THE IMPACT OF VIOLENT CONTENTS OF ELECTRONIC MEDIA ON THE STUDENTS OF UNIVERSITY OF BALOCHISTAN

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Abstract

The main purposed of the study was to analyze the impact of violent contents of Electronic media on the students of University of Balochistan Quetta. The respondents were from social and basic science departments at BS, Master and Phil level. 300 (150 male-150 female) respondents were given closed ended questionnaires via random sampling to fill it. The data was analyzed through univariate, bivariate and multivariate levels. Results of the study revealed that the majority of the students spent maximum time on watching and playing violent content on the media. They liked violence in reality. Violence and crime were internalized by them. most of the respondents were socially and emotionally depressed, felt alienated, liked fighting and pornography, less interested in study, have less feeing for others and tried to mimic bad actions of celebrities. They were more inclined to drug abuse, violence and sexual harassments in real life. Therefore, this social problem needs sincere and concrete steps to be studied and encountered by the government and parents. If left unchecked, the society would face dire consequences in the future.
Keywords: Behavior, Crime, Electronic Media, Personality ,Violence.

1.1 Introduction

Media is the most effective and influential platform in terms of making opinions, perceptions and mind sets of its viewers and listeners. The impact of violent contents of electronic media on teenagers and youths are

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more intense and crucial. Juvenile tendencies and violent perceptions of youths across the globe are the outcome of the violent contents displayed in media where violence is seen as socially acceptable norms (Amanda E. Pennella, 1999). Its impact on the overall personalities of university going students is very intense and sometimes leads them to violent acts and behaviors, and becomes the victim of personality disorder i.e., disorder of interpersonal interactions (ErcanDalbudaka, 2014). Mostly, students become alienate from the society and involve themselves in negative activities where drug abuse, crime and sexual exploitations are common for them. The overuse of electronic media and smartphones have pushed away students from reading textbooks, novels and printed newspapers. The lack of reading habits has further pushed students to laziness and illiteracy. Research scholars are trying their best to unlock the true consequences of the impact electronic media has on students who will be the future fathers. This study tries to explore the impact of violent contents of electronic media on the students of University of Balochistan. Three hundred closed ended quantitative questionnaires were distributed among the students of MA, BS and M.Phil. enrolled ones in the university of Balochistan. The sample size was 150 girls and 150 boys. The results of the study predicted that most of the respondents believe in the rise of aggressive behaviors of students, sexual inclination, alienation from society, criminal thinking, drug abuse, lack of social empathy are the outcomes of the excessive use of electronic media contents by teenagers and youths via smart phones, laptops, TV, Tabs, etc. where access to mass information via internet is available very cheaply and easily. Thus, electronic media apart from its tremendous positive benefits to the masses is also harming societal peace and stability where the youths are at high risk as if left unchecked especially in countries like Pakistan.

2.   Brief Review of Literature

A significant amount of work has been carried out on the understanding of the true level of the impact of media (especially electronic media) on the overall personality of students. Media which is a two-edged weapon is harming the societal peace and harmony where youths get encouragement to push themselves into violence, crime, hate, societal alienation, drug abuse, sexual exploitation and depression by offering easily access to violent contents via commercials, Tv series, movies, cartoons, breaking news, TikTok, violent games, etc. In the regard, watching violent movies and games increase the

aggressive level of children once they reach age 14 (Werner H. Hopf, 2008). Assault on Columbine High School in 1999 (in which 13 students were murdered and wounded 23) by Eric Harris and Dylan Klebold whom used to play violent games (Craig A. Anderson, 2000). While short-term interaction with violent video games may not have strong effects but the long-term interaction of children with games may have a dire consequence (Skoric, 2005). In the USA approximately 250 mass shootings happened in the first six months of 2022 alone because media coverage to shooters encouraged them to carry out an onslaught (Alex Pew, 2022). Violent contents on media persuade people to become daydreamers and involve in street crimes (Aman Ullah, 2020). Electronic news which covers crime generates fear among viewing publics (R. Lance Holbert, 2004). Children face fear in dark places, alone and like fighting by mimicking cartoons, and their parents believe that these happen due to violent cartoons displayed in electronic media (Tahir Mahmood, 2020). Advertising could affect children's behavior, eating disorders, precocious erotization, family stress, violence and delinquency and alcoholism (Figueiredo, 2009). Students like to see violent movies and violent acts of their favorite heroes on laptops which increase their violent behaviors in real life (Dr.P.CTripathy, 2015). Thus, there exists various research articles, books and reports that predict the impact of violent contents of electronic media on students.

3 Methods

For the purpose a quantitative study was carried out via closed-ended questionnaire with 300 respondents (150 male-150 female) of arts, natural science departments' students of the University of Balochistan. Random sampling was taken. The duration of the study was three months. The data was analyzed on the Univariate level, bivariate and multivariate level methods. Research ethics were taken into consideration while collecting data in the field.

3.1　　Simple Demographic profile of the Respondents

Gender	Frequency	Percentage
Male	150	50
Female	150	50

Age	Frequency	Percentage

18-22	170	56.66
23-27	80	26.66
28-32	40	13.33
33 and above	10	3.33

Education	Frequency	Percentage
BS	200	66.66
Master	80	26.66
M.Phil.	20	3.33

Department	Frequency	Percentage
Social Sciences	150	50
Natural Sciences	150	50

4. Results and Data of the Study

The results of the study show that the majority of the students spent maximum 1-2 hours on watching or playing violent content in the media. 50% of the students believed that watching violent content on media causes them to commit violence in reality and they desired to commit violence sometimes in real life if given a chance. 46.66% of respondents had the opinion that there was a clear relationship between violent content on electronic media and crime. Further, 46.66% students thought that their behaviors were affected by violent contents of electronic media and games in real life. The inclination towards pornographic contents, depression and anxiety has also strong effects on the students because 40% believed that they often think so and 30% believed sometimes. Moreover, 43.33% of students had the opinion that violent contents on electronic media encourage people to commit violence in practice and 56.66% liked to mimic celebrities' acts of drugs and violence in their daily routine and it was normal for them. In the statements questions 29% respondents were of the view that they encourage others to fight, 20% felt no attachment with others, 20% felt alienated from society, 25% thought that they were not physically fit in real life, 40% got depressed from bomb blasts displayed on electronic media, 40% thought they did not fear violence and crime at all and majority of the students liked drug abuse, sexual harassment and violence. Thus, electronic media contents have

grave consequences on the overall personality of students as if left exposed to it.

