedness, dependence and menace and as gambling. If the aggression is observed by others, it will be exhibited as annoyance, hate, prejudgment, verbal abuse, cruelty, and eye rivalry, revenge, murder and war. So, in his idea the aggression is destructive and negative (Akbari, 2002).

A study was conducted in 2011 on the children who played violent games for years. It was observed that their brain response towards violence content is less and this increase the probability of increase in violence (Adachi & Willoughby, 2011). Previously most of the researchers were interested on physical aggression and denying other forms of aggression (Adams, 2008).

Moreover, studies on childhood aggression focused on overt and physical aggression that is quite common in boys (Schmeelk, 2007). At the same time more, attention is given to other aggression types that is common in girls. Media aggression can be concluded by Freud that watching violent content as optimistic action, and stated that observing violent content decreases the consequences of aggression. Freud's theory of instinctual aggression says: "the aggressive intensity could decrease by making positive emotive interests in the people such as providing gaps like watching BOXERS who earn money to win, or doing Sports-and-Hobbies". Though, researchers stress the adverse effects of violent films. Social learning theory believes that "learning violence and aggression can be created through television, cinema, internet, and computer games" (Creek and oak – Vaklr, 2003).

As stated by social cognitive theorist, observation of violent content can negatively impact the growth of psychological models and scripts, concerning the performance and anticipation from the societal situation (Krahe et al., 2011; Kirsh 2011). The execution of aggressive behavior and the usage of violent behavior as an approach to resolve problems that are essential to emphasis in many TV programs. As an outcome, violent media exposure may lead child to grow insight of their world as excessively insecure and hazardous. (Huesmann 2007; Carnagey, Anderson & Bushman 2007).

Observational learning during the exposure of violent media is happened because of two factors. i.e. primarily, when the attractive, charming and favorite personality

commits violent act on media. Secondly, increased body stimulation and tension that occur during disclosure that can increase the child risk of paying devotion, training and ultimately mimicking behaviors showed in the mass media (Bandura 1986; Christakis 2009). Lastly, child become desensitized by media violence over the period of time. In long term, it decreases the sensitivity (Huesmann & Taylor 2006). So, after over exposure they are more likely to act in the similar ways and experience low negative arousal.

1.13.2 Script Theory:

As hypothesized by Hussmann (1998, 2001) that children who experience more violence either in real life or media are more likely to develop cognitive scripts that encourage the use of aggression as a problem-solving approach. These scripts are the collections of extremely connected conceptions, and powerfully associated, they may form an impression in memory.

As stated by Huesmann's (1998, 2001), hostile scripts integrate views regarding the correctness of a violent act in a recurrent condition. Those views regulate either those scripts should be memorized or saved and translated into some particular activity in any situation. Generally, most of the games give reward after the completion of certain task i.e. killing a person, so this will ultimately strengthen their belief that every aggressive action ends up in any reward. At the same time, it strengthens the belief that it is the most suitable way of handling the interpersonal conflicts.

It is mandatory to discuss that the relation among aggression and media violence involve many other cognitive procedures. Exposure to media violence change the attitude and emotional receptiveness to aggression (Anderson & Dill, 2000; Anderson & Bushmann, 2001). Though, there are environmental and genetic factors that influence these processes. At the same time aggressive children are viewed negatively by their social circle, and they are more towards providing justification of their behavior (Slater, Henry, Swain & Anderson, 2003; (Kiewitz & Weaver, 2001). Therefore, the vulnerable child may become entangled in a constant violence series, which increase the probability of the habitual aggressive behavior patterns (Funk, 2002).

1.13.3 Social Interaction Theory:

It deals with how violent behaviors often contain forced motives (Tedeschi & Felson, 1994). It is concerned with recognizing the eventual goals that involved aggressive

actions to realize. According to this theory, violent actions is the outcome of the effort to gratify three over-all classes of goals: (a) to operate, control, or impact others for expansion; (b) to promote or seek justice, complaint, sentence, or revenge; and (c) to assert and protect social identities. Tedeschi and Felson (1994) clarify that any blend of these coercive motives can clarify instrumental aggressive action.

1.13.4 Evolutionary theory

As stated by the evolutionary theorists (Cavanagh 2005:1-2; Hawley 1997:213-214), it is hypothesized that animals are genetically disposed for defense in contradiction of any physical attack. Animals are disposed to hostile behavior even, when they are not given any training for defense. So, it can be stated that this behavior is self-induced, i.e. hostile fight among rats (Hawley 1997:113). Cavanagh (2005: page 1) stated lonely animals are involved in violent, habitual and repetitious belligerent till they are exhausted.

Fromm (Biancoli 2000: page, 227) stated that human being is a primate that is minimum armed with wildlife, thus far with a resolute intellect growth. Through investigations of rats with skeptical lesions, they perform impulsively on an overdue agenda. People who are evident to peripheral indications of impulsivity are also expected to act spontaneously. Suitable reserve to impulsive conduct would be distinct from their behavior. On contrary, the weakening communal panels and the appearance of impulsivity in creatures' situation that outcomes in biochemical-genetic diathesis for impetuous behavior (Biancoli 2000:227). Consequently, theorists accept as true that, hostility is passed on from humanoid to humanoid to Homo sapiens, as specified by Biancoli (2000:228). These researchers believe that human beings were also stimulated, like animals, to release their violent natures through the scientific expansion, i.e. they are capable to prompt their violence by paying in athletes and other innocuous activities.

1.13.5 Instinct theory

This theory is presented by Mclean, Freud, Thorndike, James and McDougall, Lorenz (Petersen & Davies 2005). It is believed that violence is the inborn and it is the fighting nature. Aggressive energy is spontaneously produced more continuously and repetitively. Once accumulated, the energy is expressed self-sufficiently according to individual's choice (Petersen & Davies 2005: page, 3). As stated in the Concise Encyclopedia of Psychology (1996:27) "aggressive energy inevitably gathers and certainly

expressed". It suggests that aggressors are not solely responsible for the aggressive behavior/ act, but this behavior is produces unintentionally and they may not have control over it.

1.13.6 Drive theory

Protagonists of this theory, Leornard Berkowitz and Seymour Feshbach (in Concise Encyclopedia of Psychology 1996:27) declare that it is expected to attackers could be people who were once wounded of aggression at some phase in their lives. According to Berkowitz frustration encourages annoyance that by itself leads to one's willingness to reply violently. He completes that aggression-relevant cues (incentives such as spaces, persons and objects) that are also pertinent to existing or preceding annoyance instigators can improve or arouse a person's hostility.

1.13.7 Socio-cultural anthropological theory

The model is developed by Malinowski, Mead, Benedict Kardiner, Bandura and Buss (Encyclopedia of Social Learning 1994: page, 40-42). As detected by the anthropologists that any sort of deficiency produces neurochemical, behavioral and neuropsychological alterations. The people who were once part of any community or group, when isolated from others form a cultural and spiritual variations. In conclusion the mental health of the group lowered down. Gradually, the members of the group become extremely belligerent to one another that they may engage in the acts of anthropology, as happened in the case of Kwakiutls of America's north-west coast (Baron & Richardson 1994:238). Throughout the world man seems more antagonistic towards their own species, neighbor tribes and continue in endless fights, death and retaliation. Through realistic maps it is proved that the welfare among people was widespread and continuous (Encyclopedia of Social Learning 1994:45). The preoccupation with the aggressive behavior distracts and limits the person from the realities of culture and make them susceptible for the environmental factors. It is stated by The Encyclopedia of Social Learning (1994:44), awareness and familiarity with the instructions is the cause behind healthy well-being, and decreases the level of aggression. Isolation ends up building innate aggression and frustration. People who suffer in loneliness, experience trauma, later, aggressive behavior and parental neglection. People in Isolation may engage in impulsive fights that is the cause behind lower mental health.

1.13.8 Self-regulation

As suggested that watching the action programs with high violence increases the likelihood of adverse effects on the child (Friedrich & Huston– Stein 1973). i.e. in one research, offspring were arbitrarily allotted to view 1 hour of any the Mister Rogers or Mighty Morphine Power Rangers. Kids who watched the Power Rangers showed lower levels of attentiveness and constant devotion during the completion of the task (Geist & Gibson 2000).

In an investigative research, the child experience to ferocious content is examined. The model consists of 1800, Canadian children's. It was a longitudinal study and children were followed up till the age 8. After considering the basic information, background of the family i.e. socio-economic status, domestic violence and aggression of parents, and behavioral issues of the children. It was concluded that children who are towards watching fierce content shows more aggression and difficulty concentrations (Fitzpatrick et al. 2012).

