

MEDIA VIOLENCE: ITS EFFECT TO MINOR VIEWERS



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APPROVAL SHEET

This thesis entitled: “**MEDIA VIOLENCE: ITS EFFECT TO MINOR VIEWERS**”, prepared and submitted by **Jueves, Michelle E., Jimenez, Charlene Mae I., Serion, Floriamme O.**, in partial fulfillment of the requirements for the degree of Bachelor of Science in Criminology has been examined and is recommended for oral examination.

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The Researchers

DEDICATION

We sincerely dedicated

This research paper to

Our parents who sacrificed a lot for us.

This one id for you, we love you.

- The Researchers -

ABSTRACT

The main purpose of this study was to determine the effects of media violence on minor viewers. A validated survey questionnaire was made by the researchers to gather data. Descriptive method was used. There were 50 respondents from Josefa Llanes Escoda Elementary School, 50 respondents the University of Mindanao High School and 50 respondents from the University of Mindanao with a total of 150 respondents who were officially enrolled during the academic year 2014-2015. The statistical tool used was frequency, percentage, mean and anova. Respondents highly agree that there is a high effects of media violence on minor viewers. There is a significant difference on the level of perception among on effect of media violence on minor viewers when analyzed by age, sex and year level. It was recommended that they must constantly monitor the behavior of students particularly students who are vulnerable to the effect of media violence.

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Chapter 1

THE PROBLEM AND ITS SETTING

Background of the Study

While violence is not new to the human race, it is an increasing problem in modern society. With greater access to firearms and explosives, the scope and efficiency of violent behavior has had serious consequences. We need only look at the recent school shootings and the escalating rate of youth homicides among urban adolescents to appreciate the extent of this ominous trend.(Beresin,2013)

In the United States, the actor Jim Carrey, a star of the new superhero movie “Kick-Ass 2,” tweeted that he was distancing himself from the film because, in the wake of the Sandy Hook massacre, “in all good conscience I cannot support” the movie’s extensive and graphically violent scenes. Mark Millar, a creator of the “Kick-Ass” comic book series and one of the movie’s executive producers, responded that he has “never quite bought the notion that violence in fiction leads to violence in real life any more than Harry Potter casting a spell creates more boy wizards in real life.” (Pozios, et.al., 2013)

In the Philippines, professors and faculty members from different colleges and universities urged Congress to strengthen existing laws geared towards protecting children from sex and violence which are prevalent in today’s media. Specifically, educators said that Congress can amend the National Children’s Television Act to lay down sanctions for violators and include clear tax incentives for those who support values education. The call

was made by participants at the two-day International Conference on Values and Moral Education held last Nov. 17-18 at University of the Philippines, in Diliman, Quezon City. Participants also underscored the need to amend the Campus Journalism Act in order to promote lifelong skills and be used as an effective tool in the revival of values education programs in schools. "Both laws are good entry points in the revival of values education through the use of media," Eugenio O. Calapit and Ana Marie C. Calapit, noted in their paper entitled "Mainstreaming Values Education Through Media" presented during the conference (Ronda,2012).

According to Henry (2013) children and children's rights advocates in Davao City are calling on politicians of different barangay to help promote the protection of the rights of children. On October 28, 2013 at least 200 children and their supporters held a Children's Walk around the city as they challenged politicians to help end incidents of violence against children. They have also asked candidates for different positions to sign a covenant that will signify their commitment to the fight. The event was in time for the commemoration of the 21st International Children's Month with calls to protect the children against prostitution, trafficking, and other forms of abuses. Carina Sajonia, advocacy officer of Talikala Davao, Inc., said the Children's Walk has united children from various communities who were victims of trafficking, sexual, and other forms of abuses. This study will provide important information and data that can be derived for future evaluation and as basis for making out of programs that will help lessen the media violence among minor viewers and the study challenges the researchers to know if media violence has any effect on minor viewers.

Statement of the Problem

This research study was conducted to determine the effects of media violence on minor viewers. Specifically, it sought to answer the following questions:

1. What is the demographic profile of the respondents in terms of:
 - 1.1. Age
 - 1.2. Sex
 - 1.3. Year Level
2. What is the level of the effects of media violence on minor viewers, particularly terms of :
 - 2.1. Television
 - 2.2. Video Games
 - 2.3. Social Media (Facebook, Youtube, Instagram)
 - 2.4. Magazine/Newspaper
 - 2.5. Radio
3. Is there a significant difference on the level of perception of the respondents on the effect of media violence on minor viewers when analyzed by their demographic profile.

Null Hypothesis

The null hypothesis of the study was tested at 0.05 level of significance which states that, there is no significant difference on the level of perception of the respondents on the effect of media violence among minor viewers when analyzed by their demographic profile.

