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The Impact Of Violence Of The Visual Media On High School Students

Görsel Medyadaki Şiddetin Lise Öğrencileri Üzerindeki Etkisi

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Öz

Geniş insan kitlelerine ulaşmada radyo, gazete, kitap, televizyon, internet gibi araçlar en çok tanınan ve başvurulan kitle iletişim araçlarıdır. Günümüzde toplumsal varoluşu gerçekleştirerek ortaklık meydana getirmek, bu varoluşu ve ortaklığı sürdürebilmek için kitle iletişimine, dolayısıyla kitle iletişim araçlarına, ihtiyaç vardır (Pınar, 2006). Haber verme, kamuoyu oluşturma, eğitime, eğlendirme gibi çeşitli işlevleri üstlenen bu araçların kişilerin yaşam biçimlerini, beğenilerini, tüketim konusundaki tercih ve alışkanlıklarını, gençlerin duyarlılık ve davranışlarını etkilediği bilinmektedir. Araştırmamızda amaç görsel medyadaki şiddetin lise gençliği üzerinde nasıl bir role sahip olduğuna dair sonuçlara ulaşmaktır. Araştırmamızın odak noktası, özellikle evrenimiz olan Lefkoşa ilçesindeki lise okullarında okumakta olan öğrencilerinin, görsel medyadaki şiddet içeren görüntülerden ne derece etkilendiğini ortaya koymaktır. Görsel medyadaki şiddetin lise öğrencileri üzerindeki etkisi başlıklı araştırmamızda, görsel medyadaki şiddet içerikli görüntülerin etkileri ekseninde, gerçek hayatla bağlantısı ve yansımaları ele alındı (Özgan & Kara, 2014). Görsel medya araçlarından en etkilisi olan televizyonun hayatımızda daha çok yer kaplamaya başladığı ve her geçen gün daha etkili hale geldiği genel kabul gören bir gerçektir. Bu etkililiği nedeniyle televizyon programlarında şiddete günlük hayatta yer aldığından daha yüksek oranda yer verilmesi genel olarak çocuk ve gençlerin ruhsal, sorunlarla karşılaşmasına neden olmaktadır. Televizyon izleyenlere davranış kalıpları oluşturucu ve neyin doğru neyin yanlış olduğunu dayatıcı etkisi toplumda istenmeyen davranışların görülmesine yol açabilmektedir. Dünyada ve ülkemizde giderek artış gösteren şiddet olayları, özellikle son yıllarda eğitim kurumlarımızı da ciddi boyutlarda tehdit eder hale gelmiştir. Toplumun her kesimini yakından ilgilendiren ve son derece önemli olan böyle bir konuya katkı sağlamak amacıyla, lise okullarında artan şiddet olaylarında görsel medyanın etkisinin boyutunu tespit etmek ve bu doğrultuda çözüm önerileri

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getirmek araştırmanın temel amacıdır. Araştırmanın evreni Lefkoşa ilçesinde farklı türde 19 lise kurumunda öğrenim gören toplam 11,350 öğrenci oluşturmaktadır. Okul türleri dikkate alınarak 7 okuldaki 250 öğrenci, bu okullardan örneklem olarak 120 öğrenci rastgele örneklem yöntemi kullanılarak seçilmiştir. Verilerin değerlendirilmesinde istatistiksel olarak frekans (f) ve yüzde (%) değerlerden ve ki-kare istatistik tekniğinden yararlanılmıştır. Araştırma sonuçlarına göre, şiddete neden olabilecek birçok faktörden (aile, akran grubu, okul, televizyon, internet v.b.) söz edilebilir. Bunlardan özellikle TV programları, internet üzerinde durulmuştur. Medyadaki şiddetin gençler üzerindeki olumsuz etkilerini önleyebilmek için başta aileler olmak üzere toplumun her kesimine büyük görevler düşmektedir.