It is also suggested by the Experimental evidence that violent media contents are associated with poor attestation and difficulty concentration. In an experiment, children were given violent media content having lots of action scene or select an educational cartoon. It was followed for 9 minutes, children viewing fast paced content perform poor on tasks and effects the attention (Lillard & Peterson 2011).

1.14 CAUSES OF AGGRESSION

1.14.1 Biological causes

Genetic disposition

Genes of the parents are likely to travel in their off-spring and promote same behavioral characteristics (Groebel & Hinde 1989:44). These traits are genetic. Copps (Bauer & Shea 1999:71) stated that nearly 20% mothers and 30% fathers having attention deficit hyperactivity disorder have congenital disorder. Again, children with schizophrenia increases the probability of schizophrenic children (Bauer & Shea 1999:72). As observed that male animals are more aggressive as comparison to female animals as they   possess testosterone. Masculine hormone is supposed to increase the hostility in male population. Y chromosomes that are transferred from parent to father is related to abnormal increase in height (asynchrony) and over aggression in males Groebel & Hinde 1989:48). Males

having XYY components manifest hyper-aggressiveness and mentioned as 'super-male' image. The children with XYY chromosome irregularities is vulnerable to aggression, meanwhile he is exposed to details of paternal, and traditional impacts throughout his developmental course (Manning in Groebel & Hinde 1989:54). The abnormal child can be recognized by an amplified severe anger irritability and more behavior difficulties, i.e. low temper and unbalanced impulsivity and a lower (IQ), late speech growth and dyslexia, even though they seem to achieve an average grade in Mathematics.

Psych neurology:

Children suffering from hyperactivity, distracted and troublesome behavior can be suffered from the neurologic disease known as encephalitis (Bauer & Shea 1999:72). These children are labeled as suffering from "brain damage" or behavior disorder. It is now termed as minimal brain dysfunction in spite of the word damage. This is the cause behind aggressive behavior in children. Children suffering from the deficit in chemical elements i.e. dopamine, catecholamine and norepinephrine suffer from deficit hyperactivity disorder, behavioral complications and hostility (Bauer & Shea 1999:73).

Furthermore, child also practice incompetent broadcast of neural impulses that can affect the entire brain system, and suffer from Attention Hyperactivity Deficit Disorder (AHDD). These youngsters are not able to control, participate and organize numerous intellectual procedures to provide support to the goal-directed behavior. Consequently, beginners who are lacking of the decision-making regulator are neurologically debilitated to select and preserve goals, to do in advance, proposal and accomplish tasks and to become accustomed to plans (Bauer & Shea 1999:73). Then, they cannot reflect, justice and plot disparagingly or check their behavior correctly. They are mostly precipitate, irresponsible, hostile and apparent suicidal conduct (Sylvester 1997:75- 79).

As exposed that vital transmitter called serotonin is significant in regulating self-esteem and aggression and social grading (Sylvester 1997:75). High serotonin levels are related with high self-worth, control and community status, and the contrary is also accurate. Low levels of serotonin are connected to unwary, irresponsible, fierce or suicidal behavior (Bauer & Shea 1999:75). Neurochemical scientists exposed that people who use alcohol to deal with unhappiness upsurge their serotonin levels for a short period of time. Afterward, it reduces the deposited serotonin and lastly increases their impetuous control (Groebel & Hinde 1989:48; Bauer & Shea 1999:75). People and societies, regardless of age, are recognized as unpredictable. Noticeable unpredictable features comprise

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extraction, poor consideration span, unresponsive response, distractibility and irritability. Personality is flexible and has a hereditary component.

Lastly, the biological theory declares that parentages vary from their kids concerning personality, due to their progressive growth (Bauer & Shea 1999). Though they share their hereditary evidence they retort to dissimilar demands in a different way as associated to their children (Bauer & Shea 1999:76). Children, are expressively juvenile. That's why they fail to put on purpose prior to their activities.

1.14.2 Familial sources

Punishment

Szyndrowski (2005:9) perceived that among 3, 3 and 25 million children all over the world suffer from native violence every year. This continuing procedure of youngster mistreatment may reason to struggles in their care-taking. Bauer and Shea (1999:120) specified that life-threatening actions of correction may lead to child exploitation and child negligence. Child abuse may take vocal, corporeal, psychological and erotic annoyance. Under those conditions, the prey's well-being is damaged. Child negligence mentions to the parent's failure to offer corporeal, medicinal, expressive or instructive requirements of the child by the separate responsible for his/her wellbeing.

Upbringing

The most susceptible learners come from single parents' families that can be because of grief, separation or the single position of the current parent. It can be associated to being left in the adoptive maintenance of ancestors or being left unaccompanied by living parentages who work in urban parts (Hermandez 1994:19). At the same time, secondary school learners develop on their own towards maturity and have to learn morals from the street. These children are at increased risk of hostility because they suffer from disaffection, unimportance and bitterness. Bauer and Shea (1999:117) recognize that the nonappearance of the father in causes low self-confidence, vulnerability to group effect and misbehavior. Clearly, peers will take benefit of the condition and therefore fill the space left by parents (Safran 1995:66) and the beginners my not learn the socially recognized outlines of the co-operation and common apprehension (Bauer & Shea 1999:102). Ultimately, the beginners will be dependent on the communal settings including a small circle of peers with a restraint of their relationships to school bus, cell phone

discussions and pre-arranged actions (Bauer & Shea 1999:117; Farmer & Hollowell 1995:154).

Most of the parent's implant courageousness and bravery in their children, specifically in boys, since being masculine is recognized to be brave. In nations, i.e. Hellenic Greeks, a boy is trained to be uncomplaining (Biancoli 2000:228). They subject them to unadorned corporeal discomfort and stimulate them to hold back their weeping because crying is attributed as a female trait. King (1992:128) detected that African cultures support the same concept that a man would not cry when wounded or crushed to a pulp, but should overwhelm the discomfort like a sacrificial. The nature of grief man finds, he should not shed a tear. As such, in spite of assuming the personality, males are ramblingly stimulated to resist encounters.

The media

The media present a one-sided and prejudiced public view (Berliner & Biddie 1998:12), that is only the undesirable side of the newscast is described and inaccurate that is too simplistic and imperfect view of informative difficulties and challenges are offered to the community (Fields 2002:74). The mass media can improve the teen-age student's hostile behavior by their reporting as a way to solve difficulties. The intrusions of British and American coalition militaries in Iraq is a typical illustration. Another instance is the graphics of the disreputable Vlakplaas services that rejected the Gugulethu Township politicians, as exposed on TV during the earshot of the Transitional Reconciliation Council (21H00 of 16.06.2005). These illustrations demonstrate the forces' laisez faire attitude and the terrible use of corporeal agony on their fatalities to excerpt the truth. The social learning theory (Concise Encyclopedia of Psychology 1996:28) says that young beginners can obtain belligerence through observational involvements. This happen by inspecting all the episodes of a TV play called "Yizo Yizo". This drama stimulates apprentices to use medications without restrictions, obligate disruptive interactive acts such as harassing innocent girls, crime and discouragement of the school rules and parent participation in the education of school learners. Occurrences of TV ferocity is supposed to be cumulative. Chorry-Assad and Tamborini (2004:494) approve that vocally violence occurs in an amusing setting. Reliable with disruptive interactive acts, Chorry-Assad and Tamborini (2004:494) exposed that augmented experience of beginners to vocally belligerent drama is related with aggressive infrastructures. Consequently, the learners attain hostility and

also assume the violent linguistic of drama when interacting with others (Weaver & Zillman, 1999:145).

1.15 Aggression and Social learning theory

As stated by the social learning theory, behavior patterns are learned by observation and strengthened and maintained by incentives, contingencies and punishment (Bandura, 1973). i.e. child witness countless instances of aggression in their environment, school, home, fantasy world, computer and games (Geen, 2001). Through, this way child learns and new behavior patterns are formed. However, the probability to imitation or acting that particular behavior depends either he/she got reward and positive incentives.

Additionally, witnessing a dominant model (particular character) lead to the acquisition of that behavior even the model didn't receive any encouraging incentives for their behavior. Eyal & Rubin (2003) stated that when the hostile behavior receives positive consequences. It strengthens behavior over the period of time. Shortly. Social learning theory prove the instruments that leads to attainment, presentation and preservation of aggressive behavior with orientation to the values of instrumental learning.

