The Effect of Media as a Tool of Popular Culture on Crime

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Abstract. One of the important factors directing social life within popular culture is media and its tools. Nowadays, popular culture elements rather contain violence. For example, the fact that media often broadcast programs, news or movies with violent content creates a social environment in which violence is taught and consumed. Today, significant developments especially in the mass media devices have made it easier to access information and enabled the spread of information globally. But, these changes in the global World have also brought discussions about to what extend media directs violence within the increasing violence events recently. This study has tried to analyze the effect of media on violence theoretically.

Keywords: Media, Popular Culture, Crime, Violence, Types of Violence.

Introduction

One of the important factors directing social life within popular culture is media and its tools. Rapid developments in mass media have enabled easier and cheaper access to information for the society. These rapid developments in social life have made life easier for individuals, at the same time they enable the occurrence of new types of crimes and they also help the spread of these crimes through society in terms of both quality and quantity. Especially about this subject, there have been discussions whether mass media has a role in these violent crimes which are increasing dramatically in socio-cultural life. Such that, the media whose basic aim is supposed to inform the public has become a commercial commodity as a result of the current capitalist approach. The media has built its structure totally on profit, and it aims to increase its preferability rate in public opinion by means of showing violent crimes quite often. Under these circumstances, the media and its related components have become the main determinative element at the point of accepting or rejecting a crime in society. For example, a corruption or bribery phenomenon which caused large social reactions in the past is presented as a simple event to the public by the media, or, violence against women has been presented in written and visual media for many times. By this way, these events have become a part of every day life. This situation has turned out to be a cultural phenomenon which feeds violence; and it becomes repetitive in our country. Because, the most important values feeding culture are passed down to generations by means of enculturation. These doctrines are provided by rather an individual's family and the environment it's connected in traditional societies, but nowadays they are provided by the media that we can see as a determinative factor, as well as social environment. This study has tried to analyze the effect of media on violence theoretically.

I. Violence Phenomenon in General

Today violence phenomenon is often encountered in both individualistic and social aspects. In general, violence is considered as a form of action which is consisted of various reasons such as cultural, spiritual or economical reasons. In a narrow sense, aggression is considered as physical power used by a person or people on another person or other people. However, violence is not limited to only physical or corporal behaviours. Today violence phenomenon is considered in a broader sense changing from physical violence in family to psychological violence and international terrorism. There is a linear connection between violence and crime based on the cause and effect relationship. If we define violence as a physical assault, a form of action against the body, we can think of crime as a result of the realization or attempt of an action. This situation brings out crime factors with violence themes in different forms, for example, people attack other people physically, they try to harm them or they try to destroy them. The result in terms of the aggrieved side is that s/he is damaged physically as well as psychologically and socially. In the community we live or in our inner circle, we learn numerous types of crimes with violent content from media or we witness them personally. Among them, the types of crimes that interest us mostly, draw attention or arouse emotions are the ones containing violence.

II. Types of Violence

It is possible to encounter the concept of violence in almost every kind of areas. In general, personal violence is defined as the type of violence which a person practices on himself or another person/other people physically. Self-directed violence is explained as self injury or suicide attempt. Collective violence is described as the type of violence that people practice against each other in the forms of rebellions, communal or ethnic conflicts. It is possible to witness different types of violence such as psychological, social, economical and physical violence. Besides, an act of violence can be merely psychological or physical, but also it can contain all types of actions mentioned above. For example, an act of injury or sexual assault causes psychological and social trauma in an individual

after adding fear and threat factors. Moreover, many crime groups (human trafficking, organized crimes…) which may have international features can be considered within this crime group because of its violent aspect. From this aspect, violent crimes reveal similarities both in general and in themselves. For example, domestic violence against women is one of them that we often see on media recently in almost all communities. As in all types of crimes, there is both physical and psychological violence in this type of crime, and it can cause injury or even death of a family member.