Anahtar sözcükler: *medya, gençlik, lise gençliği, şiddet*

Abstract

In order to reach wide masses of people, instruments such as radio, newspapers, books, television, internet are the most widely known and used mass media. Mass communication and thus mass media are needed to maintain a partnership by maintaining social existence and to maintain this presence and partnership. It is known that these tools, which carry out various functions such as informing, raising public opinion, educating, entertaining, affect the people's lifestyles, tastes, preferences and habits about consumption, and the sensitivity and behaviour of young people. The aim of our study is to reach the conclusions about the role of violence in visual media on high school youth. The focus of our research is to determine the degree to which students studying in high school schools in Nicosia, especially our population, are affected by the violent images in visual media. In our research titled. The Effect of Violence in Visual Media on High School Students Med, the effects and effects of real-life images on the effects of violent images in visual media were discussed. It is generally accepted that television, which is the most influential of visual media tools, takes up more space in our lives and becomes more effective day by day. Because of this effectiveness, the fact that violence is included in daily life in television programs causes children and young people to experience psychological problems in general. It is possible for the TV audience to impose behavioural patterns, and what is right and what is wrong, can lead to undesirable behaviours in society. The increasing violence in the world and in our country has become a serious threat to our educational institutions, especially in recent years. The aim of this research is to determine the extent of the impact of visual media on the increasing violence in high schools in order to contribute to such a subject which is of utmost importance to every part of it. The research consisted of 11,350 students studying in 19 different high school institutions in Nicosia district. Considering the school types, 250 students in 7 schools were taken as the study population. A total of 120 students were randomly selected from these schools. In the evaluation of the data, statistical (frequency) and percentage (%) values and chi-square statistical technique were used. According to the results of the research, family, peer group, school, television, internet etc. can be mentioned. Of these, especially TV programs are focused on the internet. In order to prevent the negative effects of violence in the youth on the youth, all segments of the society, especially families, have great duties.

Keywords: *Media, Youth, High School Youth, Violence*

Introduction

The issue of visual media and violence has long been of importance to the agenda of the public, researchers and governments. This took the form of a stalemate in terms of different approaches to the subject. People complain about violence in the media. But he is unaware of the impact the scene of violence has on the victim. Violence is camouflaged with comedy.

Therefore, the people are not aware of the danger they face. It is not possible to deny the positive effects of media tools especially on computer (Roberts, Christenson & Gentile, 2003). internet and television in socializing children, having fun in taking cultural items, informing, developing attitudes and behaviours. In addition to all these mentioned positive effects, there are also various areas that affect the attitudes and behaviours of children and young viewers in a negative way (Patton, Hong, Ranney, Patel, Kelley Eschmann & Washington, 2014).

Now, news, months, days in the world, not in hours after the event, can be transmitted in the moment of the transmission. The transfer of the Gulf war by the world's leading media giants is an important example in terms of demonstrating the distance travelled by the media (Hobbs, 2005). Communication from one individual or group to another, or by means of mass media in modern times, is very important for every society. For example, a society in which satellite television plays an important role has a clearly different form of vehicle than a community based on printed words carried by overseas ships. Everyday life is different in a society where there is a television with instant news from all over the world; for example, it plays an important role in society that relies on horses, ships or telegraph wires.

According to Mc Luhana, electronic media is a global village where people all over the world see the emergence of important events, and therefore join them together. The image of Osama Bin Laden, who is accused of being the mastermind of terrorist attacks in New York and Washington for billions of people, is more familiar to them than his neighbours next door (David-Ferdon ve Hertz, 2007). Because the television is located closer to us than our closest relatives and neighbours in the headquarter of our homes, bringing the world's farthest town closer to us than ours. Attenuation in kinship relations, social alienation; television watching

and linearity. Children and young people facing the biggest threat in the face of visual media (Brown, and Bobkowski, 2011).

Increasing number of excused families day by day, parents and parents are uneasy. The vast majority of people are now conscious. They do not want to leave their children in the hands of the media monster. The television and computers, which are almost indispensable in modern life, are now being questioned not only in academic circles but also in popular media. Moreover, the fact that those who make this questioning themselves are televisionists, increase the importance and value of criticism and criticism. The process of being a global village that has found its place in the expression of media academician McLuhan, is fast but who in its favour? Time will show that. According to some pro-Western thinkers, modern, democratic and a good way of life for humanity is the globalization.

Countries that cannot hold the economic and technological power and who are exposed to the area of influence of monopolized capital consider it as a media craze or a cultural melting process. The first part of our research constitutes the conceptual stage in this section; media, violence, the relationship between the concepts of youth and the visual media-violence, the views on media and violence, and the types of publications that increase the effectiveness of violence in visual media are explained in detail. In the second part, the methods and techniques used in our research are presented and information about Nicosia, the research centre is given. A questionnaire was applied to 150 students who were chosen as pilot in the centre of Nicosia by random sampling method.

The questionnaires were conducted in 7 high schools in the district of Nicosia, and the education period in 2017-2018 was applied in December-February. The analysis and interpretation of the questionnaires were made in the program Windows SPSS for Windows 17,0. Frequency and percentage distributions were used in the analysis of the data. In addition, Chi-Square (Chi-Square) test was used to determine the effect of violence in visual media on high school students.

