

Violence In Electronic Media And Its Effect On Aggressive Behavior Of Students At Elementary Level

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Abstract: The research aimed to investigation on the violence in electronic media and its effect on aggressive behavior of students. Objective of the study was to identify the effect of electronic media violence on students behavior in the classroom. The study was descriptive in nature and survey research design was used. Population of the study was comprised 490 male and female students studying in 4th and 5th grades. Sample the study was comprised of 117 boys and 118 girls using convenient sampling technique. A questionnaire used for teachers with four point Liker-scale "Never to Always" and an observation checklist was used to observe aggressive behaviour of the students in school time. It was found that human relation break is more common among students than other types of violence. Moreover, the present study revealed that electronic media violence has strong effect on students' aggressive behaviour. it was recommended that teachers and parent adopt different strategies to over come students aggressive behavior it was also recommended that teacher suggest different informative programs and involve them in different games which they play in their home also so it may reduce the habit of using electronic media and over come the aggressiveness of the students

Key words: Violence, Electronic media, aggressive behaviour, media violence.

INTRODUCTION

The genre of electronic media has been expanded as a source of entertainment from such a long time. Especially our children are too much addicted towards electronic media. The effect of electronic media is larger day by day. Movies, video games, and cartoons had played a central role in our children lives and they attract toward these programs immediately. The exposure of violence in television, video games, and cartoons increases the risk of violent behaviour on the viewers.

Huesmann (2007) stated that violence is an act containing physical force intended to hurt, damage or kill someone or something. It is the strength of critical natural force of emotions. It is relatively common type of human behaviour that occurs throughout the

world. Violence is characterized as either positive or negative effective on our children. Bekiari (2012) stated that Student's action also speaks they also express their feelings whether they are aggressive or not. A student was considered to be aggressive or nonaggressive with regards to his action which was either defensive or offensive. Bekiari (2012) also found that progressively verbal aggressiveness was utilized by educators of physical education, and adolescents who saw their teachers as verbally aggressive.

Makhijani and Paracha (2015) stated that electronic media is an extended portion of television programs, movies and cartoons contain media violence. It is well-defined as an act of physical aggression by one human against another. Violence in television and

movies contains several qualities that may increase its negative effect on viewers especially in children. For instance, most of the aggression showed on television is made attractive with the violent programs. Electronic media is an effective way of correspondence to each other either by the utilization of media devices and network or social media sources like TV, computer, mobile or the web. These are some ways in which electronic media can be use effectively and positively. Objective of the study was to find out the effect of electronic media violence on students behavior in the classroom.

LITERATURE REVIEW

Jan et al. (2012) stated that the current period is the time of modern communication technology. In this modern technology, electronic media is playing vital role in our lives. The electronic media world is moving dramatically our children's lives. In this era access to media is very easy. Most of the children have access to numerous media technologies and they have access to internet, mobile, television, I-pad, etc. Children affected by this modern technology because they become fascinated with colours, different graphical pictures, and diverse media shows. They spend most of their time in playing games watching cartoons, movies etc. Huesmann and Taylor (2006) stated that in this advance environment television, internet, movies, video games have vital part in our everyday live. For good or bad electronic media had massive effect on our beliefs, behaviours, and ethics.

Rutherford et al. (2007) stated that violence is the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, mal development or deprivation. This definition emphasizes that a person or group must intend to use force or power against another person or group in order for an act to be classified as violent.

According to World Health Organization the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community, that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment or deficiency (Krug et al., 2002).

David-Ferdon and Hertz, (2007) defined that electronic media violence as any violent interaction that is shown on television films cartoons video games computers or in internet It is also defined as any violent or aggressive act against another person or animated fictional personality that is planned to harm degrade humiliate or kill that person or character which is portrayed in the electronic media electronic media violence has been planned to have major negative effect on our society specifically on our children.

Larson (2003) mentioned that e-media have an influential part to play in improving people's behaviour and cognitive script. Moreover, Anderson (2003) stated that violence in movies and television contain various abilities that may magnify its undesirable effect on the viewers most of the aggression represented on television is made eye catching with 44% of interaction including individuals who exhibit attractive abilities.

Hogan (2005) described that children who watch huge amount of television and watch much more violent scenes in the television are unable to handle than those who watch less amount of television. He pointed to the fact that excessive use of electronic media raises different feelings behaviours emotions actions and fears in young people.

