

SOCIO-PSYCHOLOGICAL EFFECTS OF MASS MEDIA ON YOUTH

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ABSTRACT: Media is a predominant agent of socialization. Today, usage of mass media is become the most common activity among young children and youth for their entertainment and at the one side, media is playing an indispensable role in changing our belief system, cultural values, standard pattern behavior, knowledge, attitude and behaviors by communicated messages which broadcast through a variety of channels, can have both positive and negative impact on young children and youth and at the other hand, parents are unaware that what their children are watching on T.V or using on internet which blemishing our youth. The objectives of the research were 1) to see the attention of youth that which content of media they watch? 2) To see the average hours that how much time, mass media is used by youth and young children for their entertainment? 3) To see the parents' role toward the socialization of youth about media, 4) To explore that how this content of media affects the beliefs and behavior of youth, 5) To explore the positive and negative socio-psychological effects on youth and 6) To see that how media is responsible for aggressive behavior of youth.

KEYWORDS: Media, socializing agent, broadcast, entertainment, belief system, cultural values, standard pattern behavior, knowledge, young children and youth, aggression.

1 INTRODUCTION

Media is an affective agent of socialization and it is playing a vital role in affecting the behavior of children and also in all ages. Media especially television is not an interacting agent, while watching, people think that they are interacting but in reality, it is not and it is greatly significant to the development of young children and children learn many things from media e.g. behavior, languages, life styles, knowledge, believes etc. Media plays a major role in changing our cultural values, breaking the bonds of culture, to change the views and beliefs of people. Youth learn both positive and negative things to spend the times with television because it helps the youth to learn more things about which they don't know and mostly are confused that what they should have to do and they are exposed to increasingly higher amount of aggressive behavior.

2 REVIEW OF LITERATURE

Arnett (1995) elaborated in his article that media is having a great role in socialization of youth. Adolescent uses media for entertainment, identity formation, high sensation, copying and culture identification. These five factors are having a great impact to socialization of youth. Media is totally differing from socializing agents such as family, schools, community, peers and the legal system in that youth have great control over their media choice than they do over their socialization from these other sources. Media is some type of self-socialization in the sense that youth may choose a diverse range of media materials the ones that best suit their individual preferences and personalities. There is often a lack of integration in socialization of adolescents socialization message from media than they do the adult socializes in their immediate environment. Anthony, et al (2003) defined that media has a great impact on psycho-social development of child and also youth. Parents don't know what their children are watching on television which creates a negative effect on behavior of child and also youth. Bessinger, et al (2004) tried to explore in their article that media is using a variety of channels for spreading their communicated messages through broad casting to change the behavior of people or youth and it is the most effective way to change the belief patterns, attitude, knowledge and behaviors. There are many types of media which are used to reach a large audience and helps to

expand their messages which have both positive and negative effects. Anderson, et al (2003) explored that media has a big hand in aggressive and violent behavior in both immediate and long-term contexts of youth. Short-term exposure increases the likelihood of physically and verbally aggressive behavior, aggressive thoughts, and aggressive emotions. Recent large-scale longitudinal studies provide converging evidence linking frequent exposure to violent media in childhood with aggression later in life, including physical assaults and spouse abuse. Because extremely violent criminal behaviors (e.g., forcible rape, aggravated assault, homicide) are rare, new longitudinal studies with larger samples are needed to estimate accurately how much habitual childhood exposure to media violence increases the risk for extreme violence. Strasburger, et al (2010) defined in their article that during the past 50 years, thousands of research studies have revealed that the media can be a powerful teacher of children and adolescents and have a profound impact on their health. Media's effects on aggression, sexual behavior, substance use, disordered eating, generation gap and academic difficulties. Victoria (2010) defined in his paper about a research presented by Kaiser Family Foundation shows that average American child spends 7 hours and 45 minutes a day watching television and surfing in the Internet (cited in Curry). Hilary Clinton also shares these concerns. She states that "we are exposing children to so much, so, media is becoming the dominant force in so many children's lives". Gween, et al, (2011) elaborated that media is playing an imperative role in communication and entertainment for youth and mostly parents are unaware that what their children are using for their entertainment which create depression or some type of aggression among youth. Suman (2012) defined in her article that the influence of the mass media operates with the mission of providing one with more information than they might have expected. Media provide both positive and negative messages to youngster. Young people are at a stage of life where they want to enjoy and they don't know what they have to do and which ways or channels are available and provided to them for their enjoyment and media force them to adopt that things which are showing and youth adopt that things and their mental health is totally disturbed and they become the victim of aggression and violent behavior and creates many problems. Chukumati, et al (2013) elaborated in his article that television has probable to generate both positive and negative effects on society especially children and youths. According to some researchers, Television is a powerful teacher, where worthy lessons are taught e.g. racial harmony, co-operation, kindness, reckoning and alphabets. Educational videos can surely serve as powerful pro-social teaching devices. Some research findings showed that to watch television is having a venomous effect on learning and academic performance and many others problems etc. Melissa (2014) elaborated in her article that violent media leads to increased aggression in children and youth.