In the third part of the study, Chi-Square test results are explained with both their arithmetic values and their meanings.

In the evaluation of the results of the discussion and research, scientific discussions about the subject were given, and the results of our research were evaluated and interpreted. Under the heading of conclusions and recommendations, suggestions were made in a way to shed light on the relevant sections of the society.

Methods

The population and sample of research

Population

The population of our research consists of 250 students in 7 high schools. The sample consisted of 14- 19 age group.

Sample

7 high schools representing different schools were identified in the sample group of our study. According to stratified sampling technique, the sample was determined according to the criteria for representing the population. In the Nicosia Centre, which was chosen as the population of research, a questionnaire developed by the researcher on 150 students selected from the high school institutions by random sampling method was applied.

The sampling rate of each species was taken to represent the percentage ratio in the u population.

Method of research

Our study consists of three parts. The first part is the conceptual framework for research. In this stage, the concepts are defined and a literature search is used which is a theoretical data collection technique. A literature review has been carried out in accordance with the purposes we have specified by using data from the studies carried out in the literature about the Effect of Violence on High School Youth in the field. It is important to reveal how and how the visual media impacts on high school youth by bringing unique interpretations to the literature review. The third part of our research is an application stage where the data are concretized. Our school is composed of high school students in Nicosia. The data were collected with the questionnaire applied to the students in the schools. The selected schools are divided into four groups according to stratified sampling system.

These are:

1. General High Schools
2. Vocational High Schools
3. Anatolian, Science High Schools
4. Private High Schools

Data collection technique

In this study, survey technique was used as data collection technique. The personal characteristics of the participants were determined by means of questionnaires. There are 34 questions in the survey. These questionnaire questions related to the sub-problems of the research; violent publications on television, series of films, sexual content and news and are related to reality show. Various questions about these subheadings were included in the questionnaire. During the development of these questions, expert opinions were consulted.

Data analysis (interpretation) technique

In order to evaluate the data obtained by using SPSS package program, frequency distribution analysis and chi-square test were used. In the chi-square tests, $p < 0.05$ values were taken.

Assumption

High school youth is adversely affected by violence in visual media. This effect is reflected on the environment as violent behaviours. In this context, it is worth mentioning that our research has great value in terms of shedding light on the solution of an important social problem. The following questions were sought:

- 1- What is violence? In what environments is observed intensively?
- 2- What are the causes of violence among high school students?
- 3- Is there any influence of visual media on the orientation of youth to violence?
- 4- If so, what size is this effect?
- 5- What are the ways for students to solve this problem when they have problems with any other person?

- 6- Are youth affected by the violence in visual media in solving the problems they face in real life? What is the extent to which an impact is affected?
- 7- Young people take the stars of their own in the age of identification. To what extent are the behaviours developed as a result of getting a model effective in violence?
- 8- What should we do to eliminate the reasons that lead high school students to violence? What are the solutions and suggestions?
- 9- What can we do to minimize the impact of visual media on high school youth?

Findings

Table 1. Distribution by Gender

Gender	Number	%
Female	84	44,7
Male	166	55,3
Total	250	100,0

The study consisted of 84 female and 166 male students.

Table 2. Distribution by Age

Age	N	%
Age 14-15	20	6,7
Age 15-16	153	49,7
Age 16-18	75	41,0
18 and over	2	2,7
Total	250	100,0

The participants are young age groups between the ages of 14 and 19 years. The most important part of human life is the group of time. As an age group, high school youth constitutes a very busy period which includes the problems and dilemmas of high school students as well as adolescent problems. Since it is a period when identity and personality are

not fully settled due to being a transition period, it has a structure that contains a much more ready-made human society.

Table 3. Distribution by Class

Class	N	%
9th Class	20	21,0
10th Class	153	26,7
11th Class	70	31,7
12th Class	7	20,7
Total	250	100,0

Participant students consist of 9th, 10th, 11th and 12th grades among the secondary school students. Our research was carried out with the participation of 20 students from the 9th grade, 153 students from the 10th grade, 70 students from the 11th grade and 7 students from the 12th grade.

Table 4. Distribution according to Maternal Education Status

Maternal Education Status	N	%
Uneducated	8	3,0
Primary School	123	50,3
Secondary School	48	16,0
High School And Balance	53	17,7
High School	7	2,3
University And Above	11	10,7
Total	250	100,0

According to the above table, it is noteworthy that the education level of the mothers of the participants is not very high. 3% of the mothers of the participants are not literate, 50.3% of the primary school 16% of the middle school or primary education, 17.7% of high school and equivalent school graduates considering that there is a level of education in terms of the formation of a very low level of education can be said. Total, it is seen that a ratio of 87% is high school and there are six education groups.

