

**IMPACT OF HOLLYWOOD ACTION MOVIES ON TEENAGERS-
AN EXPERIMENTAL STUDY**

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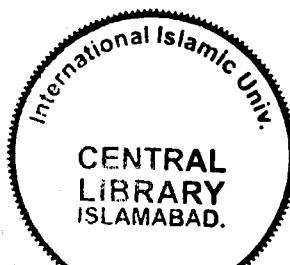
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Thesis has been submitted as partial fulfillment of Masters in Media and
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AN EXPERIMENTAL STUDY**

By

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M.Sc Media and Communication Studies

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It is accepted by the Department of Media and Communication Studies, Faculty of Social Sciences, International Islamic University, Islamabad, for the partial fulfillment of requirement for the award of degree of M.Sc Media and Communication Studies.

Supervisor


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DEDICATION

I would like to dedicate this report to my most dear parents and respected teachers, who guided me through my studying period and are still doing their best for me. To be here in this institution at this level, I am just because of my parents, especially their training, guidance, love, affection and motivation. I pray that I can serve my parents as best as I can. I am also thankful to my class fellows for their help and suggestion at every step to do the research better.

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Final Approval

It is certified that we have read this thesis submitted by Nudrat Wajiha. It is our judgment that this thesis is of sufficient standard to warrant its acceptance by the International Islamic University Islamabad for the masters degree in Media and Communication studies.

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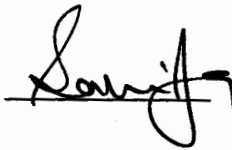
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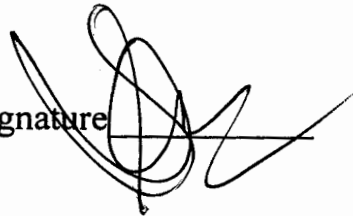
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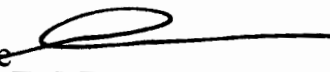
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Declaration

This thesis has been submitted as partial fulfillment of masters in media and communication studies to the Department of media and communication studies. I solemnly declare that this is my original work and I have not plagiarized any material and whatever I quoted from a secondary source proper citation and references have been made.



Nudrat Wajiha

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How does a person say “Thank You” when there are many people to thank? Firstly my effort will be meaningless if not grateful to ALLAH for His kindness upon me. His benevolence and blessings have made me capable of performing this task. I am whole-heartedly thankful to ALLAH.

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Table of Contents

1.1 Introduction:	6
1.3 Problem Statement:	8
1.4 Objectives:	9
1.5 Research Question:	9
Research Question 1a	9
Research Question 1b	9
Research Question 1c	9
Research Question 2	9
1.6 Significance Of The Topic:	9
1.7 Rationale:	10
1.8 Limitations Of The Research:	10
Chapter: 2	12
2.1 Literature Review:	12
2.2 Theoretical Frame Work:	24
2.3 Conceptual Framework:	26
2.3.1 Action Movies:	26
2.3.2 Attitude Of Teenagers:	26
Fearful Attitude:	27
2.4 Hypotheses:	28
Chapter: 3	29
Methodological Design	29
3.1 Description And Design Of The Methodology:	29
3.2 Formulation Of Questionnaire:	29
3.3 Movies Shown To Sample Teenagers:	30

3.4 Identification Of Population:	30
3.5 Identification Of Sample:	30
3.6 Operationalization Of Key Variables:	30
3.6.1 Action Movies:	30
3.6.2 Attitude Of Teenagers:	31
3.6.3 Violence:	31
3.7 Details Of Instrument For Data Collection:	31
Chapter 4	33
Data Analysis And Results	33
4.1 Analysis Of Children Behavior Toward Violence In Action Movies:	33
4.2 Affection Towards Movie Violence:	33
4.2.1 Female's Affection Towards Movie Violence (Checked Through Pre Questionnaires):	34
4.2.2 Male Student's Affection Towards Movie Violence (Checked Through Pre Questionnaires):	36
4.3 Attitudes Concerning Aggression:	38
4.3.1 Female Student's Attitudes Concerning Aggression (Checked Through Pre Questionnaires):	38
4.3.2 Male Student's Attitudes Concerning Aggression (Checked Through Pre Questionnaires):	40
4.4 Attitudes Towards Violence In Action Movies After Watching Hollywood Action Movies:	43
4.4.1 Female Student's Attitudes Towards Violence In Action Movies After Watching Hollywood Action Movies (Checked Through Post Questionnaires):	44
4.4.2 Male Student's Attitudes:	44
4.4.3 Comparison Of Male And Female Student's Attitudes Towards Violence In Action Movies After Watching Hollywood Action Movies Checked Through Post Questionnaires:	45
4.4 Analysis Of Hypotheses:	46

4.4.1 Hypothesis 1a:	46
4.4.1.1 Testing Of Hypothesis 1a For Female Students:	46
4.4.1.3 Comparison Of Male And Female Student’s Attitudes Towards Violence In Action Movies For Testing Of Hypothesis 1a:	48
4.4.2 Hypothesis 1b	49
4.4.2.1 Testing Of Hypothesis 1b For Female Students:	49
4.4.2.2 Testing Of Hypothesis 1b For Male Students:	51
4.4.2.3 Comparison Of Male And Female Student’s Attitudes Towards Violence In Action Movies For Testing Of Hypothesis 1b:	52
4.4.3 Hypothesis 1c	53
4.4.3.1 Testing Of Hypothesis 1c For Female Students:	53
4.4.3.2 Testing Of Hypothesis 1c For Male Students:	54
4.4.3.3 Comparison Of Male And Female Student’s Attitudes Towards Violence In Action Movies For Testing Of Hypothesis 1c:	55
4.4.3 Hypothesis 2	56
Chapter 5	58
Discussion	58
5.1 Comparison Of Previous Findings With Present Study:	58
5.1.1 Previous Findings And Researches:	58
5.1.2 Findings Of Research On “The Impact Of Hollywood Action Movies On Teenagers-An Experimental Study”:	60
5.2 Hypotheses Results:	62
5.3 Theories Applied To This Study:	63
Chapter 6	66
Conclusion And Recommendations	66
6.1 Recommendations Of The Research:	66
6.2 Conclusion:	67

References	68
Bibliography:	71
Annexure:	77

Abstract

This research begins with an introduction about violence in action movies, its historical background, and teenager's exposure to various types of violence through action movies, teenager's attitude and affection towards violence and their behavior in society after watching violent content.

This study explores different types of effects of Hollywood action movies on teenagers; differences observed in the attitude of a group of teenagers discriminated through genders, to test whether this violence is leaving any negative effect on teenagers.

To find the impact of Hollywood action movies on teenagers an experimental research was conducted to find the attitude towards violence of growing children. For this research two groups were selected i.e. 10 female and 10 male students of 13-16 age to be treated for study. This study had two sessions; in first session students have to give responses against "Affection towards movie violence" and "Attitudes concerning aggression". In the second session student's watched two action movies and fill out questionnaires accordingly with the situations in the movie and the statements asked in questionnaires.

The results to this research are rejecting the previous findings by different researchers and also rejecting the first three hypotheses taken for this study because after seeing violence respondents enjoyed it and this violence is not leaving harmful effects on them, they did not become scared nor behave aggressive and this violence is also not a healthy release for their frightening emotions. It shows that students are seeing violence only for the sake of self gratification. Whereas, the hypothesis 2 is proven for the both male and female students because there was a difference observed in attitudes between male and female teenagers before and after watching Hollywood action movies.

Chapter: 1

1.1 Introduction:

Every day we watch, observe, listen, or see anything in our daily life have impact somewhere in our daily life. It is accepted that media, such as television, video games, music, movies and other visual media, infuse our lives in one form or another.

This research will explore the impact of action movies on children. Action movie is a film genre where one or more heroes are thrust into a series of challenges that require physical achievements, extended fights and distracted chases. The categorization of any film in the action genre has come to mean that it has two essential things: violence and death.

There are no action films without violence, and in which no one dies, and this distinguishes action films from highly physical comedies.

Extensive research supports the infamous and dangerous effects of the media that are manifested in our daily lives as aggressive behaviors, fear, and desensitization to violence.

Violence has been characterized as a “public health epidemic” in the United States ¹. At the same time, children's witnessing of violence is frequently overlooked by law enforcement officers, families, and others at the time of a violent event. Although mothers describe the panic and fear in their children and themselves when violence occurs, little research or clinical attention has focused on the potential impact on children of living under conditions of constant community violence.

One of the problems, movies have is that they are a popular medium watched by all. The message incorporated in a film is something, which is spread worldwide. Heroes like Brad Pitt, Tom Cruise, Leonardo Di Caprio, Sylvester Stallone, Arnold Schwarzenegger, Bruce Willis, Clint Eastwood, and Jackie Chan are loved and respected by all. The things the heroes portray in films are taken quite seriously by the masses. Therefore, the impact

¹ www.americanfirearms.org/downloads/guns_public_health.pdf

of movies on children is also very critical. Everything that children see or hear in the media early on in their lives affects them in some way.

Children who usually watch action movies when they were in elementary school tended to show a higher level of aggressive behavior when they became teenagers. The connections between children watching action movies can cause later aggressive behavioral problems.

Parents of children who frequented movies were concerned over the effects of the content of motion pictures towards their children. While the pressure mounted whether movies were having a negative effect on their children, it became increasingly clear that research was needed.

Children are in the process of growing up, so anything they see in their favorite movie is followed by them. There comes the impact of movies on children. When the youngsters see that their favorite ideals are using all kind of disrespectful deeds and speeches they find it cool.

One of the major attractions of being cool is that children view it as a tool to impress other children. The sense of judgment takes some time to grow and when the process of growth is mired by wrong messages imparted from a popular mass medium like movies, it proves terrible. Impact of movies on children is generally known by the end results. We have seen that a film like Die Hard is based on a criminal scenario in a closed place.

The authorities have taken many steps to ensure that such crimes do not occur, but the measures do not ensure that the impact of movies blocked on the minds of the masses.

Another problem is that the movie viewer identifies himself or herself with their favorite heroes and villains, particularly in the use of cigarettes and drugs. Use of strong language is also prevalent in all the Hollywood films, even in PG-13 movies. It has become usual to prove a point verbally by the use of profane language, be it a good man or a baddie. Movie "Matrix" for example was said to be the triggering factor to the violent high school students that wore drain coats. They were eventually arrested for trying to play out their role as "The One."

Many of the researches have been done on the impacts of media on viewers. Research, primarily from the United States, arguing that violent content in mass media has small but significant impact on real-world violence. Three forms of effects, learning of

aggressive attitudes and behaviors, desensitization, and cultivation of fear, are discussed, as are three theoretical models.

This investigation covered a wide variety of topics and research areas, including the physical, emotional, cognitive and behavioral effects of television on children. The study addressed the most common concern about television: that it contributed to criminal and violent behavior. The researchers found the content of television to be "extremely violent." Fighting, shooting and murder were common, as were themes of crime.

1.2 Historical background:

Concerns about media violence have been with us since before television. Throughout the 19th century, moralists and critics warned that newspapers were the cause of juvenile crime. There was concern that the great flow of stories about crime and vice would lead people to copy the vividly described immoral behavior. In the 1920s, many were alarmed at what they saw as extensive sex, violence and general lawlessness on the movie screen. During that era, the motion picture industry was not protected by the First Amendment. This protection did not come until the Supreme Court's *Miracle* decision in the 1950s. To forestall governmental regulation, the film industry created its own production standards under the supervision of Motion Picture Producers and Distributors of America (MPPDA).

Significant access of television into American households began after World War II. By 1960, 150 million Americans lived in homes with television. Homes with children were more than twice as likely to have a television as those without children. By 1960, children were spending more time with television than they were with radio, comic books, babysitters or even playmates. As television became a staple of the American home, concern grew over what consequence the medium might have on children.

Since the early 1960s, research evidence has been accumulating that suggests that exposure to violence in television, movies, video games, cell phones, and on the Internet increases the risk of violent behavior on the viewer's part, just as growing up in an environment filled with real violence increases the risk of them behaving violently.

1.3 Problem statement:

“The aim of the study is to explore that to what extent is the Impact of Hollywood Action Movies on teenagers?”

1.4 Objectives:

Following are the objectives for research on “Impact of Hollywood Action Movies on teenagers”.

- ✓ To explore different types of effects of Hollywood action movies on teenagers.
- ✓ To explore the differences observed in the attitude of a group of teenagers discriminated through genders after watching action movies

1.5 Research Question:

On the basis of research objectives, following research questions have been developed:

Research Question 1a

Is there any relationship between Hollywood action movies and fearful attitude?

Research Question 1b

Is there a positive relationship between Hollywood action movies and aggressive attitude?

Research Question 1c

Is violence in Hollywood action movies are healthy release for the frightening emotions of teenagers?

Research Question 2

Is there any difference in attitude between male and female teenagers after watching Hollywood action movies?

1.6 Significance of the topic:

Existing research on the effects of teenager’s exposure to violence covers a wide range of society, family, and media violence. This research is relevant and useful to an examination of domestic violence in Pakistani society through watching action movies. It

will help us to understand how exposure to various types of violence shown in action movies affects teenagers.

The research would help to identify the behavior of the teenagers after watching Hollywood action movies. It would also explore the affects of Hollywood action movies taken by teenagers of same age group but of two different genders. This study is experimental having focus group from OPF schools Islamabad, so it would be identified that how teenagers from strong economic background took violence and what's their attitude after seeing violence.

Pakistan has more than 60% population comprised of children and youth, so it was necessary to find out the impact Hollywood of action movies on teenagers so, if there is any negative effects or behavior is resulting from these movies, and then the suitable steps and precautionary measures would be taken to get rid of future consequences.

1.7 Rationale:

The main reason for choosing this topic is that teenagers are in the process of growing up, so anything they see in their favorite movie is followed by them. Teenagers watch and understand action movies in different ways, depending on the length of their attention duration, the ways in which they process information, the amount of mental effort they spend, and their own life experiences. These variables must all be examined to gain an understanding of how movies violence affects them.

With the coming of new technology and more and more movie channels on cable there is a need for doing research on the impacts Hollywood of action movies on teenagers.

1.8 Limitations of the research:

Following are the limitations for this research, next research should be done while keeping following points in view

- ✓ There was a short time limit for conducting this research; the results will be better and entirely different if this research is longitudinal study.
- ✓ Family environment of the sample children was not known, as this could become one of the intervening variables which can affect the results of this study.