3 PURPOSE OF THE STUDY

Media is a strong agent of Socialization. Mostly youth use the media for their entertainment and media plays an essential role in changing our belief system, cultural values and standard pattern behavior of our society. Media has changed significantly over the past thirty years in terms of sexual content and violence, if these programs were shown thirty years ago it would have created a stir but people are becoming numb to these programs and reports. It is shown so much in the media today that people are unaware of it. Young adults are losing a sense of reality and think that what is real fiction? Or they are so intrigued by what the mass media shows that they make it real. Mostly people use the media and exposure to behavior change by communication messages which broad cast through a variety of channels is the most effective way to change knowledge, attitude and behavior. The use of multiple media types is expected to reach a larger audience and help reinforce messages which can have positive or negative influence. But mostly parents don't take care that what are their children watching at television? And don't stop them to spend their time in watching television. Mostly to spend the times with television are exposed to increasingly higher amount of aggressive behavior on youth and creates many different problems that how to behave with people or other things and effected their learning and academic performance and many other problems. The main objectives of the present research were:

- 1- To see the attention of youth that which content of media they watch?
- 2- To see the average hours that how much time, mass media is used by youth and young children for their entertainment?
- 3- To see the parent's role toward the socialization of youth about media.
- 4- To explore that how this content of media affects the beliefs and behavior of youth.
- 5- To explore the positive and negative socio-psychological effects on youth.
- 6- To see that how media is responsible for aggressive behavior of youth.

4 RESEARCH METHODOLOGY

The researcher used quantitative research design. In this explorative research, researcher used survey method for data collection. The universe/population of the present study comprised of all the boys and girls of Multan. The researcher selected 120 girls and boys of Multan on the basis of simple random sampling. Researcher collected data from 60 girls and 60 boys

who used to watch programs on TV or internet for their entertainment. Researcher collected the data from 30 girls of Women University Multan and took 30 girls of Govt. Degree College for Women Shah Rukne Aalum Multan, from 30 boys of Civil Line College Multan and took the data of 30 boys of City Science Academy Multan. For collecting data, the researcher used the tool of interview schedule which have all structured and unstructured questions (taking the responses and views of respondents). After completing the data collection, researcher used the SPSS software for analysis the data and researcher applied the test of correlation to check the hypothesis that it is rejected or accepted.

HYPOTHESIS

- 1- The greater advancement of mass media, the greater increases the aggression among youth.
- 2- The greater advancement of mass media, the greater increases the aggression in boys as compare to girls.

5 DATA ANALYSIS

Analysis of data is a process of inspecting, cleaning, transforming, and modeling data with the goal of discovering useful information, suggesting conclusions, and supporting decision making.

Table 1. Distribution of the Respondents regarding the Age in years

Categories	Frequency	Percent
16-20	55	45.8
21-25	43	35.8
26-30	22	18.3
Total	120	100.0

120 respondents gave the data, the data in table No. 1 shows that 45.8% of the respondents belonged to the age group of 16-20 years, 35.8 % respondents belonged to age group of 21-25 years and 18.3% belonged to age group of 26-30 years. The data reveals that greater part of the respondents was belonging to younger age population. Researcher started to take data from the age of 16 years; because from age of 16, mostly children and youth are totally depend on media for their entertainment.