Table 5. Distribution according to Father's Educational Status

Father's Education Status	N	%
Primary School	85	30,3
Secondary School	38	16,3
High School And Balance	52	22,0
High School (Vocational School)	13	9,0
University And Above	62	22,3
Total	250	100,0

According to the above table, it is seen that the education level of the participants is different from the education level of the parents. It is seen that the education level of the mother and the education level of the mother are 13%, and the rate of father education is 29.3%. This ratio is a reflection of the fact that the education of the boys, who can be called the general character of the Turkish family structure, is mostly preferred by girls.

Table 6. Distribution by Mother Job

Mother Care	N	%
Officer	17	3,7
Worker	7	2,3
Artisan	10	1,0
Teacher	8	2,7
Doctor, Lawyer, Architect Etc.	4	1,3
Housewife	182	81,7
Unemployed	7	2,3

Other	15	5,0
Total	250	100,0

It is seen that the density of the mother occupation profile of the participants is in the housewife. Of the 250 students, 182 stated that the mother was a ħ housewife 250. It represents a very high rate with a percentage ratio of 81.7%.

Table 7. Distribution by Father Job

Father Profession	N	%
Officer	46	15.3
Worker	42	14.0
Artisan	46	15.3
Military officer, Captain Etc.	8	2.7
Teacher	10	3.3
Worker, Entrepreneur	11	3.7
Doctor, Lawyer, Architect Etc.	11	3.7
Unemployed	7	1.3
Other	69	40.3
Total	250	100.0

When asked about the father's profession, 15.3% of the workers, 14% of the workers, 15.3% of the shopkeepers and 3.3% of the teachers have a type of income that we can characterize as the middle layer. The rate of income status affecting the family structure is very high. Since it is not possible to explain the approach of people to visual media with a single factor, it is necessary to consider all factors affecting the family structure.

Table 8. Distribution by Family Structure

Family Structure	N	%
Nuclear Family (Mother, Father And Children)	201	90,0
Traditional Family (Mother, Father, Children And Family Elders)	24	8,0
Distributed With Divorce	25	2,0
Total	250	100,0

When we look at the above table, we can see that the family structure of the participants is as high as 90% family. The traditional family structure was very low at 8%. The core family structure, which is the general feature of today's industrial societies, makes itself felt predominantly in the centre of Nicosia. If the cultural structure in the traditional family structure is solved in the nuclear family structure, which is an indicator of the urban society structure, it is seen that the family ties are not very strong. If we look at the effects of visual media, we can say that family members have a very important place in determining their attitudes.

Table 9. Distribution by Housing Type Structure

Residential Type	N	%
Apartment	190	80,0
Detached House	60	20,0
Total	250	100,0

When we look at the above table, it is seen that there is a meaningful relationship between the type of house where the family lives and the family structure. The rate of family living in the apartment is 80% and there is a direct proportion between the rates of the nuclear family. It is possible to establish the same proportion between the families living in detached houses and slums and between the traditional family types. The type of housing that we can call family type, which is common today, is apartment ğ type residences with modern structure.

Media usage habits

Table 10. The most preferred mass media tool

The Most Preferred Mass Media Tool	N	%
Tv	61	23,3
Computer	23	7,7
Newspaper	8	2,7
Telephone	148	63,0
Magazine	10	3,3
Total	250	100,0

When we look at the table above, the da Most liked by the mass media? “Question, which is directed to the participants, is remarkable with a high rate of 63%. In these day's communication tools, it is the computer and internet that affect social life most. The low rate of newspaper and magazine is a disadvantage for the future of social structure. The preference of television is 23.3%. This is an indication of the fact that almost a quarter of the respondents give the TV. The high rate of watching television has an important place in determining the rate of being affected by television programs.

Table 11. Most Preferred Content on TV

Most Preferred Content on TV	N	%
Violence / Action And Adventure	77	29,0
Love / Emotional / Family	44	14,7
Comedy / Humour / Fun	70	25,0
Entertainment / Music	16	6,0
Culture / Art / Knowledge / News	7	6,3
Politics / Current	2	2,3
Horror thriller	14	5,0
Spore	20	8,3
Other	10	3,3
Total	250	100,0

The percentage of respondents to the question What is your favourite subject on television? is the percentage of those who choose violence, action, adventure hang, representing a significantly higher rate of 29%. Considering that our participant profile is secondary school students; I think it would be useful to emphasize the importance of our research once again. 25% of the participants preferred comedy, humour and laughter programs. Considering the fact that comedy TV shows and comedy TV series are presented with internalized violence without being felt, the rate of preference of comedy programs is thought provoking. Love, sensuality, family, program 14.7%; entertainment, music 6.0%; culture, art, information, news 6.3%; politics, current 2.3%; fear, tension 5%; sport 8.3%; the other 3.3% was preferred.