Review of Related Literature

This section contains the related studies taken from other researches to support the study on the perceptions on the effect of media violence on minor viewers. To fully understand why the topic of this study is important, one should know the key concepts and how they are interrelated to each other.

Television

Television and movie violence are the most extensively researched forms of media violence. Studies using all three major research designs have all reached the same conclusion—exposure to television and movie violence increases aggression and violence. Experimental studies have shown that even a single exposure increases aggression in the immediate situation. For example, Kaj Bjorkqvist randomly assigned one group of five- to six-year-old Finnish children to watch violent movies, another to watch nonviolent ones. Raters who did not know which type of movie the children had seen then observed them playing together in a room. Children who had just watched the violent movie were rated much higher on physical assault and other types of aggression. Other experiments have shown that exposure to media violence can increase aggressive thinking, aggressive emotions, and tolerance for aggression, all known risk factors for later aggressive and violent behavior (Chaves and Anderson, 2008).

Children are particularly susceptible to TV imagery. It is believed that many children consider television images to be real, especially when the images are authoritatively presented by adults. Some children, especially

those who are considered “emotionally disturbed may be unable to distinguish between fantasy and reality when watching TV shows (Siegel,et.al,2007)

Just as easy to get as guns were videos and cassettes in which murder is a central theme, and often glorified. Jurors on the trial of Barry Loukaitis were shown a Pearl Jam video, “Jeremy,” about a youth who fantasizes about using violence against classmates who taunt him. That video, along with “Natural Born Killer,” a movie about a pair who kill their parents and then go on a nationwide shooting spree were among Barry’s favorite, his friends testified. Other experts say there is a syndrome at work in which a child who sees one shootout on the news may be inspired to try something similar (Strudchoff,2006).

On the other end of the spectrum, young boys and girls alike, who watch violence on television have increased risk of aggression, including spousal abuse and criminal offenses as adults. Violence on any media adversely affects children’s lives by eroding into their inborn and natural aversion to violence, making aggression, violence, and in many cases, crime as acceptable social behaviors for them when dealing with their family and the public (Chua,2010).

For many, real violence shown on television news is not so different from the fictionalized violence of a so called docudrama shown on television. If we accept the available data on the relationship between viewing violence on television and increased aggressive behavior in children, we might conclude that watching violent films is likely to increase violent crime (Yablonsky,2000).

Video games

Although the effects of violent television and film have received the most research attention, violence in video games also causes an increase in aggression. This finding has strong public health implications for a number of reasons—children are spending an increasingly large amount of time playing video games, most of which contain violence. Video game units are now present in 83% of homes with children, with no socioeconomic differences in video game unit ownership. In 2004, children spent 49 min per day playing video games, and on any given day, 52% of children ages 8–18 years play video games . Video game use peaks during middle childhood with an average of 65 min per day for 8–10- year-olds and declines to 33 min per day for 15–18-year-olds. And most of these games are violent; 94% of games rated (by the video game industry) as appropriate for teens are described as containing violence, and ratings by independent researchers suggest that the real percentage may be even higher (Huesmann and Taylor,2006).

Looking across the dozens of studies that have now been conducted on violent video games, there appear to be five major effects. Playing violent games leads to increased physiological arousal, increased aggressive thoughts, increased aggressive feelings, increased aggressive behaviors, and decreased prosocial helping. These studies include experimental studies (where it can be shown that playing violent games actually causes increases in aggression), correlational studies (where long-term relations between game play and real-world aggression can be shown), and longitudinal studies (where changes in children's aggressive behaviors can be demonstrated). For example, in a study of over 400 3rd - 5th graders, those students who played

more violent video games early in the school year changed to become more physically aggressive later in the school year, even after statistically controlling for sex, race, total screen time, prior aggression, and other relevant variables. Apparently practice does make perfect (Gentile,2012).

It's clear that the "big fears" bandied about in the press that violent video games make children significantly more violent in the real world: that children will engage in the illegal, immoral, sexist and violent acts they see on some of the games – are not supported by the current research, at least in such a simplistic form. That should make sense to anyone who thinks about it. After all, millions of children and adults ply these games, yet the world has not been reduced to chaos and anarchy (Kutner and Olson,2008).

Further, Carey (2011) said that a burst of new research has begun to clarify what can and cannot be said about the effects of violent gaming. Playing the games can and does stir hostile urges and mildly aggressive behavior in the short term. Moreover, youngsters who develop a gaming habit can become slightly more aggressive — as measured by clashes with peers, for instance — at least over a period of a year or two. Yet it is not at all clear whether, over longer periods, such a habit increases the likelihood that a person will commit a violent crime, like murder, rape, or assault, much less a Newtown-like massacre. (Such calculated rampages are too rare to study in any rigorous way, researchers agree.)

