

Factors Influence on Media Violence



Sociology

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ABSTRACT

Media violence as a factor in rising crime rates an impact on how Women perceive their world. It can affect how they treat others and what they learn. Many women view TV programs before ever reaching school age. No studies are available on how media violence affects infants. Usually they are more interested in physical manipulations of their world. Learning how things feel and taste seem to be more important to them. They are more aware of visual images and try to imitate what they see. Programs with fast moving characters seem to appeal to them and these usually will contain violent contents. Globally and nationally women have made a landmark in proving their labour power. This has resulted through women's struggle which has ultimately changed the social spectrum. However, no one can deny the persistence of oppression, exploitation and inequalities of women. Due to unequal socio-economic distribution in India, position of women varies considerably from rural to urban areas among different classes among different religious, ethnic and caste groups. There is a huge division and infinite variations in the status of women according to the culture, family structure, caste and class. In the past few decade's positions of women particularly in urban areas, in upper middle class and in dominant castes has changed positively. These women are excelling in education institutions, and in various professions at par with men.

1.1 Introduction

Media violence has a negative impact on adolescents because kids often imitate and learn from what they see on television, the Internet, and video games; all forms of media in one way or another that are used widely in most homes in this generation. Although many argue that researchers cannot test this theory, statistics have all shown the same answer: that visual exposition to violence does stimulate aggressive behavior. The media violence as a factor in rising crime rates an impact on how women perceive their world. It can affect how they treat others and what they learn. Many women view TV programs before ever reaching school age. The studies available on how media violence affects infants are very less. Usually they are more interested in physical manipulations of their world. Learning how things feel and taste seem to be more important to them. They are more aware of visual images and try to imitate what they see. Programs with fast moving characters seem to appeal to them and these usually will contain violent contents.

Television can affect women by desensitizing them to violent and abusive behaviors. The more often someone sees violence or tragedies the less those actions seem to cause an effect. Women are still formulating ideas of the world thus be influenced easier than an adult is able to do. It can be a difficult task to explain TV actions and the reality of those actions. The play an important role in emotional development and should be aware of how the women are perceiving things that are seen. Too much can interfere with exploring and learning with siblings and others. Favorite characters can teach Women bad habits such as bullying or cursing. Directing women to more suitable programs or activities is important to mental and physical development.

Women would learn more efficiently by having personal interactions with care givers. The first couple of years of life are thought to be critical times in development. There is need for different ways to teach about interacting with others. Showing there are consequences for hurting someone else can teach about unacceptable behaviors. Letting a television be a sitter for give impressions of life through it. To decide what types of shows and the amount of time their Women are allowed to watch.

Emotional values are created within the family unit and this has an influence on beliefs that are held. A may be tired and moody after a hard day and fuss at a small infraction. It could be a spilled glass or something trivial. Due to the stress can over-react. To believe they have been bad and this can cause undue stress within.

Motivation can be a powerful tool for what people do. Women learn what brings a good or bad reaction. This can cause a re-

peat the action that caused a good reaction even if it is not an acceptable response in other situations. Caregivers should teach Women how to treat others and enforce positive behaviors. Beginning as early as possible to guide the young ones in a good direction could help to build a better world. Violent media can affect audiences by desensitizing them and creating fear. This subject has been highly debated by the government, Hollywood people and the public. It is said to reduce creativity by causing pessimistic views. Women that view an extensive amount of television violence tend to be more aggressive. If the viewed violence on a program is not punished then they may think it is acceptable to repeat it. This has been debated for a long time by various groups.

The aggressive tendencies that media violence can cause there are things that should be done. To learn ways to teach their things viewed on TV. More interactions between caregivers and youngsters could help limit the amount of unacceptable behavior that happens. Government regulations will not really help since it would be difficult to enforce. Teaching adults how to control their aggressive behaviors may even be a step in the right direction.

This generation is being raised in a world so full of technology that often it is hard for anyone to keep track of it. To keep up with the fast-paced world, many rely on television as a babysitter. There Women see violent behaviors and misconduct. Some of the programs are not good what is seen can desensitize them to abusive behavior in everyday life. An important role in helping Women understand what is seen in the media. Opting for more prosocial programs and explaining about emotions involved is something caregivers can do.