Table 2. Distribution of the Respondents regarding the Education

Categories	Frequency	Percent
F.A, F. Sc	36	30.0
B.A, B. Sc, B. Com, B.S	51	42.5
M.A, M. Sc, M. Com	23	19.2
M. Phil, M.S	10	8.3
Total	120	100.0

The data in table no. 2 shows the education level of respondents. 30.0% of the respondents were F.A or F. Sc. 42.5% f the respondents were B.A/ B. Sc/ B. Com or B.S. 19.2% of the respondents were in class of M.A/ M. Sc/ M. Com and 8.3% f the respondents were doing M. Phil/ M.S. Education is the most important factor to know that in which age, youth bring media into play for their entertainment.

Table 3. Distribution of the Respondents regarding their Family Type

Categories	Frequency	Percent
Nuclear Family System	58	48.3
Joint Family System	62	51.7
Total	120	100.0

During research I found two types of family system one is nuclear family system and second is joint family system. The data in table no. 3 shows that 48.3 % respondents have nuclear family system and 51.7 % have joint family system. The institution of the family is the basic unit for the socialization of a child and a child learns many things and behavior from family. Today, media is performing a big role as a socializer for every young child. But today, mostly youth and young children spend their time with media and learnt many moral or immoral things from it. It is not indispensable that you belong to nuclear family system or joint family system.

Table 4. Percentage distribution of the respondents regarding the Residence

Categories	Frequency	Percent
Rural	38	31.7
Urban	82	68.3
Total	120	100.0

In table no. 4, 31.7% respondents were belonged to rural areas and 68.3% respondents have belonged to urban areas. The data exposed that urban population is mostly effected by media.

Table 5. Distribution of the respondents regarding their interest in different type of shows

Categories	Frequency	Percent
Cartoons	19	15.8
Documentaries	18	15.0
Drama Serials	40	33.3
Movies	43	35.8
Total	120	100.0

In table no. 5, data reveals the interest of respondents in different forms of shows. 15.8% respondents were interested to show cartoons, 15.0% respondents were shown documentaries, 33.3% respondents have had the interest to watch drama serials and 35.8% were watched movies.

Table 6. Distribution of the respondents regarding the Time that they Spend to watch shows on T.V or Internet

Categories	Frequency	Percent
1-5 Hours	101	84.2
6-10 Hours	18	15.0
11-15 Hours	1	.8
Total	120	100.0

In table no. 6, data also depicts that 84.2% respondents allocated 1-5 hours to watch shows on T.V or internet, 15.0% respondents spend 6-10 hours to watch programs and 0.8% respondents squander 11-15 hours to watch programs on T.V or internet. Victoria (2010) defined in his paper about a research presented by Kaiser Family Foundation shows that average American child spends 7 hours and 45 minutes a day watching television and surfing in the Internet (cited in Curry). Hilary Clinton also shares these concerns. She states that “we are exposing children to so much, media that it is becoming the dominant force in so many children’s lives” (Curry).

Table 7. Percentage Distribution of the Respondents Regarding the Parents that They Know What are They Watching on TV?

Categories	Frequency	Percent
Yes	25	20.8
No	95	79.2
Total	120	100.0

In table no. 7, the data revealed that 20.8% respondents responded that their parents know that what they are watching on T.V and 79.2% respondents replied that their parents don't know that what they are watching on T.V.

Table 8. Percentage Distribution of the Respondents Regarding the Parents That They Restrict Them that How Much T.V They Watch

Categories	Frequency	Percent
To great extent	26	21.7
To some extent	56	46.7
Not at all	38	31.7
Total	120	100.0

In table no. 8, the data is depicted that 21.7% respondents respond that to great extent, their parents restrict them that how much they watch T.V. 46.7% respondents respond that to some extent, their parents restrict them that how much they watch T.V. 31.7% respondents replied that their parents don't restrict them that how much they watch T.V.

