

Exposure to Violent Television Programs and its Effect on Siblings Aggressive Behavior: Parents' Perceptions

Shahid Qayyum

M. Phil Scholar
Department of Sociology
G.C. University Faisalabad
Pakistan

Naazia Malik

Assistant Professor
Department of Sociology
G.C. University Faisalabad
Pakistan

Mian Muhammad Ahmed Iqbal

M. Phil Scholar
Department of Sociology
G.C. University Faisalabad
Pakistan

Professor Dr. Haq Nawaz Anwar

Professor
Department of Sociology
G.C. University Faisalabad
Pakistan

Malik Muhammad Sohail

M. Phil Scholar
Department of Sociology
G.C. University Faisalabad
Pakistan

Abstract

The impact of mass media can be seen on every aspect of life. This study aims to investigate the effects of violent television programs on children. The study was conducted in Lahore district, situated in the east of the Punjab province. The researchers, in non-probability sampling the actual method was used purposive sampling to approach to our respondents. Respondents for the research were Parents of the siblings. With view of the profile of the respondents purposive sampling was used as a technique selected the sample size. The total sample in the present study included the 100 parents from their households from residential areas of Allama Iqbal Town, Lahore. The findings of the present study show that there is no relationship between Television Exposure and Sibling clash in taking television remote control. As well in second hypothesis there is no relationship between Television Exposure and Sibling aggressive behavior in breaking the things. So we researchers concluded that there may be other reasons that become the cause of sibling aggressive behavior and clashes between them.

Introduction

We are living in the age of information explosion, where the world has shrunk into a global village. The vital role of mass media to make this world “global village” can't be denied (Feltzen, 2001).

Mass media content is produced and distributed as a product which is developed and sold according to the dynamics of the supply and demand of the commercial markets (Sullivan et al., 2003). The impact of mass media is quite apparent from the everyday behavior of individuals who are exposed to them (Zenab, 1996). The mass media as vehicle of mass culture play an important role in creating, shaping and promoting consumerist culture (Tompkins A., 2003).

The adoption of the new media of mass communication has produced a cultural pattern of behavior and brought up the changes in standardization, habits, verbal rules, and tastes and in general prescribed ways of doing things (Kabir, 1965). In Pakistani society television is easily accessible source of information and entertainment. It is likely that it may exert great influence when viewers are exposed to it. With the advent of modern techniques of communication like cable television net work, the present world has become a “Global Village” in which the cultural identities of different nations are in the process of ending and international culture is emerging. This is the emerging trend for the weaker nations to protect and preserve their cultural values. Among them, Pakistan being a third world country is also facing the threat of western cultural invasion, through satellite communication. Violence shown at television screen has multiple influences on its viewers, especially on children. Because children are curious, active and they orient themselves in the environment in order to construct meaning. Television has created new generation, new ears, change the mode of life, distributed only the family routine regulated the new one-abolished “Dining Table” and compelled scattered family members to sit around and wait for their favorite faces, programs, and reportage acts etc against its dead but socially living screen (Ramay, 2001). Violence on television is concerned that mass media presents violence as a solution to everyday problems. These simple solutions tend to serve as stimulus to the young brain that will process the stimulus and initiate the response (Bandura, 1965).

Sociological Significance

The topic “Exposure to Violent Television Programs and Its Effect on Sibling Aggressive Behavior: Parents’ Perceptions” is very closely related to social aspects, as we know man is a social animal so each and every problem he has to face is known as social problem. Various researches pointed out that children exposure to violent television programs could be attributed to the aggressive behavior of children, and children are more likely to demonstrate aggression with their siblings. Children are often fascinated by action programs because they find them thrilling and think they gain insight into and understand the moral and social problems of the adult world (Feiltzen, Buchet, 2001). The present research may be more helpful to understand the certain reasons of aggressive behavior of the siblings and also having a way of making better policies towards children’s better life.

As like certain theories, for example the cultivation theory, the cognitive theory, the magic built theory and the social learning theory indicate that if children having more exposure to television programs they learn as that have been showing and having behavior that they watched. According to these theories television viewing works on perception, attitude and behavior as an injection on body. This specific research may be helpful for the government to understand the violent behavior of the children that may become the cause of criminal action for the society in future. Researches indicate that Pakistan television (PTV) has no children programs for telecasting (Gillani, 1999). It has only adult programs that might be had violent content. Comprise of violent content programs could be attributed to the aggressive behavior of children and children are more likely to demonstrate aggression with their siblings. This research helps to understand the violent actions of the children and leads them to telecast children related programs that must be helpful for the better growing of the children.