1.2 Media affects Theories

1.2.1 Social Learning Theory

Media affects theories in modern times originated with Bandura's social learning theory, which suggests that children may learn aggression from viewing others. Modeling of behavior was observed in Bandura's Bobo Doll experiments. Bandura showed children a video of a model beating up a Bobo doll and then put the children in a room with a Bobo doll to see if he/she would imitate the behavior previously seen on the video.

The findings of this experiment suggest that children tended to model the behavior they witnessed in the video. This has been often taken to imply that children may imitate aggressive behaviors witnessed in media. However, Bandura's experiments have been criticized on several grounds. First, it is difficult to generalize from aggression toward a bo-bo doll (which is intended to be hit) to person-on-person violence. Secondly, it may be possible that the children were motivated simply to please

the experimenter rather than to be aggressive. In other words, the children may have viewed the videos as instructions, rather than incentives to feel more aggressive. Specifically the adult was pushed down in the video by the experimenter and hit with a newspaper while being berated. This actual person-on-person violence actually decreased aggressive acts in the children, probably due to vicarious reinforcement. Nonetheless these last results indicate that even young children don't automatically imitate aggression, but rather consider the context of aggression. Some scholars estimate that children's viewing of violence in media is quite common; concerns about media often follow social learning theoretical approaches.

1.2.2 Social Cognitive Theory

Social cognitive theories build upon social learning theory, but suggest that aggression may be activated by learning and priming aggressive scripts. Desensitization and arousal/excitation are also included in latter social cognitive theories. The concept of desensitization has particularly gotten much interest from the scholarly community and general public. It is theorized that with repeated exposure to media violence, a psychological saturation or emotional adjustment takes place such that initial levels of anxiety and disgust diminish or weaken. For example in one recent study, samples of college students were assigned at random to play either a violent or non-violent video game for 20 minutes. They were then asked to watch a 10 minute video of real life violence. The students who had played the violent video games were observed to be significantly less affected by the simulated aggressive act than those who didn't play the violent video games. However the degree to which the simulation was "believable" to the participants, or to which the participants may have responded to "demand characteristics" is unclear. Nonetheless, social cognitive theory was arguably the most dominant paradigm of media violence effects for many years, although it has come under recent criticism. Recent scholarship has suggested that social cognitive theories of aggression are outdated and should be retired.

1.2.3 Catalyst Model

One alternative theory is the Catalyst Model which has been proposed to explain the etiology of violence. The Catalyst Model is a new theory and has not been tested extensively. According to the Catalyst Model, violence arises from a combination of genetic and early social influences (family and peers in particular). According to this model, media violence is explicitly considered a weak causal influence. Specific violent acts are "catalyzed" by stressful environment circumstances, with less stress required to catalyze violence in individuals with greater violence predisposition. A challenge for this theory will be to demonstrate how the exposure to violent media sources cannot be considered a significant early social influence although some early work has supported this view.

1.2.4 Moral Panic Theory

A final theory relevant to this area is the moral panic. Elucidated largely by David Gauntlett, this theory postulates that concerns about new media are historical and cyclical. In this view, a society forms a predetermined negative belief about a new medium - typically not used by the elder and more powerful members of the society. Research studies and positions taken by scholars and politicians tend to confirm the pre-existing belief, rather than dispassionately observe and evaluate the issue. Ultimately the panic dies out after several years or decades, but ultimately resurfaces when yet another new medium is introduced.

1.2.5 Cultivation Theory

Cultivation Theory, developed by George Gerbner, speculates that the more time people spend watching television, the more likely their conceptions of reality will reflect what they see on television. Cultivation research examines the extent to which cumulative exposure to television contributes to viewers' conceptions of social reality, in ways that reflect the most stable, repetitive, and pervasive patterns of images and ideologies that television presents. Past research supports that heavy television viewing is related to altered perceptions of reality found that heavy television viewers were more likely than comparable

light viewers to overestimate crime rates and risk of personal exposure to crime and underestimate the safety of their neighborhoods.