Descriptive Tables

Table 12. Violence of Students

Violent Violence	N	%
Never Watch	24	14,7
Very Rare	99	35,3
In between Bullish Views	90	33,3
Mostly My Views	22	10,0
Always My Views	15	6,7
Total	250	100,0

Students participating in our research; the frequency of those who did not follow the frequency of 14.7% of the time when the frequency of watching the frequency of watching the frequency of people who watched the rate was 16.7%. When we look at the above table, a large part of the students watch television more or less. This ratio constitutes 85.3% which is a very high rate.

Table 13. Trust in Communication Tools.

Confidence in Communication Tools	N	%
Internet	81	30,3
Radio	18	6,0
Newspaper	22	7,3

Television	25	13,0
Books, Magazines	48	21,0
None	56	22,3
Total	250	100,0

When asked the students which communication tool they rely on, 30.3% radio, 6% newspaper, 7.3% television and 13% book-magazine 21%. The percentage of those who do not believe in any of them is 22.3% and has a significant height in terms of loss of confidence in the means of communication. In addition, the lack of confidence in television is noteworthy.

Table 14. The influence of media on attitude and behaviours

The Influence of Media on Attitudes and Behaviours	N	%
Yes	176	58,7
No	74	41,3
Total	250	100,0

Do you believe in the influence of the media on attitudes and behaviours? When asked the question 41 yes and 58.7% of respondents, 7 no 41.3% of those who say no. The high rate of people who believe in the effect of media on attitudes and behaviours has an important place in the evaluation of impact analysis results in terms of our research.

Table 15. Harmful Aspects of Television

Harmful Aspects of Television	N	%
Yes	176	87,7
No	74	12,3
Total	250	100,0

A very large proportion of 87.7% of the participants think that television has harmful aspects. This ratio is an important ratio for young people to determine their point of view to television. The percentage of those who think that television is not harmful is 12.3%.

Table 16. Bad Samples of Violent Movies and Programs

Violent Movies and Programs	N	%
Yes	186	72,3
No	64	27,7
Total	250	100,0

The students were asked the question or Do you think films and programs that contain violence are bad examples? 72.3% said ‘yes and 27.7% said ‘no. Our data are important in terms of providing information about the image of television in society. Our data are important in terms of providing information about the image of television in society. Looking at the table above, the general opinion of students is that television films and programs are bad examples. If we think about the protection of young people from the negative effects of television, we can say that the rates are a pleasing result.

Table 17. Secondary School Students Attending “I Make Justice When I Feel Strong enough”

I grant myself justice when I feel myself strong enough "The Word is Right for You?"	N	%
Participants		
Yes	59	36,3
No	191	63,7
Total	250	100,0

When I feel strong enough, I provide justice to secondary school students; do you think it is true? When asked; 36.7% of the students answered ‘yes and 63.7% answered ‘no’. When we look at the above table, it is seen that 36.3% of the youth are ready for the potential to commit crime at any moment in order to ensure justice.

Table 18. Violence is the Most Important Instrument for the Solution of the Problems

Violence is the most important instrument in the solution of the problems	N	%
Yes	37	12,3
No	213	87,7
Total	250	100,0

87.7% of the secondary school students participating in our study are the most important tool for solving the problems of violence. He answered no to his question. 12.3% of the youth said “yes. One of the most important effects of violence in the media is that violence is a problem-solving tool. The 12.3% rate of. Yes is a significant proportion, considering that a person's practice of violence affects many people.

Table 19. Young people can be a perpetrator of a violent crime

Young people can be a perpetrator of a violent crime	N	%
Yes	180	74,3
No	70	5,7
Total	250	100,0

74.3% of young people think that they can be the perpetrator of a crime at any time. This rate is very high and scary rate. 25.7% of young people do not agree that young people can be the perpetrators of a violent crime at any time.

