

# Some Media Effects on Children-A Review

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**Abstract:** The topics of this statement are to explain the beneficial and harmful effects of media on children's mental and physical health and their capacities and opportunities for kids. In this review, we search around some important effects of media like: VIDEO GAMES, TV, MUSIC VIDEOS, INTERNET and their positive and negative tendencies on Learning, Nutrition, Alcohol, Smoking and Sexuality in various ways. As results we follow some different aspects of them on kids' life and we recommend suggestions to families for controlling and matching with their children and how can ban some negative effects of media.

**Keywords:** Media, Children, Health, Control, Effect.

## I. INTRODUCTION

Most researchers believe that the long term effects of media violence depend on social agents that control social behavior being changed for the long process. The influence of the media on the psychosocial development of children is obvious. Thus, it is important for scientists to discuss with parents their child's exposure to media and to provide category on age-appropriate use of all media, including television, radio, video , music, games and the Internet. More researches need to be completed to identify all the mediators, but it seems clear that they include normative beliefs about what kinds of social behaviors are good world schemas that lead to hostile or non-hostile attributions about others intention, and social scripts that automatically control social behavior once they are well learned.(36,37).

The topics of this statement are to explain the beneficial and harmful effects of media on children's mental and physical health, and to distinguish how physicians can counsel cases and their families and promote the healthy use of the media in their societies.

## II. VIDEO GAMES

This review evidences that compelling points to the conclusion that media violence increases the risk significantly that a viewer or gamer will behave more violently in the short run and in the long period. (12,17,47,48). Some video games probably aim the development of fine motor skills and coordination, but many of the concerns about the negative effects of television (eg, inactivity, social behavior and violence) also use to excessive exposure to video games. Violent video games should be discouraged because they have bad effects on children's mental development. (51,13,12, 41,42).

With respect to interactive media such as video games and the Internet, findings are mixed, almost entirely

correlation (allowing no conclusive cause-effect associations), and seldom conducted with young children. Although one study reported a negative association between video game use and academic achievement in adolescents, others report a positive association between achievement and computer and Internet use at home.<sup>64</sup> Though these few studies may suggest that video games are negatively linked with achievement whereas computers and Internet are positively linked with achievement, additional research is needed to systematically investigate this potential difference in outcome. (5,6,9).

The effect of violent video games on children has been a public health concern for many years. No quantitative analysis of video game contents for games rated as suitable for all audiences was made until 2001. The study concluded that many video games rated as suitable for all audiences contained significant amounts of violence (64% contained intentional violence and 60% rewarded players for injuring a character). Therefore, current ratings of video games leave much room for improvement. Randomized experiments demonstrate conclusively that exposure to media violence immediately increases the likelihood of aggressive behavior for children and adults in the short run. The most important underlying process for this effect is probably priming though mimicry and increased arousal also play important roles. The evidence from longitudinal field researches is also compelling that children's response to violent electronic media including violent games leads to long-term increases in their risk for behaving aggressively and violently. These kinds of effects are a consequence of the powerful observational learning and desensitization processes that neuroscientists and psychologists now understand occur automatically in the human child. Children automatically cope with scripts for the behaviors they observe around them in real life or in the media along with emotional reactions and social agents that cover those behaviors. Social comparison processes also lead children to seek out others who behave similarly aggressively in the media or in real life leading to a downward spiral process that increases risk for violent behavior. Parents should be obvious to familiarize themselves with various rating systems for video games and use this technology to make their decisions.