Beresin (2013) stated that there are still another new source of violent exposure is access to the Internet and video games. There is little data on the incidence of violence on the Internet; however, there is concern about sites that may advocate violence, provide information on the creation of explosive

devices, or reveal how to acquire firearms. There is also little research on the impact of violent video games. We do know, however, that they are extensive and have a role-modeling capacity. The fact that the child gets to act out the violence, rather than to be a passive observer, as when viewing television or movies, is especially concerning to experts.

Music videos and video games are additional sources of violent content. In a review of 518 music videos broadcast on television, 462 acts of overt interpersonal violence were portrayed. Content analysis of 81 randomly selected video games for teenagers found that 98 percent involved intentional violence, 90 percent rewarded or required the player to injure other characters, and 69 percent rewarded or required the player to kill. However, the data associating video game use with actual violent behavior remain controversial (Sege,2013).

Some experts argue that violent media can influence youth crime. As the availability of media with a violent theme skyrocketed with the introduction of home video players, DVDs, cable TV, computer and Video games, and so on, so too did teen violence rates. According to a recent analysis of all available scientific data conducted by Brad Bushman and Craig Anderson, watching violence on TV is correlated to aggressive behaviour, especially for kids with a pre-existing tendency toward crime and violence(Siegel,et.at,2007)

Social Media

Using social media Web sites is among the most common activity of today's children and adolescents. Any Web site that allows social interaction is considered a social media site, including social networking sites such as

Facebook, MySpace, and Twitter; gaming sites and virtual worlds such as Club Penguin, Second Life, and the Sims; video sites such as YouTube; and blogs. Such sites offer today's youth a portal for entertainment and communication and have grown exponentially in recent years. For this reason, it is important that parents become aware of the nature of social media sites, given that not all of them are healthy environments for children and adolescents. Pediatricians are in a unique position to help families understand these sites and to encourage healthy use and urge parents to monitor for potential problems with cyberbullying, "Facebook depression," sexting, and exposure to inappropriate content. (O'Keeffe and Pearson, 2008)

Magazine/Newspaper

Very young children, up to three years of age, are too young to understand the meaning of violent and other shocking images, explains Lynn Hagan, a registered clinical social worker and expert on how violence affects children. However, that does not mean that they are not frightened by them. Therefore, it is important for parents to offer reassurance to young children who see or hear about violent or disturbing events. It is best to avoid exposing very young children to violent images altogether (Heubeck,2014).

Radio

Music plays an important role in the socialization of children and adolescents. Popular music is present almost everywhere, and it is easily available through the radio, various recordings, the Internet, and new technologies, allowing adolescents to hear it in diverse settings and situations, alone or shared with friends. Parents often are unaware of the lyrics to which

their children are listening because of the increasing use of downloaded music and headphones. Research on popular music has explored its effects on schoolwork, social interactions, mood and affect, and particularly behavior. The effect that popular music has on children's and adolescents' behavior and emotions is of paramount concern. Lyrics have become more explicit in their references to drugs, sex, and violence over the years, particularly in certain genres. A teenager's preference for certain types of music could be correlated or associated with certain behaviors. (O'Keffee and Pearson, 2008)

The above readings were considered in this study to offer support to the concept proposed in this research paper. Ideas and authors cited in this section agree on the effect of media violence to minor viewers, in which authors provide information on how media violence affect minor viewers.

Theoretical and Conceptual Framework

The study was anchored on the observational or learning theory, first proposed by Albert Bandura and Richard Walters in 1963, focuses upon the role of modeling in learning. The theory posits that people learn social and cognitive skills through imitations; children, for example, learn by imitating parents, siblings, and peers. When this perspective is expanded to include media, the theory postulates that viewers, especially children, use or model the behaviour of television or film characters and/or other video representatives. (Signorielli,2010)

This was supported by Kirsh (2011) on his excitation transfer theory that stated the extreme importance of understanding how violent media consumption leads to aggressive behavior. Playing violent video games,

watching violent movies, and the like can lead to increases in psychological arousal. When violent media consumption stops, the arousal continues for a short period of time. It is during that period that the individual is most vulnerable to the provocations of others. Provocations that might not normally lead to an aggressive response may do so when levels of arousal and associated anger are higher.

Figure 1 shows the variables used in the study. The framework incorporates the variables into a structure of relationship that arises between and among concepts. The variable of the study is the effect of media violence on minor viewers. The variable has three (3) indicators namely: movie, video game and prime-time TV. The demographic profile of the respondents such as age, sex and year level act as moderator variable.

Significance of the Study

The valuable output of the study is beneficial to the following concerns:

Department of Social Works and Development. The output of this study will benefit the government on how our youth or the minor viewers today behave and how are they effected by what they see or hear in the media. The government could provide programs that would be essential in developing our minors' behaviour and for them to grow into a good citizen of our country.

Television Networks. The findings of the study will be beneficial to the TV networks in a way that they will provide programs that would promote moral values to the minor viewers and to regulate their programs that displays violent behaviour and wrongdoings.

