

# Violence And TV Shows

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## Abstract

This study aims to discuss theories on the violent effects of TV shows on viewers, especially on children. Therefore, this study includes a brief discussion of definitions of violence, discussion of violence theories, main results of researches on televised violence, measuring TV violence, perception of televised violence, individual differences and reactions to TV violence, aggressiveness and preferences for TV violence.

**Keywords:** violence, televised violence, theories of aggression, perception of violence.

## Özet

Bu çalışma TV programlarının izleyiciler özellikle çocuklar üzerindeki şiddete yönelik etkilerini içeren kuramları tartışmayı amaçlamaktadır. Bu nedenle bu çalışma şiddet kavramının tanımlanmasının kısa bir tartışmasını, şiddet ile ilgili kuramların tartışmasını, TV ve şiddet ile ilgili temel çalışmaların sonuçlarını, TV'de şiddet ölçme biçimlerini, TV'de şiddetin algılanmasını, bireysel farklılıklar ve TV'de şiddete tepkiler, saldırganlık ve TV programları ile ilgili tercihler gibi konuları içerecektir.

**Anahtar sözcükler:** Şiddet, TV ve şiddet, saldırganlık kuramları, şiddetin algılanması.

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## 1. Introduction

There is no doubt that mass media have changed what people know and how they think and behave. Much of this attention has focused on the influence of mass media on violent behavior. The question of violence on mass media, especially on TV shows, has been one important issue that was raised after TV's becoming a major contender for the leisure time and attention of the public. Many people during the late 1960's linked to the growth of TV and the raising rates of crime, increasing levels of violence, and changes in values among the young. Consequently, a lot of social research focused on the issue that whether there was a causal connection between televised violence and antisocial behavior, and aggressive behavior by individuals.

Almost all of the media deal with violent subjects, either in covering the news or in fictional stories and programs. According to public opinion surveys in many countries, a majority of people agrees that there is too much violence on television. For illustration, in 1982, the Gallup organization found that nearly two thirds of the adult population thought there was a relationship between violence on television and the rising crime rate in the United States. Moreover, people think that television has a strong influence on children. Results of some researches also show that television has a strong influence on children. The results of these researches indicate that television has much more influence on the most children than the parents. In effect, television's influence has become a socially accepted fact.

This study aims to discuss theories on violent effects of TV shows on viewers, especially on children. Therefore, this study includes a brief discussion of aggression and violence theories, definitions of violence, main results of researches on televised violence, measuring TV violence, perception of televised violence, individual differences and reactions to TV violence, aggressiveness and preferences for TV violence.

## 2. Aggression Theories

Aggression can be defined simply as it is acts of hostility, injury, and violence, as extreme self-assertion. There are several competing theories as to why people may become aggressive. Many of these are biological or instinctual in tenor. Thus, for example, the philosopher Thomas Hobbes argues that people are by nature violent, and avoided a 'war of all against all' only by considerable inequity and effort. Many psychologists share this assumption, and agree that aggression is obviated by exhaustive processes of education or socialization, combined with a measure of social control. Therefore, socialization itself is not sufficient, and people must be continually rewarded for their civilized behavior and punished for unacceptably aggressive conduct.

However, most sociological theories of aggression roots are not in biological substructure or psychological superstructure of the individual, but in his/her relationship to the social environment. One of the most popular of these is the so-called frustration-aggression theory, which states that aggressive behavior results when purposeful activity is interrupted. Thus, for example, children may attack other children who take their toys from them. However, this theory has been criticized for its inability to explain the circumstances under which frustrations leads to outcomes other than to aggression. This frustration-aggression thesis has also been identified with the earlier work of Sigmund Freud, who argues that frustration (the blocking of pleasure-seeking or pain-avoiding activities) always leads to aggression, either towards the perceived source of interference, or displaced on to another subject.

The last group theories, learning theories, view violence as the result of successful socialization and social control. That is, aggressive behavior in general and violent behavior in particular occurs where they are expected, even in the absence of frustration. For example, numbers of a subculture may learn to behave in accordance with norms of violence, which have been presented to them as socially desirable, as in cases where to use of force,

such as fist-fighting, is associated with masculinity. Similarly, soldiers done violent things, because they have been brought up to believe this to be the case, expect to win approval and prestige if they fight well, and wish to avoid censure should they 'chicken out'.