There are many types of violence in electronic media such as. Violence in Video Games, Jan et al (2012) stated that now a days video games have an important portion of our society video game is a form of mobile or computer based entertainment children and teenager play video games for entertainment and want to succeed different levels they also have some goals for processing to the next level as soon as possible. Huesmann and Taylor

(2006) stated that aggression is cause of fury in video games (VG), schoolboys spends their maximum amount of hour in playing VG and most of the VG have too much violence. Moreover, Ihori, Sakamoto, Shibuya and Yukawa (2007) mentioned that playing vicious videos game would enhance the level of aggression or heighten aggressive behaviour previous studies repeatedly point out that video games must have opposing effects on children aggressive behaviour or aggression. Malliet (2006) and Goldstine (2001) mentioned in his study that some researchers says that youth and children understand that violent video or mobile games are only a form of entertainment, and they are able to differentiate the aggression and violence they only play these types of games just for the entertainment.

Huesmann (2007) confirmed that the programs telecast on TV spread violence. As it was observed that adolescents modelled the aggressive behaviours. Children are more sensitive to violence at the age 8 to 12. These children have more emotional behaviour than others do. American Academy of Child and Adolescent Psychiatry (1999) who came into the conclusion that violent content of video games, TV shows and their presentation endeavour on the behaviour.

Paquette (2003) stated that in today's world, internet is one of the powerful media tools of computer connected to each other by networks and fulfilling the duties of educating, informing and entertaining. This technology has spread to all areas of society including education. Cartoon channels are most subscribed in the world. Programs contained aggression. Anderson, (2003) stated that It can be concluded that cartoon are evident as violent content increases aggressiveness and violent behaviour of adolescent in both short and

longer period of time. Huesmann and Taylor (2006) mentioned that aggressive behaviour is an action which is planned to harm, annoy or hurt someone or intention to injure someone. It might be physical or nonphysical. The aggressive behaviour is the utmost anxiety in our society that is clearly involve in physical aggression.

Myres (2005) mentioned aggression as a physical or verbal behaviour that is proposed to hurt somebody and children react aggressively. Aggression has negative effect on our children behavior.

RESERCH METHODOLOGY

The population of the study comprised of five (5) schools in circle Haripur that contained 490 male and female students who were studying in Grade 4th and 5th in concerned schools. The three schools were selected from five schools using convenient sampling technique. By using this, all the students from three selected schools were taken as a sample of the study. The total sample contained 235 students, which included 117 boys and 118 girls.

The two instruments were used in the study. A questionnaire was used to collect the data from teachers which contained five (5) themes such as human relation break, verbal aggression, unfriendliness, physical aggression and deed. An observation checklist sheet was used to observe behavior of the students. The sheets contained action pictures showed on electronic media i.e. Tom and Jerry, wrestling, PubG, tekken 3, Ben 10 etc. as they showed aggressiveness which are: slapping, kicking, threatening, biting, ear pull off, shouting, pinching and punching.

DATA ANALYSIS

Table 1

Descriptive analysis of types of violence displayed on electronic media

	N	Minimum	Maximum	Mean	Std. Deviation
HRB	8	1.14	2.57	1.6788	0.53274
VA	8	1.25	2.75	1.6562	0.51647
Unf	8	1.00	2.25	1.5625	0.37201
PA	8	1.00	2.25	1.5312	0.38816
Deed	8	0.50	2.50	1.5312	0.72503

Table 1 showed the descriptive analysis of types of violence displayed in electronic media in which human relationship break, students (N = 8, Min = 1.14, Max = 2.57, Mean = 1.6788, SD = 0.53274) often disturb, snatch, tease their peers, make fun of each other and get the whole class into trouble. Moreover, in verbal aggression, students (N = 8, Min = 1.25, Max = 2.75, Mean = 1.6562, SD = 0.51647) often call bad names their peers, make noise, use abusive language and use to shout on their peers in the classroom. Furthermore,

unfriendliness, students (N = 8, Min = 1.00, Max = 2.25, Mean = 1.5625, SD = 0.37201) sometimes feel jealous, hit without reason, complain, and consider peers as their enemies. In addition, in physical aggression, students (N = 8, Min = 1.00, Max = 2.25, Mean = 1.5312, SD = 0.38816) sometimes throw things, fight with peers, damage classroom and kick or slap their peers. Likewise, deed students, (N = 8, Min = 0.50, Max = 2.50, Mean = 1.5312, SD = 0.72503) sometimes fight in classroom, laugh and mock at their peers.