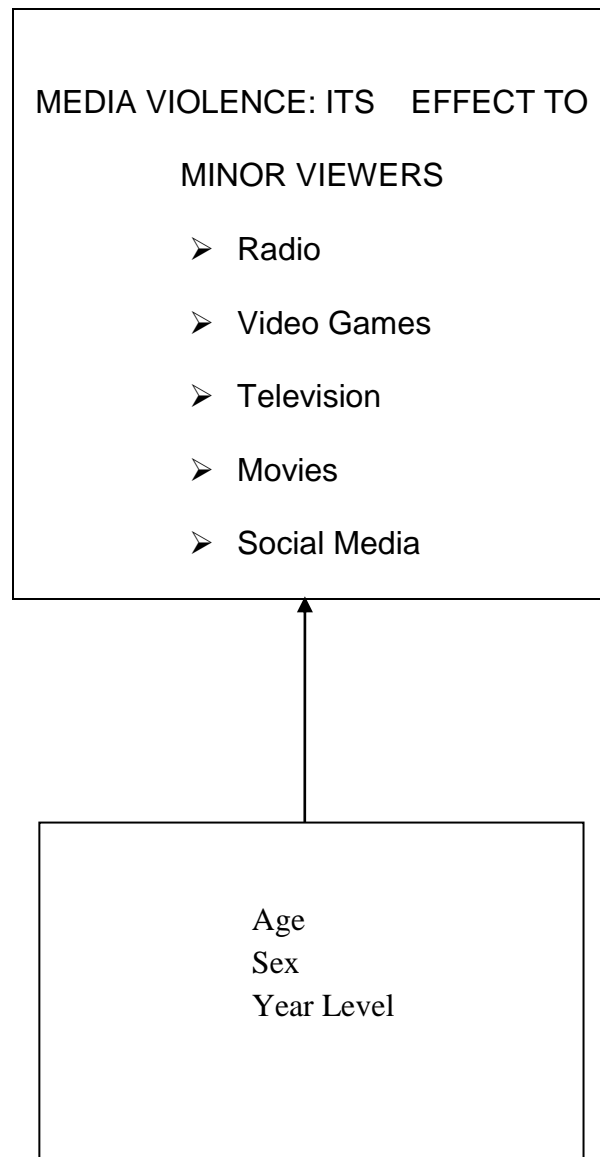


Figure 1. Conceptual framework showing the variables of the study

School Teachers. The result of this study will provide information to the school teachers on how extensive the effect of media violence on minor viewers; thus school teachers will encourage their students to watch educational programmes that would develop their moral values and behaviour..

Parents. The output of this study would benefit the parents by sharing and talk to their children about the important information regarding the effect of media violence; thus provide enough guidance or even watch television with their children so that they can be guided appropriately.

Students. The output of the study is valuable to the students in a way that they will be inform about the effects of media violence, particularly on minor viewers; thus, this will increase their awareness on what they see or hear and have a proper selection of television programmes to watch.

Future Researchers. The findings of the study is important to future researchers as the result of the study will be considered as a baseline data in their study of further conducting study and broaden their research regarding the effect of media violence on minor viewers.

Definition of Terms

These are the terms found in the research paper. They are defined according to how they are used in the study.

Media Violence. The use of a medium that portrays any force or violent force that may threaten any person which would result to injuries or harm.

Effect to Minor Viewers. The result of any action taken towards the viewers who are below 18 years of age.

Chapter 2

METHOD

Presented in this chapter are the discussions of the research design, the procedure of conducting and identifying the respondents, the instrument used and the statistical tools employed.

Research Design

The researchers used the descriptive survey design. Campbell and Fiske (2006) pointed out that descriptive survey deals to answer questions and tries to describe present conditions, events, or system based on impressions or reactions of respondents. Descriptive survey is an appropriate method for this study. This was used by the researchers in determining the effect of media violence to minor viewers.

Research Subjects

The respondents of this research study were 50 elementary students, 50 high school students and 50 1st year college students who were officially enrolled at Josepha Llanes Escoda Elem. School, University of Mindanao High School and University of Mindanao during academic year 2014 – 2015. There were 150 respondents determined through quota sampling technique by the researchers, regardless of year level and sex, in order to come up with the most accurate result in this research study

Research Instrument

The researchers prepared a self-made survey questionnaire as their research instrument, validated by Dr. Carmelita B. Chavez, William A. Revisa

and Pof. Eduardo C. Berco and with our adviser Dr. Stella Karen M. Branzuela. The self-made survey questionnaire contained two (2) parts. The first part of the questionnaire was the demographic profile of the respondents. The second part was five questions from each indicators.