- ✓ The number of sample children was not as much higher as it should be taken, the results will be entirely different if maximum number of sample children was taken for the study.
- ✓ The results of this study could better be identified while taking students from two different Economic backgrounds by taking half of the sample from public sector and half from private sector ;as all the students were from high socio economic background.
- ✓ This study could have better results, if we have the two groups for understanding the attitudes and behavior towards violence, one is treated group and other should be controlled.

Chapter: 2

2.1 Literature review:

In the study of Wendy Simons in article *The Payne Fund Studies* updated on December 3, 1998 he tested how much children will retain of what they see in movies. He found that 8 years old will catch three out of every five things that the parents see. This means, for example, that if there are 20 murder scenes, then the child will remember 12 of them. The next thing that he learned was that the 8 year old will remember 90% of what they saw in the movie six weeks after they saw it, and three months later, they still remember the same amount. The last thing that was observed was that children of all ages tend to accept as true the things that they see in movies. In addition, the scenes that children remember the most from a movie are action scenes, especially when it deals with sports, general conversation, crime, and fighting. The evidence that was found in this part of the study makes it clear that children do pick up a lot of information from the movies that they see and will remember the scenes for a long time. Because of this, being exposed to the kind of information that is shown in a rated R film will be unhealthy for the child.

In the study of Wendy Simons in article *The Payne Fund Studies* updated on December 3, 1998 he attempted to relate movie watching to attitude formation. Charters did not think that it was fair to accuse movies as being exclusively responsible for anti-social conduct and delinquency of children because although movies do have an influence, it is one of many in a child's life. Charter's also said, "That movies exert an influence there can be no doubt. But it is our opinion that this influence is specific for a given child and a given movie." It is possible that one child could go to a rated R movie and there be no effects, but it seems that there is more of a chance that there would be some kind of effect and parents should not take the chance. Charters felt that the most important thing learned in this study is the establishment of the fact that the attitude of children toward a social value can be measurably changed by one exposure to a picture.

Violence is one of the main worldwide concerns today in all segments of societies.² People frequently read or hear about gang battles, shootings, bombings or actually become victims of such events. These events are only the most severe examples of the aggression that takes place every day. One study indicated that adolescents are the most victims of violent crime, often involving guns, and that they experience rape, robbery and attack at two to three times the rate of adults (Finkelhor & Dziuba-Leafheiman, 1994). Canadian statistics are not as alarming, although it might be that they reveal only those situations that come to the attention of law enforcement authorities. Other forms of aggression and violence, which may take place at home, or in peer conflicts may not make official statistical counts (Strom-Gottfried & Singer, 1995).

The learning environments which the child is exposed to are also measured to contribute to the increase of antisocial attitudes and feelings (Berkowitz, 2001). Investigators and professors presented the thought that attitudes toward real life violence play a mediating role in the translation of aggressive feelings into aggressive behavior (Velicer, Huckel, & Hanson, 2003). Therefore, attitudes may have an important influence on behavior, especially on violent actions (Kraus, 1995).

Media violence is known as a potential contributor to the increase of antisocial attitudes in children and adolescents (Ledingham, Ledingham, & Richardson, 1993). The development of television as a common mass entertainment and information medium during the 1950s met similar concerns about potential harms, especially in connection with young audiences (Gunter, 1994). The most significant concern in the debate about media violence has been whether or not it promotes aggressive behavior among viewers (Van Evra, 1990). A large body of experimental and longitudinal research on this question has been assessed, and it has been determined that there is a link between viewing TV violence and aggressive behavior (APA, 1993). There is also research showing that heavy exposure to screen violence can cause problems in other domains of social behavior. For example, it can make people become more fearful of the world

² www.americanfirearms.org/downloads/guns_public_health.pdf

around them and more accepting of violence in the real life as displayed by others (Singer & Singer, 1980).

Many concerns have been raised about the kinds of values and attitudes that may be inculcated by exposure to certain kinds of media content, especially violence in movies (Kubey & Larson, 2005). During the last decade, accusations towards the media have also been made against violent computer and video games, the fame of which among adolescents is rising (Scott, 2000).

While social scientists work on determining the major causation of violence, such as social environments, cultural factors, family instruction, and group membership (Fraser, 1996; Staub, 1996), parents, teachers, and school administrators continue blaming the media for increases in violent behavior attitudes among adolescents. For instance, school principals, mothers, and young people were surveyed for their view of factors influencing violence among youth. The outcomes showed that violent messages in rap music and violence in the movies are perceived as the factors influencing violence (Kandakai, Price, & Telljohann, 1999, Pryor, Sard, & Bombyk, 1999). Moreover, the results indicated that media violence was supposed to be one of the major causes of violence in 47-54% of the questionnaires. Clearly, media violence is not in itself an enough cause of real world violence (Zuckerman, 1996). However, as the numerous studies show, parents' and school personals' concerns about media violence are defensible.

Researchers have recognized social attitudes that could be responsible for cultural variations in rates of violence (Cohen & Nisbett, 1994).

It is stated that attitudes are governed by internal value systems. Person develops his/her attitudes through a complex and particular evaluative process based on cognitive and affective reactions to life experiences (Eiser & van der Pligt, 1988).

Beliefs that violence is compulsory to achieve desired results may lead a person to focus more to aggressive aspects of social cues or expect positive outcomes for violent behavior (Dodge, 1993).). It is commonly confessed that attitudes have a significant power on behavior, especially violent behavior (Kxaus, 1995). Huesmann and Guerra

(1997) noticed that through middle childhood, children's beliefs that violence is acceptable.

Another study by Vernberg, Jacobs and Hershberger (1999) examined attitudes about violence as a possible influence on the frequency of commonplace aggression toward peers. A positive relationship between pro-violence attitudes and actual violent behavior has been also found in a sample of youth from juvenile custody and school settings (Slaby & Guerra, 1988). An interference designed to change violence-related beliefs resulted in decreased aggressive behavior in adolescents imprisoned for violent offences (Guerra & Slaby, 1990). Given that attitudes control behavioral predispositions, changing attitudes should contribute to behavioral change (Shapiro, Dorman, Burkley, Welker, & Clough, 1997). In turn, this means that attitudes are an appropriate target for violence avoidance programs.

Media are believed to be probable contributors to the development of antisocial behavior in children. The link between exposure to violence on television and aggressive behavior, misbehavior and later criminality has been thoroughly documented (Ledingham, Ledingham, & Richardson, 1993).

One can see several ways that media violence could affect social behavior. First, TV violence could provide the original destructive scripts which children store in memory. Secondly, TV violence might affect behavior by changing a person's attitudes or emotional responses to aggression. Thirdly, it may arouse a person, which in a short-term may have severe outcomes, for example, physical risk-taking (Potts, Doppler, & Hernandez, 1994).

Woodfield (1989), in her review of the literature, stated that the major concern has been the causal relationship between TV violence and aggressive attitudes, and there were fewer studies that focused on the cognitive and affective outcomes of exposure to media violence. The same concept was stated by Rule and Ferguson (1986), who declared that there seemed to be "sparse research regarding the relation between media exposure and attitudes toward aggression" (p.39).

Research directly investigating the relation between media violence and attitudes has tended to focus on the acceptance of violence toward women (Malamuth & Check, 1981; St.Lawrence & Joyner, 1991). Some researchers found that the greater the level of exposure to television violence, the more the child was willing to suggest violence as solution to conflict, to recognize it as effective, and to become more tolerant of violent behavior displayed by others (Dominick & Greenberg, 2001).

Others did not find any significant support for the hypotheses that high exposure to television violence caused adolescents to accept violence as a way to solve their problems, and that exposure to television violence made them more cruel in relation to near or distant violence in the world around them (Woodfield, 1989).

It is often encountered that heavy viewers of TV/video or movie violence tend to accept violence as a solution to conflicts and recognize it as an effective means of settling disputes (Potter, 1998), that viewers might believe that it is fairly common for people to fight, and that aggression is proper and acceptable in many different real-life situations (Berkowitz, 2001).

Adolescent boys are the main audience of movies with violent content, and their culture also includes violent movies, computer and video games, often human-directed (Funk & Buchman, 2002), it is considered useful to conduct a study exploring adolescents' attitudes toward violence on the basis of their exposure to screen violence, both passive (movies) and interactive (video/computer games). Surveys showed, boys are more likely to choose movies with fantasy and human violence as their beloved (Buchman & Funk, 2003).

The results from Zoheir Sabaghpour Azarian, Institute for social science studies (IPSAS) University of Putra Malaysia (UPM) discovered that adolescent boys watch from 0 to 7 television movies per week, with an average value of 2.91. Moreover, 49.5% of adolescent boys stated that they go to the movie theatre (cinema) twice a month, 41.2% of the respondents - once a month, 7.9% - less often, and 1.4% - never. These results

suggest that watching movies is a popular free time activity among schoolboys aged 13-17 and this finding is reliable with the results of other studies (Arnett, 2007).

UNESCO Global Media Violence Study (von & Carlsson, 2000) showed that there is significant uniformity in children's media viewing habits across 23 countries. In urban or rural areas, 93% of children who attend school spent more than 50% of their free time watching television and movies.

Johnson and Cohen (2002) declared that high exposure to television has been supposed to be likely to direct to high exposure to television violence. Also Nabi and Sullivan (2001) indicated that there is a significant relationship between the amount of time spent watching movies during adolescence and early adulthood and the likelihood of later antisocial behavior, such as threatening aggression, physical attack or physical fights resulting in injury, and robbery.

Adolescent boys and young men are the major audience for movies with violent content (Klein et al, 2004). Consumers now expect and demand more and better advantage; also they expect and demand more and better activity choices (Zillmann, 2000a). Audiences respond in different ways when they are being entertained. They sigh at a love story and shriek in terror at a monster movie (Kinder, 2000).

In 1977s, Herman and his colleague Leyens conducted a survey of selective exposure on adolescent boys. They found that movies with action genres had considerably larger audiences than other types with less violent contents. As stated by the researchers, their data support the idea of selective exposure to violence. In one word, adolescents chose to watch a movie because of the promise of violent content. Slater finding (2003) has confirmed that adolescents prefer violent movies and especially with action genres.

Parental participation, such as co-viewing, discussing about movies and monitoring youth's media choices, is approved to be a successful means for arbitrating dangerous effects of violent media viewing (Austin, 2007; Horton & Santogrossi, 1978).

A study by Strasburger & Donenrstein (1999) discovered that most parents do not often monitor or control the media which the adolescents are exposed to. In addition, the results of this study show that many parents are not effectively concerned about their children's media viewing habits. It also showed that 31.0% of the boys report that they often viewing movies with a parent, 37.0% of the schoolboys indicate that they sometimes watch together, 22.2% "not often," and 9.7% never watch movies with a parent.

Valerio and his colleagues (1979) found that 45% of parents accounted usually or always watching television with their child, which is reliable with other studies finding that fewer than half of parents report co-viewing. In addition in the Kaiser (2002) study reporting of television viewing found that those older than 7 years almost never watch television with their parents and even among younger children (2-7 years), 81% of the time when children are watching television, their parents were doing something else (Rideout, et al.2001).

Parental monitoring is very important point, since the research studies confirm that increasing control from parents is at least simply reducing media violence. Adolescent can learn negative behavior patterns and values from many other experiences such as TV programs and movies. Parental guidance is therefore needed to help children improve these impacts. Other studies have found that rules about television viewing were connected with younger children and families from higher socioeconomic groups. (Rideout, et al.2001)

Cheng and his colleagues (2003) have found that television monitoring accounted by parents clearly decreased with increasing age of the child. Limitation of violent television viewing was linked with younger children and female parent but was not associated with socioeconomic status in weakening models. Other factors such as practice setting, gender and number of children, age, marital status, educational level, race, or religiosity of parents were not found to be important predictors of television violence monitoring.

There is a large body of evidence that the watching of violence or the threat of violence consistently enhance sympathetic activation, particularly increasing heart rate and blood pressure in viewer (zillmann, 1991).

Zillmann and Bryant (2002) claimed that television's capability to enhance arousal for viewer' and particular exposure to television in some conditions. They assert that individuals are provoked by a hedonically based drive toward excitatory homeostasis. Therefore, for instance people who are tired of something or think underestimated, supposed to be more open to such programs that make pleasure. In the study by O'Brien and Huston (1985), for instance both boys and girls were exposed to prefer playthings that allowed moderate to high activity levels.

In conclusion, results from Zoheir Sabaghpour Azarian, Institute for social science studies (IPSAS) University of Putra Malaysia (UPM) confirmed that those schoolboys who watch movies with violence content have more tendencies toward aggressive attitudes than those who watch movies with little or no violence.

The media violence researches express that TV programs and movies contain high levels of violence around the world (Slater, et al. 2003). For instance, the National Television Violence Study in United state found that about 40% of the violent incidents are started by "good" characters, and almost 75% of aggressive scenes include no punishment or criticism for violence (Media Scope, 1996).

Since young people are the chief user of programs with such acceptable and satisfactory violence, it is broadly accepted that, to understand the connection between media violence and antisocial behavior in the actual life, intervening variables should be taken into relation. These comprise the viewer's personalities, program characteristics, and also environmental variables (Arnett, 2007).

The fact that difference in attitudes was found between heavy and light viewers of movie violence as it was expected. Although exposure to media is one of the main variables to judge in the relationship between media violence and attitudes about aggression,

exposure alone is rarely critical in this relationship, especially in the survey design (Dominick & Greenberg, 1972; Paik & Comstock, 1994).

Gerbner and his colleagues (2002) suggested that heavy exposure to television has a significant effect on viewers' opinion about social reality. Heavy viewers were more likely to give "television answers" to opinion and knowledge questions compared to light viewers.

The research in the area of passive media and their effects on antisocial Attitudes reveals that there is a relationship between experience of violence in media and aggressive attitudes (APA Commission on Violence and Youth, 1993). Additionally, several meta-analyses obtained a positive and significant relationship between watching violence and antisocial behavior (Paik, & Comstock, 1994).

Hoffner and Levine (2005) conducted a meta-analysis that focused on the enjoyment of media violence in related to violent attitudes. They comprehend that enjoyment of violent material was greater for males; also the results confirmed that those who enjoy movies with violent contain more tend to be aggressive than those who do not enjoy such programs.

The results speak strongly in support of the importance of affection toward media violence and schoolboys' movie viewing habits as a moderating variable in the relationship between exposure to media violence and later antisocial behavior (Grodal, 2000; Austin 2007).