Review of the Literature

Theoretical Frame Work

Cultivation theorists argue that television has long-term effects which are small, gradual, indirect but cumulative and significant. Today, as our society is undergoing fundamental changes in terms of modes of thinking, behaving and acting people have access to most advanced television, communication and internet technologies. Cultivation theory in its most basic form, suggests that television is responsible for shaping, or ‘cultivating’ viewers’ conceptions of social reality. The combined effect of massive television exposure by viewers over time subtly shapes the perception of social reality for individuals and, ultimately, for our culture as a whole.

The "Magic Bullet Theory" ("Hypodermic Needle Theory") holds that media broadcasts directly shape the opinions and actions of viewers. According to this theory, information is "fired" or "injected" directly into the viewer, and then guides their actions. The central thesis of the Magic Bullet Theory is that individuals cannot escape or resist media messages. It holds that people remain passive and accept, rather than investigate, information presented by the media. Albert Bandura, (1977) arguing that people can learn new information and behaviors by watching other people. There are three core concepts at the heart of social learning theory. First is the idea that people can learn through observation. Next is the idea that internal mental states are an essential part of this process.

Finally, this theory recognizes that just become something has been learned, it does not mean that it will result in a change in behavior. The social cognitive theory explains how people acquire and maintain certain behavioral patterns, while also providing the basis for intervention strategies. There are social and physical environments. Social environment include family members, friends and colleagues behavior. Environment refers to the factors that can affect a person's behavior. The situation refers to the cognitive or mental representations of the environment that may affect a person's behavior. The situation is a person's perception of the place, time, physical features and activity.

Research Methodology

The study was conducted in Lahore district, situated in the east of the Punjab province as well the capital, in Pakistan. It is the second largest city of Pakistan, after Karachi. Lahore has 8 Administrative towns; Ravi town; Shalimar town; Wagha town; Aziz bhati town; Data gunjbakash town; Gulberg town; Iqbal town and Nishtar town. Among eight towns one was selected randomly named: Iqbal town Lahore. This town was preferred on the basis of its socio-economic conditions, urban populous area, and easy availability of electronic media, elite middle class and due to occurrence of sibling violence. Universe of the present study comprised all the parents of Allama Iqbal Town who had at least two children aged 5-15 years. Sample refers from parents that are being studied that depend on the testimonial or hypothesis, the researchers desire to examine in the research. The major reason to select Allama Iqbal Town was that it comprised various socio-economic neighborhoods (blocks). Purposive sampling was reasonable and reachable to sample. The researchers choose purposive sampling because their sample was parents who had at least two children aged 5-15 years. Determining the sample size was a very important issue because samples were too large and may cause wastage of resources and time. The researchers, in non-probability sampling the actual method was used purposive sampling to approach to our respondents. Respondents for the research were Parents of the siblings. With view of the profile of the respondents purposive sampling was used as a technique selected the sample size. The total sample in the present study included the 100 parents from their households from residential areas of Allama Iqbal Town, Lahore. The researchers took respondents (parents) in different figure that is shown in following table from each area and in total score 100 respondents.

NO.	BLOCKS' NAME	TOTAL RESPONDENTS
1	Nizzam Block	23
2	Khyber Block	22
3	Neelam Block	19
4	Umar Block	21
5	Raza Block	15

For the collection of the data, the single instrument was used to gather data. A structured interview schedule was used as a tool of data collection in the field for research. After structuring interview schedule, it was pre tested ahead of going into definite field.

Data Analysis

Demographic Findings

This data indicates the proportion of male respondents (fathers) were greater than female respondents (mothers). It is necessary to mention that the researchers interview only those parents who available at the time of interview.