### 3. Defining Violence

Violence is a topic which has been interested social scientist for many years within the outside of the field of the mass communication. However, despite all that has been written about violence, there remain several unresolved issues concerning its definition. The terms violence or aggression receive almost indiscriminate use, not simply reference to TV portrayals, but also by ordinary people in everyday life. These terms are used to refer to a host of different actions or behaviors, and a major difficulty facing definition on violence and its causes has been to reach common agreement on what actually constitutes a violent act.

The problem of defining deviance in itself reveals something fundamental about the nature of concept. It is the fact that many different psychological and sociological definition of violence and explanations of its occupancy have been formulated in a form that violence does not represent a unitary process, a single set of events, or happenings with common antecedents or consequences. This leads some writer to suggest a better understanding of the nature of violence by being attained via a multi-faceted analysis of its causes and characteristics. These are two definitional perspectives; one that focuses on the behavior of the perpetrator of the violence; and another that examines the consequences of violence from the victim's point of view.

Violence is often defined in terms of intensity and seriousness of the harm-doer's behavior. In this respect, violence refers to a behavior that is considered excessive or unrestrained. Violent behavior tends often to be that is judged by people to be aimed at antisocial ends or that is justified. Mostly, controversy in definition and act as violent or not relates to problem of justification. Many pain or injury inflicting acts serve socially acceptable and useful functions, and hence may not be classified

by many people. Such as, some people also define violence on television reduces people's tension and prepares them to the 'real world'. In this sense, watching TV shows, which include violence will be functional and not be considered as harmful.

Destructive and injurious behaviors such as murder for financial gain, vandalism, juvenile gang assaults and hooliganism are generally disapproved by the society. Other pain injuring behaviors though may be approved under particular circumstances or when used within certain degrees only; such as fighting and even killing in self-defense, a parent spans a child for misbehavior, or police using physical force to capture criminals. In this point, it will be useful to say that the legal or moral context of coercive or injury-inflicting behavior is an important mediator of public perceptions and definition of violence. However, this dimension of the violence is out of this paper's purpose.

A further distinction between instrumental and expressive violence, and between intentional and unintentional violence can be made. Instrumental violence is designed to achieve some ends or goals, but expressive violence occurs spontaneously in a state of danger or range. Thus, the second one is after a goal in itself, while the first one is a mean to another goal. Intentional violence covers the acts in which injury and/or expectations of injury to a victim are an essential functional component of the perpetrator's behavior. Thus, a perpetrator acts deliberately to aim another person. On the other hand, unintentional violence involves incidents where harm-doer does not know that his/her behavior has caused harm or injury to another people.

In general term, violence can be defined as the overt expression of action against one's will on pain of being hurt or killed. However, the character of an act does not define by itself whether the act is violent or not. In fact, the social context, the moral framework, the degree of legitimization is important to define an act as violent. In other words, the use of physical or psychological force is not defined as violence. In this sense, it depends on individual's perspective and the context as well as the act.

Generally, violence and/or aggressiveness are considered as deviant (anti-social) behavior. It may take different forms, such as verbal violence, fist fighting, violence with weapons, sophisticated violence etc.

After these explanations, it will be useful for our purpose to add another type of violence, which can be named as 'cultural violence'. This concept does not include simply aggressiveness but also includes some behaviors, which are aimed consciously, or unconsciously to degrade other people especially who are from different culture, society, race, religion, or language.

#### 4. Theories Of Violence

The question of violence on TV is one of the important issues in education and socialization of people especially of children. That is why researches and studies generally focus on how children are affected from television, and related to this issue, how children become socialized and learn. There are several viewpoints on this subject. One of them claims that TV movies reflect real life and watching them tends to reduce individuals' propensity to act aggressively. Besides TV, producers and professionals say that violence is necessary to hold audience's attention.

On the other side, the study done by Prof. G. Gerbner (1969), for example, shows that there is a strong causal relationship between duration of watching TV that includes violence and possibility of violent behavior. Gerbner studied one week on prime TV. He found that eight of ten programs included violence. More important thing is that the hours during which children viewed most violent of all. According to him 75 % of all leading characters were male, American, middle or upper class, unmarried, and on the prime of life. Killings occurred between strangers or slightly acquaintances and few women were violent. In fact, in real life most involve family members or people who know each other. Thus, overall television's portrayals of violence were very frequent and very unrealistic. This causes false definition of real world by individuals especially by children.