1.16 Aggression and Media violence

Meanwhile the arrival of digital age, the experience of mass violence and its significance on children violent behavior has been attention of public consideration and investigators. Currently, the use of mass media i.e. video game, TV, and supercomputer are becoming widespread. Children above 6 years old are spending generally 2 hours on viewing TV (Christakis et al., 2004). Likewise, children of age 8-18 are stated to spend more than 40 hours/ week on TV (Anderson & Bushman, 2001). The Kaiser Family Foundation Study (2010), detailed that the children of 8-18 years of age in US, spend more than 7 hours on mass media, with unevenly 4 hours on TV (Anderson & Bushman, 2002).

Human ferocity is a major well-being concern globally, conveying extensive costs to the world. Regrettably, it is an extensive phenomenon that has an undesirable influence on the wounded and committers. Every year, more than 1.3 million people universally lose their lives due to hostility (World Health Organization, 2002). Additionally, the current 2014 Crime Survey for England and Wales (CSEW; Office for National Statistics, 2015) demonstrates that there were a valued 1.3 million violent occasions against families and inhabitant adults (aged 16 and above) in England and Wales. At the same time as the

number of violent events has reduced by 66% from its peak in 1995, when the examination assessed over 4.2 million violent occurrences, the values of violent behavior are still a chief apprehension. In certain, the connected difficulties reach far elsewhere injury and death, hiring an enormous drain on nationwide financial prudence, estimate republics billions of US dollars each year in fitness care, law implementation, and efficiency (Office for National Statistics, 2013).

Violence is a varied concept that falls in an extensive sort of conduct. One of the foremost reproaches in recognizing the reasons of violence is that too little consideration is paid to the heterogenic of the hypothesis (Raine et al., 2006).

1.17 Frustration - Aggression Theory

The theory is associated to oversensitive hostility and developed by Dollard et al. (1939), and reviewed by Miller (1941) and Berkowitz (1969). As stated by this theory aggression is expected to ensue when person practiced an annoying situation that averts or showed action cartoon perform poor on the given   task of calculating the executive purposes, assistances that permit kids to practice control over the thinking patterns and consideration (Lillard & Peterson 2011).

1.18 Aggression and gender differences:

Gender plays a vital role in animal and human hostility. Men are supposed to be more bodily aggressive (Coie & Dodge 1997; Maccoby & Jacklin 1974), men obligate the majority of murders (Buss 2005). This is the most vigorous and consistent behavioral sex variances, and it is found in many age groups and nations. There is indication that males are faster to aggression and more expected than females to express their hostility physically (Bjorkqvist et al., 1994). Secondary, non-violent hostility, i.e. interpersonal hostility and societal denial, experts claim that females can be pretty aggressive though female aggression is hardly stated bodily (Card, Stucky, Sawalani, & Little, 2008; Archer, 2004).

Even though, girls are a reduced amount of likely to engage in the activities of physical violence, they express their anger and emotions in non-physical ways. However, there is no clear way to express aggression by females as there is individual and cultural differences. On Bellona Island, a culture that is based on male supremacy and corporeal violence, women tend to get into battles with other women more often than with men. When in battle with males, in its place of using corporeal means, they make up songs

contemptuous the man, which spread across the island and embarrass him. If a woman desired to kill a man, she would either persuade her male relations to kill him. Though, these two approaches include corporeal violence, both are forms of secondary aggression, subsequently the provoker herself avoids getting directly involved or putting herself in immediate physical danger (Bjorkqvist & Kaj,1994).

1.19 Behavior Growth of Children

Child mental health experts experimented that children experience mental or bodily risk feature suffered at any of the developmental stage, but multiple difficulties can lead to psychological illness (M. Rutter, 1981). Among these numerous risk features, media impact can be a momentous factor to examine. Current research evidence increases the concern about media effects of on child violence, Drug dependence, sensual behavior, intake disorders and academic complications (V. et al., 2010). Extreme television watching during childhood seems significant in a criminal opinion, personality disorder with aggressive behavior tenets (Robertson et al., 2013). Mainly, the mental procedures of behavior growth of children depend on learning with observation, and with recurrent contact to exact media content, the reasoning, expressive and replies can be forecast (Maier, 2012). As indicated by studies that TV exposure is related to antisocial behavior in kids (Huesmann, 1999; Pers, 1987).

Huesmann, Moise-Titus, Podolski, and Eron Podolski, (Huesmann, Moise-Titus, and Eron, 2003) initiate that kids' seeing violence is associated with hostility in future. Some children spend most of their time viewing TV rather than doing any other task (Coyne, Padilla-Walker & Howard, 2013), (Alloy and M, 2016) and effect the behaviors as well as antisocial behaviors and aggression. Additionally, it is also perceived that children may use media to enable the developmental procedure in their social context. For investigation, it is noteworthy to study mass media use in studying behavior expansion of children.

1.20 Role of parents (Elizabeth Thoman, 1997)

Reduce time to media exposure.

If time duration of viewing television is reduced, it will definitely reduce the extent of exposure to violence. This can be accomplished by fixing time restriction to specific hours and when specific content is displayed that is appropriate for the mind of the child.

It is the core responsibility of the parents to develop insight in children to select the programs that are according to the moral and ethical values of the family. Parents need to guide children regarding the benefits of positive content and making it more interesting for the children.

Change the influence of violent images that are seen.

The best way to select and restrict the child television exposure is to sit and spent time with them while watching TV. Talk with the children regarding what they like or dislike in that program, either it has added something positive in their mind. At the same time, it is the responsibility of the parents to help the child to identify the difference between the objects that exist in reality and fantasy objects that aims to provide entertainment only.

Never inculcate negative image in the mind of child for having positive results, i.e. "Don't watch such movies", these words will make the child more curious about the content of the program." In its place, encourage them to develop an insight of violence when they see it and know its penalties through their own practice. Critical-thinking skills will be helpful for them in future. Through guided practice, critical viewing can become an everyday practice for both children and adults.

Explore substitutes to media that solve struggles with violence.

Parents should look for the substitute that is healthy for the psychological development of the child, i.e. play time, books that should act as a positive role model. Scan the television channels for better Viewings program lists. Spent time with the child to build problem solving and creative skills and boost their mental level. Discuss the norms and values and present a role model to them as you want them to become in future. As children are more likely to display whatever they view rather than what they hear. Explain them what are the characteristics of the super hero and how the super hero should act like.

Talk with other parents.

Parents should discuss regarding television management, to learn better ways and to have multiple ways to handle the behavior of the child. Be aware, about the company and activities of the child and what are they viewing outside the home. Communicate the norms and values and family restriction to the neighbors so that they know how to handle

the child. Parents should ask for help from the teachers, child psychologist and other community groups.

However, there is no single point that works for every child. There is no possible clear solution to avoid media violence. But parents need to plan the activities for the child in such a way that they engage in more physical activities so it will ultimately reduce their television program. Parents should observe the child during play so they must become aware of what is going in the mind of the child and how they are dealing with play conflict, how is their behavior with other friends.

1.21 Rationale of the study:

Now days, the behavior and personality of the child is much dependent on what he/she is exposed to media. As stated by Wilson (2008), societal and emotional abilities of the child progress through imitating others particularly when they see their beloved characters they are more expected to perform in the similar ways. Expressive and communal capabilities in children develop through complex procedures. To contribute efficiently to their nation, they essentially attain the standards, guidelines, and morals that will allow them to form acquaintances and role in families, friend circle, and the social order. They acquire about sentiments, and relations from parentages, groups, educators, and relations. Mass media play a vital role in the society for the child. Children learn standards and ethics of conduct by viewing imaginary stories and practice expressive and societal circumstances in a displaced way over the media (p.88).

Media plays a noteworthy role in life style and have great impact on the child capabilities to work with others. Children spent considerable amount of time in watching television. In Pakistan, there are variety of channels available, that are showing culture of different peoples that are not acceptable in our culture, unfortunately, and children have access to these channels easily. So, mixture of all those cultures not only causes aggression but making our child far from our own moral and ethical values. Children love to imitate behaviors of others and feel proud to use words spoken by their favorite actors. At the same time due to personality factors, extrovert is more likely to display their aggression whereas introvert build up aggression and damage their own personality i.e. go to depression, loneliness and guiltiness.