It is possible to classify types of crime under five headings. These are: (i) Physical violence (ii) Psychological violence (iii) Sexual violence (iv) Economic violence and (v) Cultural violence. ***Physical violence:*** It is the most disputable type of violence in communities. In general, physical violence means that a person destroys another person's physical integrity or health by means of his actions, such as killing, injuring, etc. ***Psychological/Emotional violence****:* It means to cause fear in a person by threatening; or to ignore the needs of a person such as love, compassion and support or to criticize a person by humiliating, insulting or hurting. Every kind of action that makes a person to feel helpless and worthless can be explained as psychological-emotional violence. Besides, one can also be exposed to physical violence as well as psychological violence based on the severity of violence. ***Sexual violence:*** It means to have sexual intercourse with someone without one's consent by threatening. These types of actions cause deterioration of one's physical and emotional health. In most cases of sexual violence there is also physical and psychological violence. ***Economic violence:*** The cases of economic violence are circumstances such as divesting someone economically, damaging to property, forced labour and confiscation of assets. ***Cultural violence****:* The acceptance or rejection of violence in terms of social value judgements is important. Aggression can be reflected in social behaviours as a way of life and it can become a habit. Under such circumstances, violence represents a legal understanding and it is used as a tool for problem solving. Rather, it is a type of violence which is used against women under different names like moral laws or chastity, and it also includes physical, psychological

and economic violence in itself. Especially factors like female circumcision in some traditional societies (Northern Iraq, Pakistan, Afghanistan, etc.), forcing women and girls at little ages to get married, bad treatment to the old and sexual slavery can be considered within the content of cultural violence. Because violence forms differ in various cultures; it is necessary to study the occurrence of violence anthropologically in different cultural structures. Within this respect, violence has become a sign of a cultural action form or a symbol in a society.

Considering the violence statistics, especially domestic violence is the most common aggressive behaviour. In the 2002 report of European Council it is stated that for the women between the ages of 16 and 44, domestic violence is the most common reason of death and permanent deformation. It is also stated that in the USA, every year nearly four million women are exposed to physical violence by their partners and almost 4.000 of these cases result in death; nearly one third of these women go to emergency services and get help. It is uttered that nearly one fourth of female patients applying to first step health services are the victims of domestic violence. According to the data of United Nations, the percentage of women being exposed to violence changes between 20 % and 75 % throughout the world. This rate is 25 % in Canada, 59 % in Japan and 75 % in India. 40 % and 70 % of women are killed or injured by their intimate partners (Council of European, 2002: WHO, 2002; Simmons & Dodd, 2003). Turkey is among the countries where domestic violence is common. 34 % of women are exposed to domestic physical violence and 53 % of them are exposed to verbal violence. According to the report of Amnesty International, it is expressed that there are different kinds of physical violence such as beating, early marriages, moral law murders and suicide. Considering the statistics about violence against women in 2013, it is seen that 214 women are murdered for various reasons. Another interesting point in the report is that domestic violence exists especially in Southeast Anatolia and Eastern Anatolia Regions of the country (BAAK, 1995; Amnesty International Report, 2004).

III. Hypothetic Approaches Explaining Violence on Media

The concept of violence is related with many different reasons. It is not possible to explain violence by sticking to only one problem. The main reasons lying under this phenomenon can be social, cultural, economical and psychological, and also all these factors can have an effect at same time or it can be individualistic or social. The most determinative factor about this subject is the social and cultural environment that a person belongs to. In fact, people acquire the roots of some aggressive behaviour in their families during the periods of domestication or socialization. Especially during their adolescence period, the variants such as role and status, education, economic level in family or socio-cultural environment are important factors in personality development. So, it is possible to relate the concept of violence with various reasons that are similar to each other or different from each other. Nowadays, popular culture elements rather contain violence. For example, the fact that media often broadcast programs, news or movies with violent content creates a social environment in which violence is taught and consumed. Thus, it is likely to witness violence in almost every part of social life. Even, we can relate violence to the earliest periods of humanity.