The questions were measured in a five (5) Likert scale. To determine the respondent's responses to the variable, the following parameter of limits was used:

Scale	Parameter of Limits	Descriptive Equivalent	Verbal Interpretation
5	4.50 – 5.00	Very High	Respondents perceive that there is a very extensive effect of media violence on minor viewers.
4	3.50 – 4.49	High	Respondents perceive that there is an extensive effect of media violence on minor viewers.
3	2.50 – 3.49	Moderate	Respondents perceive that there is a moderate effect of media violence on minor viewers.
2	1.50 – 2.49	Low	Respondents perceive that there is a little effect of media violence on minor viewers.
1	1.00 – 1.49	Very Low	Respondents perceive that there is no effect of media violence on minor viewers.

Data Gathering Procedure

The following steps were followed by the researchers in the conduct of the study:

1. The researchers asked permission, through a formal letter sent to the principal of Josefa Llanes Escoda Elementary School Mrs. Cecilia D. Carfdoza and University of Mindanao HS principal Mrs. Genelyn I. Rosendo, duly noted by the dean Dr. Carmelita B. Chavez and its thesis adviser Dr. Stella Karen M. Branzuela. adviser, Dr. Stella Karen M. Branzuela.

2. After obtaining the necessary permission, the researchers distributed, explained the contents and guide them on how to answer the self-made questionnaires to randomly selected respondents to determine the perception of the respondents on the effect of media violence on minor viewers.

3. After the respondents answered the self-made questionnaires, the researchers retrieved, collated and tabulated all the results which were subjected to statistical computation with the assistance of the school statistician Prof. Luzviminda Orilla. Then the results were analyzed and interpreted based on the statement of the problem of the study.

Statistical Treatment of the Data

The following statistical tools were used in the computation of data testing the hypothesis at 0.05 level of significance.

Frequency. This was used to determine the number of the respondents according to their demographic profile.

Percentage. This tool was used to determine the magnitude of respondents classified according to their demographic profile.

Mean. This was used to determine the level of the effect of media violence on minor viewers.

Anova. This was used in determining the significant relationship between the level of perception of the respondents on the effect of media violence on minor viewers, when analyzed by their demographic profile.

Chapter 3

DATA ANALYSIS AND INTERPRETATION OF FINDINGS

This contains the results of the study in answer to the problem enumerated in Chapter 1, under the following subheadings: Profile of Respondents According to Age Bracket, Sex and Year Level, Level of Significant Effects of Media Violence to Minor Viewers and Significant Difference in the Level of Perception on the Effect of Media Violence to Minor Viewers.

Demographic Profile of the Respondents According to Age, Sex, and Year Level

Shown in Table 1 is the demographic profile of the respondents according to age, sex and year level. In terms of age, most respondents belong to 14-16 years old with 54 respondents out of 150 total respondents, corresponding to 36.00 percent, and is followed by 17-18 years old bracket with 49 respondents, corresponding to 32.57 percent. 10-13 years old respondents had 47 individuals or 31.33 percent. That means that majority of the respondents are ages 14-16 years of age and the least respondents are ages 10-13 years of age.

In terms of sex, results revealed that majority of the respondents are female with 88 individuals out of 150, which is equivalent to 58.67 percent. Male respondents had 62 individuals, which is equivalent to 41.33 percent. In terms of year level, they have the same number of respondents each has 50 individuals, which is equivalent to 33.33 percent.

The results imply that there is a little difference of percentage of respondents when analyzed according to their demographic profile. The ages

Table 1

**Demographic Profile of the Respondents According to
Age, Sex and Year Level**

PROFILE	FREQUENCY	%
AGE (in years)		
10-13	47	31.33
14-16	54	36.00
17-18	49	32.57
Total	150	100.00
SEX		
Male	62	41.33
Female	88	58.67
Total	150	100.00
YEAR LEVEL		
Elementary	50	33.33
High School	50	33.33
College	50	33.33
Total	150	100.00

of the respondents are close enough when compared and that females are more willing to participate compare to male students which have the lesser percentage of respondents.

Level of Effects of Media Violence on Minor Viewers

Shown in Table 2 is the level of effect of media violence on minor viewers, which resulted in an overall mean score of 3.69 or high, which means that there is a high effect of media violence on minor viewers.

In terms of television, the said indicator got a total mean of 3.54, in which respondents agree that there is a high effect of media violence on minor viewers. Ranked from highest to lowest, respondents highly agree that violence seen on TV can influence the children, with a mean of 3.71 or high. Every household today owns a television which has the greater possibility of influencing minors especially minors who prefer to be alone and just watch television. Respondents also highly agree that they tend to copy violent acts carried by actors, with a mean of 3.63 or high. According to Chaves and Anderson (2008), children who watched violent movie were rated much higher on physical assault and can increase aggressive thinking, aggressive emotions, and tolerance for aggression. Respondents also highly agree that television brought violence to them, with a mean of 3.56 or high. Respondents also highly agree that watching movies can create more violence to them, with a mean of 3.51 or high. Chua (2010) stated that, violence affect the children's social behaviours and how they deal with their family and the public. Respondents also moderately agree that violence in school is caused by watching television, with a mean of 3.29 or moderate. Smith (2010) stated that, television can encourage poor self esteem, obesity and poor world view.