Results of data collection via Univariate, Bivariate and Multivariate levels

4.1 Time spent on watching Violent Contents on electronic media per week.

Time	Frequency	Percentage
Zero Time	30	10
1-2	120	40
3-5	80	26.66
6-8	60	20
11-13	10	3.33
14 and more	00	00

4.2 Watching violent contents on electronic media which causes violence in reality.

Question	Frequency	Percentage
Never	40	13.33
Often	150	50
Sometimes	70	23.3
Always	40	13.33

4.3 Violent video games, cartoons and movies which push people to commit violent acts in real life.

Question	Frequency	Percentage
Never	30	10
Often	70	23.33
Sometimes	150	50
Always	50	16.66

4.4 Relationship between violent contents of electronic media and crime

Question	Frequency	Percentage
Never	25	8.33
Often	140	46.66
Sometimes	70	2.33
Always	65	21.66

4.5 Violent contents of electronic media that affect the behavior of students.

Question	Frequency	Percentage
Never	20	6.66
Often	140	46.66
Sometimes	130	43.3
Always	10	3.33

4.6 Violent games like (PUBG) enable students to behave aggressively.

Question	Frequency	Percentage
Never	90	30
Often	140	46.66
Sometimes	60	20
Always	10	3.33

4.7 Vulgar movies that make students depressed, alienated, crazy and inclined to pornography.

Question	Frequency	Percentage
Never	10	3.33
Often	120	40
Sometimes	100	33.33
Always	70	23.33

4.8 Violent media contents encourage violent practice and make students desensitized.

Question	Frequency	Percentage
Never	8	2.66
Often	130	43.33
Sometimes	100	33.33
Always	62	20.66

4.9 Drug usage of celebrities on electronic media forces students to use drugs.

Question	Frequency	Percentage
Never	20	6.66
Often	80	26.66
Sometimes	30	10

Always	170	56.66

4.10 Aggressive level of the students in social gathering.

Statement	Never	Often	Sometimes	Always
I fight back if someone hits me first	20%	30%	35%	15%
I am unable to control myself	16%	50%	30%	4%
I often encourage other students to fight	40%	15%	16%	29%
I threaten to hurt someone	50%	20%	15%	15%
I get angry very easily with someone	30%	20%	30%	20%

4.11 Opinion about the depression level of students regarding the following statements after watching violent contents on electronic media.

Statement	Never	Often	Sometimes	Always
I never felt real attachment with others	45%	20%	15%	20%
I give little concentration on my daily matters of life	10%	40%	30%	20%
I cannot study properly	5%	50%	30%	15%
I think I am physically not fit	20%	30%	15%	35%
I want to be alone	40%	20%	15%	25%
I want to weep without any reason	55%	20%	10%	15%
Watching bomb blasts and other violent contents on electronic media push me towards desensitized	12%	30%	40%	18%

4.12 What is your opinion about the following statements after watching violent contents on electronic media?

Statement	Never	Often	Sometimes	Always
I have less feeling for the people suffering in violence	30%	20%	30%	20%
I have no fear of crime	20%	30%	10%	40%
I think violence is normative	30%	20%	20%	30%
Violence has no effect on my emotion	15%	30%	20%	35%
I think such incidents happen always	20%	30%	25%	25%

4.13 Behavior of the students influenced by the exposure of violent contents of electronic media.

Response	Never	Often	Sometimes	Always
Drug abuse	20%	30%	25%	25%
Violence	25%	27%	30%	18%
Sexual violence	30%	25%	20%	25%
Protest/Strikes	50%	15%	20%	15%

5. Discussion and Conclusion

This study predicted that exposure to violent contents on electronic media has grave consequences on the lifestyle and thinking of students as if left unchecked. Unrest and juvenile behavior of youth has a direct connection with the interaction of violent contents on electronic media. Children become day dreamers and live in fantasy sometimes. Their emotions are diverted to artificiality and become alienated from social circles. Their personality and traits become less developed which has a bad impact on their health and future. Sports and healthy activities become a herculean task for them and anxiety, depression and heavy weight come in their lifestyle. Therefore, students get less interested in studies and pass time leisurely on social media or watching tv or playing games all day. They may involve themselves in drug abuse, violence and sexual violence and intimate crime in their personality. Therefore, the results collected in these research papers express grave consequences to Balochistan's peace and stability in the days to come. The gravity of the situation is clearly seen in the USA where gun violence in schools' parameter increases gravely (Alex Pew, 2022). Young people like violence because of the close interaction with violent contents in movies (Amenda E. Pennella Kevin, 1999) and the same was observed in the research study. Violent and pornographic films, videos and games have strong effect on the arousal thoughts, emotions, aggrieve and fearful thoughts and behaviors especially on boys (Prof. Kevin, 2005) which are also predicted in the result section of this study. Thus, the government, parents and teachers should come under one page and encounter the social problems related to electronic media that pose threat to the youths' personality and future. Otherwise, the youth may adopt such behaviors and personality traits that could threaten societal peace and harmony in the days to come.

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