Today, numerous approaches have been put forth by disciplines which try to explain the reasons of violence acts. Some disciplines try to explain the cause of violence with biological reasons and others try to explain it with social, economical, psychological reasons or as a sum of all the factors. About this subject, genetic approach has tried to explain the tendency of an individual or a group towards violence as a result of hormonal and chromosomal disorder, and they defend the idea that there is a linear connection between biology and violence (O'Brien & Yar, 2008; Brennan et al, 1996; Morrison, 1995). Geographical approach has determined some findings revealing that physical environment or geographical effects prompt feelings of aggression and increase the tendency to violence of a person (Wortley, 2008).

Many studies have been carried out in order to survey the relation among tendency to violence, social classes and unemployment rates based on the socio-economic level. In these studies, Gottfredson (1984), Walmsley (1986) state that people who are employed and educated have less tendency to violence than people who are uneducated and unemployed. Besides, they express that violence crimes are more common in metropolitan areas than in towns and rural areas. MacLean et al. (1986) have supported in their Islington Crime Survey that the highest assault rates belong to individuals with low income rates. Likewise, according to another similar study searching for the relation between tendency towards violence and social classes by Hough (1986) and Hough and Sheehy (1986), there is a clear correlation between male students and unemployment rates in terms of their participation to criminal acts (Evans, 1992: 35). Because biological and other analysis become inadequate for explaining the causes of violence, it is considered that violence has social, cultural and psychological effects. Consequently, it is difficult to reach a complete agreement about which interactions result in the occurrence of behaviours causing violence. However, it can be said that all the hypotheses mentioned above have an increasing effect.

Although there are various approaches trying to explain violence and its related concepts, especially the so-called relation of this problem in the context of media necessitates the study of socio-cultural and psychological areas of violence. Because of its negative and positive indoctrinations on communities, media is an important commodity which is socially, culturally and psychologically effective. The studies show that teenagers spend most of their times in front of TV. The most comprehensive study report about this subject in the USA on the children and teenagers between the ages of eight and eighteen was published in 2010. In this report, a detailed view of media usage habits among American teenagers is presented. At the first wave of this study between 1999 and 2004, it is reported that young Americans spend 7 hours and 38 minutes in front of TV in a day. At the second wave between 2004 and 2009, it is recorded that the time young Americans spend in front of TV has increased 1 hour and 17 minutes more. The data of Australian Statistics Institution (2009) has been added to this study

(ACMA, 2010). So, for many times children and teenagers are exposed to media with violent content just like adults. According to *The Committee on Communications of American Academy of Pediatrics*, until the age of 18 people witness totally 200 thousand violence acts only on TV averagely. Such a result reveals that children and teenagers witness violence acts more often. The studies have determined that being exposed to movies, video games and music with violent content is a significant factor that increases aggressive and violent behaviours in teenagers. In fact, there are some findings towards the fact that media related violence is maintained throughout adolescence (Anderson & Bushman, 2002; Huesmann and Kirwil, 2007; Brady, 2007; Hough & Erwin, 1997). In this respect, behavioural, cognitive and emotional hypotheses are developed in order to explain the violence presented in media. It is possible to analyze the hypotheses trying to explain the violence acts on media under certain titles.

Social Learning Theory: The base of this theory is to analyze the relationship between the violence conveyed through media and behaviour of aggression. For this purpose, various measurements are made for proving the relationship between acts of aggression and the images being watched by children and adults in laboratory environment. In these measurements, it is supported that there can be a linear relation between violence and the images especially for the individuals who are prone to violence. In the researches on children, it is thought that violence presented on media is taught during childhood period, and there may be an increase in the tendency to violence of children who are not able to distinguish real violence from virtual violence (Carter &Weaver, 2003; Murray, 2008).

According to the learning theories, by using learning theory in order to explain antisocial behaviours, criminologists have supported the idea that an act of crime is a social phenomenon that can be learnt through imitation and observation. The first accepted learning theory is *The Laws of Imitation (*learning through observation) by the jurist Gabriel Tarde (1843-1904) supporting that acts of aggression are acquired through learning. Referring to social psychology,

Tarde has tried to explain the roots of actions in social and cultural life through individual imitation. According to him, the act of aggression is not a biological phenomenon, rather it is a social action taught by an individual based on the circumstances of that social environment. Tarde states that the places where behavioural qualifications are imitated mostly are crowded ones and the settings where the same socio-cultural environment is shared (Vito et al, 2007:177-178; Vold et al, 1998:158).