Cantor and Wilson claimed that children described that parentages never execute a time limitation on the time they are permitted to view television, and many parentages are ignorant of the content they are exposed to. Investigators claimed that the risk of the consequence of violent media on the children who play for a long amount of time is even better (Anderson et al., 2003).

1.22 Significance of the Study

The current research is of great significance for the future researchers, teachers and parents to understand the impact of violent media exposure on the temperament and attitudes of the child. This topic is of great interest for the clinical and social psychologist to become aware of the harmful consequences of the violent media on the psyche of the child. So that it will enable them to identify the possible dangers and become aware of how to tackle and cope up with those issues.

Childhood Aggressive behavior is of great menace worldwide, and unfortunately it is not age or gender specific. Human beings are unconsciously inclined by media lineup's (Gerbner, 1977). Children learn quickly as comparison with adults and have a string memory. As programs are displayed in the form of animations, cartoons and fiction stories it has a significant impact on their mentality. Animations i.e. (Tom and Jerry, Ben10 and Sumarai x) send numerous adverse signals. Child is more disposed of fiction character go into imagination and they become more violent. As stated by George Gerbner (1986) states "when one is exposed to too much of television one initiates to see it as our realism". So, kids see the media insides as the genuineness of life and they often go on to compete with or duplicate these realities.

The aim behind the current study is to find out the influence of media programs on the personality of the children. Even though content on media is displayed for entertainment purpose it is mandatory to measure their impact on the personality of the child. Therefore, this research is inspired by kids' response to the vicious media content of the program they observe. Child is unable to perceive the reality of the content displayed on the media as adults. Even though, it isn't mandatory that every program has a negative impact on their mind. As identified by Slater and colleagues (2003), adolescents are at increased risk of aggressive tendencies for those who are more prone to real life violence and media violence.

1.23 Sociological Significance

The topic is closely related to communal aspects, man is a communal animal and every problem he has to face is familiar as societal problem. Several studies stated that violent media exposure is attributed to the development of aggressive behavior in children. Child are often captivated by exploit programs because they find them exciting and think they gain vision into and understand the ethical and social problems of the adulthood world (Feiltzen and Buchet, 2001). The current investigation will be supportive to recognize the reasons of violent behavior.

As like certain theories, for example the magic-built theory, the social learning theory, cognitive theory, cultivation theory display that if exposed to fierce media content they will learn that behavior and are more likely to reproduce that behaviors. Conferring to these philosophies TV seeing works on consciousness, insolence and performance as an inoculation on body. This investigation may be supportive for the administration to appreciate that the forceful behavior of the kids may become the threat for the society and child may engages in the antisocial behavior. As indicated by the researches that PTV has no programs for the education and entertainment of the children for broadcasting (Gillani, 1999). It has programs that are targeted for the adult population and have much of the cation and violent content. That violent content is responsible for the increase in criminal and anti-social behavior in the future.

1.24 Objectives:

1. To find out the effect of media violence that is associated with aggression.
2. To find out which gender is more likely to view violent content.
3. To find out which gender have increased level of aggression.
4. To explore the effect of violent and non-violent media content on the behavior.
5. To find out the effect of self-perception towards the development of aggression

1.25 Hypothesis

H1: Media violence exposure will be significantly positively correlated with aggressive beliefs and behaviors.

H2: Boys are more likely to view violent TV programs and have higher level of aggression

H3: Children who see violent TV programs are likely to show hostile behavior than individuals that watch non-violent media content primarily.

H4: The perception of child towards the media violence have no effect on his/her behaviors.

H5: The perception of child towards the media violence have an effect on his/her behaviors patterns.

Chapter 2: Literature review

2.1 Definition of Aggression:

Berkowitz (1994), stated that aggression can be described by frustration-anger theory. Responsive hostility is defined as is motivated to provide harm and can be explained in terms of self-defense or anger bursts (Geen, 2001). This concept is rooted in social learning theory by Bandura, 1973, in Polman, 2008. The theory claims that hostility is erudite through interaction with others that is controlled and regulated by rewards and punishment. Violence can be described in the three features: destructive significances, intending to damage and the wish to discharge from the destructive provocation by victim.

2.2 Types of Aggression:

There are two unique types of aggression: proactive (PA) and reactive (RA) (Dodge & Coie, 1987; McAdams III, 2002). Different types of aggression yield dissimilar correlates; consequently, understanding these differences is essential for the purposes of both treatment and prevention. Connor et al. (2004) define PA as a coercive action used as a means of achieving a goal. It is often characterized as being deliberate and predatory in nature (Vitiello & Stoff, 1997). Additionally, literature has explained PA as a form of intimidation and domination. This type of aggression is usually unprovoked and used as a purposeful act to influence others (Dodge & Coie, 1987). Conversely, Connor et al. (2004) describe RA as a defensive response often acted out of frustration or anger that is caused by provocation. RA is often associated with strong negative affect, impulsivity and being hostile in intent.

2.3 Violence:

Cross-sectional investigations consist of studies over the past 40 years, have provided the indication that corporeal hostility, oral violence, and destructive views are connected with the fierce TV and film they watch in regular basis (Comstock, 1980; Chaffee, 1972; Huesmann and Miller, 1994; Eysenck and Nias, 1978) The associations are naturally minor to modest and inclines for the higher school children as compared with youngsters and adults (Anderson, Gentile & Buckley, 2007). Investigations provide sustenance for the inferences of investigational researches that they determine in a short-

term effect recognized in the investigational researches that can be generalized in the real-life situations (Huesmann, 2007). At the same time, reviews do not specify either mass media violence is the cause's overdue aggression or there are some other factors that are responsible for the other development of aggressive behavior patterns and temperament of the person (Anderson et al., 2003).

2.4 Mass Media:

Researches in the field of mass media offer grounds to disgrace influences that it is antagonistic people who seek out fierce mass media, as divergent to the chosen disagreement that fierce mass media is the cause behind aggression. These researches measure to what extent child is exposed to violent media content. A (7 years) and how much aggressive behavior they reveal at time B (15 years). It is imperative, that researches of mass media effects emphasis on the time consumed watching violent content, as compared to entire television viewing time (Anderson, Gentile and Buckley, 2007). Given the expenditure and effort of directing longitudinal studies, they are few and far between. Still, some researchers recommend that while childhood media violence exposure forecasts later hostility, high aggression in infantile does not lead to recurring seeing of television violence later in life (Buckley, Anderson & Gentile 2007).

Anderson and colleagues (2003) reported average size of media affects in longitudinal studies are small to modest, contingent on the time. On contrary, it is indicated that aggressive children are more likely to view action movies and violence as compared to the non-aggressive friends. | (Anderson et al., 2003). As found that over-all time viewing TV can also predict the likelihood of aggressive behavior later in life, even after monitoring for issues such as infantile negligence and neighborhood features (Smailes, Johnson, Kasen, Cohen, and Brook, 2002). The total of time children devotes on viewing TV is the predictor of violent behavior that may recommend that other features explanation for children's TV viewing time and violent behavior. Anderson and colleagues (2003) stated that there is robust indication that recommends that seeing much of the mass media violence is a forerunner of augmented belligerence, even when rest of the factors are controlled strictly. These factors include social level, intelligent operative, prior level of ferociousness and parenting styles.

2.5 Television Violence and aggressive behavior:

Aletha Huston and her colleagues stated that there is a significant correlation exist between viewing violence and aggressive behavior, i.e. heavy viewers behave more violently than light viewers. The hypothesis is supported by investigational and longitudinal researches that media ferocity is related with violence. Natural, experiments with toddler and teenagers revealed the increased belligerence among ferocious TV or film watcher (Huston et al., 1992).

2.6 Psychological Growth:

As stated by Mwema (2011), initial years are vital period for the growth of the brain. Child require more time for exploration and actions that are essential for the development of vigorous mind and body. For some of the children exposure to television is harmful, whereas, it is quite beneficial for others. On the other hand, for most children TV is probably neither chiefly harmful nor particularly advantageous (Schramm, Lyle & Parker, 1961).

In a longitudinal study conducted in New Zealand revealed that child of age 5-15 who spent more time in watching TV are likely to show antisocial behavior patterns. For example, though violent media content was not measured exactly, more exposure to television all through childhood is the predictor of criminal behavior and aggressive personality traits. Results revealed similar effects for both gender and there were no prevailing aggression levels, economic status, intellect percentage or child-rearing features (Robertson et al. 2013).