Research by psychologists L. Rowell Huesmann, Leonard Eron and others found that children who watched many hours of violence on television when they were in elementary school tended to also show a higher level of aggressive behavior when they became teenagers. By observing these youngsters into adulthood, Drs. Huesmann and Eron found that the ones who'd watched a lot of TV violence when they were eight years old was more likely to be arrested and prosecuted for criminal acts as adults. Interestingly, being aggressive as a child did not forecast watching more violent TV as a teenager, signifying that TV watching more often became a cause rather than a consequence of aggressive behavior.

Dr. Anderson and other researchers are also looking into how violent music lyrics affect children and adults. In a 2003 study involving college students, Anderson found that songs with violent lyrics increased aggression related thoughts and emotions and this effect was directly related to the violent content of the lyrics. "One major conclusion from this and other research on violent entertainment media is that content matters," says Anderson. "This message is important for all consumers, but especially for parents of children and adolescents."

The American Psychological Association says there are three major effects of watching violence in the media (i.e.: video games/television) children may become less sensitive to the pain and suffering of others, children may be more fearful of the world around them, and children may be more likely to behave in aggressive or hurtful ways toward others.

Current research tends to agree with the proponents who argue that violent media is associated with aggressive behavior. Risky behavior by children and young adults can include violence against others, lack of guilt for consequences. The type of faulty thinking creates stressors in children which can lead to the onset of many different symptoms. Children who view media violence are more likely to have increased feelings of hostility, decreased emotional response to the portrayal of violence and injury that lead to violent behavior through simulation.

The Academy of Pediatrics says "More than one thousand scientific studies and reviews conclude that significant exposure to media violence increases the risk of aggressive behavior in certain children, desensitizes them to violence and makes them believe that the world is a 'meaner and scarier' place than it is." If children begin to think that this type of violence is normal behavior these thoughts are often said to be difficult to change later on in life. This is similar to the studies of domestic violence where children who are exposed to violence either become offenders or victims because they believe that what they are exposed to is the norm.

The more children practice violent acts, the more likely they are to perform violent acts (Cesarone, 1994). The National Coalition on Television Violence reported there has been a consistent increase in the number of violent movies. The agreement amongst researchers on television violence is that there is a significant increase from 3% to 15% in individuals' aggressive behavior after watching violent television (Cesarone, 1994). Even

if the choices did exist the research has proven parents actually have no clue as to what their children watch on television. In one multicultural study that was completed, found that in six different nations young Americans had the least amount of work responsibility assigned to them.

The only part of the issue that researchers do agree about is that violent media types are not the only cause of children committing violent acts. The involvement of parents in what their children watch, how the family interacts with each other, what the children are exposed to in their environment are also indicators of how they will behave and what value system they will follow.

According to Wartella and Reeves, "Our review found a progression from early attention to studies of media use to increasing emphasis on issues of physical and emotional harm, and changes in children's knowledge, attitudes, and behaviors" (Ivory, 2001).

Research has also shown heavy viewers, which is four or more hours a day, put in less effort at school, have poorer reading skills, play less friendly with friends, have fewer hobbies and activities, and are more likely to be overweight.

A study by Ekman Et Al. 1990) exhibit this point that children, who watched violent scenes obviously delighted, later appeared to display the most aggression.

Ray, et al. (1) from India reported that children having exposure to violence through media had poorer school performance and its impact on their psychosocial adjustments was negative. Another study from India showed that brilliant display of violence through media (9/11 terrorist attack) caused stress in adolescents (2).

Yama, et al.(3) described that some of the fears, tensions, bad dreams and tendencies towards criminal behavior of children are a result of frequent and a regular exposure to murder-mystery movies, and stories filled with violence and torture that children view on TV and movies.

Hopf, et al.(4) showed that the more frequently children view horror and violent films during childhood, and the more frequently they play violent electronic games at the

beginning of adolescence, the higher will these students' violence and crime be at the age of 14.

Primack, et al. (5) showed that undue TV viewing in adolescence is a risk factor for development of depression in young adulthood.

While Zimmerman, et al. (6) reported that any deleterious longitudinal relation between television and cognitive outcomes may be more salient among children with ADHD, Acevedo- Polakovich, et al. (7) observed no effect.

Bickham, et al. (8) investigated the relationship between TV viewing time, content, context, and peer combination. As children spend more total time watching TV, they spend a significantly shorter amount of time with friends as compared to those who don't. Thus, viewing television causes poor peer relationships and thereby increases the risk for social separation, anxiety disorder, agoraphobia, and antisocial behavior, including aggression and gang involvement.

Dietz and Gortmaker(9) reported that each additional hour of TV viewing per week increased the risk of obesity by 2%. The experimental study by Robinson found strong proof of a causal link between TV viewing and children being overweight (10). In India, this association has also been emphasized (11).

Stettler, et al. (12) showed a significant association between electronic game use and obesity, with nearly a 2-fold increased risk of obesity for every hour spent playing electronic games daily. An inverse relationship between time spent using video games and daily physical activity has also been observed (13).

Research has demonstrated a strong association between exposure to certain mass media messages and smoking in adolescents. For instance, more than half of adolescent smoking initiation has been linked to watching smoking in movies (14). India faced a lot of controversy with the ban on on-screen smoking in films and television programs. Initially, ban was imposed from January 1, 2006 and then on January 23, 2009, Delhi High Court lifted the smoking ban in films and TV (15). There is need for evidence based guidelines for such issues.

Comparatively not much study has examined effects of violent and nonviolent movies on the attitudes and behavior. The literature review for the present study leads to the conclusion that the general pattern of findings in this field supports that watching violent

movies increases the possibility of resultant violent behavior, thoughts and feelings (Dill, 2002). It is hypothesized, however, that attitudes may be affected, resulting in decreased empathy for victims of violence, and in treating violence as a useful problem solving practice (Anders, 1999).

2.2 Theoretical frame work:

Communication theory uses and gratification will relate to this research on “Impact of Hollywood action movies on teenagers” because teenagers use to watch violent movies to gratify their needs and only for their self satisfaction.

The effects gratification model focuses on what the media does to audiences, influences is based on the message conveyed within the media. The uses and gratification model emphasizes what the audience does with the media presented to them, here influence lies with the consumer.

The uses-and-gratifications tradition posits that individual needs for stimulation and for information vary systematically. These needs may affect what media sources and other stimuli are accessed by individuals.

The emergence of computer-mediated communication has revived the significance of uses and gratifications. In fact, uses and gratifications have always provided a cutting-edge theoretical approach in the initial stages of each new mass communications medium: newspapers, radio and television movies, and now the Internet. Although scientists are likely to continue using traditional tools and typologies to answer questions about media use, we must also be prepared to expand our current theoretical models of uses and gratifications.

The cultivation theory of mass communication applies to this research while observing the attitude of children after watching action movies. Gerbner’s cultivation theory says that television has become the main source of storytelling in today's society. Those who watch four or more hours a day are labeled heavy television viewers and those who view less than four hours per day, according to Gerbner are light viewers. Heavy viewers are exposed to more violence and therefore are affected by the Mean World Syndrome, an

idea that the world is worse than it actually is. According to Gerbner, the overuse of television is creating a homogeneous and fearful populace.

Cultivation research is in the 'effects' tradition. Cultivation theorists argue that television has long-term effects which are small, gradual, indirect but cumulative and significant. They emphasize the effects of television viewing on the attitudes rather than the behavior of viewers. Heavy watching of television is seen as 'cultivating' attitudes which are more consistent with the world of television programs than with the everyday world. Watching television may tend to induce a general mindset about violence in the world, quite apart from any effects it might have in inducing violent behavior. Cultivation theorists distinguish between 'first order' effects (general beliefs about the everyday world, such as about the prevalence of violence) and 'second order' effects (specific attitudes, such as to law and order or to personal safety).

Gerbner argues that the mass media cultivate attitudes and values which are already present in a culture: the media maintain and propagate these values amongst members of a culture, thus binding it together. He has argued that television tends to cultivate middle-of-the-road political perspectives.

Cultivation research looks at the mass media as a socializing agent and investigates whether television viewers come to believe the television version of reality the more they watch it. Gerbner and his colleagues contend that television drama has a small but significant influence on the attitudes, beliefs and judgements of viewers concerning the social world. The focus is on 'heavy viewers'. People who watch a lot of television are likely to be more influenced by the ways in which the world is framed by television programmes than are individuals who watch less, especially regarding topics of which the viewer has little first-hand experience. Light viewers may have more sources of information than heavy viewers.

After collecting data from children ,it will be identified that either there is any negative effect in the behavior and attitude of those children after watching action movies and whether those children are cultivating negative behavior or not.

2.3 Conceptual framework:

2.3.1 Action movies:

By the 1990s, the action movie was the most common and popular genre, which also include science fiction, fantasy, horror, and comedy. Action is a fundamental element of the movies. Because of this, for a long time “action movies” were not thought by producers and audiences as a different genre.

Action movie is a film genre where one or more heroes are thrust into a series of challenges that require physical achievements, extended fights and distracted chases. The categorization of any film in the action genre has come to mean that it has two essential things: violence and death.

There are no action films without violence, and in which no one dies, and this distinguishes action films from highly physical comedies.

2.3.2 Attitude of teenagers:

It is stated that attitudes are ruled by interior value systems. Person develops his/her attitudes through a composite and particular evaluative process based on cognitive and affective reactions to life practices (Eiser & van der Pligt, 1988).

Beliefs that violence is required to get desired results may lead a person to focus more to aggressive aspects of social cues or expect positive results for violent behavior (Dodge, 1993). It is commonly admitted that attitudes have a significant power on behavior, especially violent behavior (Kxaus, 1995). Huesmann and Guerra (1997) noticed that through middle childhood, children's beliefs that violence is acceptable.

Another study by Vernberg, Jacobs and Hershberger (1999) examined attitudes about violence as a possible influence on the frequency of commonplace anger toward peers. A positive relationship between pro-violence attitudes and actual violent behavior has been also found in a sample of youth from juvenile custody and school settings (Slaby & Guerra, 1988). An interference designed to change violence-related beliefs resulted in decreased aggressive behavior in adolescents imprisoned for violent offences (Guerra & Slaby, 1990). Given that attitudes control behavioral predispositions, changing attitudes

should contribute to behavioral change (Shapiro, Dorman, Burkley, Welker, & Clough, 1997). In turn, this means that attitudes are an appropriate target for violence avoidance programs.

Media are believed to be probable contributors to the development of antisocial behavior in children. The link between exposure to violence on television and aggressive behavior, misbehavior and later criminality has been thoroughly documented (Ledingham, Ledingham, & Richardson, 1993).

The research in the area of passive media and their effects on antisocial Attitudes reveals that there is a relationship between experience of violence in media and aggressive attitudes (APA Commission on Violence and Youth, 1993). Additionally, several meta-analyses obtained a positive and significant relationship between watching violence and antisocial behavior (Paik, & Comstock, 1994).

Fearful attitude:

Biologically fear is a warning signal that death, injury or destruction is imminent, and it is designed to cause the perceiver to avoid the dangerous situation. Fear, psychologically, is also a warning, and it basically functions to prevent the possibility of personality disintegration. A victim of fear perceives a threat to his identity which he experiences as a loss of control. According to Arno Karlen it is "a traditional Western fear that any loss of individual or social control will start a snowballing loss of controls in general,"³ and such an effect in itself is sufficient to arouse more fear and complicate the situation for the victim. That is, fear is capable of generating more fear, and a victim of fear can find himself in a nightmare of his own making if he allows his imagination to get out of hand and does not successfully reimpose control on the situation. Once the victim perceives himself in control, he must maintain that control until the situation stabilizes. If his

³Philip P. Hallie has organized the basic elements of gothic fiction and explained them extensively in his chapter on "Horror and the Paradox of Cruelty" in *The Paradox of Cruelty* (Middletown: Wesleyan University Press, 1969), pp. 63-84. For more information about the gothic see Thompson, *The Gothic Imagination*, p.7; Devandra P. Varma's *The Gothic Flame* (New York: Russell and Russell, 1966); Eino Railo's *The Haunted Castle: A Study of the Elements of English Romanticism* (New York: E.P. Dutton and Co., 1927); and Montague Summers' *The Gothic Quest: A History of the Gothic Novel* (New York: Russell and Russell, 1964).

control falters, he will enter a vicious cycle of control and loss of control, and thereby facilitate the start of a panic reaction.⁴

Aggressive attitude:

Aggressive attitude is defined as having or showing determination and energetic pursuit of your ends⁵. This attitude leads to self-assertion; it may arise from innate drives and/or a response to frustration, and may be manifested by destructive and attacking behavior, by hostility and obstructionism, or by self-expressive drive to mastery.⁶

Healthy release for frightening emotions:

It's a mental state that arises spontaneously rather than through conscious effort and is often accompanied by physiological changes.⁷

Exposure to violent media can actually provide a healthy release for the frightening emotions of children and young adults. In growing age of teen, children have not quite developed the ability to distinguish between what is reality and what is not. This can cause young children to act upon the violence they have viewed on television, video games and such, not knowing that what they are doing is wrong or inappropriate.⁸

2.4 Hypotheses:

Hypothesis 1a

Teenagers became more fearful of the world around them after watching violent movies.

Hypothesis 1b

After watching violent content teenagers are more likely to behave in aggressive way towards others.

Hypothesis 1c

Exposure to violent media actually provides a healthy release for the frightening emotions of teenagers.

Hypothesis 2

There is a difference in attitude between male and female teenagers after watching Hollywood action movies.

⁴ <http://www.scepticthomas.com/fear/fear.htm>

⁵ <http://www.thefreedictionary.com/aggressive>

⁶ <http://medical-dictionary.thefreedictionary.com/Aggression+psychology>

⁷ <http://www.answers.com/topic/emotion>

⁸ <http://allpsych.com/journal/violentmedia.html>

Chapter: 3

Methodological Design

3.1 Description and design of the Methodology:

This chapter discusses the details of research methodology containing population; sample taken, instrument design and reliability of instrument.

The study for this research for “*Impact of Hollywood Action Movies on Teenagers-An Experimental Study*” is ‘*experimental designed study*’, as its results generalize ability is more to the Pakistan’s society.