Another learning theory is *Differential-Association Reinforcement Theory* by Akers and Burgess. According to Akers and Burgess, the act of violence is learnt and imitated in a social environment by means of conditioning or experiencing based on the differences of the groups in that social structure. Based on operant conditioning (reward or penalty) individuals know beforehand, through social interactions, which intra-community behaviours are proper to the norms or which sanctions are to apply in case of improper behaviours (for example, the reactions of other people, present social and legal sanctions). According to Akers, people regulate their own behaviours in accordance with the behaviours of other groups or people whom they care or follow (Akers, 2000: 74; Lee et al, 2004: 17). In the experiments done, it is tried to explain the correlation between punishment and reward by means of the violent images being watched. According to this, it is seen that if a perpetrator of a violent act is rewarded, violent acts of the spectators increase, on the contrary, if the perpetrator is punished, the spectators don't imitate that action (Carter & Weaver, 2003). In fact, it is more possible to witness this case in children and assaultive people. With this approach, it is provided to learn new behavioural forms through cognitive learning. The possibility of imitating assaultive behaviours increases by means of reward and punishment. In such cases, aggression becomes a settled form of behaviour in time and it may become permanent. For instance, children learn their behavioural patterns through observation and imitation firstly from their parents and game friends who are in their closest environment and also from TV where they spend most of their times; and they want to maintain it.

It is extremely important in terms of spiritual development of children to watch programs with violent content too often on visual media and learn aggression. It is known that children take the heroes they watch on TV as role models especially at developmental period. Children and teenagers even adults can interiorize these model behaviours and they become permanent manners in their lives.

Frustration-Aggression Theory: According to this theory, if someone can't achieve his goals or he can't make his dreams come true or his wishes are obstructed, this may cause aggressive behaviours in that person. Obstruction affects cognitive activities of brain negatively, awakes impulses of aggression and causes a reaction in that person. Such a result causes negative thoughts and increases aggressive actions in individuals. According to this theory, watching violence on media too often (being exposed to violent contended messages) causes individuals to consider aggressiveness as an ordinary tool for reaching his goals (Potter, 2003; Anderson & Bushman, 2002).

Third Variable Theory: Within this approach, it is stated that personal data such as socio- economic status and intelligence should be considered as a variable for explaining violence, in addition to the aggression images on media. For example, children in families with low socio-economic status or children with low intelligence levels watch TV more often and so they are exposed to violent images more. Similarly, negative attitudes and behaviours of parents on children cause aggression in children; by this way, the connection between watching violence on TV and aggressive behaviours is strengthened (Huesmann et al., 2006).

Desensitization Theory: Transmitting aggressive behaviours on media continuously reduces emotional reaction against aggressive behaviour and it causes desensitization on people. During this period, people may feel themselves desperately resigned to violence in every day life and even they may feel an interest in violence. In fact, the fact that some people are exposed to violence images too often may cause the idea that violence is a common behaviour.

According to the research, the more children and teenagers are exposed to images with violent content the less interested they become to violence events that other people experience. Also, being exposed to violent scenes too often may create a general fear about being the victim of violence (Carter and Weaver, 2003; Strasburger & Wilson, 2002; Huesmann et al, 2006).

The Effect of Acculturation: It means that an individual is so affected that he adjusts himself to the requirements and expectations of society during his entire life from birth till death. In other words, it is the transfer of value judgements (behaviour, attitude, norm, etc.) of a society to new generations. Acculturation sees social environment as the reason why some people are prone to violence. Similarly, some anthropologists such as Ashley Montagnue suggest that individuals learn violence in the environment they are brought up and through their environmental and social experiences, and they transfer it to other generations. Although family is the place where the effect of acculturation is felt most, other environmental factors like education and media are considered as other places where acculturation is experienced. Especially behavioural patterns, values and ways of thinking of a society are taught through media tools and they also help to interiorize them. About this subject we can assume that television has an effect of acculturation towards violence.