1.3 Women, Violence, Gender and Media

Hard News 'sell and so does violence, which is considered primarily as a hard news-value. In today's globalizing world, information is heavily commoditized', far exceeding the thresholds set in the earlier half of the last century. News business is rapidly driven by hard news-values, such as the nature, cause and the brutality of violence. More so, the journalistic code of ethics, media's responsibility toward societies etc., are becoming volatile, passé constructs to many media practitioners.

Violence does not only leave its indentations on news stories and features, but also on various contents of today's popular media. Films from Hollywood, Bollywood and even some of today's popular TV soaps contain elements of violence, to varying extents of course. Action-films register more clicks on Box-office ratings than does films of other genres. We also find an increasing amount of violence shown on television; every soap aired on television deals with revenge, greed, deceit and diabolical plots.

Television or cinema is a very powerful vehicle for communicating ideas and images. We are given simplistic solutions to complex issues by the media, rather than bolstering ourselves to search for more robust, holistic remedies. Thus, we are posed with a serious question: Whether or not popular media encourage, if not cause, crime, violence, adultery, and aggressive, anti-social and even criminal behavior? So far, research has not been able to find a direct causality between exposures to mediated acts of violence and aggressive, criminal behavior.

1.4 Status of Women in India

The constitutions of India guarantee women, as it does to all citizens, equality in all spheres besides making special provisions for them. The situation of women as it exists is one of low status, powerless, endangered by development suppressed by poverty and oppressed by patriarchy. Traditional structures have not failed to make room for them as equal partners in the decision neither making process, nor has the system ensured that their interests and concerns are reflected in development plans and local programmes. They are ignorant, unaware and ill informed about how they could live better lives with less drudgery, morbidity and fear of violence. Even though nature has endowed them with superior biological strength, the environment stifles their development.

Policy implements consider women as demographic tool to be used in the battle against population growth. They are the beasts of burden, attending to all domestic chores, fetching fuel, fodder and water, from dawn to dusk on family farms, or enterprises with no reward, no asset and no recognition in the system of National Accounts. Women constitute 48 per cent of the total population in India. Among these 72 percent live in rural areas. Even after 50 years of independence these women continue to live in a state of neglect and exploitation. They generally have lower incomes and seldom have equal opportunities to develop their capacities. Given empowerment in terms of knowledge information, the right environment and proper skills, women can lead the nation to greater heights socially, economically and culturally.

Education is one of the most important factors promoting economic development. The empowering role of woman's education is multidimensional, affecting not only every aspect of women's lives, but also the lives of their children and others who depend on them. Many developing countries exhibit considerable gender inequality in education, employment, welfare, health, etc. For e.g., girls and women in South Asia and China largely suffer with discrepancies in education.

Assuming that boys and girls have a similar distribution of innate abilities and those children with more abilities are lesser abilities than girls have greater chances to be educated. The average innate ability of educated children is lower than what it

would be if boys and girls had equal education opportunities. Assuming that the amount of human capital of a person is the outcome of a combination of innate abilities and education, gender inequality in education would therefore lower the average level of human capital in the economy and therefore slow the economic growth. For the same reason, such gender inequality in education would lower the impact of male education on economic growth and raise the impact of female education. Sex education for women often perpetuates detrimental attitudes and stereotypes about women that “by nature or situation girls and young women cannot become successful or learn well in co-educational institutions”.

1.5 Current Issues in Research on Media Influence

Critics of studies that hold the media responsible for risky behaviour in Women have called particular attention to the problems of inferring too much from statistical correlations. Further, they argue that the “media effects theories” treat Women as helpless victims of the media, failing to recognize them as active and savvy audiences who can tell the difference between fictional events and reality.

Circumventing the latter argument, Steele proposed a “circular model,” according to which individuals actively “select” the kinds of media content they wish to attend to, based on their “lived experiences” and “individual sense of identity”. This circular model recognizes Women as active audiences who also judge the messages and materials in the visual media in terms of credibility as well as suitability for their specific situations and daily-life experiences. Using Steele’s model as a foundation, Hawk and his colleagues demonstrated that Dutch youth critically evaluate the “realism” or credibility of visual media products, and select the particular sexual and other materials to which they wish to pay attention. Their findings also suggest that in females as compared to males, individual characteristics related to sexuality (motives, self-concepts, attitudes, and behaviours) are far more predictive of contact with sexual content in the media; among males, media consumption is more easily predicted by their evaluations of information about sexuality found in the particular media.