An experimental designed study was selected to check pre and post attitudes of group of teenagers discriminated through genders through filling questionnaires on violence before watching Hollywood action movies and after watching violent movies through post questionnaires. In post questionnaires, questions on violence were given according to the situations portrayed in the movies and students had to give responses against fearful attitude, aggressive attitude, healthy release for frightening emotions, neutral attitude and enjoy attitude through selecting one of the options given in it.

This study had two sessions; in first session students have to give responses against “Affection towards movie violence” and “Attitudes concerning aggression”. In the second session students watch two action movies “The A team” and “Faster” and fill out questionnaires accordingly with the situations in the movie and the statements asked in questionnaires.

3.2 Formulation of questionnaire:

Following points would be kept in mind while designing a questionnaire:

- Age of teenagers.
- Teenager’s behavior and attitude.
- Teenager’s economic and educational background.
- Questions regarding situations in action movies shown.

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3.3 Movies shown to sample teenagers:

Group I (Female students from OPF girls school F-8/2 Islamabad)

The A team

Faster

Group II (Male students from OPF girls school H-8/4 Islamabad)

The A team

Faster

3.4 Identification of population:

The population for this research was students of “O” levels and their ages were in between thirteen years and sixteen years. 20 students were chosen of higher economic status and a better educational standard because it was easy to conduct research on small level; otherwise if more children were taken for research it would be difficult for researcher to conduct research in a controlled environment.

3.5 Identification of Sample:

This research was from focus group. 20 students were chosen from the grade of ‘O’ levels including 10 boys and 10 girls from private school “Overseas Pakistani Foundation” Islamabad to be treated for this study. The sample chosen for boys and girls were with the ratio of 1:1, number of boys were equal to girls for this research study so that behavior of both genders could observe equally.

There were two groups, one of female students and second of male students having 10 students each. Each group watched two action movies.

3.6 Operationalization of key variables:

3.6.1 Action movies:

Action movie is a film genre where one or more heroes are thrust into a series of challenges that require physical achievements, extended fights and distracted chases. The categorization of any film in the action genre has come to mean that it has two essential things: violence and death.

There are no action films without violence, and in which no one dies, and this distinguishes action films from highly physical comedies.

3.6.2 Attitude of teenagers:

Three types of attitudes would be observed in this study

- Fearful attitude
- Aggressive attitude
- Healthy release for frightening emotions

It is stated that attitudes are ruled by interior value systems. Person develops his/her attitudes through a composite and particular evaluative process based on cognitive and affective reactions to life practices (Eiser & van der Pligt, 1988).

3.6.3 Violence:

In present study violence has been taken as the main variable and defined as "the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community that either results in or has a high likelihood of resulting in injury, death, psychological harm, or deprivation."⁹

Violence has been characterized as a "public health epidemic" in the United States. At the same time, children's witnessing of violence is frequently overlooked by law enforcement officers, families, and others at the time of a violent event.

3.7 Details of instrument for data collection:

- Data was collected through questionnaires.
- The questionnaires included questions about action movies shown and attitude of sample students.
- Both pre and post questionnaire included 21 questions; 21 questions against "Affection towards movie violence" and "Attitudes concerning aggression" and 10 questions from each film according to the situations shown in the movies

⁹ <http://www.who.int/violenceprevention/approach/definition/en/index.html>

- Questionnaire was filled under Personal Supervision.

Scale	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
	1	2	3	4	5

- Respondents need to select one option out of five as mentioned below:

Respondents rated the terms on a 5- point scale ranging from 1 , strongly disagree, to 5 , strongly agree, with a neutral rating of 3, neither agree nor disagree.

Chapter 4

Data Analysis and results

4.1 Analysis of children behavior toward violence in action movies:

Five dimensions have been analyzed in the experimental research to find teenager attitude towards violence in Hollywood action movies. Following are those five dimensions:

- If Teenagers became more fearful of the world around them after watching violent movies.
- After watching violent content teenagers are more likely to behave in aggressive way towards others.
- If Exposure to violent media actually provides a healthy release for the frightening emotions of teenagers.
- If teenagers are not taking any positive or negative effects of violence in Hollywood action movies after watching it.
- If teenagers are not taking any harmful effect of it and just watching Hollywood action movies for self gratification.

The mean of the sample for female student's attitudes after watching Hollywood action movie is 2.64 i.e. neutral points of view but near to enjoyed view and sample for Males attitudes after watching action movie is 2.89 i.e. neutral points of view but very much near to enjoyed view. Both of the values is above the neutral point of view and near to enjoyed view so it may depict that students are not taking any positive or negative effects of violence in Hollywood action movie and watching action movie is not harmful for them and they are only watching it for the self gratification.

4.2 Affection towards movie violence:

The Affection toward movie violence scale consisted of 9 items with possible item scores from 1 (strongly disagree) to 5 (strongly agree). Given that 9 items were used in the scale, possible scores ranged from 9 to 45, with higher scores indicating more affection toward

violence movies. The results demonstrated that the instrument takings a full range of scores, from 9 to 45. This range of scores showed obvious variability in the affection of teenage students regarding violence in Hollywood movies.

4.2.1 Female's affection towards movie violence (checked through pre questionnaires):

The average percentage for the female sample on the Affection towards movies scale was 44.11% (strongly disagree/disagree), with a mean value of 2.8. This score corresponds to an average item score of 2.8, which stands in disagree point of view but near to neutral.

The results revealed that female students have a low level of affection towards watching movies with violent content. In addition, 0% of female students said that they strongly agree/agreed to like to watch movies with violent content, 80% neutral; 20% disagree; and 0% strongly disagrees to like to watch movie with violent content with a mean value of 2.8 i.e. disagree point of view but near to neutral point of view.

The results also revealed that 0% of female students are strongly agreed to enjoy seeing a dead body in movies, and 20% agree; 40% neutral; 20% disagreed; 20% strongly disagreed to enjoy seeing a dead body in movies with a mean value of 2.6 i.e. disagree point of view but near to neutral point of view.

The results also revealed that 10% of female students are strongly agreed to enjoy watching movies with fighting scenes, and 60% agree; 10% neutral; 20% disagreed; 0% strongly disagree to enjoy to watch movies with fighting scenes with a mean value of 3.6 i.e. neutral point of view but near to agree point of view.

The average score respondents in these results show the low level of affection toward aggression in movies. Additionally, this result suggests that an average respondent expresses a low level of affection with "I like watching movies with violent content" because the zero percent of participants selected "strongly agree / agree" as their respond. These results are rejecting the previous several findings by different researchers.

Table no. 1 Frequency table of Female's affection towards movie violence

No.	Questions	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree	Mean value
1	I like watching movies with violent content.	0%	20%	80%	0%	0%	2.8
2	I enjoy seeing a dead body in movies.	20%	20%	40%	20%	0%	2.6
3	I enjoy watching movies with fighting scenes.	0%	20%	10%	60%	10%	3.6
4	I am pleased when seeing someone gets shot at the movies.	0%	50%	20%	30%	0%	2.8
5	I am pleased when seeing someone shots fired at people.	20%	40%	30%	10%	0%	2.3
6	I enjoy when watching people being beaten up.	20%	40%	20%	20%	0%	2.4
7	I enjoy when see someone get attack with a knife.	30%	20%	20%	20%	10%	2.6
8	I like to see somebody threatened to kill someone else.	10%	20%	20%	40%	10%	3.2
9	I like seeing someone getting killed in movies.	0%	40%	30%	30%	0%	2.9

Table no. 2: Female student's affection toward movie violence

Scale	Score	%age
Strongly Disagree	10	11.11%
Disagree	27	30%
Neutral	27	30%
Agree	23	25.55%
Strongly Agree	3	3.33%

The average score respondents in these results show the low level of affection toward aggression in movies. These results are rejecting the previous several findings by different researchers. Because the maximum response were in the favor of "disagree/strongly disagree" view with 41.11 % responses.

4.2.2 Male student's affection towards movie violence (checked through pre questionnaires):

The average percentage for the male sample on the Affection towards movies scale was 33.32% (strongly agree/agree), with a mean value of 3.1. This score corresponds to an average item score of 3.1, which stands in neutral point of view.

The results revealed that male students have an average level of affection toward watching movies with violent content. In addition, 0% of male students said that they strongly agreed/agreed to like to watch movies with violent content , 60% neutral; 20% disagree; and 20% strongly disagrees to like to watch movie with violent content.

The results also revealed that 10% of male students are strongly agreed to enjoy seeing a dead body in movies, and 10% agree; 30% neutral; 40% disagreed; 10% strongly disagree to enjoy seeing a dead body in movies with a mean value of 2.7 i.e. disagree point of view.

The results also revealed that 100% of male students are strongly agreed/agreed to enjoy watching movies with fighting scenes , and 0 % are the neutral , disagreed and strongly disagree to enjoy to watch movies with fighting scenes with a mean value of 4.5 i.e. more than an agree point of view.

The average score respondents in these results show a neutral level of affection toward aggression in movies. Additionally, this result suggests that an average respondent expresses a low level of affection with "I like watching movies with violent content" because the zero percent of participants selected "strongly agree / agree" as their respond. These results are proving the previous several findings by different researchers.

Table no. 3 Frequency table of male's affection towards movie violence

No	Questions	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree	Mean value
1	I like watching movies with violent content.	20%	20%	60%	0%	0%	2.4
2	I enjoy seeing a dead body in movies.	10%	40%	30%	10%	10%	2.7
3	I enjoy watching movies with fighting scenes.	0%	0%	0%	50%	50%	4.5
4	I am pleased when seeing someone gets shot at the movies.	0%	20%	50%	10%	20%	3.3

5	I am pleased when seeing someone shots fired at people.	10%	40%	10%	20%	20%	3
6	I enjoy when watching people being beaten up.	0%	40%	30%	20%	10%	3
7	I enjoy when see someone get attack with a knife.	10%	10%	60%	0%	20%	3.1
8	I like to see somebody threatened to kill someone else.	10%	30%	30%	20%	10%	2.9
9	I like seeing someone getting killed in movies.	10%	20%	40%	20%	10%	3

Table no. 4: Male student's affection toward movie violence

Scale	Score	%age
Strongly Disagree	7	7.77%
Disagree	22	24.44%
Neutral	31	34.44%
Agree	15	16.66%
Strongly Agree	15	16.66%

The average score respondents in these results show high level of affection toward violence in movies. These results are approving the previous several findings by different researchers. Because the maximum response were in the favor of "agree/strongly agree" view with 33.32 % agreement responses.

Table # 5: Comparison of male and female student's for affection toward movie violence

Scale	Score for female students	Score for male students	%age female students	%age male students
Strongly Disagree	10	7	11.11%	7.77%
Disagree	27	22	30%	24.44%
Neutral	27	31	30%	34.44%
Agree	23	15	25.55%	16.66%
Strongly Agree	3	15	3.33%	16.66%

This table and shows that female students have low affection toward movie violence as compared to male students and male students have higher level of affection towards movie violence as compared to female students.

4.3 Attitudes concerning aggression:

The Attitudes concerning Aggression Scale consisted of 12 items with possible scores from 1 (strongly disagree) to 5 (strongly agree). Possible scores ranged from 12 to 60, with higher scores indicating more tendencies toward aggression.

4.3.1 Female student's attitudes concerning aggression (checked through pre questionnaires):

The average percentage for the female sample on the attitudes concerning aggression scale was 45.826% (strongly agree/agree), with a mean value of 3.1. This percentage corresponds to an average item mean of 3.1, which stands in neutral point of view.

The results revealed that 30% of respondent are strongly agree that "If somebody hits me, I have to hit him back", 20% "agree", 10% "neutral", 20% "disagree", and 20% "strongly disagree" and the mean to this question is 3.2 i.e. neutral point of view.

The results also indicated that 0% of female students is strongly agree that "when two students are fighting it is not acceptable to encourage them", 30% "agree", 50% "neutral", 10% "disagree", and 10% "strongly disagree" and the mean to this question is 3 i.e. neutral point of view.

The findings also reported that 70% of respondent are strongly agree that "It is acceptable to fight for protecting right", 20% "agree", "neutral" 0%, 0% "disagree", and 10% "strongly disagree" and the mean to this question is 4.4 i.e. neutral point of view.

Additionally, this result suggests that an average respondent expresses a neutral level of agreement.

Table No. 6 Frequency table of Female student's attitudes concerning aggression

No.	Questions	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree	Mean value
1	If somebody hits me, I have to hit him back.	20%	20%	10%	20%	30%	3.2
2	When two students are fighting it is not acceptable to encourage them	10%	10%	50%	30%	0%	3
3	It is acceptable to fight for protecting right.	10%	0%	0%	20%	70%	4.4
4	Fighting is a manner of life in this world.	40%	50%	0%	10%	0%	1.8
5	It is acceptable for students to fight.	40%	50%	10%	0%	0%	1.7
6	It is enjoyable to be bully because it makes acceptable to encourage them.	60%	20%	20%	0%	0%	1.6
7	It is acceptable that someone with bullies get what he wants from other students.	60%	30%	10%	0%	0%	1.5
8	When two students are fighting, it is not fair to stand there and watch them.	0%	20%	30%	20%	30%	3.6
9	Shoving a student by other student is not acceptable.	20%	10%	10%	30%	30%	3.4
10	Students cannot make other students do what they want by forcing at them.	10%	0%	0%	40%	50%	4.2
11	Students cannot obtain what they want by fighting with others.	0%	0%	20%	20%	60%	4.4
12	It is right to try to stop a fight between two students.	0%	0%	10%	40%	50%	4.4

Table no. 7: Female student's attitudes concerning aggression

Scale	Score	%age
Strongly Disagree	27	22.5%
Disagree	21	17.5%
Neutral	17	14.166%
Agree	23	19.166%
Strongly Agree	32	26.66%

The average score respondents in these results show that female student's high level of attitudes concerning aggression in movies. These results are approving the previous several findings by different researchers. Because the maximum response were in the favor of "agree/strongly agree" view with 45.82 % agreement responses.

4.3.2 Male student's attitudes concerning aggression (checked through pre questionnaires):

The average percentage for the male sample on the attitudes concerning aggression scale was 43.323% (strongly agree/agree), with a mean value of 3.1. This percentage corresponds to an average item mean of 3.1, which stands in neutral point of view.

The results revealed that 60% of respondent are strongly agree that "If somebody hits me, I have to hit him back", 10% "agree", 10% "neutral", 10% "disagree", and 10% "strongly disagree" and the mean to this question is 4 i.e. agree point of view.