Getting Ready as Cognitive: The fact that being exposed to the same event for the second time causes a fast and spontaneous effect on the performance of memory (Roediger 1990; Trend, 2007). Within this understanding, as a result of hearing, seeing and reading an act of violence through media messages, people are affected by similar thoughts that are previously in mind. Thus, these messages which make people get ready for act of violence increase the tendency to violence (Braynt & Zillmann, 1996).

Scheme Theory: According to this theory, scheme can be a guide way for acts of violence. Schemes generally contain causative connections, aims and action plans; and they are especially well-repeated and highly associated with the concepts in memory. Because audiences are exposed to violence messages on TV,

most of the information on violence is learnt from TV through schemes initially (Van Evra, 1998: 2). Especially aggression schemes learnt during childhood period and identifying oneself with a TV character through these schemes and then the strength of belief in the reality of that violence are all important at this point. If a person who is exposed to a violence message experiences similar situations in real life, he can use the violence scheme that he follow as a guide way (Carter and Weaver, 2003; Potter, 2003).

State of Arousal: In this approach, a person's state of arousal occurs when violence is exaggerated and accepted as real in a prejudiced way. This emotional state that is aroused by violence can result in aggressive behaviours by causing transfer of excitement. Besides, if aggression is related with a person's state of arousal, excitation will be more. This data reveals that there is a linear relation between the images being watched and the state of arousal (Huesmann et al, 2006; Potter, 2003).

Cultivation Theory: According to this theory, individuals who watch TV too much indentify frequently repeated messages on TV with real life. From the leading representatives of Cultivation theory, George Gerbner, Shanahan and Morgan suggest that individuals who watch TV too much can be weak at perception of reality, based on a research about individuals who watch TV too much and the ones who don't watch TV much. Theoreticians support the idea that violence images on TV cause people to percept world as a dangerous place in real life (the belief about that the future is indefinite and it full of negative things). This approach tries to explain the violence presented on media with perceptions on social reality and social environment rather than behaviours (Signorielli, 2005).

IV. Violence, Media and Crime

The studies regarding the relation between media and violence show that there is an increasing indifference in society towards such actions. Such a result makes us to accept violence and crime, a result of violence, as an ordinary even a necessary element of life. In accordance with this approach, the fact that media

frequently emphasizes violence is a supporting factor in terms of creating an indifferent and irresponsible community and for directing individuals to violence. Unfortunately, we can see violence on media even in cartoons. Through written and visual tools, people watch or read news containing much more violence than real life; also the news can be exaggerated or even deceptive (Uysal, 2006). By this way, media deviates from its fundamental function which is to inform public and gradually becomes a crime tool that increases tendency to violence in social life. Because media is an important instructor in community life with its negative and positive effects; it is also a factor of power.

In modern community life, almost everyone is exposed to the messages of media and somehow everyone is affected by them. Today, significant developments especially in the mass media devices have made it easier to access information and enabled the spread of information globally. But, these changes in the global World have also brought discussions about to what extend media directs violence within the increasing violence events recently. Media has an important power that can impress individuals from every age group in different ways. On that sense, media can shape communities due to its explicit effect on human behaviours. An individual or groups of people can accept the realities of media world without questioning and they can't realize exactly the difference between real world and virtual world. These tendencies in lack of perception are in fact closely associated with an individual's subconscious in a way. After combining with the power of media, negative or positive tendencies in mind may create a sense of indoctrination on subconscious; this feature may either move people away from crime or encourage them to commit a crime. Such that, frequently repeated messages on media are privileged before their priorities by people within the period and they can be accepted voluntarily or involuntarily. This situation shows differences in terms of a group of factors regarding an individual's educational, psychological, economical and social rights. In this respect, there have been many studies in order to reveal the relation between media and aggression.