Table 9. Percentage Distribution of the Respondents Regarding to Spend Their Time in Spare Moment

Categories	Frequency	Percent
With parents/ elders	11	9.2
With friends	38	31.7
While watching shows on TV or internet	71	59.2
Total	120	100.0

In table no. 9, the data is depicted that 9.2% respondents spend their time with elders, 31.7% respondents spend their time their friends and 59.2% respondents spend their time while watching shows on TV or internet.

Table 10. Percentage Distribution of the Respondents Regarding to Spend Their Time with Their Parents or Elders

Categories	Frequency	Percent
Mostly I spend my time with parents/elders	9	7.5
I meet them at dining table	103	85.8
I meet my parents/elders at the time to go and to come from college/university	8	6.7
Total	120	100.0

In table no. 10, the data is depicted that 7.5% respondents respond when they have spare time then mostly they spend their time with their parents or elders. 85.8% respondents respond that mostly they meet their parents/elders at dining table due to busily life. 6.7% respondents replied that they meet their parents at the time to go college/uni and when they come at home from college/uni.

Table 11. Percentage Distribution of the Respondents Regarding They Go College Regularly

Categories	Frequency	Percent
Yes	30	25.0
No	90	75.0
Total	120	100.0

In table no. 11, the data revealed that 25.0% respondents responded that they go college regularly and 75.0% respondents replied that they are irregular.

Table 12. Percentage Distribution of the Respondents Regarding Their Classes that They Attend Regularly

Categories	Frequency	Percent
Yes, I take regular classes	3	2.5
Seldomly, I take my classes	87	72.5
Not at all	30	25.0
Total	120	100.0

In table no. 12, the data is depicted that 2.5% respondents responded that when they take their classes regularly, 72.5% respondents defined that they take their classes but seldomly and 25.0% respondents replied that they don't take their classes.

Table 13. Percentage Distribution of the Respondents Regarding Their Studies

Categories	Frequency	Percent
Regular	19	15.8
Seldom	67	55.8
Near to exams	34	28.4
Total	120	100.0

In table no. 13, the data is depicted that 15.8% respondents responded that they study and learnt their lessons at regular basis, 55.8% respondents defined, to seldom, they study and 28.4% respondents replied that they study near to exams.

Table 14. Percentage Distribution of the Respondents Regarding Media Plays an Important Role in Bringing a Change in Society

Categories	Frequency	Percent
To great extent	85	70.8
To some extent	27	22.5
Not at all	8	6.7
Total	120	100.0

In table no. 14, the data is depicted that 70.8% respondents respond that to great extent, media is playing an important role in bringing a change in society. 22.5% respondents respond that to some extent, media is playing an important role in bringing a change in society. 6.7% respondents replied that media is not playing an important role in bringing a change in society.

Table 15. Percentage Distribution of the Respondents Regarding about Media that It Change their Believe Pattern

Categories	Frequency	Percent
To great extent	42	35.0
To some extent	54	45.0
Not at all	24	20.0
Total	120	100.0

In table no. 15, the data is depicted that 35.0% respondents responded that to great extent, their believe pattern are changed by media. 45.0% respondents responded that to some extent, media have changed their believe pattern. 20.0% respondents replied that their believe pattern are not changed by media.

Table 16. Percentage Distribution of the Respondents Regarding Media that It has Polluted our Society

Categories	Frequency	Percent
To great extent	60	50.0
To some extent	44	36.7
Not at all	16	13.3
Total	120	100.0

In table no. 16, the data shows that 50.0% respondents responded that to great extent, media has polluted our society. 36.7% respondents said that to some extent, our society is polluted by media and 13.3% respondents replied that media is not responsible to pollute our society.

Table 17. Percentage Distribution of the Respondents Regarding Media that It Helps to Support the Problems in Society

Categories	Frequency	Percent
To great extent	63	52.5
To some extent	53	44.2
Not at all	4	3.3
Total	120	100.0

In table no. 17, the data also shows that 52.5% respondents responded that to great extent, media is responsible for supporting the problem in society. 44.2% respondents said that to some extent, media is helping for widen evils in society and 3.3% respondents replied that media is not responsible for sustaining the crisis in society.