Another view is that violence in TV is not so affected on individual behavior because there are several other important factors that cause aggressive or violent behavior on individuals, such as the family, the peer groups, and the neighborhood. Thus, TV is only one of the causes of violent behavior.

The next view claims that children imitate what they see on film does not mean that they will do these in their homes. And even if children in their play at home seem to incorporate things they see on TV, it does not mean that they will really try to hurt others using methods seen on television. There are several reasons why we cannot be sure whether the findings on studies can be applied to everyday situations. Firstly, violence in life is rare, is generally discouraged, and is punished, which helps explain why it rarely occurs. To encourage real life aggressive behavior on the part of subjects, experiments need to let subjects know they will not be punished.

The second one is ethical reason. Experiments can not risk encouraging real, serious aggression. Therefore, experiments use substitutes for interpersonal aggression. Finally, use of visual violence selected in the experiments since it is thought to be the type that has greatest chance of encouraging aggressions.

There are several theories, which aim to explain how individual learns and affected from their environment. These theories are accumulation theory, adaptation theory, social learning theories, modeling theory, social expectation theory, and meaning theory.

**4.1. Accumulation Theory:** According to accumulation theory, significant change may occur over a long time of period of the media focus repeatedly on a particular issue and are relatively consistent in presenting a uniform interpretation. Accumulation theorists have five propositions concerning effects of TV on individual. First, a situation exist on which TV begin to focus their attention. Second, over time, they continue to do so in a relatively way. Third, individuals become aware of these messages, which became widespread

among individuals. Fourth, then, this may begin to change beliefs, attitudes and behaviors of individuals. Lastly, those changes among individuals accumulate and became new forms of shared orientations toward the situation.

**4.2. Adaptation Theory:** This theory focuses on spread of innovations. According to this theory, innovations are new types of behaviors and spread through a society because of specific decisions that are made by growing number of individuals. This process takes under certain conditions. First, individuals have to know of the innovation's existence, and then they must have enough information about their costs versus their benefits to reach a decision to try it. In this sense there are five stages of adaptation:

1- Awareness stage: The individual learns the existence of the new item or behavior but lacks detailed information about it.

2- Interest stage: The individual develops an interest in the innovation and seeks additional information about it.

3- Evaluation stage: The individual uses the information to assess the applicability of the new items to his/her present and expected future situation.

4-Trial stage: If possible, the individual applies the new role on a small scale to determine its utility.

5- Adaptation stage: The individual actually acquires and uses the new item or role continuously on a full scale.

According to Accumulation and Adaptation Theories TV has limited effect in short term and has limited and selective influences on individuals.

**4.3. Social Learning Theories:** The basic learning principles, on which this theory is based, have received empirical support under laboratory and applied experimental conditions (Skinner 1953, Bandura 1971). The primary learning mechanism in social behavior is operand (instrumental) conditioning in which behavior is shaped by the stimuli that follow, or are consequences of the

behavior. Social behavior is acquired both through direct conditioning and through imitation or modeling of others behavior. Behavior is strengthened through reward (positive reinforcement) and avoidance of punishment (negative reinforcement) or weakened by aversive stimuli (positive punishment) and loss of reward (negative punishment). Whether deviant or conforming behavior is acquired and persistent depends on past and present reward or punishments for the behavior and the rewards and punishment attached to alternative behavior. In addition, people learn in interaction with significant groups in their lives evaluative definitions (norms, attitudes, orientations) of the behavior as good or bad.

Television content clearly presents large amount of violence. Individuals learn simply through observation. Because of seeing the actions of someone else, a person uses that person as a model and changes behavior, knowledge, attitudes or values. Psychologist A. Bandura did the most widely known study on this theory in 1960's. His studies show that children imitate after what they see others doing and this kind of learning (modeling) is an important factor in personality development. Bandura's studies suggest that violent behavior on TV has a strong influence among children (this theory closely related to modeling theory).