1.6 Media influence on the Behaviour of Women in India

In India, research on the visual media has focused, by and large, on content analysis of media messages. These studies have assumed that the visual media significantly influence attitudes and behaviours and, as such, have sought to highlight the specific content areas in which the (negative) influence of the media is especially serious.

A content analysis of 20 news programmes, 20 fictionalized serials, and 100 commercials on Indian television conducted in 1988, over a three-week period, found stereotypic portrayals of men and women, with women often being portrayed as victims, care-givers/ homemakers and sex objects while men were presented as masters, doers and intellectuals.

A more recent analysis of nine Hindi films randomly selected from 1997–1999 box office its found that “moderate sexual violence is depicted as fun, enjoyable, and a normal expression of romantic love” while a similar analysis of nine popular Kannada mainstream movies found the films to be replete with stereotypic ideas of “good” women and “bad” women linked with masculinity themes emphasizing men’s control over women.

In an analysis of films released in 2004–2005, Based non-governmental organization, found smoking depicted in 89% of the films released since the government banned direct and indirect forms of tobacco advertisement in 2004. This figure is significantly

higher than that (76%) reported by a 2003 World Health Organization (WHO) study of Indian films with tobacco imagery. The smoking was associated with glamour and style where 75% of the films reviewed had the main character/ hero lighting up on screen. Brand placement was also widespread in scenes depicting smoking. Thus, without directly linking the content of these films to changes in people’s attitudes and behaviours, these studies exemplify the kind of negative messages that people get from the visual media.

1.7 Media Influence on Behaviour

Studies in the Indian context have found that films and TV are an integral part of youth sub-culture. Focus group discussions conducted with 16-18 year olds and to understand the relevance of Indian cinema in the context of teenage lifestyles and behavior noted that films serve as a medium through which Women are presented with new ideas about dress codes, behavior or attitude which they often imitate and use in their daily interactions with friends and acquaintances. Films/ actors were part of everyday conversation with friends, evoking a desire to imitate the looks and mannerisms of their favourite actors.

The WHO study further noted that “films have created a yearning for romance” and that to be labeled ‘boyfriend’ or ‘girlfriend’ implies “popularity, coolness and modernity”. Findings also showed that ‘gangster’ films are particularly popular with college students and dialogues from these films are used in everyday conversations with friends; when combined with the right kind of accessories.

Among efforts to study the influence of the visual media on sexual behaviour girls which found a strong correlation between their TV watching habits and involvement with boys. Other studies have reported that adolescents “select” songs and speaking styles from films and TV for use as “scripts” in heterosexual interactions. The influence of tobacco portrayals in Indian films on Women has also been a subject of recent study.

More recently, data from a global youth tobacco survey covering 13–15 year olds from 23 states in India found that tobacco advertising was highly correlated with smoking behavior. The link between media violence and subsequent aggressive behaviour was demonstrated in a study conducted in ten government schools.

1.8 Conclusion

These media was the sole agency in maintaining class dominations through reinforcement of dominant social norms and values of legitimize the social system. The mass media especially television which is the dominant medium globally, in several ways enhances and propagates an ideology which leads to capitalism. In the present study we have attempted to understand the impact of electronic media i.e. television serials and advertisements on college students. Globally and nationally women have made a landmark in proving their labour power. This has resulted through women’s struggle which has ultimately changed the social spectrum. However, no one can deny the persistence of oppression, exploitation and inequalities of women. Due to unequal socio-economic distribution in India, position of women varies considerably from rural to urban areas among different classes among different religious, ethnic and caste groups. There is a huge division and infinite variations in the status of women according to the culture, family structure, caste and class. In the past few decade’s positions of women particularly in urban areas, in upper middle class and in dominant castes has changed positively. These women are excelling in education institutions, and in various professions at par with men.

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