Table 18. Percentage Distribution of the Respondents Regarding Media that It has Spoiled our Youth

Categories	Frequency	Percent
To great extent	67	55.8
To some extent	47	39.2
Not at all	6	5.0
Total	120	100.0

In table no. 18, the data also depicts that 55.8% respondents explored that to great extent, media is blemishing our youth. 36.7% respondents said that to some extent, our youth are destroying through media and 13.3% respondents replied that media is not responsible for spoiling our youth.

CORRELATION TABLES

Table 19. Correlations Matrix Aggression Among Girls By Media

		Physical aggression	verbal aggression	Hostility	Anger
Physical aggression	Pearson Correlation	1	.974**	.988**	.970**
	Sig. (2-tailed)		.000	.000	.000
	N	20	20	20	20
verbal aggression	Pearson Correlation	.974**	1	.968**	.990**
	Sig. (2-tailed)	.000		.000	.000
	N	20	20	20	20
Hostility	Pearson Correlation	.988**	.968**	1	.968**
	Sig. (2-tailed)	.000	.000		.000
	N	20	20	20	20
Anger	Pearson Correlation	.970**	.990**	.968**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	20	20	20	20

** . Correlation is significant at the 0.01 level (2tailed).

In this result, the Pearson Correlation between verbal aggression and physical aggression is about $r = .974$ which is near to 1, indicates that there is a strong positive relation between variables. The Pearson Correlation between hostility and physical aggression is about $r = .988$, indicates strong positive relationship between variables and between hostility and verbal aggression is about $r = .968$, indicates strong positive relationship between variables. The Pearson Correlation between anger and physical aggression is about $r = .970$, shows strong positive relationship between variables, between anger and verbal aggression is about $r = .990$, which indicates strong positive relation between variables and between anger and hostility is about $r = .968$, which indicates the strong positive relation between variables.

Table 20. Correlations Matrix Among Boys

		Physical aggression	verbal aggression	Hostility	Anger
Physical aggression	Pearson Correlation	1	.974**	.987**	.974**
	Sig. (2-tailed)		.000	.000	.000
	N	58	58	58	58
verbal aggression	Pearson Correlation	.974**	1	.974**	.980**
	Sig. (2-tailed)	.000		.000	.000
	N	58	58	58	58
Hostility	Pearson Correlation	.987**	.974**	1	.980**
	Sig. (2-tailed)	.000	.000		.000
	N	58	58	58	58
Anger	Pearson Correlation	.974**	.980**	.980**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	58	58	58	58

** . Correlation is significant at the 0.01 level (2 tailed).

In this result, the Pearson Correlation between verbal aggression and physical aggression is about $r = .974$ which is near to 1, indicates that there is a strong positive relation between variables. The Pearson Correlation between hostility and physical aggression is about $r = .987$, indicates strong positive relationship between variables and between hostility and verbal aggression is about $r = .974$, indicates strong positive relationship between variables. The Pearson Correlation between anger and physical aggression is about $r = .974$, shows strong positive relationship between variables, between anger and verbal aggression is about $r = .980$, which indicates strong positive relation between variables and between anger and hostility is about $r = .980$, which indicates the strong positive relation between variables.

Table 21. Correlations (Total Sample)

		Physical aggression	verbal aggression	Hostility	Anger
Physical aggression	Pearson Correlation	1	.967**	.971**	.976**
	Sig. (2-tailed)		.000	.000	.000
	N	120	120	120	120
verbal aggression	Pearson Correlation	.967**	1	.975**	.976**
	Sig. (2-tailed)	.000		.000	.000
	N	120	120	120	120
Hostility	Pearson Correlation	.971**	.975**	1	.970**
	Sig. (2-tailed)	.000	.000		.000
	N	120	120	120	120
Anger	Pearson Correlation	.976**	.976**	.970**	1
	Sig. (2-tailed)	.000	.000	.000	
	N	120	120	120	120