The results also indicated that 20% of male students is strongly agree that "when two students are fighting it is not acceptable to encourage them", 20% "agree", 30% "neutral", 30% "disagree", and 0% "strongly disagree" and the mean to this question is 3.3 i.e. neutral point of view.

The findings also reported that 70% of respondent are strongly agree that "It is acceptable to fight for protecting right", 20% "agree", "neutral" 0%, 10% "disagree", and 0% "strongly disagree" and the mean to this question is 4.5 i.e. agree point of view which is close to strongly agree point of view.

Additionally, this result suggests that an average respondent expresses a neutral level of agreement because the mean for the items for the attitudes concerning aggression is 3.1 i.e. similar to female students' attitudes concerning aggression.

Table no. 8: Frequency table of male student's attitudes concerning aggression

No.	Questions	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree	Mean value
1	If somebody hits me, I have to hit him back.	10%	10%	10%	10%	60%	4
2	When two students are fighting it is not acceptable to encourage them	0%	30%	30%	20%	20%	3.3
3	It is acceptable to fight for protecting right.	0%	10%	0%	20%	70%	4.5
4	Fighting is a manner of life in this world.	50%	20%	20%	10%	0%	1.9
5	It is acceptable for students to fight.	70%	0%	10%	20%	0%	1.8
6	It is enjoyable to be bully because it makes acceptable to encourage them.	40%	30%	20%	0%	10%	2.1
7	It is acceptable that someone with bullies get what he wants from other students.	60%	20%	20%	0%	0%	1.6
8	When two students are fighting, it is not fair to stand there and watch them.	30%	10%	20%	20%	20%	2.9
9	Shoving a student by other student is not acceptable.	0%	10%	40%	20%	30%	3.7
10	Students cannot make other students do what they want by forcing at them.	20%	20%	10%	10%	40%	3.3
11	Students cannot obtain what they want by fighting with others.	10%	20%	10%	10%	50%	3.7
12	It is right to try to stop a fight between two students.	10%	0%	10%	0%	80%	4.4

Table no. 9: Male student's attitudes concerning aggression

Scale	Score	%age
Strongly Disagree	30	25%
Disagree	18	15%
Neutral	20	16.66%
Agree	14	11.666%
Strongly Agree	38	31.666%

The average score respondents in these results show that male student's high level of attitudes concerning aggression in movies. These results are approving the previous several findings by different researchers. Because the maximum response were in the favor of "agree/strongly agree" view with 43.332 % agreement responses.

Table #10: Comparison of male and female student's attitudes concerning aggression:

Scale	Score for female students	Score for male students	%age female students	%age male students
Strongly Disagree	27	30	22.5%	25%
Disagree	21	18	17.5%	15%
Neutral	17	20	14.166%	16.66%
Agree	23	14	19.166%	11.666%
Strongly Agree	32	38	26.66%	31.666%

This table shows that male and female students both have neutral attitudes concerning aggression because both have a same mean value for the items of attitudes concerning aggression i.e. 3.1 but in response to some of the items female's point of view is contradicting with male's point of view.

The maximum response were in the favor of "agree/strongly agree" view with 45.82 % agreement responses by female respondents while the maximum response were in the

favor of “agree/strongly agree” view with 43.332 % agreement responses by male respondents with 2% less attitude concerning aggression as compared to female students.

4.4 Attitudes towards violence in action movies after watching Hollywood action movies:

Two Hollywood action movies “The A team” and “The Faster” were chosen on the bases of best high ranking action movies of year 2010 addressed by different websites to show and check response of teenage students for attitudes towards violence in action movies. The teenager’s attitudes towards violence in Hollywood action movies was checked through post questionnaires which includes 21 questions designed according to the situations and violent scenes in the movies. The response was checked through Likert scale of two different dimensions; one with a score from 1 (strongly disagree) to 5 (strongly agree) and other with possible scores from 1 scared, 2 neutral, 3 enjoyed, 4 feel lighter/comfortable, to 5 feel strong emotions. The scale indicated the following attitude of students.

Following options will justify following statements and hypothesis

- Scared: Teenagers became more fearful of the world around them after watching violent movies (hypothesis 1a).
- Neutral = there is no positive or negative effect of it on teenagers.
- Felt lighter/ comfortable = Exposure to violent media actually provides a healthy release for the frightening emotions of teenagers (hypothesis 1c).
- Enjoyed = the person is not taking harmful effects of it and just watching it for self gratification.
- Felt strong emotions in myself = after watching violent content teenagers are more likely to behave in aggressive way towards others (hypothesis 1b).

The responses showed that female student’s attitude toward violence are contradicting with male student’s responses for attitudes towards violence after watching Hollywood action movie.

4.4.1 Female student's attitudes towards violence in action movies after watching Hollywood action movies (checked through post questionnaires):

The average response for the female sample on the attitudes concerning violence in action movies after watching Hollywood action movie was neutral with a mean value of 2.64 i.e. close to enjoyed point of view.

Table # 11: Female student's attitudes towards violence in action movies after watching Hollywood action movies checked through post questionnaires:

Scale	Score	%age
Scared	5	4.54%
Neutral	43	39.09%
Enjoyed	52	47.2727%
Felt Lighter/Comfortable	6	5.454%
Felt Strong Emotions	4	3.636%

The average response for the female sample on the attitudes concerning violence in action movies after watching Hollywood action movie was neutral with a mean value of 2.64 i.e. close to enjoyed point of view but it has the maximum r responses in the favor of enjoyed point of view with 47.2727% responses. Whereas the point of view in the favor of scared is 4.54%, neutral 39.09%, felt lighter /comfortable 5.454%, and felt strong emotions with 3.636%responses.

4.4.2 Male student's attitudes:

The average response for the male sample on the attitudes concerning violence in action movies after watching Hollywood action movie was neutral with a mean value of 2.89 i.e. really very close to enjoyed point of view.

Table # 12: Male student's attitudes towards violence in action movies after watching Hollywood action movies checked through post questionnaires:

Scale	Score	Percentage
Scared	14	12.7272%
Neutral	26	23.636%
Enjoyed	45	40.909%
Felt Lighter/Comfortable	8	7.2727%
Felt Strong Emotions	17	15.4545%

The average response for the male sample on the attitudes towards violence in action movies after watching Hollywood action movie was neutral with a mean value of 2.89 i.e. very much close to enjoyed point of view but it has the maximum responses in the favor of enjoyed point of view with 40.909% responses. Whereas the point of view in the favor of scared is 12.727%, neutral 23.636%, felt lighter /comfortable 7.2727%, and felt strong emotions with 15.4545% responses.

4.4.3 Comparison of male and female student's attitudes towards violence in action movies after watching Hollywood action movies checked through post questionnaires:

Table # 13: Comparison of male and female student's attitudes towards violence in action movies after watching Hollywood action movies checked through post questionnaires:

Scale	Score for female students	Score for male students	Percentage for female students	Percentage for male students
Scared	5	14	4.54%	12.7272%
Neutral	43	26	39.09%	23.636%
Enjoyed	52	45	47.2727%	40.909%
Felt Lighter/Comfortable	6	8	5.454%	7.2727%
Felt Strong Emotions	4	17	3.636%	15.4545%

This graph percentage and table scores showed that the average response for the male sample on the attitudes concerning violence in action movies after watching

Hollywood action movies was neutral with a mean value of 2.89 i.e. really very close to enjoyed point of view that is more than the average response for the female sample because female student's mean value of responses on the attitudes concerning violence in action movies after watching Hollywood action movie was 2.64 i.e. neutral response but close to enjoyed point of view.

4.4 Analysis of Hypotheses:

In this section it was found that if both attitudes of the teenagers are the same as expected in the hypotheses or the results are contradicting with the hypotheses and disapproving it.

4.4.1 Hypothesis 1a:

Teenagers became more fearful of the world around them after watching violent movies.

4.4.1.1 Testing of hypothesis 1a for female students:

Four questions were asked to female respondents to verify that either the first hypothesis is proving or not. The response was checked through Likert scale with a score from 1 (strongly disagree) to 5 (strongly agree). The mean value for the items of hypothesis 1a for the female students were 2.525 that stands in disagree view in the likert scale. The "disagree" point of view at likert scale is disapproving hypothesis 1a. Following are the questions and responses of for female students for testing hypothesis 1a:

Table # 14: Frequency table for Responses of hypothesis 1a by female respondents.

No.	Questions	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree	Mean value
1	Do you think that there was a constant tension in first movie?	0%	0%	40%	50%	10%	3.7
2	Did you become fearful when a bullet touches to the neck of the driver?	10%	30%	20%	30%	10%	3
3	Is this film brings a feelings in your mind about the world that this world is not a safer place to live in?	40%	50%	10%	0%	0%	1.7
4	Is this film frightens you from the world?	50%	40%	0%	10%	0%	1.7

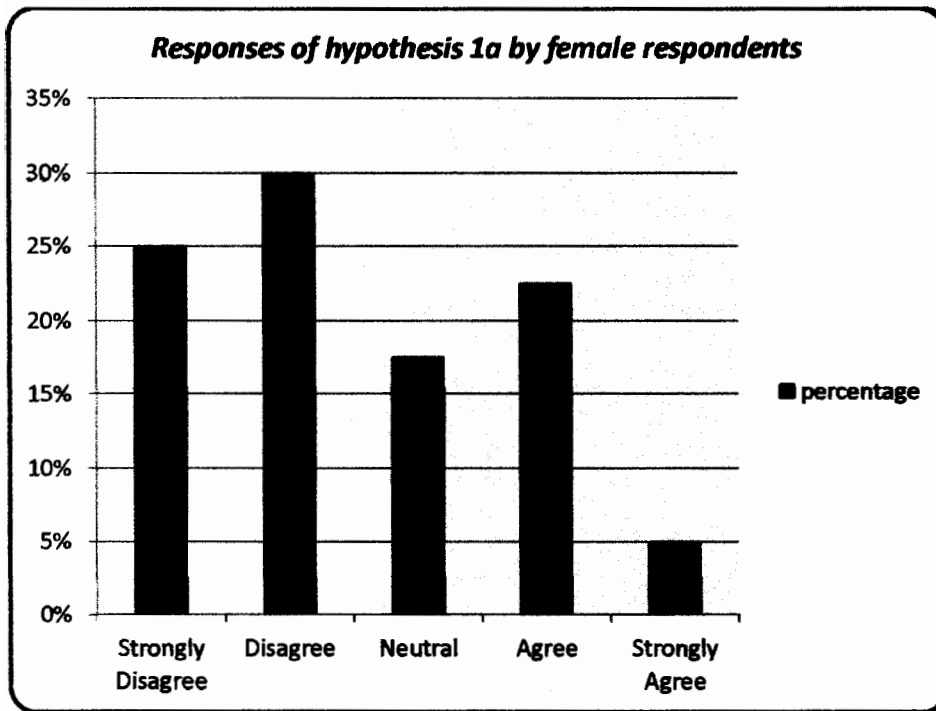


Figure # 1: Responses of hypothesis 1a by female respondents

This graph shows that female students have maximum responses for disagree/strongly disagree with 55% responses which disapprove the hypothesis 1a.

4.4.1.2 Testing of hypothesis 1a for Male students:

Four questions were asked to male respondents to verify that either the first hypothesis is proving or not. The response was checked through Likert scale with a score from 1 (strongly disagree) to 5 (strongly agree). The mean value for the items of hypothesis 1a for the male students was 3.1 that stand in neutral view in the likert scale. The “neutral” point of view at likert scale is not approving not rejecting hypothesis 1a. Following are the questions and responses of for male students for testing hypothesis 1a:

Table # 15: Frequency table for Responses of hypothesis 1a by male respondents.

No.	Questions	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree	Mean value
1	Do you think that there was a constant tension in first movie?	0%	0%	60%	20%	20%	3.6
2	Did you become fearful when a bullet touches to the neck of the driver?	0%	20%	0%	70%	10%	3.7
3	Is this film brings a feelings in your mind about the world that this world is not a safer place to live in?	30%	30%	0%	30%	10%	2.6
4	Is this film frightens you from the world?	10%	60%	10%	10%	10%	2.5

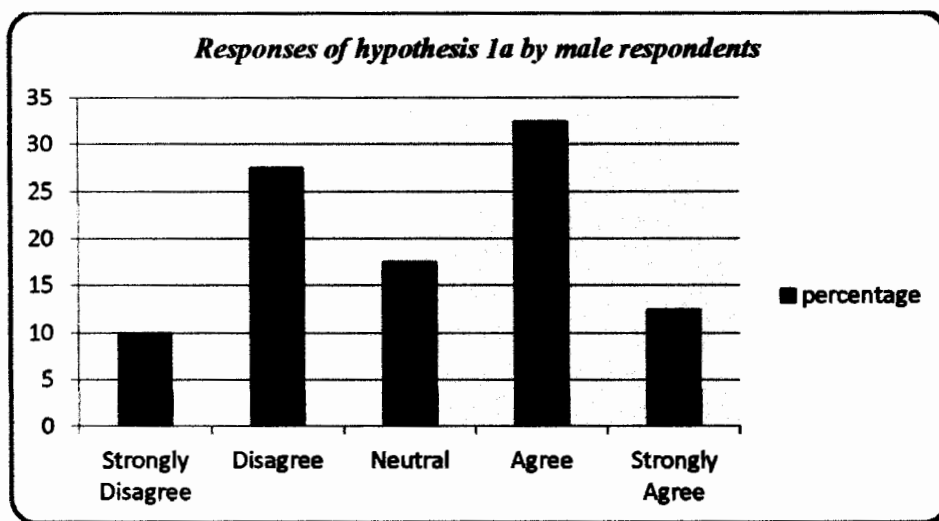


Figure #2: Responses of hypothesis 1a by male respondents

This graph shows that male students have maximum responses for agree/strongly agree with a 45% responses which approves the hypothesis 1a for male students.

4.4.1.3 Comparison of male and female student’s attitudes towards violence in action movies for Testing of hypothesis 1a:

The mean value for the items of hypothesis 1a for the female students were 2.525 that stands in disagree view in the likert scale. The “disagree” point of view at likert scale is disapproving hypothesis 1a. Whereas the mean value for the items of hypothesis 1a for the

male students was 3.1 that stand in neutral view in the likert scale. The “neutral” point of view at likert scale is not approving not rejecting hypothesis 1a.

It shows that female students disagreed that they became fearful of the world around them after watching violence whereas male students are not agreed nor disagreed to this point of view.