A study was conducted on 1800 Canadian children of age 4, who are more exposed to violent media content. The selected sample were followed up till 8 years of age. Initially, information related to family background, socio-economic status, existence/ absence of aggression among parents was observed. After that it was revealed that the child who viewed more fierce content exposed higher level of aggression, behavioral problems and poor attention (Fitzpatrick et al., 2012).

2.7 Effects of TV Violence:

As suggested by investigational indication, that   television   is associated to poor and difficulty concentration. In an experiment, children were given

options to choose the cartoon of their own choice, either fast-paced that is full of action or cartoon that is based on some information. After 9 min of exposure, children who were

experimented only for the children who were primarily more hostile (Applefield, Steuer & Smith 1971).

Christakis and Zimmerman (2007) studied that the children who are showed fierce media among the ages of 2-5 years. Results revealed that offspring of 8 years are more likely to score high on antisocial assessment scale. The outcomes of the study persisted substantial after monitoring the possible effect of prevailing child hostility, parental demographic features and inclusive TV time.

2.7.1 Short Term and Long-Term Effects of TV Violence:

Previous investigations, media violence exposure has short and long-term effects specifically for children (Coyne & Archer, 2005). Short term effects are increase in the aggressive behavior after media violence (Coyne & Archer, 2005). Research designs in the investigation of the short-term effects of media violence are experimental and meta-analysis research design. However, long-terms effects are associated to the effects of media violence from juvenile aggression to middle age delinquency (Bushman & Huesmann, 2006). Most of the investigator employed a longitudinal research design in exploring the effects of long-term media violence to violence (Podolski & Eron, 2003, Huesmann, Moisc-Titus, Huesmann & Miller, 1994). Showing the laboratory experiments the effects of media violence on children aggression recommended that exposure to media violence leads to children's real-life hostility (Geen, 2001).

As stated by Anderson and Bushman (2002), people who are passively exposed to media violence are at greater risk for developing aggressive behavior patterns, irrespective of temperament, domestic setting, heredity, or other genetic assistances. Consequently, based on General Aggression Model, fierce media exposure can outcome in short-term and long-term influences on child violence. When child is exposed to violent stimulus, it grounds the creation of hostile reasoning scripts, upsurge stimulation and the formation of a violent emotional state over time (Bushman & Anderson, 2002).

Anderson and Bushman exhibited the effects of violent video content. The results exposed that the violent content ranging from .15 to .30. Exactly, violent video content was connected to rises in hostile behavior (r = .27), violent affect (r =.19), hostile thoughts

(r =.27), and physical arousal (r = .22) and was associated to decline in prosocial behavior (r = −.27) (Anderson, Bushman, 2001).

As stated by Garrison, Thakkar and Christakis (2006), that nearly one out of six researches have providing indication for the effect of fierce TV exposure on short–term hostility. Additionally, the effects of violent content on short-term violence were blocks them from attainment of their aims (Dollard et al., 1939).

When a person gets closer towards the achievement of the goals, the level of pleasure and excitement doubles. At the same time closeness to goals produces frustration too if they feel difficulty and challenges in their ways (Harris, 1974). This model recommended that exterior and governable features were accountable for hostile behavior, relatively to uncontainable and interior factors (Pepler & Slaby, 1994). Though, Berkowitz (1969) argues that for the significance of a collaboration among an inner expressive state and indications obtainable in the atmosphere that can generate violent behavior. Prevention is a sensation of stiffness that arises when exertions focused on a goal are impassable, but this state is not necessary to yield violence. In its place, frustration produces annoyance and promotes an expressive willingness for aggression. From now, hostility will occur or upsurge be contingent on exterior incentives or indications (Berkowitz, 1981).

2.8 Media violence exposure:

Huesmann et al. (2003) measured the media violence exposure at the age of 6. Children was followed up after 15 years. Remarkably, substantial long-term link found among childhood media violence exposure and aggressive behavior among both genders. Moreover, even though some gender differences were detected in consequences, high levels of exposure were linked with a higher than anticipated occurrence of engaging in illegal actions, domestic abuse and unsafe driving for both males and females (Huesmann et al. 2003).

A cross-sectional investigation was conducted by Krahe & Moller (2010) to examine the association among violent media exposure and aggression in school settings. Results revealed that media violence is the significant forecaster of teacher-rated hostility. Moreover, path analysis of the research also established a direct positive association from media violence to teacher-rated aggression for both genders. The meta-analysis was

conducted by Bushman & Huesmann (2006), found that the exposure to media violence significantly projected aggressive behavior. At the same time, noteworthy association exist among media violence revelation and corporeal and interpersonal hostility (Gentile, Mathieson & Crick, 2010).

Huesmann et. al. (2003) showed a longitudinal study to find out the association among television violence and aggressive behavior of 6-10 years of children.it was found that media violence is the significant predictor of aggression in later life. Results revealed that males and females scored equally and all the other demographic variables were controlled, i.e. socio-economic factors, parenting styles and intellectual abilities. Likewise, Christakis & Zimmerman (2007) exposed that viewing violent content throughout early childhood (2 to 4 years) was associated to the danger for rebellious and belligerence behavior in 7-9 years of their life.

The US National Television Violence Study (Federman 1995) conducted a survey to assess the level of violence on media. Conferring to this study, 61% of the media programs consist of violent content. Though, few programs showed long-term outcomes for the victims and criminals. Additionally, 71% of violent acts, have no expression of regret on behalf of the criminal. In 41% cases violence was related with humor. Deadly violence was common and regularly committed by attractive models. Other investigations have exposed that such programs exactly target children. Nearly, 25 violent acts are observed each hour. Possibly more apprehension increases due to violent media content in all-purpose programming, caricatures and exploit films (Bushman et al. 2013; Yokota & Thompson 2000). Researchers found that gun violence, specifically, has been increasing abruptly in previous 50 years (Bushman et al. 2013). These findings show that violent content is common and young children are frequently exposed.

Johnson, Cohen, Smailes, Kasen, & Brook (2002) conducted a longitudinal study for 17 years to assess the relationship among media violence and aggressive behavior. Previously conducted studies were interested to find out the media content that act as a contributing factor for the aggression (Bandura, 1973; Johnson, Cohen, Smailes, Kasen, & Brook, 2002). Moreover, previous studies have focused on tentative studies that proposed short-term aggression rise because of violent television content, especially in children (Bushman & Huesmann, 2001).

The Children in the Community investigation was to measure the level of television viewing and its effect on aggressive behavior (Johnson et al., 2002). Primarily in 1983, youth and parent versions of the Diagnostic Interview Schedule for Children (DISC-I) were administered to measure aggressive behavior and psychiatric illnesses (Costello, Edelbrock, Duncan & Kalas, 1984). Following assessments used an age-appropriate version of the DISC-I. Moreover, the youth and parents were interrogated about the habits of youth's television (Johnson et al., 2002).

Results revealed that extensive television exposure contributes in the probability of aggressive behavior. The ecological features used as control variables were found to have only limited significance to the association between television viewing and aggressive behavior (Johnson et al., 2002).

2.9 Child behavior and aggression:

Children learn violent behaviors after watching violent cartoon. Though, the fierce act in the cartoon is of short time, but it has long lasting effects on the child development (Huesman, 1986). For some children reactions are immediate and child show during play time in the playground or at the day-care center. Other child devoted their views and feeling before they implement what was learnt in infancy stage. A long-term study demonstrates even more distressing information (Wilson et al., 1987).

Comstock & Paik, 1991, stated that nearly 95% of children are exposed to the content that is not produced for them. At the same time, researches have indicated that violence and aggression content is specifically designed for the children (Violence, 1998). As the reports given by National Television Violence Study (NTVS) by Kaise Family Foundation in 2003, programs for children are more violent (69%) than 57% adults' programs. NTVS (2003) described that child who spent regular 2 hours of cartoons a day may see nearly 10,000 violent events in a year, and there are at least 500 pose a high menace for them to education and replicating ferocity and violent behavior.

Anderson and Bushman conducted the metanalyses' on the effects of violent video games. Their results revealed that the effect for violent video games ranges from .15–.30. Precisely, playing violent video games was associated to increase aggression (r .27), aggressive cognitions (r .27), aggressive affect (r .19), and physiological arousal (r .22) and

was connected to decreases in prosocial behavior (r .27) (Anderson CA, Bushman BJ, 2001).