** . Correlation is significant at the 0.01 level (2-tailed).

In this result, the Pearson Correlation between verbal aggression and physical aggression is about $r = .967$ which is near to 1, indicates that there is a strong positive relation between variables. The Pearson Correlation between hostility and physical aggression is about $r = .971$, indicates strong positive relationship between variables and between hostility and verbal aggression is about $r = .975$, indicates strong positive relationship between variables. The Pearson Correlation between anger and physical aggression is about $r = .976$, shows strong positive relationship between variables, between anger and verbal aggression is about $r = .976$, which indicates strong positive relation between variables and between anger and hostility is about $r = .970$, which indicates the strong positive relation between variables.

5.1 IMPACT OF DIFFERENT SHOWS ON LIFE OF RESPONDENTS

Media is playing an indispensable role in shaping, reshaping and fetching a change in society. According to the responses of respondents, while watching different shows on T.V or internet, when they watch happy or good news or shows on TV or internet then they feel better all time, when they watch unethical things on TV or internet then they feel bad or sometime the behavior was aggressive and when they watch some sad news/shows or dramas on TV or internet then we relate our life events from as like sad belongings.

5.2 POSITIVE EFFECTS OF MEDIA

According to the responses of respondents, there are many positive effects of media. Media is the source of to get knowledge, information and awareness about many things, cultures, societies and world which change the thinking pattern of people, to break the chain of misconceptions about many erroneous cultures and customs, cultural change, freedom of expressions and new innovations and ideas.

5.3 NEGATIVE EFFECTS OF MEDIA

According to the responses of respondents, there are many negative effects of media; generation gap, to tell lie for their personal benefit, bunking of classes, promotion of injustice, exploit other people, aggression, to learn how to play games with others and commit an organized crime, violation and obliterated the norms and values of our culture and adoption of western culture.

6 CONCLUSION

After the analysis, the result of the study is depicted under below.

1. The average 16-26 years age are highly dependent on media and it is not indispensable that you belong to nuclear family system or joint family system but urban population is highly affected by media as compare to rural population.
2. Mostly the young children and youth have highly interest to watch drama serials and movies.
3. The average time 1-11 hours are being used for entertainment by young children and youth to watch programs on TV or internet.
4. Parents don't know what their children are watching on TV or using on internet and do not restrict them what are they watching on TV or internet.
5. Mostly children and youth spend their all time while watching different shows on TV or internet and with their age-fellows, they spend very few time with their parents or elders, because of this, the learning process is always remained between same generation because what they watch on TV or internet, discuss between them. So, lacking in interaction with parents or elders is becoming the cause of generation gap and of many problems and young children and youth don't know what is right or wrong for them. Their education is also being disturbed.
6. Media have many positive and negative effects on social health of youth. Positive effects of media is the way to get knowledge, information and awareness about world which change the views of people, to smash the chain of misapprehensions about many erroneous cultures and customs, cultural change, freedom of expressions and new innovations and thoughts and negative effects of media are; generation gap, to tell lie for their personal benefit, classes bunks, academic learning disturb, promotion of injustice, exploit other people, aggression, to learn how to play games with others and commit an organized crime, violation of norms and values and adoption of western culture and aggression.

SUGGESTIONS

Here are some suggestions.

1. Promotion of healthy, safe and friendly environment at home.
2. Parents should stake out that what their children are watching on TV or using on internet if they are watching erroneous things then abruptly forbid them.
3. Parent should make a proper time table for their children that after studies they will watch TV or use internet from this to that time and keep a bird eye view that what they are watching or using.
4. Parents should try to involve their children in physical activities as like football, basket ball or table tennis etc. or on the basis of their personal interest such as painting or gardening etc. Due to as like activities, the health of children would be improved and they will be secured by erroneous effects of media and on the second hand the health of the children would be improved because we become the victim of many diseases while to spend all time to use TV or internet, so, the tendency of these diseases would be less.
5. Government should take action and give the training and lessons to media channels and social media that what to show on TV or internet or what to not because young children and youth are the sign of progress of any society or country; so media should broadcast as like programs through channels which they point that what are our moral values.

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