American Psychiatric Association, on the effects of media violence on the report to present a comprehensive analysis is important to us. According to this report: *"Over the last three decades, the one overriding finding in research on the mass media is that exposure to media portrayals of violence increases aggressive behavior in children. In magnitude, exposure to television violence is as strongly correlated with aggressive behavior as any other behavioral variable that has been measured. In addition to increased aggression, countless studies have demonstrated that exposure to depictions of violence causes desensitization and creates a climate of fear"* (APA, 2014). Within this scope, in a comprehensive study made on 707 persons, the relation between watching TV and aggressive behaviours has been studied for 17 years; it is found that for adolescents and young adults, there is a correlation between the time spent in front of TV and the possibility of aggressive behaviours against other people. This relation is maintained also when socio-economic level, intellectuality and many parents factors are controlled (Johnson et al, 2002). Within this approach, it is reported that there is consistent evidence about the relation between children's watching TV and movies with violent content and the increase in their aggressive behaviours.

It is concluded that violent content on TV increases the possibility of fearful and aggressive behaviours in children, it has short-term negative effects on feelings and opinions, and this case is more obvious especially in boys (Browne & Hamilton - Giachritsis, 2005). Likewise, a similar comprehensive study is made by Leonard D. Eron and L. Rowell Huesmann on children from the USA, Finland and Poland. Within this study made between 1960 and 1982, TV program choices of children at primary school level are studied and their relation with aggressive behaviours after 22 years is analyzed. Findings show that choosing programs with violent content increases aggression in boys. Moreover, according to another result of the study, being exposed to violence contended images at an early age increases the tendency to aggression at further ages (Ledingham et al, 1993). In another study made in England by J.L Singer and D.S. Singer (1980) in order to measure the effect of media on violence, children between the ages of 13-16 staying at boarding schools are divided into two

groups: the first group of children are watched only funny and social programs for 15 days, the second group of children are watched programs with violence content. As a result of the tests; while tolerance, discussion, communication and laughing levels are high in the first group, the level of verbal and physical aggression is recorded high in the second group (Trend, 2007).

The findings in the studies show that media both legalizes and teaches violence with its repeatable feature. Being indifferent to violence and sharing it with the audience through programs with violent content almost as if it is a legal act are the main factors that encourage violence. Without any doubt, television is the most effective sector about this topic. Compared to other media tools, easy access to television increases its effect within society. In other words, through television programs violence is presented as a symbol of disagreement, money and power which are the products of popular culture. Besides, with its feature that brings written, auditory and all assumed elements, internet is another effective media tool on society.

On the contrary to all studies mentioned above, there are also studies claiming that the media has limited effect on violence or there is no connection between media and violence. One of the most known studies about this subject is the one carried out by Feshbach and Singer in 1921 on 625 boys living in boarding schools and reform schools in California and New York. Contrary to the expectations, the children in the group of violent contented programs show less violence compared to the other group (the children in the group of programs that don't contain violence) (Trend, 2007).

V. Case Studies Subject to Violence on Media

Domestic violence is the type of physical violence which is common in almost all social structures. Furthermore, it is also possible to witness a type of violence which contains violence types such as physical, economical and psychological violence or all mentioned violence types in terms of individuals or society. It is a well-known fact that there are people who use violence as a result

of being affected by media tools or who commit suicide after using violence on himself. For example, in the recent year in Turkey, two siblings who watch cartoons commit suicide by jumping after they watch violent images which they take as role models. Or a 21 year old youngster who identifies himself with a character in a TV series shoots his friend with a gun and kills him. An eight year old boy hangs himself after watching a horror movie. Similarly, in 2007 two friends aged 18 and 19 who are said to be affected by a violent scene in a movie torture their friends and cause him to be injured severely. Again in Turkey, a 16 year old boy who is affected by a discussion show program stabs and kills his friend who disagrees with his ideas. Similarly, in 2013 in Gazne city in Afghanistan, a child who is affected by a TV series made in Turkey strangles his friend. Last year in Norway, a 5 year old child is murdered by older children. Their motive to murder is that they want to apply the violence scenes they watch on TV. Within the massacres in Indonesia between 1965 and 1966, 200 thousand people are murdered. Two members of the paramilitary group that take part in the massacres, Anwar Congo and Adi Zulkadry, are asked to talk about the massacres. They say that they murder nearly 1.000 people and they plan these murders according to scenes in the western and gangster movies they were affected when they were teenagers (Akalın, 2014).