In terms of video games, the said indicator got a total mean of 3.46, in which respondents agree that there is a moderate effect of media violence to minor viewers. Ranked from highest to lowest, respondents highly agree that they tend to copy that acts of the character when they play video games, with a mean of 3.74 or high. Respondents also highly agree that video games contain violent acts, with a mean of 3.73 or high. Gentile (2012) also stated that playing violent games leads to increased physiological arousal, increased aggressive thoughts, increased aggressive feelings, increased aggressive behaviour, and decreased prosocial helping. Respondents also moderately agree that they tend to copy the attitude of the character in the video games, with a mean of 3.31 or moderate. Minors are fond on imitating their favourite player that they act how they behave that they use it into their friends. Respondents also moderately agree that some aggressive behaviour is caused by video games, with a mean of 3.28 or moderate. According to Carey (2011), playing video games can stir hostile urges and mildly aggressive behaviour in a short term. Respondents also moderately agree that they create scenarios that may cause violence after playing video games, with a mean of 3.25 or moderate. According to Huesmann and Taylor (2006), children are now spending an increasingly large amount of time playing video games, most which contain violence.

In terms of social media, the said indicator got a total mean of 3.63, in which the respondents agree that there is a high effect of media violence on minor viewers. Ranked from highest to lowest, respondents highly agree that violent videos in social media may affect their perception and they may copy what they have seen, with a mean of 3.76 or high. Respondents also highly agree that violence in social media influenced them, with a mean of 3.64 or

high. Minors today have their own social media accounts like facebook, where you can Respondents also highly agree that videos, images or articles that create violence should not be posted on public sites, with a mean of 3.60 or high. Everyone can post anything on social media sites, and some of it contains violent action taken to someone that may affect minors in any way. Respondents also highly agree that social media sites affect their perception about violence, with a mean of 3.59 or high. Respondents also highly agree that violence in school is influenced by social media, with a mean of 3.54 or high. According to O’Keeffe and Pearsond (2008), families must encourage healthy use of social media and monitor for potential problems and exposure to inappropriate content.

In terms of magazine or newspaper, the said indicator got a total mean score of 4.02, in which respondents agree that there is a high effect of media violence on minor viewers. Ranked from the highest to lowest, respondents highly agree that parents must guide them in reading articles that contain violence, with a mean of 4.33 or high. Heubeck (2014) stated that, parents should offer reassurance to young children who see violent disturbing events. Respondents also highly agree that putting notes regarding any violent articles is necessary to remind them that it is prohibited, with a mean of 4.23 or high. Minors are very curious, they will read everything that would caught their attention that is why there should be a warning or sign that the article is not suitable for minors. Respondents also highly agree that those articles about killings or any violence is prohibited from them, with a mean of 4.00 or high. There are books today that tell stories about murder or death that might influence the minor reading it. Respondents also highly agree that some articles are not appropriate for them to read, with a mean of 3.95 or high.