## III. TV

Television has the capacity to generate both positive and negative effects, and many studies have looked at the effect of television on society, particularly on children and teenagers. Studies show how time spent watching television varies between different age rates and cultures. This is particularly relevant when studying the effects of

excessive television exposure on disadvantaged populations. Child's developmental level is a vital factor in determining whether the medium will have good or bad effects. Not all television programs are bad, but data showing the negative factors of exposure to violence, not suitable sexuality and offensive representations are convincing. Still, physicians need to advocate continued research into the negative and positive effects of media on children and adolescents. The average Canadian child watches nearly 14 h of television each week. The amount of time that younger North American children currently spend watching television has not decreased significantly. By his/her high school graduation, the average teen will have spent more time for watching television than in the classroom. A substantial number of children begin watching television at an earlier age. Evidence suggests that television's influence on children and teenagers is related to how much time they spend watching television. As a result, with prolonged viewing, the world shown on television becomes the real world. Television viewing frequently limits children's time for vital activities such as playing, reading, learning to talk, spending time with peers and family, storytelling, participating in regular exercise, and developing other necessary physical, mental and social skills. In addition to the amount of time spent in front of the television, other factors that influence the medium's effect on children include : individual susceptibility, the child's developmental level and whether children watch television alone or with their parents. (3,33,7,19,50)

#### **IV. MUSICAL VIDEOS**

Music videos may have a important behavioral effect by desensitizing viewers to violence and making teenagers more likely to accept of premarital sex. Attractive models are the aggressors in more than 80% of music videos. Males are more than three times as likely to be the aggressors; blacks were overrepresented and whites underrepresented. Music videos may reinforce false stereotypes. A detailed analysis of music videos raised worries about its effects on adolescents' normative expectations about conflict resolution, race and male-female relationships. Up to 75% of videos have sexually explicit contents, and more than half includes violence that is often centralized against women. Women are portrayed frequently in a condescending manner that affects children's attitudes about sex roles.

Music lyrics have become importantly explicit, especially with references to sex, drugs and violence. Research linking a cause-and-effect relationship between explicit lyrics and adverse behavioral effects is still in development at this time. Also, the potential negative impact of explicit music lyrics should put parents and pediatricians on guard – pediatricians should bring this up in anticipatory guidance discussions with kids and their parents. At the least, parents must take an clear role in explaining the music for their children.(34,59,8,62)

#### **V. INTERNET**

Parents maybe have outsmarted emotions by their children's computer applying and Internet usages, or they may not appreciate that the 'new one' is an vital element of the new education. These emotions of inadequacy or complexity must not cure them from discovering the Internet's advantages. The risks inherent in this approximately uncontrolled 'wired' world are many and varied, but often hidden. These dangers must be unmasked and a wise parent will learn how to protect their children by immersing themselves in the medium and taking advice from the many resources aimed at protecting children while allowing them to reap the rich benefits in a safe environment. The physician is in a good position to encourage parents and children to discover the Internet and to use it wisely.

The Internet has a significant potential for providing children and youth with applying to educational information, and can be compared with a big home library. However, the lack of editorial standards limits the Internet's identity as a source of information. There are other concerns as well.

Other concerns contain pedophiles who use the Internet to lure young bodies into relationships and cooperation. There is the potential for kids to be exposed to pornographic material, too. Parents can apply technology that blocks access to pornography and sex talk on the Internet space, but must be aware that this technology does not replace their aspects. The amounts of time at a computer screen can contribute to obesity, undeveloped social abilities and a form of addictive way. some data suggest that television viewing causes weakness of the eyes and it could be true. It may be different when a child is closely exposed to a computer screen for long periods, although there are no definitive references to support this. There is a rate of information on earning the vast capacities of the Web, both good and bad. Above all, parents should be encouraged to know that there is potential for more good than bad, as long as one has the science to tell the difference.

#### **VI. LEARNING**

Television can be a powerful learner. Some usual television programs stimulate visits to the bookstores, zoo, museums and libraries ,and educational videos can certainly serve as powerful prosaical teaching means. The educational value of some programs has been shown to improve the reading and learning skill points of its viewers. In some disadvantaged settings, healthy television habits may actually be a beneficial teaching tool .Still, watching television takes time away from reading and homework. More recent and well-controlled researches presentate that even 1 h to 2 h of daily unsupervised television watching by school-aged children has a important deleterious effect on academic performance, especially reading. (55,56,57,58,63,30,47)