When we conducted interview both Fathers and Mothers were at home but mostly Fathers prefer to give interview. That's why the percentage of the Fathers respondents were high than the Mothers Respondents. This data also indicates that mostly parents fall in the age of 31-50. Data shows that early & late marriages in Pakistan are reduced now especially in Lahore. Educational data shows that no Father or Mother respondents were illiterate and no one felled in the category of primary education. Because which area we had selected to conduct our research mostly elite class and educated people fall in these areas. That's why the education level is quite high. 63.2% Fathers and only 36.5% Mothers respondents felled in the category of Matric and 52.2% Fathers and 47.8% Mothers' educational level was intermediate. 48.5% Fathers and 51.5% Mothers respondents were graduates and 66.7% Fathers and 33.3% Mothers respondents were highly qualified. The data shows that the people aware of the importance of the education and they prefer to get high education.

Percentage shows that mostly Mothers respondents were graduates and less in master level. The reason behind it that mostly female got married after graduation. And if not married mostly parents not allow them to go universities and got high education.

General Findings

30% parents were disagreed with the statement that "Do your children like your company in watching television programs", 29% were agreed that their children liked aggressive programs. These were the mixed responses of the parents but mostly were disagreed that their children liked aggressive television programs. The researchers could also interpret that both the options in equal percentages. There was 1 percent difference between agree and disagree options. In response to the statement "do you keep check on children during watching television programs"? Table shows 44% parents were strongly agreed with this statement they keep check their children during watching television programs. Because most of the programs could badly effect on the minds of the children so it is essential for the parents to keep check their children and they did so. Among total respondents, 38% respondents disagreed with the statement "parents that their children have any restriction by you in watching television programs". They said they didn't impose any restriction on their children in watching television programs. Because the parent's perceptions were that regular restriction could create deviance behavior in their children. So they didn't impose any restriction on their children towards watching television programs.

30 % respondents were strongly agreed with the statement "children try to imitate the styles of the TV actors". Because the TV gain a great importance in the life of the people. Through TV programs actors were promoting fashion. Children were most vulnerable group that's why they were mostly influenced & impressed by those things which was shown in through TV programs. We can say mostly children try to imitate the styles. 30% parents were disagreed that children like aggressive programs. 29% were agreed that their children liked aggressive programs. These were the mixed responses of the parents but mostly were disagreed that their children liked aggressive television programs. The researchers could also interpret that both the options in equal percentages. There was 1 percent difference between agree and disagree options. In response to the statement "Children show aggressive behavior like TV actors when you talk them hardly" 43% respondents replied disagree with this question and said their children didn't show aggressive behavior when they talked them hardly, most of the parents had strict rules in the home so they didn't allow the children to show any kind of aggression. So the researchers could assume that most of the children never behaved aggressively when their parents talked them hardly.

Table 1

Sr. No	Statements	Strongly agree %	Agree %	Neutral %	Disagree %	Strongly disagree %
1	Do your children like your company in watching television programs	36	44	4	15	1
2	Do you keep check on your children during watching television programs	44	35	4	13	4
3	Children have any restriction by you in watching television programs	22	32	2	38	6
4	Do you think children try to imitate the styles of the TV actors	30	22	5	27	16
5	Do your children like aggressive television programs	17	29	9	30	15
6	Children show aggressive behavior like TV actors when you talk them hardly	20	25	2	43	10
7	Your children create violence outside the home	8	12	8	43	29
8	Watching TV affects study routines of children	32	46	2	19	1
9	Watching TV impedes participation in extracurricular activities	14	36	5	42	3
10	Do you think TV destroys our values	40	31	3	21	5

Researchers asked the parents that their children create violence outside the home. Among total population 43% respondents replied disagree that their children never created violence outside at the home. Because the children were so busy in their study routine. They had not enough time to go outside or some time parents didn't allow their children to go outside. So percentage shows that most of the children didn't create violence outside the home. This thing also indicates that children having exposure to television but they are peaceful with their peers as well as others. Researchers asked the parents that their children use language that they listen by actors in television programs. 41% respondents were disagreed that their children never used language that they listened in television programs by actors. Mostly children didn't focus on the language of the programs or some time parents imposed a restriction to use those languages. The researchers assumed that mostly children didn't use language which they listened from the TV program. 46% respondents were agreed that their children's studies routines effected by TV programs.