**4.4. Modeling Theory:** According to this theory under certain circumstances, individual, who view particular actions that are performed another person, may adapt that behavior as part of their personal habits. Therefore, observational learning from models that perform an activity is one means by which people acquire new ways of behaving. This acquisition occurs by stages. First, an individual sees a form of action portrayed by a model. Second, the individual identifies with the model. Third, the individual remembers and reproduces (or imitates) the actions of model in some later situations. Fourth, performing the reproduce activity results in some rewards (positive reinforcement) for the individual. Lastly, the positive

reinforcement increases the probability that the person will use the reproduced activity again as a means of responding to a similar situation.

**4.5. Social Expectation Theory:** This theory focuses on the acquisition of specific forms of behavior that are used by individuals in responding to stimuli that they accounted in their social environment. A group's social organization can be defined as pattern of general norms, specialized roles, differential ranking positions, and the set of social controls used by the group to ensure reasonable conformity to the requirements. By watching TV, an individual can learn the norms, roles and other components of social group.

Socialization of the young people is important in long- range informs of mass-communication. TV portrayals show people performing particular actions. With the observational learning, these actions may be made a part of the behavior. On the other side, audience can learn social expectation patterns and they may later enter such groups. Through these learning experiences, they will acquire from the media that they believe to be acceptable or unacceptable social behavior. This knowledge can provide them to what degree they should adhere to the group's norms, or how they should play a given role, or in what ways they should show deference to authority or accept the decisions.

**4.6. Meaning Theory:** This theory stresses on strong influences of TV on individual's behavior. According to this theory, mass media plays an important role in forming individual's habits of perception and interpretation of the world. This theory takes words as constructions of meanings for reality. Watching TV, for example, can influence individuals' interpretations of physical and social world. Because words are the bare units of communication, which we perceive, understands, communicate and behave. There are four basic strategies in the process of learning and meanings from media that they serve to guide actions. 1- Meaning is link to a label (symbol) by a written, audial or visual way. 2- Individuals perceive the

portrayal and undergo some change in their personal interpretation about the meaning of the symbol. Individual's subjective meanings may shape behavior toward the object, event or situation. 3- Individual communicates or behaves with others by using the new meanings. 4- As a result, individual's behavior is guided by the meanings that people hold either individually or collectively.

Regarding these theories, mass media (specifically TV shows and movies) affect individuals' behaviors, attitudes and values. Violence on TV leads to, more or less, aggressive behavior in children and adults both in short term and long term. Many researches support the violence hypothesis. For example, a study by the University of Pennsylvania's Annenberg School of Communications indicates that children who spend more than four hours a day watching TV believe the world is more violent than do children who watch less TV. The study found that about 90% of the characters in TV shows aim at children are involved in violent acts. The following part include very brief summary of the results of researches and their results on TV violence.

## 5. Main Results Of Researches On TV Violence

As we have seen before, there are many studies whose main purpose to measure whether violence on TV affects people, and in what degree. The followings are some important leading researches and important points related to results of these researches:

a) Heavy viewers of violent television have a disturbed view of reality, including an increased view of victimization. (G. Gerbner and L. Cross, 1976).

b) Heavy viewers are desensitized to violence. (V. B. Clime, 1972)

c) Today's television dramas are not real enough to cause any direct behavioral response. (S. Feshback and R. D. Singer, 1971)

d) Under certain conditions, and depending on

the types of violence portrayed, exposure to televised violence is capable of producing increased inclination toward aggression in children. (Lieberman Research, 1975)

e) Viewing television violence may lead lessened aggression. (D. Eron, 1999)

As it is seen from the research results almost all parties agree that at least television is violent although they disagree about its importance and effects. Most studies during 1990s and 2000 indicate similar results. For example, according to Partenheimer' studies (2003) children who identify with aggressive TV characters and perceive the violence to be realistic are most at risk for later aggression. Huesmann (1992) undertook the study as a follow-up of a 1977 longitudinal study of 557 children, ages 6 - 10, growing up. Results show that men who were high TV-violence viewers as children were significantly more likely to have pushed, grabbed or shoved their spouses, to have responded to an insult by showing a person, to have been convicted of a crime and to have committed a moving traffic violation. Such men, for example, had been convicted of crimes at over three times the rate of other men. According to Gosline (2005), too much time in front of the TV reduces children's learning abilities, academic achievement. Studies in Turkey related to this issue also show similar results (Buluç 2005; Dönmez 1988; İçli 2002; Turan 1996).