Table 2

Level of the Media Effects of Media Violence on Minor Viewers

INDICATORS	MEAN	DESCRIPTION
TELEVISION	3.54	HIGH
1. Violence in the media that can be seen on TV influence children. (Karahasansa media namaaringmakitasaimpluwensiya ng TV samgabata.)	3.71	HIGH
2. School violence is brought by watching television. (Karahasan sa paaralan ay dahilan sa panonood ng telebisyon.)	3.29	MODERATE
3. Television brought violence to minor viewers. (Nagdala ang telebisyon ng karahasan sa mga menor de edad na mga manonood.)	3.56	HIGH
4. Watching movies can create more violence to minor viewers. (Ang panonood ng mga pelikula ay maaaring makadagdag sa pagiging bayolente ng isang menor de eded.)	3.51	HIGH
5. Violent acts carried by actors may tend to copy by minor viewers. (Pagkilos na marahas dinala sa pamamagitan ng mga actor ay maaaring may posibilidad nakopyahin ng menor na manonood.)	3.63	HIGH
VIDEO GAME	3.46	MODERATE
1. Video Games aimed at children often contain violent acts. (Ang paglalaro ng Video Games ay naglalayong madalas na naglalaman ng marahas napagkilos.)	3.73	HIGH
2. Children tend to copy the acts of the character when they play video games. (Madalas na ginagaya ng mga kabataan ang kilos ng mga character ng kanilang nilalaro.)	3.75	HIGH
3. Some of my aggressive behaviour is caused by playing video games. (Ang ilan sa aking mga agresibong pag-uugali ay sanhi ng paglalaro ng mga video games.)	3.28	MODERATE
4. Children tend to copy the attitude of the character that they played. (May posibilidad na kopyahin ng mga kabataan ang mga saloobin ng mga karakter na kanilang nilalaro.)	3.31	MODERATE
5. Create scenarios after playing games that may cause violence to others. (Lumikha ng mga sitwasyon pagkatapos ng pag-play ng mga laro na maaaring maging sanhi ng karahasan saiba.)	3.25	MODERATE
SOCIAL MEDIA	3.63	HIGH
1. Violence in social media influenced children. (Karahasan sa social media ay maaaring naiimpluwensyahan ang mga kabataan.)	3.64	HIGH
2. Videos, imags or articles that create violence should not be posted on public sites. (Mga video, mgalarawan o artikulo na lumilikha ng karahasan ay hindi dapat naka-post sa mga pampublikong site.)	3.60	HIGH
3. Violent videos that are posted in social media sites may affect the perception of children and may tend to copy what they have seen. (Marahas na mga video na naipost sa mga social media sites ay maaaring makaapekto sa pang-unawa ng mga bata at maaaring may posibilidad upang kopyahin kung ano ang nakita nila.)	3.76	HIGH
4. Violence in school is influenced by social media. (Karahasan sa paaralan ay naiimpluwensyahan ng social media)	3.54	HIGH
5. Social media sites affect the perception of children about violence towards other. (Social media site nakakaapekto sa pang-unawa ng mga bata tungkol sa karahasan laban sa iba.)	3.59	HIGH
MAGAZINE/NEWSPAPER	4.02	HIGH
1. Articles contains violence that can motivate children is prohibited. (Mga artikulong naglalaman ng karahasan na maaaring mag-udyok sa mga bata ay ipinagbabawal.)	3.58	HIGH
2. Articles about killings or any other violence is prohibited for children. (Artikulo tungkol sa pagpatay o anumang iba pang karahasan ay ipinagbabawal para sa mga bata.)	4.00	HIGH
3. Parents must guide their children in reading articles that contain violence. (Dapat gabayan ng mga magulang ang kanilang mga anak sa pagbabasa ng mga artikulo nanaglalaman ng karahasan.)	4.33	HIGH
4. Some articles are not appropriate for children to read. (Ang ilang mga artikulo ay hindi naaangkop para sa mga bata na basahin.)	3.95	HIGH
5. Putting notes regarding any violent articles is necessary to remind children that it is prohibited. (Paglalagay ng mga tala tungkol sa anumang marahas na mga artikulo ay kinakailangan upang ipaalala sa mga bata na ito ay ipinagbabawal.)	4.23	HIGH
RADIO	3.80	HIGH
1. Verbal abuse may tend to copy by minor listeners. (Pandiwang pang-aabuso ay maaaring may posibilidad nakopyahin ng mga menor de edad na tagapakinig.)	3.72	HIGH
2. Vulgar, obscene or indecent language is prohibited. (Bulgar, malaswa, o malaswang wika ay ipinagbabawal.)	4.08	HIGH
3. Some radio stations are not good for the children to listen. (Ang ilang mga istasyon ng radio ay hindi akma para sa mga batang tagapakinig.)	3.70	HIGH
4. Violence on radio is a problem. (Karahasansa radio ay isang problema.)	3.63	HIGH
5. Language tending to incite violence is prohibited. (Wikang mag-udyok ng karahasan ay ipinagbabawal.)	3.80	HIGH
OVER-ALL	3.69	HIGH

Respondents also highly agree that those articles contain violence that can motivate them should be prohibited, with a mean of 3.58 or high. Heubeck (2014) also stated that in spite of parents' best efforts, it is likely that even the youngest eyes will be exposed to violent images.

In terms of radio, the said indicator got a total mean score of 3.80, in which respondents agree that there is a high effect of media violence on minor viewers in radio. Ranked from highest to lowest, respondents highly agree that vulgar or indecent language should be prohibited, with a mean of 4.08 or high. Respondents also highly agree that language tending to incite violence should be prohibited, with a mean of 3.80 or high. According to O'Keffee and Pearson (2008), lyrics have become more explicit in their references to drugs, sex, and violence particularly in certain genres. Respondents also highly agree that they tend to copy verbal abuses, with a mean of 3.72 or high. Respondents also highly agree that some radio stations are not good for them to listen, with a mean of 3.70 or high. There are some radio station programmes that are not suitable for minors that broadcast some indecent words or conversation. Respondents also highly agree that violence on radio is a problem, with a mean of 3.63 or high. Even radio today can harm the minor listeners with their programmes that broadcast violence, even if the minors cannot see it they can perceived it through hearing and would imagine the events.