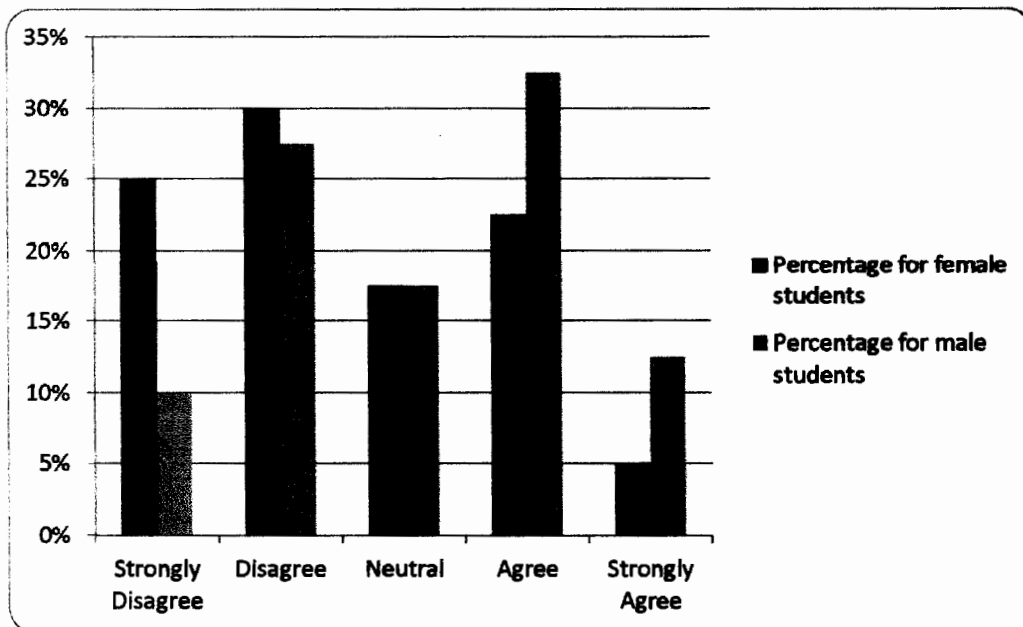


Figure # 3: Comparison of male and female student’s attitudes towards violence in action movies for Testing of hypothesis 1a:

This graph shows that male responses are approving while female responses are disapproving hypothesis 1a.

4.4.2 Hypothesis 1b

After watching violent content teenagers are more likely to behave in aggressive way towards others.

4.4.2.1 Testing of hypothesis 1b for female students:

Five questions were asked to female respondents to verify that either the second hypothesis is proving or not. The response was checked through Likert scale with a score from 1 (strongly disagree) to 5 (strongly agree). The mean value for the items of

hypothesis 1b for the female students was 3.1 that stand in neutral view in the likert scale. The “neutral” point of view at likert scale is not approving not rejecting hypothesis 1b. Following are the questions and responses of for female students for testing hypothesis 1b:

Table # 16: Frequency table for Responses of hypothesis 1b by female respondents.

No.	Questions	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree	Mean value
1	Is this film brings aggressive feelings in your mind after watching?	10%	40%	50%	0%	0%	2.4
2	Was all the murderers in this film were reasonable?	30%	40%	0%	30%	0%	2.3
3	Do you think that it was reasonable to murder the last person?	0%	20%	0%	80%	0%	3.6
4	Is there any aggression or violence in this film?	0%	0%	0%	80%	20%	4.2
5	Was the ending of the faster film was acceptable?	10%	30%	10%	50%	0%	3

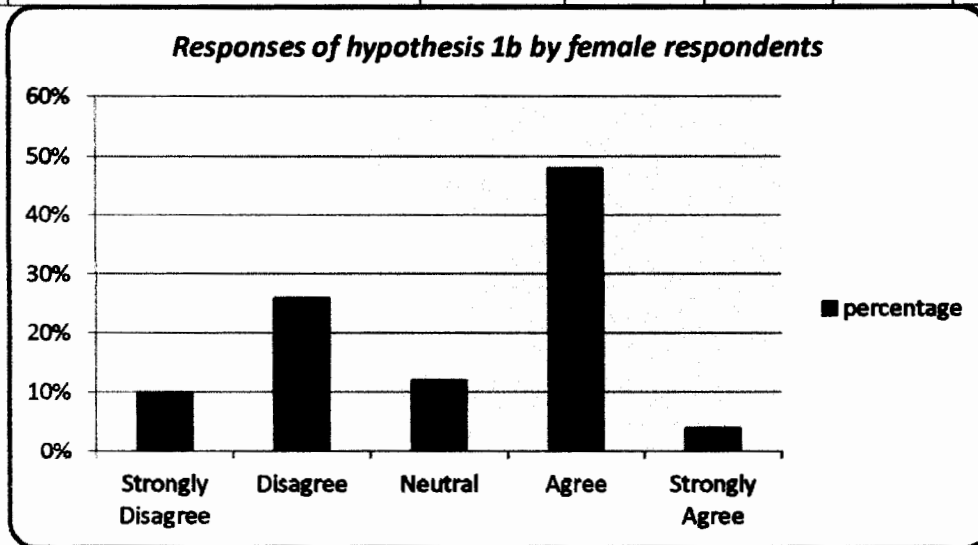


Figure # 4: Responses of hypothesis 1b by female respondents

This graph shows that female students have maximum responses for agree/strongly agree with a 52% responses which approves the hypothesis 1b for female students.

4.4.2.2 Testing of hypothesis 1b for male students:

Five questions were asked to male respondents to verify that either the second hypothesis is approving or not. The response was checked through Likert scale with a score from 1 (strongly disagree) to 5 (strongly agree). The mean value for the items of hypothesis 1b for the male students was 3.22 that stand in neutral view in the likert scale. The “neutral” point of view at likert scale is not approving not rejecting hypothesis 1b. Following are the questions and responses of for male students for testing hypothesis 1b:

Table # 17: Frequency table for Responses of hypothesis 1b by male respondents.

No.	Questions	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree	Mean value
1	Is this film brings aggressive feelings in your mind after watching?	0%	0%	20%	70%	10%	3.9
2	Was all the murderers in this film were reasonable?	20%	60%	10%	10%	0%	2.1
3	Do you think that it was reasonable to murder the last person?	0%	20%	30%	40%	10%	3.4
4	Is there any aggression or violence in this film?	0%	30%	10%	50%	10%	3.4
5	Was the ending of the faster film was acceptable?	10%	20%	0%	70%	0%	3.3

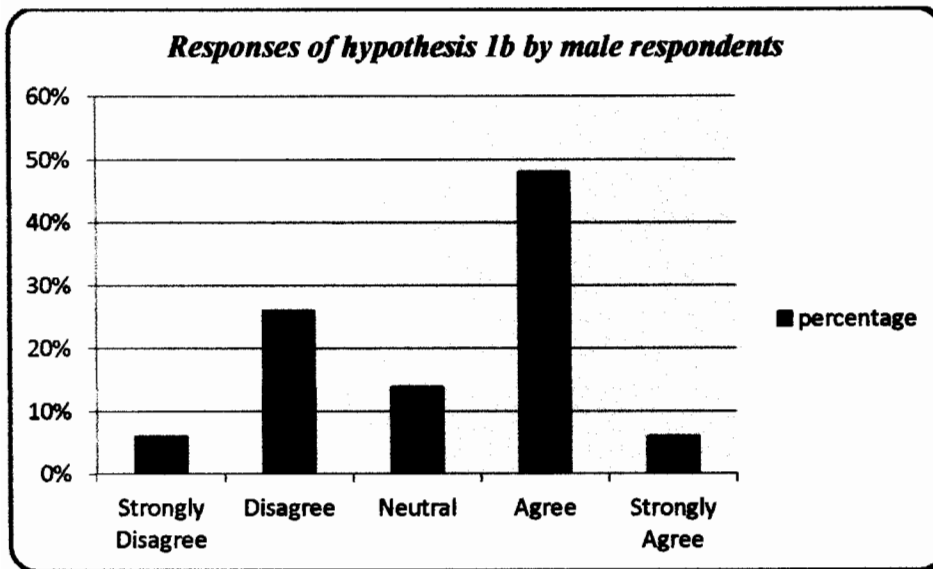


Figure # 5: Responses of hypothesis 1b by male respondents

This graph shows that male students have maximum responses for agree/strongly agree with a 54% responses which approves the hypothesis 1b for male students as well.

4.4.2.3 Comparison of male and female student’s attitudes towards violence in action movies for Testing of hypothesis 1b:

The mean value for the items of hypothesis 1b for the female students was 3.1 that stand in “neutral” point of view in the likert scale. The “neutral” point of view at likert scale is not approving not disapproving hypothesis 1b. Whereas the mean value for the items of hypothesis 1b for the male students was 3.22 that stand in neutral view in the likert scale. The “neutral” point of view at likert scale is not approving not rejecting hypothesis 1b. It shows that female students and male students both have the same response for hypothesis 1b. Following is the comparison table with scores and frequency and graph for the responses to hypothesis 1b.

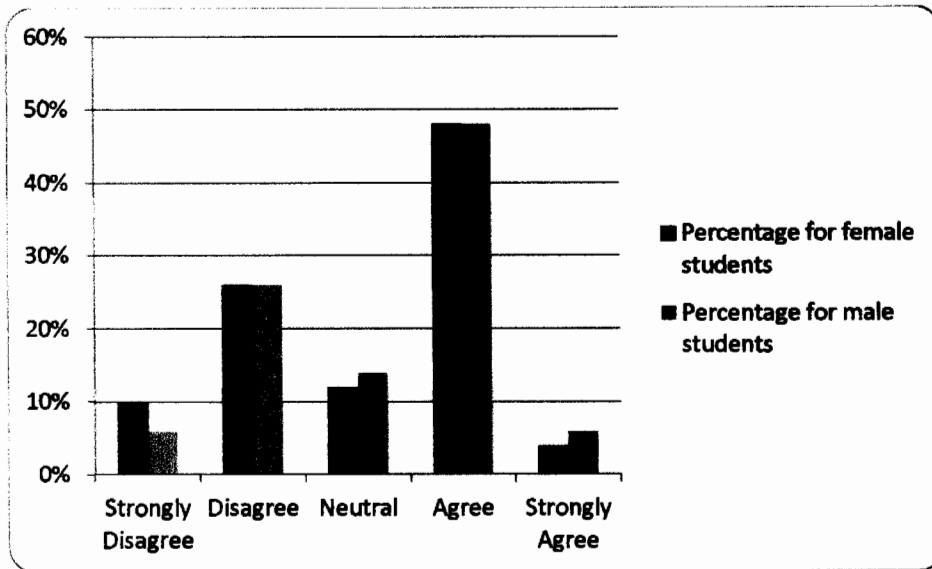


Figure # 6: Comparison of male and female student’s attitudes towards violence in action movies for Testing of hypothesis 1b:

This graph shows that female students and male students both have the same response for hypothesis 1b i.e. they are agreed to hypothesis 1b.

4.4.3 Hypothesis 1c

Exposure to violent media actually provides a healthy release for the frightening emotions of teenagers.

4.4.3.1 Testing of hypothesis 1c for female students:

One question was asked to female respondents to verify that either the third hypothesis is proving or not. The response was checked through Likert scale with a score from 1 (strongly disagree) to 5 (strongly agree). The mean value for this item of hypothesis 1c for the female students was 2.1 that stand in disagree view in the likert scale. The “disagree” point of view at likert scale is rejecting hypothesis 1c.

A question was asked “Is this film a healthy release for your frightening emotions that were already in your mind?” and in response to this question are 0% agreed /strongly agreed, 30% neutral, 50% disagree and 20% strongly disagreed. It shows that hypothesis is rejected by female students.

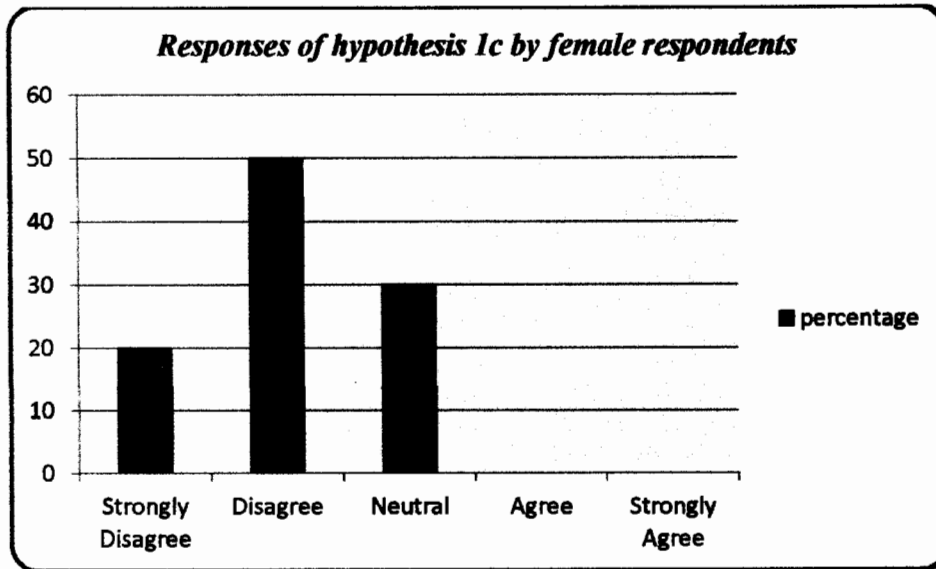


Figure # 7: Responses of hypothesis 1c by female respondents

This graph shows that this hypothesis is rejected by female students with a maximum 70% response in the favor of strongly disagree/disagree.

4.4.3.2 Testing of hypothesis 1c for male students:

One question was asked to male respondents to verify that either the third hypothesis is proving or not. The response was checked through Likert scale with a score from 1 (strongly disagree) to 5 (strongly agree). The mean value for this item of hypothesis 1c for the male students was 2.6 that stand in disagree view in the likert scale. The “disagree” point of view at likert scale is rejecting hypothesis 1c.

“A question was asked “Is this film a healthy release for your frightening emotions that were already in your mind?” and in response to this question are 0% strongly agreed, 10% agreed, 40% neutral, 50% disagree and 0% strongly disagreed. It shows that hypothesis is also rejected by male students.