Studies also show that violent acts on TV have been increasing over time. For example, according to Parent Television Council study, found increases in certain types of violence such as an increase in blood, guns, deaths and torture (Kaufman 2004). Akarcalı also found similar results in his studies (1996: 553-560). According to research results done by RTUK TV programs (including news) that include violence were increasing over time. The same research shows that programs on prime-time, includes 78.3 percent violence (Ayrıncı, Köşgeroğlu, and Günay 2004).

An important issue on the discussion of televised violence is the methods used measuring

it. The next part includes a short discussion of methodology used to measure violence on media.

## 6. Measuring TV Violence

One of the important aspects of the televised violence is the kind of criteria used in identifying and profiling this content. There are number of different methods have been used by researchers to provide both quantitative and qualitative analysis of the nature and extend of the televised violence. In broader sense, we can distinguish two kinds of methods. First, a program-based approach, which concerned with structure and content of media output and in relation to, televised violence. This approach focuses on quantitative analysis of the prevalence of violence on television. The second one is an audience-based approach that emphasizes audience reactions to television content. This approach focuses on qualitative analysis of violence in terms of ordinary viewers' evolution and perceptions of program and materials. Each of these perspectives has its own advantages and shortcomings as effective methods for comprehensive and valid analysis and measurement of televised violence.

### 6.1. Quantitative Assessment of TV Violence:

The content-analytic or program-based perspective places emphasis on the specifications of profiles and structures of program and content. This technique of assessment involves country aggressive incidents occurring in programs, which is suitable for normative definition of violence. The best example for this type of study can be shown George Gerbner studies (1972, 76, 77, and 79). In his studies, Gerbner used a definition of violence that highlighting incidents resulting in the infliction of injury or suffering. These studies on the other hand, ignored the context in which incidents occurred and did not include viewer's responses. In fact, viewer's responses to violent portrayals can vary widely for different forms of violence and according to context or settings in which violence is depicted. Therefore, assessments of televised violence based on single, normative definitions have some difficulty to capture the issue, because

they fail to represent the variety and complexity of violent forms.

### 6.2. Qualitative Assessment of TV Violence:

Researches on public perceptions of violence have indicated that people evaluate and differentiate between violent incidents in a multi faceted way. This type of techniques focus on the evidence or variations in the strength and quality of viewers' behavioral or emotional reactions to violent film portrayals according to the context or setting in which they occur. These indicate the necessity to consider public definitions, labels and conceptions when classifying or assessing violence on TV programs.

Intuitive definitional frameworks tend to emphasize a conception of violence as injury-inflicting behavior. Nevertheless, whether or not use of force or infliction injury is perceived as violent depends on several factors, which are related to circumstances under which this behavior occurs. According to qualitative assessment techniques, its labeling by observers. On this point, observers are considered who after rely on their understanding social conditions under which an action is performed in making judgment about it. For this technique, the determinants of how violent portrayals are perceived include social norms and personal values as well as the physical forms of the violence itself. This seems one of the most important points on qualitative assessments, since social factors are rarely taken into account in violence and particularly in laboratory experiments investigating the effect of TV or film violence on viewers' propensities toward aggression. This technique is also more useful than the other one according to our purpose that mainly bases on understanding social action rather than simply psychological one. Studies of Reeves and Greenberg (1977), Reeves and Lamethi (1978) and B. Gunter (1985) can be taken as examples of social action understanding perspectives.

### 7. Perception of Television Violence

The degree of realism of a particular portrayal of the setting in which violence occurs is the one of

the most important points on perception of TV violence. Some researchers (Noble 1975, Reeves 1978) show that variety of behavioral and emotional reactions of viewers to TV and film material indicate some consistency that realistic content is likely to have more profound and lastly effects on viewers than content that is clearly fictional.

According to some researches (Cross and Jefries, 1978), it appears that most viewers can make distinctions between the nature of TV portrayals based on program contexts or settings in which they occur. However, in some level distinctions between fictional settings and real life are not usually clear-cut unambiguous.