Table 2

Regression Model Summary (Slapping – dependent variable)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.998 ^a	.996	.986	.31177

a. Predictors: (Constant), Deed, Unf, VA, PA, HRB

The above table showed how the relationship between regresser and regressed occur. Table 2 illustrated the value of coefficient of multiple determination is 0.998 which showed strong relation between dependent and independent variables. The value of R² showed (99.6%) variation explained by the independent variable to the dependent variable.

Table 3 ANOVA Effect using slapping as dependent variable

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	49.306	5	9.861	101.452	.010 ^a
Residual	.194	2	.097		
Total	49.500	7			

a. Predictors: (Constant), Deed, Unf, VA, PA, HRB

b. Dependent Variable: Slapping

Table 3 indicated the ANOVA analysis, which showed overall effect of independent variable to the dependent variable. The df (5, 2) Mean Square (9.861, 0.097) F value (101.452) with p-value (0.010) showed significant effect of independent variables as $p < 0.05$.

Table 4

Coefficient Regression Analysis of types of violence on aggressive behaviour.

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.
	B	Std. Error	Beta		
1 (Constant)	-.228	1.174		-.194	.864
HRB	-.096	.211	-.135	-.456	.693
VA	.917	.196	.993	4.689	.043
Unf	.395	.190	.337	2.076	.174
PA	-.413	.150	-.619	-2.755	.110
Deed	.331	.242	.421	1.368	.305

a. Dependent Variable: Slapping

b.

The above table demonstrated the significant effect of independent variable individually in which HRB beta weight ($\beta = -0.135$) with t-value (-0.456) and p-value (0.693 > 0.05) depicted no significant effect. Moreover, verbal aggression beta weight ($\beta = 0.993$) with t-value (4.689) and p-value (0.043 < 0.05) represented significant effect. In addition, unfriendliness beta weight ($\beta = 0.337$)

with t-value (2.076) and p-value (0.174 > 0.05) portrayed no significant effect. Furthermore, physical aggression beta weight ($\beta = -0.619$) with t-value (-2.755) and p-value (0.110 > 0.05) illustrated no significant effect. Similarly, deed beta weight ($\beta = 0.421$) with t-value (1.368) and p-value (0.305 > 0.05) showed no significant effect.

Table 5
Regression Model Summary (Kicking – dependent variable)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.998 ^a	.995	.983	.22087

a. Predictors: (Constant), Deed, Unf, VA, PA, HRB

The above table showed how the relationship between regressor and regressed occur. Table 5 illustrated the value of coefficient of multiple determination is 0.998 which exhibited strong relation between

dependent and independent variables. The value of R² showed (99.5%) variation explained by the independent variable to the dependent variable.

Table 6
ANOVA Effect using kicking as dependent variable

Model	Sum of Squares	Df	Mean Square	F	Sig.
1 Regression	19.777	5	3.955	81.085	.012 ^a
Residual	.098	2	.049		
Total	19.875	7			

a. Predictors: (Constant), Deed, Unf, VA, PA, HRB

b. Dependent Variable: Kicking

Table 6 indicated the ANOVA analysis that showed overall effect of independent variable to the dependent variable. The df (5, 2)

Mean Square (3.955, 0.049) F value (81.085) with p-value (0.012) showed significant effect of independent variables as $p < 0.05$.

Table 7

Coefficient Regression Analysis of types of violence on aggressive behaviour.

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.	
	B	Std. Error	Beta			
1	(Constant)	4.705	.831		5.659	.030
	HRB	-.685	.149	-1.518	-4.593	.044
	VA	1.151	.139	1.966	8.306	.014
	Unf	.302	.135	.407	2.245	.154
	PA	-.142	.106	-.335	-1.335	.314
	Deed	.211	.171	.424	1.231	.343

a. Dependent Variable: Kicking

The above table showed the significant effect of independent variable individually in which HRB beta weight ($\beta = -1.518$) with t-value (-4.593) and p-value ($0.044 < 0.05$) depicted significant effect. Moreover, verbal aggression beta weight ($\beta = 1.966$) with t-value (8.6306) and p-value ($0.014 < 0.05$) represented significant effect. Furthermore, unfriendliness

beta weight ($\beta = 0.407$) with t-value (2.245) and p-value ($0.154 < 0.05$) showed non-significant effect. Also, physical aggression beta weight ($\beta = -0.335$) with t-value (-1.335) and p-value ($0.314 > 0.05$) depicted no significant effect. Correspondingly, deed beta weight ($\beta = 0.424$) with t-value (1.231) and p-value ($0.343 > 0.05$) showed non-significant effect.