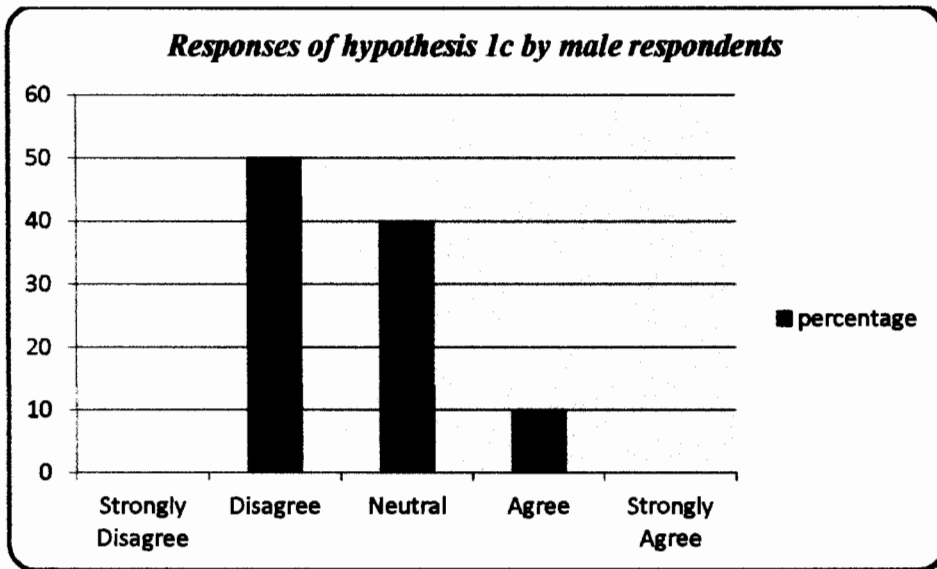


Figure # 8: Responses of hypothesis 1c by male respondents

This graph shows that this hypothesis is also rejected by male students with a maximum 50% response in the favor of strongly disagree/disagree.

4.4.3.3 Comparison of male and female student’s attitudes towards violence in action movies for Testing of hypothesis 1c:

The mean value for the items of hypothesis 1c for the female students was 2.1 that stand in disagree view in the likert scale. Whereas the mean value for the items of hypothesis 1c for the male students was 2.6 that also stand in “disagree” point of view in the likert scale. It means that both males and female are disagreed to hypothesis 1c. Following is the comparison table with scores and frequency and graph for the responses to hypothesis 1c.

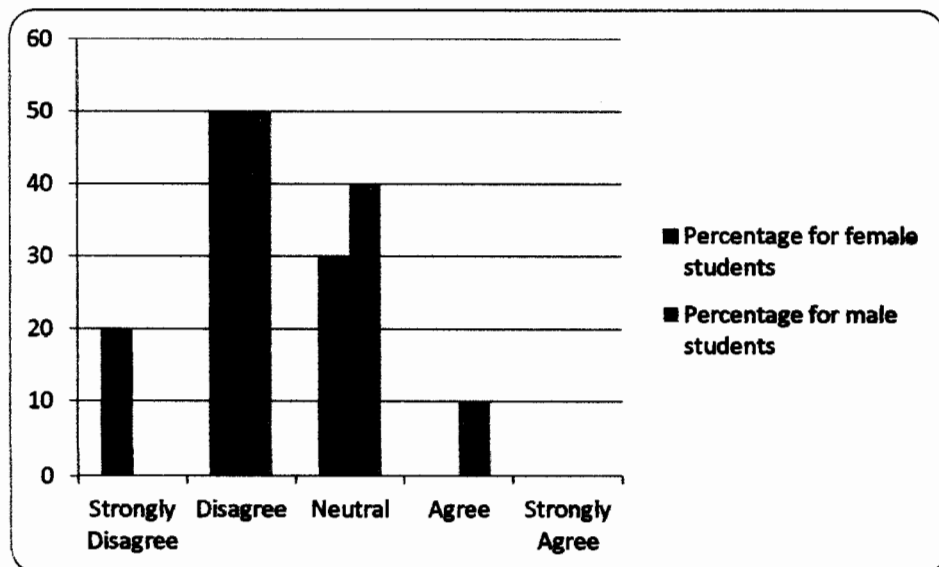


Figure # 9: Comparison of male and female student's attitudes towards violence in action movies for Testing of hypothesis 1c

This graph shows that female students and male students both have the same response for hypothesis 1c i.e. they are **disagreed** to hypothesis 1c.

4.4.3 Hypothesis 2

There is a difference in attitude between male and female teenagers after watching Hollywood action movies.

Female student's responses:

The average score show that female student's had high level of attitudes concerning aggression in movies as a pre attitude test. These results are approving the previous several findings by different researchers. Because the maximum response were in the favor of "agree/strongly agree" view with 45.82 % agreement responses.

Whereas, the average response for the female sample on the attitudes concerning violence in action movies after watching Hollywood action movie was neutral with a mean value of 2.64 i.e. close to enjoyed point of view but it has the maximum r responses in the favor of enjoyed point of view with 47.2727% responses. Whereas the point of view in the favor of scared is 4.54%, neutral 39.09%, felt lighter /comfortable 5.454%, and felt strong emotions with 3.636%responses.

Hence the hypothesis 2 is proven for the female students because there is a difference in attitude between male and female teenagers before and after watching Hollywood action movies.

Male student's responses:

The average score show that male student's also had high level of attitudes concerning aggression in movies as a pre attitude test. These results are approving the previous several findings by different researchers. Because the maximum response were in the favor of "agree/strongly agree" view with 43.332 % agreement responses.

Whereas, the average response for the male sample on the attitudes towards violence in action movies after watching Hollywood action movie was neutral with a mean value of

2.89 i.e. very much close to enjoyed point of view but it has the maximum responses in the favor of enjoyed point of view with 40.909% responses. Whereas the point of view in the favor of scared is 12.727%, neutral 23.636%, felt lighter /comfortable 7.2727%, and felt strong emotions with 15.4545% responses.

Hence the hypothesis 2 is also proven for the male students because there is a difference in attitude between male and female teenagers before and after watching Hollywood action movies.

Chapter 5

Discussion

5.1 Comparison of previous findings with present study:

5.1.1 Previous findings and researches:

The impact of Hollywood action movies on teenagers is very critical. Everything that teenagers see or hear in the media early on in their lives affects them in some way. They are in the process of growing up, so anything they see in their favorite movie is followed by them. The connections between teenagers watching action movies can cause later aggressive behavioral problems. Impact of movies on teenagers is generally known by the end results.

Since the early 1960s, research evidence has been accumulating that suggests that exposure to violence in television, movies, video games, cell phones, and on the Internet increases the risk of violent behavior on the viewer's part, just as growing up in an environment filled with real violence increases the risk of them behaving violently.

Many of the researches have been done on the impacts of media on viewers. Research, primarily from the United States, arguing that violent content in mass media has small but significant impact on real-world violence. Three forms of effects, learning of aggressive attitudes and behaviors, desensitization, and cultivation of fear, are discussed, as are three theoretical models.

In the study of Wendy Simons in article The Payne Fund Studies updated on December 3, 1998 he attempted to relate movie watching to attitude formation. Whereas heavy exposure to screen violence can make people become more fearful of the world around them and more accepting of violence in the real life as displayed by others (Singer & Singer, 1980). Moreover, the results indicated that media violence was supposed to be one of the major causes of violence in 47-54% of the questionnaires. Clearly, media violence is not in itself an enough cause of real world violence (Zuckerman, 1996). It is commonly confessed that attitudes have a significant power on behavior, especially violent behavior (Kxaus, 1995).

It is often encountered that heavy viewers of TV/video or movie violence tend to accept violence as a solution to conflicts and recognize it as an effective means of settling disputes (Potter, 1998), that viewers might believe that it is fairly common for people to fight, and that aggression is proper and acceptable in many different real-life situations (Berkowitz, 2001).

Adolescent boys are the main audience of movies with violent content, and their culture also includes violent movies, computer and video games, often human-directed (Funk & Buchman, 2002), it is considered useful to conduct a study exploring adolescents' attitudes toward violence on the basis of their exposure to screen violence, both passive (movies) and interactive (video/computer games). Surveys showed, boys are more likely to choose movies with fantasy and human violence as their beloved (Buchman & Funk, 2003). Slater finding (2003) has confirmed that adolescents prefer violent movies and especially with action genres.

Parental monitoring is very important point, since the research studies confirm that increasing control from parents is at least simply reducing media violence. Parental guidance is therefore needed to help children improve these impacts. Other studies have found that rules about *television viewing were connected with younger children and families from higher socioeconomic groups.* (Rideout, et al.2001)

The research in the area of passive media and their effects on antisocial Attitudes reveals that there is a relationship between experience of violence in media and aggressive attitudes (APA Commission on Violence and Youth, 1993). Additionally, several meta-analyses obtained a positive and significant relationship between watching violence and antisocial behavior (Paik, & Comstock, 1994).

Hoffner and Levine (2005) conducted a meta-analysis that focused on the enjoyment of media violence in related to violent attitudes. They comprehend that enjoyment of violent material was greater for males; also the results confirmed that those who enjoy movies with violent contain more tend to be aggressive than those who do not enjoy such programs. The results speak strongly in support of the importance of affection toward media violence.

The Academy of Pediatrics says “More than one thousand scientific studies and reviews conclude that significant exposure to media violence increases the risk of aggressive

behavior in certain children, desensitizes them to violence and makes them believe that the world is a 'meaner and scarier' place than it is."

In conclusion, results from Zoheir Sabaghpour Azarian, Institute for social science studies (IPSAS) University of Putra Malaysia (UPM), that study is also took as to get the basic idea for this research as well as research instrument is also taken from this study has confirmed that those schoolboys who watch movies with violence content have more tendencies toward aggressive attitudes than those who watch movies with little or no violence.

5.1.2 Findings of research on "The Impact of Hollywood Action Movies on Teenagers-An Experimental Study":

To find the impact of Hollywood action movies on teenagers an experimental research was conducted to find the attitude towards violence of growing children. For this research two groups were selected i.e. 10 female and 10 male students of 13-16 age from Overseas Pakistani Foundation school Islamabad to be treated for study. This study had two sessions; in first session students have to give responses against "Affection towards movie violence" and "Attitudes concerning aggression". In the second session students watched two action movies "The A team" and "Faster" and fill out questionnaires accordingly with the situations in the movie and the statements asked in questionnaires.

The findings in this study have rejected the previous findings by different researchers. The mean of the sample for female student's attitudes after watching Hollywood action movie is 2.64 i.e. neutral points of view but near to enjoyed view and sample for Males attitudes after watching action movie is 2.89 i.e. neutral points of view but very much near to enjoyed view.

In the first session, the average percentage for the female sample on the "Affection towards movie violence was 44.11% (strongly disagree/disagree), with a mean value of 2.8. This score corresponds to an average item score of 2.8, which stands in disagree point of view but near to neutral. The average score respondents in these results show the low level of affection toward aggression in movies. These results are rejecting the previous several findings by different researchers.

The average percentage for the male sample on the Affection towards movie violence was 33.32% (strongly agree/agree), with a median value of 3.1. This score corresponds to an average item score of 3.1, which stands in neutral point of view. The average score respondents in these results show high level of affection toward violence in movies. These results are approving the previous several findings for male respondents by different researchers.

The average percentage for the female sample on the attitudes concerning aggression scale was 45.826% (strongly agree/agree), with a mean value of 3.1. This percentage corresponds to an average item mean of 3.1, which stands in neutral point of view. Average score respondents in these results show that female student's have high level of attitudes concerning aggression in movies. These results are approving the previous several findings for female respondents by different researchers.

The average percentage for the male sample on the attitudes concerning aggression scale was 43.323% (strongly agree/agree), with a mean value of 3.1. This percentage corresponds to an average item mean of 3.1, which stands in neutral point of view. The averages score respondents in these results show that male student's have high level of attitudes concerning aggression in movies. These results are also approving the previous several findings for male respondents by different researchers.

The average response for the female sample on the attitudes towards violence in action movies after watching Hollywood action movie was neutral with a mean value of 2.64 i.e. close to enjoyed point of view. It has the maximum responses in the favor of enjoyed point of view with 47.2727% responses. These results are also rejecting the previous findings by different researchers and also rejecting the three hypotheses taken for this study because after seeing violence respondents enjoyed it and this violence is not leaving harmful effects on them ,they did not became scared nor behave aggressive and this violence is also not a healthy release for their frightening emotions.

The average response for the male sample on the attitudes towards violence in action movies after watching Hollywood action movie was neutral with a mean value of 2.89 i.e. really very close to enjoyed point of view. It has the maximum responses in the favor of enjoyed point of view with 40.909% responses. These results are also rejecting the previous findings by different researchers and also rejecting the first three hypotheses

taken for this study because after seeing violence respondents enjoyed it and this violence is not leaving harmful effects on them ,they did not became scared nor behave aggressive and this violence is also not a healthy release for their frightening emotions.

5.2 Hypotheses results:

The mean value for the items of hypothesis 1a for the female students were 2.525 that stands in disagree view in the likert scale. The “disagree” point of view at likert scale is disapproving hypothesis 1a. Female students have maximum responses for disagree/strongly disagree with 55% responses which disapprove the hypothesis 1a.

The mean value for the items of hypothesis 1a for the male students was 3.1 that stand in neutral view in the likert scale. The “neutral” point of view at likert scale is not approving not rejecting hypothesis 1a. Male students have maximum responses for agree/strongly agree with 45% responses which shows that male students are somewhere agree to the hypothesis 1a and approving it.

The mean value for the items of hypothesis 1b for the female students was 3.1 that stand in neutral view in the likert scale. The “neutral” point of view at likert scale is not approving not rejecting hypothesis 1b. Female students have maximum responses for agree/strongly agree with 52% responses which approve the hypothesis 1b for female students.

The mean value for the items of hypothesis 1b for the male students was 3.22 that stand in neutral view in the likert scale. The “neutral” point of view at likert scale is not approving not rejecting hypothesis 1b. Male students have maximum responses for agree/strongly agree with 54% responses which approve the hypothesis 1b for male students as well.

The mean value for the items of hypothesis 1c for the female students was 2.1 that stand in disagree view in the likert scale. The “disagree” point of view at likert scale is rejecting hypothesis 1c. This hypothesis is rejected by female students with a maximum 70% responses in the favor of strongly disagree/disagree.