There are some significant features, which are important for viewers' perceptions of TV violence. First one is program type: such as the realism or authenticity of violence is determined by the dramatic setting in which it is portrayed. Second one is character involvement: such as the types of characters featured in violent episodes male versus females and law enforcers versus criminals. Third one is physical form: such as episodes in which weapons were used versus those featuring unarmed conflict. Fourth one is consequences of violence: such as the outcome of violence for victims, fatal or non-fatal, or no observable harm, or physiological harm. Last one is physical setting: such as violence depicted during the day or at night and indoor or outdoor locations. A good example for this issue is Gütekin's (2006) study on Valley of Wolves TV series, which point out that constructed identities and presentations of themes and identities have significant influence on young people.

Individual Differences and the Perception of TV Violence: Characteristics of individuals who observe and make judgments about violent episodes can vary widely. Individuals' viewing habit and reactions to TV content can vary with sex, age, social background, attitudes, level of education and personality. Consequently, an important area for consideration by program assessment is individual variations between viewers perception of television content. Therefore, we can classify several facets of



individual differences which may have radiating influences on the way of people use, interpret, and react to television content.

First, gender and self-perceptions of masculinity and femininity may be considered as potential mediators of television violence perceptions. Content analysis of dramatic television programming can be taken as base for this purpose. According to this content analysis, there are different degrees of involvement in violence of male and female characters. In addition, the outcomes of violence for males and females tend to differ significantly. Women tend to be more often depicted as victims than men are. This situation carries a danger because such patterns of portrayals endanger stereotyped beliefs about the relative competence and roles of the sexes in society. On the other side, men and women react differently to the portrayals they see on television, especially those involving violence. According to researchers, aggressive behavior is more characteristic of the males than of females.

As a conclusion, sex is a major determinant of propensity to use aggression. Researches with children show that boys exhibit more aggressive than girls' particularly physical violence. However, girls may often exhibit verbal hostility. It has been found that boys often react differently than girls to television portrayals of the aggression. Lastly, it can be said for men and women, because again researches show that men choose films, which contain violence, more than those chosen by women do.

Secondly, social background and social beliefs may be taken as potential mediators of viewers' perception of television violence. The effect of media content on audience attitudes and behavior may be taken into account as more important when the audience regards the content as true to life. Thus, a televised report about actual violent events may occur on a TV newscast or in a documentary film may produce more extreme perceptual, emotional, or behavioral reactions from viewers than similar events portrayed in an obvious fictional content. In this sense, a dramatic and authentic

portrayal of violence in a convincing, realistic fictional program may be evaluated or responded to in a different way than a violent portrayal of a similar instrumental form in an animated cartoon setting.

However, the perceived degree of realism of TV content does not simply depend on the nature of content, but on a comparison by viewers of event, which portrayed with events they have experienced in real life. Another real life experience, presumably different from that of other, enforced him that such events do not occur in actuality may not judge a portrayal, which appears realistic to one viewer. Then, the perceived reality of TV portrayals is the function of specific social and cultural background of the viewer, and of beliefs about the social reality, which the viewers hold. The main reason for this that, individuals' self-image develops out of interactions with and accompanying perceptions of events and situations existent in his/her social environment. People develop conceptions of themselves and their place in the world through interactions with others, in the situation of social system in which they are relevant for others and participant. Perceptions are called as social ideals. Social ideals include ideals for self and ideals for others. On this point, we have to say that, different subcultures exist in society whose norms different from each other and in the case of minority or non-dominant groups, from the norms displayed on TV. Therefore, in some extent individuals from a different social or cultural background vary in their perceptions of violent portrayals and associated characterizations on TV. For last point, research results show that social class is one of the important variables. Therefore, children from lower income families judge the behavior in the violent scenes as more acceptable, realistic and enjoyable than children from higher income families (Greenberg and Gordon, 1972).

Another important point is the relationship between the personal aggressiveness and perception of TV violence. Some individuals are more aggressive than others are. They show a greater propensity to use aggression themselves and evaluate the violent performed by others

differently than less aggressive persons. The main point here is how individuals' level of aggressiveness is related to viewers to violent TV content. Some studies show that viewing televised violence is related to aggressive behavior. For example, Greenberg and Akin (1977) found that (among 9-13 years old boys and girls) heavy viewers of violent programs tended to select aggressive solutions more often than light viewers of those programs. Besides, watching TV violence may cause enhanced propensity towards aggression among young viewers.