Table 2

Sr. No	Statements	Strongly agree %	Agree %	Neutral %	Disagree %	Strongly disagree %
1	TV creates detachment from religion in your children	48	26	3	17	6
2	Your children steal the things of each other	4	10	1	45	40
3	Your children conceal the things from each other.	10	23	5	34	28
7	Your children tease each other when they find chance	31	46	2	16	5
8	Your children call names of each other while quarreling	17	31	5	36	11
9	Your children create fear for each other to be dominant	12	16	7	47	18
10	Your children use utensils while quarreling	6	13	2	53	26
11	Your children break the things of each other when they quarrel	6	14	3	45	32
12	Your children have revenge feelings after quarreling	25	16	4	37	18

Because most of the children spent more time on TV programs rather than the other things. They avoided their studies. Table shows that according to the parents' perceptions, half of the parents responded that their children's studies affected by television a program that indicates television having effect on children routines. Among the total population 42% respondents were disagreed that watching TV impedes to participate in extracurricular activities. Because mostly children gave equal time to their other activities and their favorite TV programs. So the researchers could assume that television never stopped children to participate in extracurricular activities most of the parents' perception was that. Researchers asked the parents that television destroys our values. 40% respondents were strongly agreed with that statement television destroyed our values, because the media was promoting vulgarity in our society through different programs which became the causes of destroying our values. The result shows that television destroys our values because mostly parents were strongly agreed with this.

A majority i.e., 38% were strongly agreed with the statement that TV creates detachment from religion in their children because the children had too much focused on TV programs they didn't realize that it was good or bad for them. Through these programs media attracted the children towards them. So the researchers assumed through the percentages that television created remoteness in children from religion because the table indicates that 38 percent parents respond for this favor. 45% respondents were disagreed with the statement that "Your children steal the things of each other". 40% were also strongly disagreed and said their children never stole the things of each other, because they knew what was right and what was wrong. They knew their parents punished them for this act so they should not steal the thing of each other.

Results showed that most of the children didn't steal the things of each other because 45% disagree and 40% strongly disagree for this statement. 34% respondents were disagreed and response that their children concealed the things of each other. The parents said that they provided equal things to their all children. They didn't conceal the things of each other. The result shows that mostly children didn't conceal the things of each other according to their parents. Researchers asked the parents that their children tease each other when they find a chance. 46% respondents were agreed with this question and responded that their children tease each other when they found any chance. In the home of two or more than two children they always tried to tease each other and tried to create fun in the home. Result shows that most of the children tease each other when they find a chance and make a fun. Researchers asked the parents that their children call names of each other while quarrelling. Among the total population 36% were disagreed with the statement and responded that their children didn't do this, sometime the parents were quite strict and didn't allow their children to call the names of each other.

Result shows that most of the children didn't call names of each other while quarrelling according to the perception of the parents. Researchers asked the parents that their children create fear for each other to be dominant. 47% respondents were disagreed with this statement that their children never created fear to be dominant for each other, 18% were strongly disagreed with it, 16% were agreed and response positively, 12% were strongly agreed and response that their children created fear for each other to be dominant and 7% remain neutral about it. Results show that mostly children don't create fear for each other to be dominant. Researchers asked the parents that their children use utensils while quarrelling. 53% respondents were disagreed with it and responded that their children didn't use the utensils while quarrelling, because their children didn't become so aggressive when they quarreled with each other. Result shows that mostly children don't use the utensils during quarrelling. Researchers asked the parents that their children break the things of each other when they quarrel. 45% respondents were disagreed with the question and responded that their children didn't break the things of each other, 32% were strongly disagreed, and 14% were agreed that their children broke the things of each other, 6% were strongly agreed with that statement and 3% remained neutral about it. So result shows that mostly children don't break the things of each other when they quarrel with each other.

Among the total population 37% were disagreed with the statement "children have a feeling of revenge after quarrelling". 25% were agreed that their children had a revenge feeling about each other, 18% were strongly disagreed with this question, 16% were agreed that their children had revenge feeling after quarrelling and 4% remained neutral about it. Results show that mostly children don't have a revenge feeling after quarrelling.

Testing the Hypothesis

It is a procedure in which researchers decide on the basis of responses obtained from sample data whether to accept or reject statement or an assumption in the form of hypothesis about the value of parameter.