Table 8

Regression Model Summary (Punching – dependent variable)

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.999 ^a	.997	.990	.22087

a. Predictors: (Constant), Deed, Unf, VA, PA, HRB

The above table showed how the relationship between regress and regressor occur. Table 8 illustrated the value of coefficient of multiple determination is 0.999 which showed stronger relation between

dependent and independent variables. The value of R^2 showed (99.7%) variation explained by the independent variable to the dependent variable.

Table 9

ANOVA Effect using punching as dependent variable

Model	Sum of Squares	Df	Mean Square	F	Sig.	
1	Regression	32.777	5	6.555	134.383	.007 ^b
	Residual	.098	2	.049		
	Total	32.875	7			

a. Dependent Variable: Punching

b. Predictors: (Constant), Deed, Unf, VA, PA, HRB

Table 9 indicated the ANOVA analysis that showed overall effect of independent variable to the dependent variable. The df (5, 2)

Mean Square (6.555, 0.049) F value (134.383) with p-value (0.007) indicated significant effect of independent variables as $p < 0.05$.

Table 10

Coefficient Regression Analysis of types of violence on aggressive behaviour.

Model	Unstandardized Coefficients		Standardized Coefficients	T	Sig.
	B	Std. Error	Beta		
1 (Constant)	-3.205	.831		-3.855	.061
HRB	1.685	.149	2.903	11.293	.008
VA	-.151	.139	-.201	-1.090	.390
Unf	-1.802	.135	-1.886	-13.383	.006
PA	2.142	.106	3.934	20.152	.002
Deed	-2.711	.171	-4.229	-15.812	.004

a. Dependent Variable: Punching

The above table indicated the significant effect of independent variable individually in which HRB beta weight ($\beta = 2.903$) with t-value (11.293) and p-value (0.008 > 0.05) showed significant effect. Additionally, verbal aggression beta weight ($\beta = -0.201$) with t-value (-1.090) and p-value (0.390 > 0.05) represented non-significant effect. In addition, unfriendliness beta weight ($\beta = -1.886$) with t-value (-13.383) and p-value (0.006 < 0.05) revealed significant effect. Moreover, physical aggression beta weight ($\beta = 3.934$) with t-value (20.152) and p-value (0.002 < 0.05) exhibited significant effect. Furthermore, deed beta weight ($\beta = -4.229$) with t-value (-15.812) and p-value (0.004 < 0.05) exhibited significant effect to the dependent variable.

CONCLUSIONS

The conclusions have been made based on findings of the study. The details are given below:

- i. Slapping as an aggressive behaviour of students increased by types of violence. HRB and PA have negative effect on students' behaviour while VA, Unf and deed have positive effect on students' behavior. It can be concluded that actions movies are liked by the students that may motivated them to exhibit the behavior.
- ii. Kicking affected students' behaviour. HRB and PA have negative effect although VA, Unf, and deed have positive effect on students' behaviour. So, it can be concluded that students like to play violent games like PubG, IGI and

other action games which resulted in increase of their violent behavior.

- iii. Punching on faces of other students while playing exhibited violent behaviour that was increased due to the positive effect of HRB and PA however, VA, Unf and deed have negative effect on students' behaviour. So, it can be concluded that action games showed violent behavior and other dangerous stunts which also motivate the students to exhibit the desired behavior.

RECOMMENDATIONS

- i. It may be recommended that teachers may be encouraged to use group work strategies such as slapping with clapping together, kicking with jumping together, punching with holding hands, threatening with smiling, aggressiveness with welcoming gesture, shouting with laughter, biting with pinching cheeks, whispering with making fun, pinching with patting on the back in the classroom which may help to reduce students aggressiveness in actions.
- ii. It is recommended that teachers may use such gaming activities like football wall target, red light green light, monkey in the middle, and kick the cones which may help to reduce the usage of kicking as a violent behavior.
- iii. It may be recommended that boxing gloves should be given to those students who exhibited punching behavior. Punching the bag may reduce action behavior.

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