## VII. NUTRITION

The Relationship between Television Viewing and Unhealthy Eating is clear.(13,15).parents, legislators and health advocates are becoming concerned and significantly ask the question, "How do we protect children against the unhealthy influence of television and food advertising?" Proposed solutions fall into three broad categories: 1) public service announcements and other media messages to communicate to kids the importance of eating healthy foods; 2) parent-child communication and media literacy education to teach children to defend against unwanted advertising effects; and 3) reductions in children's exposure to unhealthy messages on TV, either through parental limitations on the amount of television that children view or limitations on the amount of advertising for unhealthy products presented on children's television. The evidence on the efficacy of most of these approaches, however, is inconclusive Expectancy theory also predicts that early findings of the negative aspects of unhealthy foods could reduce the effects of advertising on taste perceptions. For example, disclosing a secret ingredient (balsamic vinegar) in a new beer reduced liking of that. participants knew what the ingredient was before they tasted the beer . If they were told the ingredient after tasting, however, it did not affect their evaluation of the taste. This finding highlights the importance of teaching children early about the negative aspects of the foods that look so enticing in the advertising .Because television takes time away from play and P.E, kids who watch a lot of television are less physically fit and more likely to eat high fat and high energy snack foods. Television viewing makes a substantial contribution to obesity. (20,10,38).The fat amount of advertised ones exceeds the current average Canadian diet and nutritional recommendations, and most food advertising is for high calorie foods such as fast foods and candy. Commercials for healthy food make up only 4% of the food advertisements shown during children's viewing time. The amount of hours of TV watching also corresponds with an increased relative risk of higher cholesterol levels in kids . Television can also contribute to eating dangers in teenage girls, who maybe emulate the thin role models seen on TV.(29,1,2,3)

## VIII. ALCOHOL, SMOKING AND SEXUALITY

Different data say that advertising increases beer consumption, and in countries such as Sweden, a ban on alcohol advertising has led to a decline in alcohol consumption. In Islamic countries, like as Iran, follow to *Islam's Law* ,alcohol using is banned and it could stop kids way to this. kids tend to believe what they are told and may even assume that they are deprived if they do not have advertised products. Tobacco usages are not advertised directly on television in many countries. However, passive views occurs when, for example, a soap opera star lights a cigarette in a 'macho' act, a Formula

One race car has cigarette advertising on it or sporting events carry the names of tobacco companies. There is reason that passive advertising, which glamorizes smoking , has increased over the past few years. Most preschool kids do not understand the difference between a program designed to fun and a commercial designed to selling. Cartoon programs and characters based on toy usages are particular attractive. Advertisements for kids are profoundly influential, particularly on cigarette use .TV is not the only way that kids learn about tobacco and alcohol use; the worrying is that the consequences of these behaviors are not accurately depicted on TV. Today, TV has become a leading sex Teacher in many countries. (39,57,58,49). TV exposes kids to adult sexual ways in methods that portray these acts as normal and risk-free, sending the message that because these behaviors are frequent, 'everybody does it'. Sex between unmarried partners is shown 24 times more often than sex between spouses .Some people believe that the media can affect sexual aspects by increasing birth control, such as condom use. No current empirical evidence supports this concept; it is expected that the debate will follow. Teens rank the media as the leading source of information about sex, second only to school sex teaching programs. (18,26,11,2,3). Advertising can have positive and negative impacts on kids' behavior. For example, some alcohol manufacturers spend 10% of their budget on advertisements warning about the dangers of drinking and driving. In addition, although some health care professionals disagree about the health advantages of appropriate milk use, milk consumption has increased as a result of print and unclear advertisements.

## IX. RESULT AND DISSCUSSION

Although media is a knowledge resource for children and adolescents' mental health, its intense use leads to questions concerning young people's capacity and interest to bring balance between physical and mental activities.(18,20,21,46). A Kaiser Family Foundation study examined media use among very young children (0-6 years) and concluded that even these children spend as much time with electronic gadgets as they do playing outside . This study and many others draw links between media use and increase of health issues such as obesity and other physical and mental problems. Healthcare professionals use terms such as media addiction, identifying media as a factor of mental illness, dependency, obsessive-compulsive behaviors, concentration problems, and other attention disorders. Besides these physical and mental risks, safety concerns are being raised in media-heavy communities; issues such as cyber bullying, young children being exposed to violence, and sexually explicit material, as well as extreme or inappropriate behaviors, are being highlighted. The world at large, including the deviances of society, is much closer and easily accessible with media tools and technologies.(22,43,44,45).