Table 20. Belief that the problems in the country will be solved by legal means

Belief that the problems in the country will be resolved by legal means	N	%
Yes	135	50,3
No	115	49,7
Total	250	100,0

In the above table, 50.3% of the secondary school students participating in our research do not believe that the problems in this country will be solved by legal means. This ratio is the indicator of the potential situation that can cause violence at any moment in view of the fact that young people who cannot reach the facility of justice by legal means can establish justice in order to establish justice. 49.7% of young people believe that problems can be solved by legal means.

Table 21. Preferences for Violent Movies

Enjoying Violent Movies	N	%
Like	78	28,7
Do not like it	28	23,3
Sometimes like	144	48,0
Total	250	100,0

28.7% answered "yes, I do not like" 23.3%, "sometimes I like" 48% of the respondents answered the question "Do you like watching violent movies?" If we consider "yes, I like" and "I like it sometimes" in one category, we can say that a very high rate of 66.3% likes films with violence. We can indicate that the proportions in the above table are bigger in terms of efficiency of violent seeding.

Table 22. The difference between real life and violence on television

The difference between real life and violence on television	N	%
Strongly disagree	24	14,3
Do not agree	73	25,7
Undecided	81	31,3
Agree	59	23,0
Absolutely agree	13	5,7
Total	250	100,0

As a result, 14.3% of the students "absolutely agree" 23, 25.7% "disagree", 31.3% "undecided"%, 23% "agree", 5.5% "definitely agree". Although the proportion of those who

did not participate in the rate increased, 28.7% found the violence on the young television to be identical with the real life.

Table 23: The similarity of human typology on TV to real life

The similarity of human typology to real life on television	N	%
Strongly disagree	29	13,0
Do not agree	73	27,7
Undecided	61	23,7
Agree	73	27,7
Absolutely agree	14	8,0
Total	250	100,0

Youth; when asked the question what are people shown on TV, like the ones in the real world, how much do you participate in their thinking? 35.7% of the youth compared the human types on television to the real-life people Bandura is the greatest advocate of social learning theory. The opinion he most supports is the idea that a person observes others by imitating their behaviour (Bandura, 1978).

Table 24. Real Life Transfer Ratio of Television

Real Life Transfer Rate of Television	N	%
Strongly disagree	22	10,7
Do not agree	79	29,7
Undecided	72	27,3
Agree	63	24,3

Absolutely agree	14	8,0
Total	250	100,0

When asked the question of “How do you participate in the idea of television? The young people who participated in our application said, how much do you participate in the real life? 24.3% I agree “and 8% absolutely agree. % 32.3% of the youth believes that the television tells the real life.

Table 25: Perceived Dangerous Perception of the World We Live

The Dangerous Perception of the World We Live	N	%
Strongly disagree	16	8,7
Do not agree	19	9,7
Undecided	37	15,7
Agree	118	42,7
Absolutely agree	60	23,3
Total	250	100,0

When asked u Generally speaking, we live in a dangerous world, how much do you agree with your thinking? 66% of the students are worried.

Table 26. Perception of Trust in the Integrity of the People in Society

Perception of Trust in the Integrity of the People in Society	N	%
Strongly disagree	13	7,7
Do not agree	27	12,3
Undecided	56	22,0

Agree	95	35,0
Absolutely agree	59	23,0
Total	250	100,0

7.7% of the students answered absolutely disagree , 12.3% “disagree % , 35% “agree’ and 23% absolutely agree. According to the table above, the belief that people can exploit when they have the opportunity in society is 58%.

Table 27: Attitudes and Judgments of Participants in their Rights

Attitudes And Judgments Of Participants In Their Rights Perceived	N	%
Strongly Disagree	31	13,7
Do Not Agree	23	14,3
Undecided	63	24,3
Agree	93	34,3
Absolutely Agree	30	13,3
Total	250	100,0

’Strongly disagree,“ 13.7% ”agree” 14.3% ”agree” 34.3% ’kind’ strongly agree 13.3%. The data of the above table corresponds to the data of the previous table. It is noteworthy that there is a lack of confidence in the youth in the social sphere or a high rate of insecurity.

Table 28: Confidence Level of High School Students in the Environment

Confidence Level of High School Students in the Environment	N	%
Strongly disagree	17	9,0
Do not agree	18	9,3
Undecided	28	12,7
Agree	110	40,0
Absolutely agree	77	29,0
Total	250	100,0

When students are asked the question, I am certain that most people want the best for me and want to participate in the idea, 69% of the students believe that the people in the area want their own well-being.