Inappropriately, as showed by several studies that media violence has notably increased over the last 25 years. Our children have become the sufferers as this interprets into an incredible amount of seeing violence in the years. From 1992-1996, researches showed that media violence increased over 70% (CMPA Archive, 1995). At the same time ratio of violent acts per hour increased significantly, Cable television gives youth even more access to violent displays. The Center for Media and Public Affairs measured a day's TV programming in Washington, DC in 1996. They recognized 1846 violent acts on cable television. The most violent phases were between 6-9 am. with 497 violent acts (165.7/ hour) and among two to five p.m. with 609 (203/hour) (Kalin, 1997). There are times of maximum seeing by children, earlier and afterwards college time.

The expanse of violence also differs conferring to the transmission program design. In some researches, violence levels were at the peak on Home Box Office and USA and most heavily focused in their movies and cartoons (NTVS, 1996). The show times and channels seem to essentially intend toward our youth. More disturbingly, it was exposed by the Federal Trade Commission that 80% of the Rated films shown, which are high in violence, were exactly targeted to children under 17 years of age. In the case of advertising plan for a violent, R-rated movie, the goal clearly stated by the dealers was to "find the intangible teen target audience and make sure everybody between the ages of 12-18 was exposed to the film." (Sparks, 2001, p. 82)

Ferguson & Kilburn 2009, suggested the effects of media ferocity on the well-being of the children. i.e. A meta-analytic examination of 25 available researches revealed that the effects of violent media on belligerent behavior to be modest at best. Previous studies on the effect of media violence has initially the inspected aggressive consequences in school-aged children and youths. Researches and meta-analyses found that media violence exposure increases in violent and destructive behavior (Anderson & Bushman 2001; Paik & Comstock 1994; Bushman & Huesmann 2006; Villani 2001).

Additionally, investigations propose that youngsters who view more violent content are at danger of increased risk of apprehension, nervousness and indications of emotive distress (Villani 2001). The exposure to violent media outcomes is likely to differ rendering to age and developmental stage of the child. There is agreement among the systematic

community that early practices have the significant impact in the later life. (Heckman 2006). Particularly, child development experts identify that kindergarten years mark a complex period for communal, intellectual and behavior development. The science of brain development has shown that children display compassion to atmosphere and practices during these years. In such circumstances, when children take advantage from high-quality education and caregiving practice, growth is improved. Though, this period of ecological sympathy can also lead to amplified susceptibility to traumatic involvements and environments. Accordingly, an investigation of the effects of watching media violence in early childhood is necessary (Shonkoff & Phillips 2000).

Huesmann (2001) demonstrated that when a child is exposed to violent media, firstly they select a representative script and then accept a role in the script. Once the script is erudite it is later used as a guideline for future behavior. This method is specific to social learning processes (Bandura, 2001). These scripts can change the expectations and intentions of the person and their interaction with the community members (Anderson & Dill, 2000; Anderson & Bushman, 2001; Huesmann et al., 2003). So, it is concluded that the child who learned that the games that intricate guns and violence to accomplish reward associate this in real life situation.

As stated by National Police Chief Malaysia, apprehensions of youth for crimes such as annoyance, pressure, sexual assault, homicide, stealing, rebelling and raping have been increased rapidly. In fact, there was an upsurge in numbers of infantile being arrested in year 2007 (3,383) related to 2008 (3,725) (Babitkan, Jenayah Para Pelajar Meningkat, 2009). In addition, the records of detained infantile among the ages of 7-18 years old were also increase in January - April year 2010 related to the January – April 2009, that are 604 and 453 correspondingly (Kadar, Kanak-kanak Meningkat, 2010). This trend has elevated communal concern as Malaysian youth are assets to being a fully industrialized nation. Rendering to the current advances in understanding the growth of children aggression, the development of violence in the early childhood years is associated to violence and crime in later youth (Christakis & Zimmerman, 2007).

As claimed by Loeber and Hay (1997) hostile behavior in infantile are the forecasters of illegal and rebellious behavior later in life. Consistently, a longitudinal research has established that persons who demonstrated a hostile and harmful behavioral style during childhood have greater risk for constant hostility and crime in old age (Moffitt,

Caspi, Rutter & Silva, 2001). Hostile behavior is also connected to several objectionable consequences such as peer denial and infantile law-breaking (Van Lier, Vitaro & Eisner, 2007). The early stage crime is in the form of rule-breaking i.e. malingering, drinking, smoking, interruption and destruction (Abd Wahad, 2006). The absenteeism of the operative measures to restrict and overwhelmed these communal difficulties is a catalyst to more serious illegal misbehavior such as harassment, grievance to others, rape, theft and homicide in future life.

The conclusion of violent media on hostility is studied by mental health professionals for several periods. Systematic indication from a group of studies, such as those on media-related aggression, can be combined and concise in qualitative and quantitative review. Both types of assessments have been presented on the study literature about media violence and aggression, and all have the same supposition, that seeing violence rises violence (Hearold, 1986; Hogben, 1998; Huston et al., 1992; National Institute of Mental Health, 1982; Paik & Comstock, 1994; Surgeon General's Scientific Advisory Committee on Television and Social Behavior, 1972; Wood, Wong, & Chachere, 1991). By considering such assumptions, in July 2000, six major skilled societies-the American Psychological Association (APA), the American Academy of Pediatrics, the American Academy of Family Physicians, the American Medical Association, the American Academy of Child and Adolescent Psychiatry, and the American Psychiatric Association contracted a joint statement on the threats of revealing children to media violence, noting that "at this time, well over 1,000 studies. Point overwhelmingly to a causal joining between media violence and aggressive behavior in some children" (Joint Statement, 2000, p. 1).

As stated by Kaiser Foundation, over 60% of American families have three or more TV sets in their homes (2007). Over 80% of families pledged to cable, which rises the TV watching options for children. Additionally, it is assessed that 83% of children aged 6 and younger are exposed to TV every day and two-thirds of children are exposed to television every day. Additionally, for half the measured homes, parents stated that a television was present in their child's bedroom. Finally, a study conducted by UNESCO (1999), which measured the TV watching habits of children in 23 countries, also revealed that 93% of school-aged children expended more than half of their relaxation time watching TV.

Current studies recommend that children are exposed to screens more than ever before, which can increase the seeing prospects. I.e. British children nowadays grow up with contact to normally five different screens types, as well as tablets, smartphones, and CPUs (Jago et al. 2011). Additionally, in the United States, close to one-third of children aged 3 or younger have a television in their apartment (Common Sense Media & Rideout 2011). Undeniably, it is appraised that the typical child grow in a technologically advanced nation will spend an average of 3 years in front of screens previously their seventh birthday (Sigman 2012).

The US National Television Violence Study (Federman 1995) measured general programming to appraise the degree of media ferocity. Conferring to this investigation, 61% of programs restricted some form of fierceness. Yet, only a minor number of programs portrayed long-term penalties for victims and criminals. Additionally, in 71% of violent scenes, there was no expression of regret on behalf of the criminal. Violence was related with comedy in 41% of cases. Deadly violence was common and frequently committed by attractive characters. Other research has exposed that programs exactly targeted the young viewers, as many as 25 violent acts can be experimented per hour. Possibly more concern is lately noted increases in violent content in general programming, cartoons and blockbuster action films (Bushman et al. 2013; Yokota & Thompson 2000). In this study, the investigators found that gun violence, specifically, has been increasing abruptly over the past 50 years (Bushman et al. 2013). These studies have indicated that fierce content is common even in typical programming to which young offspring are regularly exposed.

Bushman and Huesmann (2001) demonstrated that by presenting violent content on media without viewing its consequences have a great negative influence on the child attitude, particularly if that act is done by some of their favorite character.

As stated by (Gentile, Lynch, Linder, & Walsh, 2004, parents are unaware which game or media content children are following, parents hardly oversee or confine the usage. Nearly 90% of youngsters stated that their parents never restricted the amount of time they spent on television. Also, 90% of the youth measured in grades 8-12 stated that their parents have never checked the ratings of content before permitting the youth to view. Only 1% of these youth stated their parents had ever forbidden them from such content. Less than 25% of parents have set rules about which games and content their children are allowed to follow (Roberts et al., 2005).

2.10 Gender differences in the perception of violent media content:

Josephson (1987) randomly allotted 7 to 9-year-old boys to watch any a ferocious or a nonaggressive film before they played a game of floor hockey in educational institute. Viewers who did not know what film any boy had seen verified the number of times each boy physically attacked another boy during the game. Physical attack was defined to include beating, digging, or pushing another player to the floor, as well as tripping, kneeing, pulling hair, and other assaultive behaviors that would be disciplined in hockey. He initiates that for aggressive boys (those who score d above average on a measure of aggressiveness), the combination of seeing a violent film and movie- connected cue stimulated significantly more assaultive actions than any other combination of film and cue.