The mean value for the items of hypothesis 1c for the male students was 2.6 that stand in “disagree” view in the likert scale. The “disagree” point of view at likert scale is

rejecting hypothesis 1c. This hypothesis is also rejected by male students with a maximum 50% response in the favor of strongly disagree/disagree.

The hypothesis 2 is proven for the female students because there is a difference in attitude between male and female teenagers before and after watching Hollywood action movies. Because the average score show that female student's had high level of attitudes concerning aggression in movies as a pre attitude test. These results are approving the previous several findings by different researchers. Because the maximum response were in the favor of "agree/strongly agree" view with 45.82 % agreement responses.

Whereas, the average response for the female sample on the attitudes concerning violence in action movies after watching Hollywood action movie was neutral with a mean value of 2.64 i.e. close to enjoyed point of view but it has the maximum r responses in the favor of enjoyed point of view with 47.2727% responses.

The hypothesis 2 is also proven for the male students because there is a difference in attitude between male and female teenagers before and after watching Hollywood action movies. Because the average score show that male student's also had high level of attitudes concerning aggression in movies as a pre attitude test. These results are approving the previous several findings by different researchers. Because the maximum response were in the favor of "agree/strongly agree" view with 43.332 % agreement responses.

Whereas, the average response for the male sample on the attitudes towards violence in action movies after watching Hollywood action movie was neutral with a mean value of 2.89 i.e. very much close to enjoyed point of view but it has the maximum responses in the favor of enjoyed point of view with 40.909% responses.

5.3 Theories applied to this study:

The two mass communication theories that applied to this study are "Cultivation theory" and "Uses and Gratification".

The cultivation theory of mass communication was applied to this research while observing the behavior and attitude of children after watching action movies. Gerbner's cultivation theory says that those who watch four or more hours a day are labeled heavy television viewers and those who view less than four hours per day, are light viewers.

Heavy viewers are exposed to more violence and therefore are affected by the Mean World Syndrome, an idea that the world is worse than it actually is. According to Gerbner, the overuse of television is creating a homogeneous and fearful populace.

Cultivation research is in the 'effects' tradition. Cultivation theorists argue that television has long-term effects which are small, gradual, indirect but cumulative and significant. They emphasize the effects of television viewing on the attitudes rather than the behavior of viewers. Cultivation theorists distinguish between 'first order' effects (general beliefs about the everyday world, such as about the prevalence of violence) and 'second order' effects (specific attitudes, such as to law and order or to personal safety).

Gerbner argues that the mass media cultivate attitudes and values which are already present in a culture: the media maintain and propagate these values amongst members of a culture, thus binding it together.

After collecting data from students, it was identified that either there is any negative effect in the attitude of those respondents after watching action movies and whether those students are cultivating negative attitude or not.

Overall results of this research is negating this theory because after seeing violence both female and male respondents enjoyed it and this violence is not leaving harmful effects on them, they did not become scared nor behave aggressive and this violence is also not a healthy release for their frightening emotions. But in response to some of the items respondents are approving this cultivation theory

For example, the female sample on the "Affection towards movie violence was 44.11% (strongly disagree/disagree), with a median value of 2.8. The average score respondents in these results show the low level of affection toward aggression in movies. These results are rejecting the cultivation theory. Whereas, male sample on the Affection towards movie violence was 33.32% (strongly agree/agree), with a median value of 3.1. The average score respondents in these results show high level of affection toward violence in movies. The results for male students are approving cultivation theory.

Similarly, the female sample on the attitudes concerning aggression scale was 45.826% (strongly agree/agree), with a mean value of 3.1 whereas the male sample was 43.323%

(strongly agree/agree), with a mean value of 3.1. The average score of both the respondents in these results show that they have high level of attitudes concerning aggression in movies. These results are approving the cultivation theory.

The uses and gratifications theory examines the uses and gratifications of **children needs** for watching violence and stunts performed by the heroes and villains. A factor analysis revealed four primary motivations for watching action movies: guidance information-seeking surveillance, entertainment, and social utility.

The uses and gratifications suggests how progress can be made in dealing with four conceptual issues facing this tradition: the nature of the "active" audience; the role of gratification orientations in mediating effects; the social origins of media needs and uses; and the interest shared with students of popular culture in perceptions of and cognitions about mass media content formed by audience members.

The uses and gratifications approach was well suited for this experimental research. The results to this research are rejecting the previous findings by different researchers and also rejecting the first three hypotheses taken for this study because **after seeing violence** respondents enjoyed it and this violence is not leaving harmful effects on them, they did not become scared nor behave aggressive and this violence is also not a healthy release for their frightening emotions. It shows that students are seeing violence only for the sake of self gratification.

Chapter 6

Conclusion and Recommendations

6.1 Recommendations of the research:

Following are the recommendations for this research, next research should be done while keeping following points in view

- ✓ As this study had a short time limit for conducting this research; it is recommended that the results would be entirely different and better identified if this research is longitudinal study.
- ✓ As family environment of the sample respondents was unknown, it is recommended that it could become one of the intervening variables which can affect the results of this study so family environment should be known for doing further studies.
- ✓ The number of sample teenagers was not as much higher as it should be taken, it is recommended that the results will be entirely different and better understood if maximum number of sample teenagers could be taken for the study.
- ✓ it is recommended that The results of this study could better be identified while taking students from two different Economic backgrounds by taking half of the sample from public sector and half from private sector ;as all the students were from high socio economic background for this study.
- ✓ It is recommended that the study could have better results by taking comparative groups discriminated with age i.e. 10-15 1st group, 15-20 2nd group and 20-25 3rd age group instead of respective genders.
- ✓ It is recommended that this study could have better results, if we have the two groups for understanding the attitudes and behavior towards violence, one is treated group and other should be controlled.

6.2 Conclusion:

Adolescent boys are the main audience of movies with violent content, (Funk & Buchman, 2002), it is considered useful to conduct an experimental study on exploring “*The impact of Hollywood action movies on teenagers-a comparative experimental study of two genders*”:

The overall pattern of research findings indicates a negative association between movies violence and aggressive attitudes. The frequency of evidence from many research studies over two decades shows that the violence portrayed on media influences the attitudes and behavior of children who watch it. The results to this research are rejecting the previous findings by different researchers and also rejecting the first three hypotheses taken for this study because after seeing violence respondents enjoyed it and this violence is not leaving harmful effects on them, they did not become scared nor behave aggressive and this violence is also not a healthy release for their frightening emotions. It shows that students are seeing violence only for the sake of self gratification. Whereas, the hypothesis 2 is proven for the both male and female students because there was a difference observed in attitudes between male and female teenagers before and after watching Hollywood action movies.

Parental guidance is therefore needed to help children improve these impacts. Other studies have found that rules about television viewing were connected with younger children and families from higher socioeconomic groups. (Rideout, et al.2001). One of the main reasons for why respondents are not cultivating aggressive attitudes towards violence after watching violence in action movie is that all students are from high socioeconomic status and are studying at one of the expensive schools of Islamabad. This element could become one of the factors behind why respondents are not cultivating aggressive attitudes towards violence after watching violence in action movie.

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ANNEXURE:

Reply mail of researcher **Md Salleh Bin Hj Hassan**

- **Re: FW: permission to take your questionnaire as my research instrument**

5/23/2011

Reply ▼

_Md Salleh new Malaysia researcherr

To nudratjanjua@hotmail.com

Ms. Nudrat Janjua,

I hereby give you permission to use our research team questionnaire for your research.

Check the statements for grammatical errors and not so clear statement (N0. 17).

Thank you.

Prof. Salleh Hassan.

-----nudrat janjua <nudratjanjua@hotmail.com> wrote: -----

To: Md Salleh new Malaysia reseearcher <mdsalleh@putra.upm.edu.my>

From: nudrat janjua <nudratjanjua@hotmail.com>

Date: 05/20/2011 08:29PM

Subject: FW: permission to take your questionnaire as my research instrument

From: nudratjanjua@hotmail.com

To: salleh@fbmk.upm.edu.my; zohairsabagh_222@yahoo.com

Subject: permission to take your questionnaire as my research instrument

Date: Mon, 16 May 2011 18:21:43 +0600

Asalam u alaikum,

Sir,

Subject : **Permission for using your questionnaire of research article;**

Most respectfully it is stated that I am a student of Msc. Media and Communication Studies (semester IV) at International Islamic University Islamabad, Pakistan. I have to do thesis for the completion of my degree. In this regard I have chosen the topic of "Impact of Hollywood Action Movies on Teenagers". This will be an

experimental study in which the sample students would fill questionnaire on violence and then again fill another questionnaire (regarding the situations in the movies) after watching action movies. For this purpose I want your permission to use your questionnaire (**Affection toward Movie Violence and Attitudes Concerning Aggression**) as a pre-attitude of students towards violence, which you once made for the research article on

Effects of Watching Violence Movies on the Attitudes Concerning Aggression among Middle Schoolboys (13-17 years old) at International Schools in Kuala Lumpur, Malaysia

Kindly give me permission to use your questionnaire as my research instrument/guideline; I will be very thankful to you.

Yours sincerely,

Nudrat Wajiha

Student of Msc. Media and communication studies (Semester IV)

International Islamic University Islamabad, Pakistan

Contact: nudratjanjua@hotmail.com , nudratjanjua@yahoo.com

Questionnaires used in this research:

QUESTIONARE (Before Watching Action Movies)

Assalam-o-Alaikum. I am a student of M.Sc (IV) Media and Mass Communications in IIUI. I am doing a research on the topic “**The Impact of Hollywood Action Movies on Teenagers (13-17)**”. Your contribution will be highly appreciated.

Name: -----

School Name: -----

Gender:

Male **Female**

Age

13 **14** **15** **16**

No.	Questions	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree
1	I like watching movies with violent content.					

2	I enjoy seeing a dead body in movies.					
3	I enjoy watching movies with fighting scenes.					
4	I am pleased when seeing someone gets shot at the movies.					
5	I am pleased when seeing someone shots fired at people.					
6	I enjoy when watching people being beaten up.					
7	I enjoy when see someone get attack with a knife.					
8	I like to see somebody threatened to kill someone else.					
9	I like seeing someone getting killed in movies.					
10	If somebody hits me, I have to hit him back.					
11	When two students are fighting it is not acceptable to encourage them					
12	It is acceptable to fight for protecting right.					
13	Fighting is a manner of life in this world.					
14	It is acceptable for students to fight.					
15	It is enjoyable to be bully because it makes acceptable to encourage them.					
16	It is acceptable that someone with bullies get what he wants from other students.					
17	When two students are fighting, it is					

	not fair to stand there and watch them.					
18	Shoving a student by other student is not acceptable.					
19	Students cannot make other students do what they want by forcing at them.					
20	Students cannot obtain what they want by fighting with others.					
21	It is right to try to stop a fight between two students.					

QUESTIONARE (After Watching Action Movies)

Assalam-o-Alaikum. I am a student of M.Sc (IV) Media and Mass Communications in IIUI. I am doing a research on the topic “**The Impact of Hollywood Action Movies on Teenagers (13-17)**”. Your contribution will be highly appreciated.

Name: _____

School Name: _____

Gender:

Male **Female**

Age

13 **14** **15** **16**

Questionnaire for The A –Team movie(2010)

1. How did you feel when two groups were fighting with helicopters?
 - Scared
 - Neutral
 - Enjoyed
 - Felt lighter/ comfortable
 - Felt strong emotions in myself
2. What was your feeling when the person was hanging through the rope from helicopter?
 - Scared

- Neutral
 - Enjoyed
 - Felt lighter/ comfortable
 - Felt strong emotions in myself
3. What did you feel when helicopter exploded?
- Scared
 - Neutral
 - Enjoyed
 - Felt lighter/ comfortable
 - Felt strong emotions in myself
4. What did you feel when the whole group was laughing and celebrating when helicopter exploded?
- Enjoyed
 - Neutral
 - Scared
 - Felt lighter/ comfortable
 - Felt strong emotions in myself
5. How did you feel when the actions were made on the truck?
- Scared
 - Neutral
 - Enjoyed
 - Felt lighter/ comfortable
 - Felt strong emotions in myself
6. What was your feeling when the car jumped into the water?
- Scared
 - Neutral
 - Enjoyed
 - Felt lighter/ comfortable
 - Felt strong emotions in myself
7. What was your feeling when the helicopter fired on car?

- Scared
- Neutral
- Enjoyed
- Felt lighter/ comfortable
- Felt strong emotions in myself

8. While listening to the sounds of bullets I feel?

- Scared
- Neutral
- Enjoyed
- Felt lighter/ comfortable
- Felt strong emotions in myself

9. How did you feel when people in action were firing on car and in result it crashes?

- Scared
- Neutral
- Enjoyed
- Felt lighter/ comfortable
- Felt strong emotions in myself

10. What was your feeling when all the things was crashing and catching fire?

- Scared
- Neutral
- Enjoyed
- Felt lighter/ comfortable
- Felt strong emotions in myself

11. Do you think that there was a constant tension in this movie?

Strongly Disagree ; Disagree ; Neutral ; Agree ; Strongly Agree

Questionnaire for FASTER MOVIE (2010)

12. What were your feelings when first person was murdered in the film?

- Scared
- Neutral
- Enjoyed
- Felt lighter/ comfortable
- Felt strong emotions in myself

13. Did you become fearful when a bullet touches to the neck of the driver?

Strongly Disagree ; Disagree ; Neutral ; Agree ; Strongly Agree

14. Do you think that it was reasonable to murder the last person?

Strongly Disagree ; Disagree ; Neutral ; Agree ; Strongly Agree

15. Is there any aggression or violence in this film?

Strongly Disagree ; Disagree ; Neutral ; Agree ; Strongly Agree

16. Was the ending of the faster film was acceptable?

Strongly Disagree ; Disagree ; Neutral ; Agree ; Strongly Agree

17. Was all the murderers in this film were reasonable?

Strongly Disagree ; Disagree ; Neutral ; Agree ; Strongly Agree

18. Is this film frightens you from the world?

Strongly Disagree ; Disagree ; Neutral ; Agree ; Strongly Agree

19. Is this film brings a feelings in your mind about the world that this world is not a safer place to live in?

Strongly Disagree ; Disagree ; Neutral ; Agree ; Strongly Agree

20. Is this film a healthy release for your frightening emotions that were already in your mind?

Strongly Disagree ; Disagree ; Neutral ; Agree ; Strongly Agree

21. Is this film brings aggressive feelings in your mind after watching?

Strongly Disagree ; Disagree ; Neutral ; Agree ; Strongly Agree