Modern society also offers innumerable distractions and undesired attractions, especially linked to modern media and communication technologies, on which we have become dependent. The massive presence of media and the time spent on media technologies by children are obvious indicators of the shift in lifestyles and priorities of our new generation. In the US, children spend over seven and a half hours daily using media devices, an alarmingly large average, yet rather matter of fact in 2013. Children worldwide are spending more and more time in front of television sets or computer screens and on cell phones, making media a central part of their lives. Young bodies today are expected to be and are often constantly online.(11,14,59,60). Advertising, communications, as well as education present a brand new social networking image to make media accessible to children.(1,2,35).

We understand the media generation as the youth who live in a hypermedia environment. In many countries, including India, unequal access to media is an important concern, especially, since information and communication technologies (ICT) are regarded as major knowledge resources for the future.(55,56,57). Children and young people's media use needs contextualization if this practice is to be understood properly. First of all, children's everyday lives, which include their home situation, school, and leisure activities, provide a context. Cultures and norms are also contexts to consider when understanding the role of new media and ICT in children's lives. Media use is related to young people's social context, such as family, community, and friends or peer groups. The media landscape, including traditional media, is also the context for how new ICTs are appropriated. Children's use and reception will mediate the potential impact of media exposure. The consequences of media use can be extensive, and may affect how children spend their time, socialize, and even view the world. Thus, young people's media use can be a factor in how they experience themselves and their lives.(58,23,24,25,31).

#### *Educational Media in Schools*

Although most research on electronic media focuses on use at home, some initiatives are assessing the use of educational media in the classroom. Efforts have been made to create school curricula that integrate educational television programs, and a massive set of evaluations of such initiatives is now under way.80 Ready to Learn, a public broadcast- ing initiative to enhance school readiness through educational television programs and online resources, offered workshops for parents and educators showing how to extend lessons from television programs through practice and repetition. A five-year evaluation of Ready to Learn found a modest but positive link between the workshops and the time adults spent co-viewing PBS programs and reading books that extended lessons in the programs.(59,62). Although analysts found no clue that children's language and cognitive abilities benefited from the co viewing, the findings nevertheless hold some promise. The apparent benefits of adult mediation may provide a new area for extending the lessons of educational media. Educational programs are positively

associated with overall measures of achievement and with potentially long-lasting effects, while purely entertainment content, particularly violent content, is negatively associated with academic achievement.(26,27,28,53).

The Media History Tool can be used to identify areas of importance and to facilitate discussion with parents and kids.(32,34,54,58,60). They can be encouraged to promote a family comments for on-line use at home. Physicians should encourage families to do the following:

1) Families should be encouraged to explore media together and discuss their educational value. Children should be encouraged to criticize and assess what they look in the media. Parents can aim kids differentiate between fantasy and reality, especially when it comes to sex, violence and advertising.

2) No child must be let to have a television, computer or video game equipment in his or her bedroom. A central location is strongly advised with common access and common passwords.

3) Television watching should be restricted to less than 1 h to 2 h per day. Families may want to consider more active and creative ways to spend time together.

4) Families should limit the use of television, computers or video games as a diversion, substitute teacher or electronic nanny. Parents should also ask alternative caregivers to maintain the same rules for media use in their absence. The rules in divorced parents' households should be consistent.

5) Older children should be offered an opportunity to make choices by planning the week's viewing schedule in advance. Ideally, parents should supervise these choices and be good role models by making their own wise choices. Parents should explain why some programs are not suitable and praise children for making good and appropriate choices. (52).

#### **ACKNOWLEDGMENT**

The authors of this article gratefully thank late Jafar Alinia-Ahandani and Mr. Sheikh Pour and other Ershad high school co-workers for their technical help and support while doing this research.

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