Bjorkqvist (1985) showed a 5 to 6-year-old children to any fierce or nonaggressive movies and drama content. Two observers who are unaware regarding the type and nature of the film child is exposed t0, observed the children in the play room when they are playing with their toys and interacting with their peers. Children's who were shown violent, aggressive content were engaged more physically with others and engage in physical attacks as compared to non-violent viewers. These children were engaged in hitting, wrestling and biting their peers and showed various types of aggression. This experiment leads to finding what the reason behind this are. Some of the studies showed that children learn and imitate what they observe, and behave accordingly in their social circle. Children below 4 years are unable to differentiate between what is right and what is wrong, they are less likely to understand their moral and ethical values and they are less likely to recognize difference between reality and imaginary characters. The demonstration of such models creates confusions in the mind of the child that what are the roles they are expected to follow and what is ethical and unethical. When the child observes that violent behavior is rewarded it becomes part of their personality, that it is cool and trendy to follow their behavior. i.e. child carrying gun, Cigrate and saying words spoken by their favorite actor. They may become happy to be labeled as "bad boy" "don" they consider it as their authority and powerfulness.

Hence, susceptible youth have become offended and tempted to use violent ways to resolve their conflicts. Inappropriately, there are some of the models of nonaggressive resolution in the mass media. Moreover, children who view TV violence are insensitive to it. They may start considering the violence as the part of life and they become so

habitual that they losses their ability to empathize with others. As stated by Huesmann & Eron (1986), due to the speeding up rate of violent acts with the appearance of TV in many of the   homes, it is not astonishing that TV has become the victim. Mass media violence has the extreme probability for the adverse a damaging effect on the children's.

2.11 Violence on media and its psychological consequences:

As suggested by previous studies that watching action, horror and fast-paced TV programs brings adverse effects on the mental well-being of the child and result in low self-esteem (Friedrich & Huston– Stein 1973). In an experiment child were given free options to select the program of their own choice from Mighty Morphine Power Rangers or Mister Rogers for one hour continuously. Children who watch power rangers showed higher level of aggression, difficulty concentration and poor performance while completion of the task (Geist & Gibson 2000).

Chapter 3: Methodology

3.1 Sampling:

Purposive sampling technique was used for the selection of participants from the population. The sample consisted of 30 children of 6 to12 years. It was ensured that the children are able to read and comprehend English. It was ensured that participants are mentally healthy.

3.2 Instrument:

For current study Buss Perry Aggression Questionnaire was selected to find out the level of aggression due to media violence. The scale was developed by Arnold Buss and Mark Perry and consist of 29 items. These items are subdivided in four factors, Physical aggression (9 items), Verbal aggression (5 items), Anger (8 items) and Hostility (8 items). The reliability of the scale is .72 that showed that instrument is highly reliable to be used for the target population. Scoring is done on five points Likert scale. Two of the statements (9 &16) are scored reversely.

3.3 Operational definitions of variables:

.3.1 Aggression:

Aggression is defined as the behavior that is intended to harm the other person that can be either physical or verbal. It may occur either in revenge or without incitement. In humans, hindrance due to congested goals is the cause behind aggression (Berkowitz, 1962, p. 1). Bushman and Anderson (2001) suggested that the committer of an aggressive act must be determined and proximate, intending to harm the target, target must be perceived as being motivated to avoid this behavior. He argued that human aggression only occurs if the injurious act is directed toward an individual. Thus, the accidental injury or damage would not consider as an aggressive act.

3.4 Procedure:

According to the ethical principles of APA, the researcher obtained informed consent from the parents. Data was collected from the residents of Rawalpindi Islamabad. Questionnaire were distributed among children's and they were aware regarding the nature and objective of the study. Children's were ensured regarding their confidentiality.

3.5 Data analysis:

Data was entered on SPSS XXIII and results were calculated. The method of data analysis consists of inferential statistics and descriptive. In descriptive statistics, the frequency distribution, were used to define the demographic information. Inferential statistical tests, include Pearson's r Correlation Coefficient, T-test, and Chi square. These were used to discover the link between aggressive behavior and media violence in

Chapter 4: RESULTS

In this chapter, the statistical analysis and conclusions of the findings are given. A survey is conducted by using questionnaire to collect the data on twenty-nine items to find the aggression in children due to the exposure of media violence. The reliability of the questionnaire is tested to base a survey. Cronbach's alpha is used to test the reliability. The hypothesis to be tested are given below.

4.1 Level of Significance

$\alpha=0.05$

Table (1.1)   Frequency Distribution of Age, Sex and Interest

The frequency distribution of the variable Age, Sex and Aggression are given in the table below.

		Frequency
Age	0-4	0
	4-8	1
	8-12	18
	12-16	6
Sex	Boy	12
	Girl	12
Aggression	Violent	13
	Non-Violent	12

Table 1 shows the frequency distribution of the sample. It shows that the children from 0-4(0%), 4-8(1%), 8-12(18%), 12-16(6%). That shows that age group of 8-12 are more susceptible for violence content.

Table (1.2). Reliability Statistics

Alpha reliability coefficient

Cronbach's Alpha	N of Items
.554	17

A reliability is done to check the overall and internal reliability of the items. As an indicative of consistency of the data. The reliability of the data set is also checked through Cronbach alpha. It is assumed to have a value greater than 0.5 as a good measure.

Table (1.3). Correlation coefficient with significance value of Interest to watch TV program either violent or non-violent with other items.

Interest	Jealousy	Trouble controlling temper	Mad	Threatened people	Tempered
	-0.030 (0.888)	-0.216 (0.300)	-0.244 (0.239)	0.086 (0.684)	-0.008 (0.970)
	Frustrated	Disagree with others	Came to blow	Argumentative	A raw deal to life
	0.485 (0.014)	-0.497 (0.012)	-0.537 (0.006)	0.412 (0.041)	-0.594 (0.002)

The correlation of interest with some other factors are given. The table shows that for positive items, it shows positive correlation with interest to watch TV program either violent or non-violent and negative correlation is seem between interest (violent/non-violent) and negative items.

The Table (1.3) shows correlation coefficient along with the significance values. All the items show correlation with the interest. P-values for some variables show significant relation with watching violent or non-violent TV programs. The important consider in accessing attitude is frustration and being argumentative.

These variables show significant positive correlation with watching violent or non-violent TV program. This result is an indicative of Media violence exposure will be significantly positively correlated with aggressive beliefs and behavior.

Table (1.4). Crosstab for Sex and Interest

To determine whether boys are more likely to watch violent TV programs and have higher aggression, we make a crosstab to check the frequency of boys who watch violent TV programs Also, we make a Bar chart to justify.

Violent/Non-Violent * Male/female Cross tabulation

Interest violent/non-violent	Male/female		
	female	Male	Total
non-violent	12	1	13
Violent	0	12	12
Total	12	13	25

Table (1.4) and Figure (1.1) shows that most of the boys are likely to watch violent to programs. Firstly, Pearson Chi-Square statistic was used to check whether these two variables are related or not.

Table (1.5). Pearson Chi-square Statistic along with p-value

Pearson Chi-Square value	p-value
21.302	0.000

Table (1.5). Shows that p-value is less than level of significance, so it is concluded that TV programs violent or non-violent are associated to sex. Assuming unequal variances (t=12, p-value=0.00) it is an indicative that Boys are more likely to watch violent TV program and have higher level of aggression.

4.2 Correlations

		violent/non-violent	When frustrated, I let my irritation show.	My friends say that I'm somewhat argumentative.
violent/non-violent	Pearson Correlation	1	.485[*]	.412[*]
	Sig. (2-tailed)		.014	.041
When frustrated, I let my irritation show.	Pearson Correlation	.485[*]	1	.432[*]
	Sig. (2-tailed)	.014		.031
My friends say that I'm somewhat argumentative.	Pearson Correlation	.412[*]	.432[*]	1
	Sig. (2-tailed)	.041	.031	

*. Correlation is significant at the 0.05 level (2-tailed).