**Significant Difference in the
Level of Perception of the
Respondents on Effect of Media
Violence on Minor Viewers When
Analyzed According to Profile**

Shown in Table 3 is the significant difference on the level of perception of the respondents on effect of media violence on minor viewers when

analyzed according to profile. In terms of sex, the total mean of male respondents is 3.62 while the female have the total mean of 3.74, the overall computed t-value of all indicators is 1.00 while the overall computed P-value is 0.322 which is higher than 0.05 level of significance; therefore the decision on the null hypothesis is accepted, which means that there is no significant difference on the level of perception of the respondents on effect of media violence on minor viewers when analyzed according to sex. It shows that the respondents' reaction on media violence varies and the respondents have different view on the effect of media violence according to their sex.

In terms of age, the overall computed f-value of all indicators is 5.66 while the overall computed p-value is 0.004 which is lesser than 0.05 level of significance, therefore the null hypothesis is rejected, which means that there is a significant difference on the level of perception of respondents on effect of media violence on minor viewers when analyzed according to age. It means that the respondents have the same perception on the effect of media violence even though their ages vary. It shows that media violence does affect everyone regardless of their age.

In terms of educational attainment, the overall computed f-value of all indicators is 5.99 while the overall computed p-value is 0.003 which is lesser than 0.05 level of significance, therefore the null hypothesis is rejected, which means that there is a significant difference on the level of perception of respondents on effect of media violence on minor viewers when analyzed according to their educational attainment. It means that the respondents have the same effect perceived from the effect of media violence and it shows that media violence affect every minor viewers in spite of their educational attainment or year level.

Table 3

Significance of the Difference in the Level of Perception of the Respondents on Effect of Media Violence on Minor Viewers When Analyzed According to Profile

PROFILE	MEAN (N=150)	Computed t-value* F-value**	P- Value $\alpha =$ 0.05	Decision on H_0	Significance Level
<i>SEX</i> Male Female	3.62 3.74	1.00*	0.322	ACCEPTED	NOT SIGNIFICANT
<i>AGE (in years)</i> a.10-13 b.14-16 c.17-18	3.77 3.45 3.87	5.66** Significant Pairs: a & b b & c (Mann Whitney Test)	0.004	REJECTED	SIGNIFICANT
<i>EDUCATIONAL ATTAINMENT</i> a. Elementary b.High School c. College	3.73 3.44 3.89	5.99** Significant Pairs: a & b b & c (Mann Whitney Test)	0.003	REJECTED	SIGNIFICANT

Chapter 4

SUMMARY, CONCLUSIONS AND RECOMMENDATION

Presented in this chapter are the summary, conclusions and recommendations.

Summary

This research paper had been conducted to determine the significant effects of media violence to its minor viewers by using the descriptive survey design. It has three sub problems such as the demographic profile of the respondents, the level of significant effects of media violence to its minor viewer and the significant difference on the level of significant effects of media violence when analyzed by profile.

The findings of the study were summarized as follows:

1. In terms of profile of respondents, majority of the respondents belong to 14 – 16 years old and majority of them were female with 88 respondents or 58.67 percent. In terms of year level, they all have equal number of respondents.
2. Respondents highly agree that there is a high effect of media violence to its minor viewers, having an overall mean score of 3.69 or high.
3. There is no significant difference on the level of perception on effect of media violence on minor viewers when analyzed by their sex, in which it resulted in the computed p-value of 0.332 which is higher than 0.05 level of significance which resulted to the acceptance of null hypothesis. There is a

significant difference on the level of perception on effects of media violence on minor viewers when analyzed by age, in which it resulted in the computed p-value of 0.004 which is lower than 0.05 level of significance which resulted to the rejection of null hypothesis. There is also a significant difference on the level of perception on effect of media violence on minor viewers when analyzed by year level/educational attainment, in which it resulted in the computed p-value of 0.003 which is lower than 0.05 level of significance which resulted to the rejection of null hypothesis.

Conclusions

Based on the findings of the study, the following conclusions are drawn:

1. In this research study, most respondents are in the age bracket of 14-16, most of them are females.
2. There is a high effect of media violence on minor viewers.
3. There is no significant difference on the level of significant effects of media violence to minor viewers when analyzed by their sex and there is a significant difference on the level of significant effect of media violence on minor viewers when analyzed by their age and year level/educational attainment.

Recommendations

The researchers provided the following recommendations based on the findings and conclusions:

1. To the Department of Social Welfare and Development, they must continue to promote the social well-being of the youth by strongly implementing the law against child violence.

2. To the Television networks, must regulate their TV programs that contains violent actions.

3. To the school teachers, they must continue to teach moral values for the students to reflect.

4. To the parents, it is best to regulate the time limit of watching television on their children.

5. To the students, must be selective of the programs that they watch or tuned.

6. To the future researchers, they must continue to make wider studies and researches about the effect of media violence on minor viewers, so that they can raise the level of awareness and to broaden the knowledge of their readers about the effect of the said issue.

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