Table 29: Reliance on Trust in Communication Tools and the Effect of Media on Attitudes and Behaviours

Do You Believe That The Media Is An Influence On Your Attitudes And Behaviours?			
Communication Tools Type			Total
	Yes	No	
Internet	52	39	91
	57,1%	42,9%	100,0%
Radio	15	3	18
	83,3%	16,7%	100,0%

Newspaper	12	10	22
	54,5%	45,5%	100,0%
Television	23	16	39
	59,0%	41,0%	100,0%
Books, Magazines	39	24	63
	61,9%	38,1%	100,0%
None	35	32	67
	52,2%	47,8%	100,0%
Total	176	124	300
	58,7%	41,3%	100,0%

According to Table 29, some important points are noteworthy. Those who rely on the radio and the book / magazine who believe in the belief about the media's influence on attitudes and behaviours are more critical than those who rely on television, newspapers and the Internet. Because those who rely on the radio, a high proportion (83.3%) think that the media has an effect on attitudes and behaviours.

On the contrary, in terms of those who think that the media has no effect on attitudes and behaviours, 45.5% newspaper, 42.9% internet and 41% television responded to the highest rate.

Table 30. Confidence and Violence in Communication Media and Programs Bad The Relationship Between Faith and Instance

Communication tools type	Are You Violent Movies And Programs Becoming A Bad Example?		Total
	Yes	No	
Internet	54	37	91
	59,3%	40,7%	100,0%
Radio	9	9	18

	50,0%	50,0%	100,0%
Newspaper	20	2	22
	90,9%	9,1%	100,0%
Television	34	5	39
	87,2%	12,8%	100,0%
Books, Magazines	50	13	63
	79,4%	20,6%	100,0%
None	50	17	67
	74,6%	25,4%	100,0%
Total	217	83	300
	72,3%	27,7%	100,0%

90.9% of the students participating in our practice think that the newspaper is a more reliable communication tool. At the same time, they think that violent films and programs are bad examples. Of those who rely on the Internet, 54.0% think that those who rely on radio, 9.0% of those who rely on television, 87.2% of those who trust in television, and 79.0% of those who trust in books and magazines think that films and programs that contain violence are bad examples.

Table 31. The Relationship Between Confidence and Communication in Communication Systems towards communication tools

"Violence Is The Most Important Tool In
The Solution Of The Problems."

Communication Tools	Total
Type	

	Yes	No	
Internet	13	78	91
	14,3%	85,7%	100,0%
Radio	5	13	18
	27,8%	72,2%	100,0%
Newspaper	1	21	22
	4,5%	95,5%	100,0%
Television	7	32	39
	17,9%	82,1%	100,0%
Book, Magazine	4	59	63
	6,3%	93,7%	100,0%
None	7	60	67
	10,4%	89,6%	100,0%
Total	37	263	300
	12,3%	87,7%	100,0%
X² = 8,970	df = 5	p = 0,11	

27.8% of the students who rely on the radio, 27.8% of those who trust the radio, 4.5% of those who trust the newspaper, 17.9% of those who trust in TV, 6.3% of those who trust in books and magazines, The most important tool in their solution. On the other hand, 85.7% of the students who trust the Internet, 7.2% of those who rely on radio, 95.5% of those who trust the newspaper, 82.1% of those who trust in TV, 93.7% of those who trust in books and magazines, they do not see violence as an important tool in solving problems. When we look at the data in Table 73, 87.7% of the students do not consider violence as a solution tool.

Table 32. Relationship Between Average TV Watching Time and Laps of Time Outside Walking Alone Threatening Thought

"It's dangerous to walk alone outside in the nights." What degree do you agree with your thinking?	Total
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Television

Watch Time	strongly disagree	do not agree	undecided	agree	absolutely agree	
1–2 time	17 10,4%	27 16,6%	22 13,5%	60 36,8%	37 22,7%	163 100,0%
2–5 time	12 14,6%	7 8,5%	11 13,4%	33 40,2%	19 23,2%	82 100,0%
5–9 time	6 60,0%	0 ,0%	2 20,0%	1 10,0%	1 10,0%	10 100,0%
No Monitoring	6 13,3%	8 17,8%	5 11,1%	17 37,8%	9 20,0%	45 100,0%
Total	41 13,7%	42 14,0%	40 13,3%	111 37,0%	66 22,0%	300 100,0%

X² = 24,930 df =12 p = 0,01

59.5% of the students who watch television for 1-2 hours on average see it as dangerous to walk outside at night. On the other hand, 63.4% of the students watching television for 2 to 5 hours, and 20.8% of the students watching television for 5-9 hours, 57.8% of those who have never watched television, see the outside at night as dangerous.