Table (1.5). Correlation coefficient of Interest with other variables

By considering the above table, it can be concluded that children who watch violent TV programs exhibit aggressive behavior than individuals that watch non-violent video games primarily. As concluded that perception of violence effect the behavior of the child.
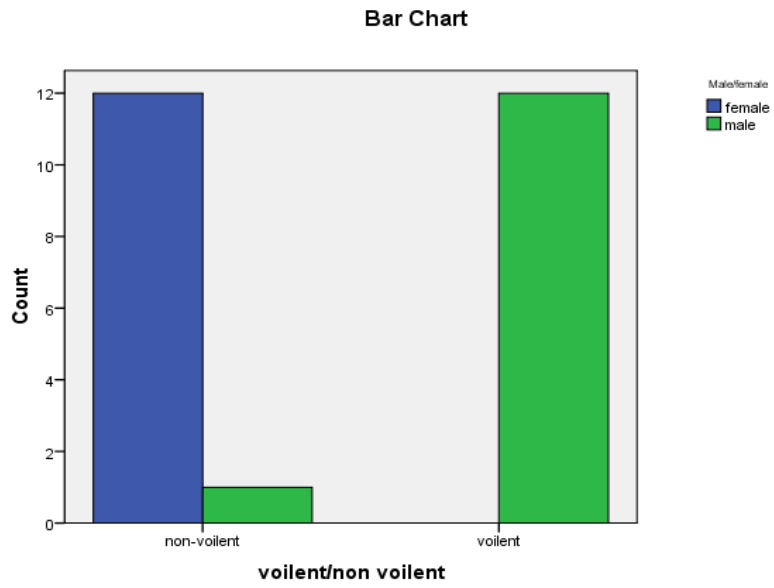
Figure (1.1). Bar Chart for Sex and Interest

Chapter 5: DISCUSSION:

The aim behind conducting the current study is to find out the impact of media violence on the personality and temperament of the children. Aim is to find out how violent media content is affecting the life of the people and developing aggressive behavior patterns in the young minds. Children who are adversely affected by television violence consider the surroundings unsafe (Signoreilli, 1991). They stated that hostility is the suitable way to accomplish objectives and finding the solutions of the problems (Comstock and Paik, 1991). As stated by, the Surgeon General's Report (1972), that extensive exposure to TV violence numbs children and leads to the development of violent deeds (Fredrich-Cofer and Hudson, 1986; Josephson, 1987; Miltor and Hirsch, 1994; Comstock and Strasburger, 1993; Paik and Comstock, 1994; Sweet and Singh, 1994; Mar kham, 1995; and Tulloch, 1995). Children use such content as a source of communication.

The sample of the study consisted of children from 0-16 years of age. For data collection purposive sampling technique was used. Buss Perry Aggression Questionnaire (Arnold Buss and Mark Perry) was used to measure the level of aggression. Questionnaire were distributed among children and they were explained regarding the nature and purpose of the study. Results were analyzed by using SPSS XXIII.

 Initially, frequency distribution of the sample was checked. Table 1 showed that for current study   children from 0-4 (0%), 4-8 (1%), 8-12 (18%), 12-16(6%) were selected. Results showed that 8-12 are more susceptible for violence content. Mast, 2008, page no 3, stated that teenagers are more incline to violence and sex as comparison to people in the past. Furthermore, many of the criminal acts involve boys and this behavior is positively associated with media violence (Belson, 1978; Palmero, 1995). Brandon Centerwall (1975) stated that after the familiarization with TV the ratio of murder increased steeply. Infantile crime in the US rose 160% between 1960- 1978. By 1988, forty percent of all crimes were committed by teenagers from 12-18 years of age (Palmero, 1992). Kavanaugh's and McCall, Parke, (1977) showed that 2 years old child imitate what they observe on media. Singer and Singer's (1981) mentioned the hostile effects for TV violence on the children of 3- 4 years of age.

Table 1.3 support the H3 Children who see violent TV programs are more likely to exhibit aggressive behavior. Walder, Eron, & Huesmann (1977; Eron et al., 1972) proposed that extreme media violence increases the probability that a child will be engaged in violent acts in future. The researches have exposed that the influence of violence showed on the TV screens is not restricted to the children only, as it affects the adult's population as well. Experimental evidence proposes, "Media violence increases the likelihood of aggressive and violent behavior in both immediate and long-term contexts" (Anderson and Douglas Gentile, 2008) As well, studies have exposed that the real-life violence increases the likelihood that it will be learnt. Murder, Violence, bloodshed and corporeal abuse, showed on the Pakistani media influences the feelings and emotions of the people negatively and become the cause of psychological illness, distress, nervousness, anti-social behavior and increased violence in the community. As stated by Dr Rizwan Taj, the Head of Psychiatry Department, Pakistan Institute of Medical Sciences, Islamabad, "the portrayal of negativity on media leads to a feeling of frustration, which raises a level of insecurity, which in turn, results in intolerance and aggression" (RizwanTaj,2013).

Table 1.4 confirm our hypothesis that Boys have higher level of aggression (13%). Results shows that p-value is less than level of significance, so it is concluded that TV programs violent or non-violent are associated to sex. Assuming unequal variances (t=12, p-value=0.00) it is an indicative that Boys are more likely to watch violent TV program and have higher level of aggression. As stated by Slaby and Parke (1983) that boys are more violent as compared to females. Girls who view violent media content consider it as unrealistic, based on fantasy and technology (Van Evra, 1990). Girls have more negative prospects as to the consequence of their own actions than boys. Gilligan (1982) studied the gender difference in relation to ethical perceptive. He stated that girls focus more on the reasons and logics behind the behaviors i.e. what is ethically right and wrong. However, boys are more likely to view violent media content.

In a longitudinal research results revealed that boys are more violent adults after being exposed to media violence. The outcomes were the same for everyone in the study, even when considering social class, parenting, and intellect (Donnerstein & Smith, 1997). Findings from the previous literature suggest that girls are less affected by violence as comparison to boys (Eron, 1963; Bailyn, 1959). A study conducted for 10 years from

1960-1970, there were zero correlation between a female violence viewing and its after effects (Eron et al., 1972). The descriptions presented the variance in consequences for males and females that have been hypothetical and lead to some testable proposals. One supposition would be that observational learning was taking place for males but not for females because there were no hostile females showed on TV. As stated by Bandura, Ross, and Ross (1963a, 1963b) and Hicks (1965) that both boys and girls eagerly imitate the male TV actors as compared to female actors in experimental studies, this description appears dubious. Though, the theory can be verified by assessing experimental plans for boys and girl's violence because both types of aggressors now appear on TV. Second hypothesis for sex the differences was that females have been socialized to be nonaggressive that TV violence has little consequence on them. Under that concept one might suppose the different cultures in which female belligerence is tolerable and influenced by television violence.

Chapter 6: Conclusion

There is a significant amount of literature and studies available in the effect of violence and its impact on the behavior of the child. Majority of these studies showed that there is a correlation exist between media violence and aggressive behavior in children. As showed that children feel difficult to differentiate between fantasy and reality. Media violence contribute its role in anti-social and aggressive behavior. Rideout, Foehr, & Roberts, 2010, stated that these effects have a significant impact when measures on the scale.

Results from the current study revealed that children spent a lot of time in watching TV dramas. That is negatively affecting the behavior and mentality of the children. So, by keeping in view all the results it is the core responsibility of the parents and teachers to play their active role and engage the child in healthy physical activities that will be beneficial for their health, in spite of spending hours in watching violent content on the television. Parents and teacher should observe the behavior of the child in a naturalistic setting as this is the time period when child is showing their real inner self. This time will be helpful in identifying the behavior patterns of the child. Once the behavior is identified teacher and parents should engage the child in such activities where they can channelize their aggression in proper and socially acceptable way.

For reducing the effects of violence parents have to play vital role. Having television in the bedroom is strongly discouraged by the parents. At the same time parents must keep their eye on the content children is viewing and need to discuss what messages they are getting from the content.

6.1 Limitations of the Study

Firstly, it can't be ensured that aggression among selected sample is only due to media violence or it is innate, or acquires through interaction with family, peers or the product of environmental factors. Even though the perception of the child effects his/her behavior, it can't be stated that there is a direct relationship exist among both. *Secondly*, due to time limitations study cannot be conducted on the extensive level so the current

study lacks the concept of generalizability. *Thirdly*, instrument was difficult to understand by most of the children's.

6.2 Recommendations:

The findings of the study are of great help for the future researches to conduct the research on extensive level by increasing the size of the sample and by examine effect of other variables. Results of the current study will enable the parents to recognize ow media is affecting the life of the children negatively and leaving negative influences in their future life.

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