For instance, in Los Angeles in 1992, an Afro American individual is beaten by the police and then violent acts and riots spread through television in many cities, Los Angeles initially. This is an important sample in order to see the effect of media on the crowds of people (Jacobs, 2000). Or it is also possible to look at another example in recent years that social media like Facebook and Twitter has organized and directed Middle Eastern communities to start rebellions.

It can be said that most of the teenagers who are involved in school massacres in Europe and different states of the USA in the last two decades are affected by media with violent content. In September 2003 in Minnesota, a high school teenager kills two students; in California a 15 year old child kills his teacher; in April 1999 in Colorado two students kill 13 people. These are all examples about this claim. Similarly, a 19 year old teenager kills 13 teachers,

two students and a police officer in April 2002 in Germany. Along with the violent acts in schools, we can also witness such violent actions in malls, train stations or in work places. Most of these are known as consuming violent media (Trend, 2007).

It is also possible to assume such a situation for domestic violence. Today, news about domestic violence always maintains to be at the top of the agenda of media. The media often presents such news to the audience and make the headlines with violence crimes as a result of rating concerns and this situation increases violence. It is highly meaningful that a month ago a man said he is "affected by the media" in his statement after killing his wife. Especially women who are the most obvious victims of domestic violence are not only exposed to physical violence. In addition to that, they can also face economic, psychological and sexual violence. So, the scope of violence is expanding and its effect area is also enlarging.

Conclusion

Violence is a phenomenon which can be learnt. Children and adults learn violence from the people whom they see as role models and from the social environment they live in. Media is an important directing tool about this subject. It is extremely important that when the media prepares a program or applies a vision, it should make an analysis in real terms about to what extent society will be affected. In fact, it is seen that themes about violence factors have been converted into a consumption culture recently by the media as a result of rating concerns. Violence descriptions exist everywhere via media and thus, they become a part of every day life. Violent contended broadcast is handled in magazine programs, films, series or news again and again. Such a result is considered as a positive value by the people who are prone to violence; and this situation creates an indifferent society.

The subject being agreed on by different parts of the society is that TV programs contain harmful ideologies and behaviours, and these are accepted by

children and teenagers without questioning their effects. However, it is a fact that rapid changes in technology cause people to encounter with mass communication tools more often. Consequently, it is an inevitable result that individuals encounter with violence in every hour or even every minute. In other words, people encounter with violent contented broadcast every day more than the previous day through the media. Especially children are more disadvantaged about this subject.

There is research showing that advertisements encourage people (en least some people) to buy a product and likewise, the media is an encouraging factor in terms of violence. However, the main point here is whether merely the media directs violence or not because it can be deceptive to address merely media as the main cause of violent behaviours. We can not claim that merely television is the reason for a person to murder someone or show aggressive behaviours. Of course the media is effective; but there can be many reasons such as psychological, social and economical reasons that prompt people to conduct aggressive behaviours.

The studies are rather on children and teenagers and this situation provides us with little information regarding long-term effects of aggression. Consequently, there should be comprehensive studies periodically in order to observe the long-term effects of such studies. Moreover, it is an important deficiency in terms of observing the effects of the media on violence that past studies are rather on children, and there are limited numbers of studies on the young and young adults (considering the fact that people who conduct violent actions are mostly the young and adults). For this reason, there is a need for studies on the young and adults. As a result, with an optimistic prediction, violence on media may not cause people to become aggressive. However, more important effect of media on violence is that it makes people believe that they live in a social environment full of violence; furthermore, it even makes people to think that this is necessary. Such a result causes the occurrence of a settled violence culture in the mind structures of people and it also causes people to fictionalize their lives in a swirl full of concerns.

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