### **8. Individual Differences and Reactions to TV Violence**

We can divide some categories of individual differences, which are related to individual viewers' reactions to TV violence. First, self-perception is the individuals' descriptions of themselves in terms of attribute that indicate their position along a single continuum of masculinity-femininity. Second, social beliefs are the individuals' perceptions of their social environment. It includes fear of victimization, which is assessing individuals' perceptions on how much danger there is in the world. Additionally, it also includes individual's fear of personal risk from violent or criminal attack. "Anomie" includes general cynicism and hopelessness that is considered as a reaction to social environment as a whole rather than to any specific aspect of it; locus of control that indicates individuals' expectancies concerning degree of personal influence over events in their lives; belief in a just world which includes people's beliefs concerning the degree of justice in the world.

Third, attitude towards aggression are the individuals' enduring properties towards different forms of aggression-verbal and physical. For example assault is the people's self endorsed use of physical violence against others, including fighting but excluding destruction in forms such as malicious gossip, practical jokes and temper tantrums. Irritability is the anger including a quick temper and rudeness; and verbal aggression which indicates personal tendencies towards behavior such as arguing, shouting, screaming, cursing, or swearing and issuing verbal threats.

Lastly, personality that suggests individuals differ in their preferences for different social situations and such preferences may exhibit consistent patterns of relationship with certain enduring personality characteristics. Additionally reactions into particular situation may vary according to personality.

Viewers make complex judgments about the characters and settings depicted in programs. These judgments are reflected in their degree of awareness of violence in programs and perceptions of the seriousness of any such violence.

### **9. Aggressiveness and Preferences for TV Violence**

Although most of the researches concerned with media violence focus on determining whether viewing of violence is associated with or causes aggression, there are little research which focus on to understand why people watch violent programs.

As it was discussed above, one of the reasons for the consistent finding of a strong association levels of violence viewing and personal aggressiveness among viewers may be it is correlated people (who are already aggressive or angry) tend to prefer violent programs on the study of Freedman and Newston (1975). They attempted to experimentally manipulate temporary aggressive dispositions by angering respondents have successful in demonstrating a link between mood and preference for violent film material. It means, generally, angry people prefer violent movies and fear is the factor, which has similar effect on preference of movie kind.

On Fenigstein's experiments which concerned aggressiveness and preference for violent TV programs it was induced young men and women to have what termed aggressive or non-aggressive features. Each responded was given a list of words and asked to make up a story including all the words provided. For some respondents the list contained words describing instrument of violence or violent behaviors that we designed to induce aggressive thoughts or fantasies. Then, they were asked to choose from a list of films the one they would most like to watch. The result was aggressive

fantasies in men only, compared to non-aggressive fantasies and increased the preference for viewing violence.

Clearly, aggressive pre-dispositions may have important effects on viewers' preference for TV violence. On this point, we have to ask 'why should be so?' One reason why aggressive people may seek out violent TV content is they seek reinforcement for their anti-social behavioral tendencies from seeing attractive TV characters behave in the same way. This may be social role of the leading male character rather than violent content. Because, young boys frequently seek out appropriate models manhood and the active, aggressive personality presented by many of TV's leading heroes offers a very attractive role model.

Another reason on TV violence preference is that it is easy to watch violent contented movies than others whose content include serious issues and requires spending some energy to understand what is going on.

## 10. Conclusion

After all, it is clear that violence is a complex concept, which cannot be comprehensively constructed as a single entity. Studies of public perceptions of real life violent scenarios indicate that ordinary people often make highly refined, multi faceted judgment about violence. This fact has important implications for the analysis of televised violence because most people will experience a greater variety of violent forms via TV than they are ever likely to come into contact within everyday life. Therefore, we may expect them to show a range of judgments about violent episodes on TV at least as complex as those made for violence in actuality.

It is needed to monitor frequencies of distribution of different kinds of violence rather than assessing in direct faction the impact (potential or actual) of these violence profiles on the audience. Therefore, there is a need to investigate empirically that provides us an objective and comprehensive analysis of televised violence. It has also some form of correspondence not only with the content that is actually shown on television but also with the way

the public perceives it.

On the other side, all researches show that, violence on TV more or less has an effect on people, especially on children. Since childhood is the stage of learning and socialization, aggressive childhood behaviors correlated with deviated potentials for adult violent behavior. Aggressive and violent behaviors are learned as instruments for achieving goals. This learning process is the result of the observing models of such behaviors. These models may be observed through TV shows.

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