Results and discussion

For more than half a century, the effects of the media and the television as a media tool on human behaviour have been investigated and discussed in scientific platforms. At first glance, this technology has positive effects on the masses. It is one of the most important features that television broadcasts give the opportunity to be aware of the world over the audience, to be more aware of the environment in which they live, to provide information and entertain. As a means of visual and verbal communication, televisions, especially in their childhood, leave traces and form models. Some researchers have merged; monitoring aggression leads to aggression. The vast majority

of studies indicate that the cause and effect relationship cannot be ignored. Researchers are able to monitor aggression and increase the likelihood of being aggressive, especially in the short term.

Nowadays, the effects of television such as consciousness vaccination, attitude change, and behaviour orientation are much discussed. The most vulnerable group is children and young people.

Therefore, the centre of our research constitutes an important part of society constitutes the secondary youth. In this study, it was investigated whether the students studying in secondary education were affected from the images of violence in the visual media or the violent programs in the media. Are there any effects of violent images in the visual media especially in the violent behaviour that some young people reflect on the environment in social life? Questions were sought. Our questionnaire was analyzed and interpreted in SPSS statistical program. Frequency and percentage distributions were used in the analysis of the findings. Also, according to the variables such as school type, gender, age, class, mother education status, type of housing, type of communication tools, television watching time, it was aimed to determine the effect of violence in visual media on secondary school youth. A significance level of 0.05 was searched by using Square test. To summarize the result of our research, the youth of secondary education is adversely affected by the presentations on violence in visual media. This effect is reflected on the environment as violent behaviours. In this context, it is worth mentioning that our research has great value in terms of shedding light on the solution of an important social problem. As a result, it was revealed that students were affected by the television programs they watched and they used violence in their lives as a life style and used to solve their problems. It has been revealed that the media is effective in determining the attitudes and behaviors of young people, violence-related films and programs are a bad example for young people and young people want to solve their problems by the methods used by the heroes in the films.

Conclusions and recommendations

Nowadays, the media has not become an active and prominent part of our lives as much as it is not seen in any period of human history. Thinking of a life devoid of media scares people. Modern life is considered to be unthinkable. Because the wheels of modern life

are turned by the media. For example, in modern societies, 50 percent to 80 percent of the workforce is concentrated in the media sector. In times of work, the media and media are filled with the products of the media.

For a moment, when we think that media tools are withdrawn from our lives, it is thought that life will stop, lose its meaning and all relations will come to a breaking point. Thus, it can be said that the media has formed our consciousness, our identity, our feelings, our thoughts and even our lives, even in different planes and in different dimensions and proportions. While the media influences us, it is also affected by the society, indirectly, by changing itself to meet the needs and demands of the society.

Today, the concept of violence emerges as a concept that most people are accustomed to. Explaining the different forms of violence in visual and written media, teaching the forms of violence to be practiced, exhibiting some violent behaviours to be encouraged to be exhibited in our lives, can lead to the existence of violence in our lives and to have a permanent place.

Nowadays, television is perhaps the most easily accessible and most widely used tool in all mass media, and it attracts attention as the most effective learning channel. Children and adolescents began to spend more time in front of television and computers. Violence, violence and aggression in all mass media, especially television programs, films, cartoons, TV series and computer games, have been remarkable and thought provoking in recent years. Parallel to this, violence, such as killing, wounding, fighting, harassment, rape and threats, especially spreading among children and adolescents, highlighted the need to investigate the impact of media violence on children and adolescents. Many scientific researchers have made clear that the violence observed in television and the media has a triggering, accelerating and encouraging effect on the emotions, thoughts, values, attitudes and behaviours of children in both short and long term (Basch, 2011).

Sometimes, human nature is seen as a part of the birth of human nature, sometimes seen as part of humanity is thought to have become a part of the human development in every period has been seen as a concept has been seen and examined. Adolescence is one of these periods. Adolescence and young adulthood are defined as periods of violent behaviour. Violence is a phenomenon that spans many areas of our lives. On TVs and newspapers, there are various news articles that contain violence every day.

Violence is the power of one to prove the power of another. For those who practice violence, whatever the consequences, this is the destruction for others. In the context of mutual relations, one or more of the parties, directly or indirectly, treats one or more of the others' bodily and moral integrity, their goods, or their symbolic and cultural values, regardless of their proportion. There are violence. This is a shame on humanity.

Violence affects every part of society, especially children and young people. So, what should we do? What kind of a way should we follow as a society to minimize the impact of violence on children? In the society, a number of tasks fall in the media sector or media bosses, parents, state-bureaucrats, schools and youth.

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