Controlled Exposure and Its Effect on Sibling Clash in Taking Television Remote Control

Variables		Clash			Total
		high clash	somewhat	low clash	
controlled exposure	low restricted	28	11	3	42
	average restricted	26	9	5	40
	highly restricted	12	4	2	18
Total		66	24	10	100

Chi-Square Tests (Controlled Exposure and Its Effect on Sibling Clash)

	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4	.942
Likelihood Ratio	4	.940
Linear-by-Linear Association	1	.752
N of Valid Cases	100	

P- Value = .942 > 0.05

Description of the Test 1

As “p” value (the value of Chi-Square) is **.942** which is more than the level of significance that is **.05**, so researchers accept the null hypothesis and reject the alternate hypothesis that both the variable are independent. However, the researchers assume that there are some certain other reasons may become the causes of sibling clash between each other like the researchers can say sibling socialization is not proper, parents’ clashes, peer influences, parents’ favor for someone may be somehow jealousy factor between sibling etc.

Controlled Exposure and Sibling Aggressive Behavior in Breaking Things

Variables		Aggressive Behavior			Total
		Low	somewhat	Highest	
controlled exposure	low restricted	3	22	17	42
	average restricted	11	17	12	40
	highly restricted	6	9	3	18
Total		20	48	32	100

Chi-Square Test (Controlled Exposure and Sibling Aggressive Behavior in Breaking Things)

	Df	Asymp. Sig. (2-sided)
Pearson Chi-Square	4	.062
Likelihood Ratio	4	.042
Linear-by-Linear Association	1	.007
N of Valid Cases	100	

P- Value = .062 > 0.05

Description of the Test 2

As “p” value (the value of Chi-Square) is **.062** which is more than the level of significance that is **.05**, so researchers accept the null hypothesis and reject the alternate hypothesis that both the variable are independent. It is not television exposure that influences behavior of the sibling there may be other factors which may influence their aggressive behavior towards breaking the things such as education and socialization of parents, parents’ clashes, peer influences, parents’ favor for someone, may be somehow jealousy factor between sibling that become the cause of aggressive behavior towards breaking things etc.

Conclusion

This study is an attempt to see exposure to violent television programs and its effect on sibling aggressive behavior: parents' perceptions. Our respondents were parents of the siblings. There were two hypothesis formulated by researchers to see the effect of violent television programs on sibling aggressive behavior on behalf of their parents' perceptions.

- Exposure to violent television programs and its effect on sibling clash in taking television remote control.
- Exposure to violent television programs and its effect on sibling aggressive behavior in breaking the things.

Researchers used cross-tabulation chi- square to check the relationship or association between independent and dependent variables.

The findings of the present study show that there is no relationship between Television Exposure and Sibling clash in taking television remote control. As well in second hypothesis there is no relationship between Television Exposure and Sibling aggressive behavior in breaking the things.

So researchers concluded that there may be other reasons that become the cause of sibling aggressive behavior and clashes between them like parents' clashes, peer influence, lack of love and affection by parents for their children, lack of proper socialization, societal influence and lack of resources etc.

References

- Badura, A. et al (1963)**. "Exposure to real-world violence, television Violence, and cartoon violence".
- Bandura, A, (1965)**. Vicarious Processes: a case of no- trail learning. In advances in experimental social psychology. Vol.2, ed.L. Berkowitz, New York: Academic Press.3-55
- Felitzen, V. & Buckhet, C (2001)**. Outlooks on Children and Media. Nordicom, Sweden.
The UNESCO international clearinghouse on Children and violence on the screen. Nordicom.
- Gilani, M.M (1999)**. Children and Media. (C.V. Feiltzen & U Garlsoon, Eds.). The UNESCO international clearinghouse on Children and violence on the Children and violence on the screen.
- Kabir, L. (1965)**. Research Work (Deptt. Of Mass Communication, University of the Punjab Lahore, Pakistan, 1965).
- Ramay, Y. (2001)**. Impact of television on the orientation of Youth of Kamonki (Deptt. Of Mass Communication, University of the Punjab Lahore, Pakistan, 2001).
- Tompkins, A. (2003)** "The Psychological Effects of Violent Media on Children" American psychologicaassociation.
- Zenab, S. (1996)**. Children's exposure and Mass medium (Department of Mass Communication, University of the Punjab, Lahore, Pakistan.,