

The effects of Television Crime Shows on the behavioral development of Children in Pakistan

Abstract: *Television crime series are immensely popular all around the world. The appeal of these shows is not limited to specific age clusters; relatively, all television viewers appreciate them. Hundreds of TV networks broadcast these crime dramas in Pakistan, just as they do in other countries. In addition, only a few networks broadcast crime shows during prime time, proving the genre's popularity. Crime shows are watched by a large number of people on a regular basis, which may lead to harmful and unfavorable behavioural outcomes. This research gives an overview on "media as a risk factor" in development of children. To identify and explain the topic at hand, previous scientific literature was sifted through. The literature study serves as a springboard for further investigation into the effects of TV crime shows and potential behavioural consequences which can be negative as well as positive.*

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Key Words: Behavior, Genre's Popularity, Risk Factors, Violence

Introduction

Some Television shows in the media particularly in entertainment sector are largely regarded as "good shows," while others are viewed as unethical at least in part. On the other hand, these immoral programmes are regularly appreciated and viewed by a large number of individuals. Crime dramas are a relatively new genre on Pakistani television. This type of programme initially aired in Pakistan eight years ago, and it has since grown in popularity among viewers of all demographics. Crime shows refer to a narrative or drama with the police investigating

a crime. Crime shows are made or formed with a few tweaks, and reenactments are used to depict a real-life crime in Pakistan. These shows mostly focus on describing the occurrences of criminal actions that are based on genuine events. However, there is a chance that these criminal shows will have other negative behavioural implications for audiences, particularly children.

Throughout the last few decades of media and communication studies, the latent power of media to affect practically all of society's issues or concerns about young people has been demonstrated, ranging from violent behaviour, the use of drugs, body shame, obesity, anxiety,

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frustration, school performance, and suicide etc. While the media cannot be criticised for being the major cause of such behavioural difficulties, it is believed that it can have a considerable impact. On the one hand, some TV shows have good behavioural impacts on children's behavior, while others increase the risk of fear, insecurity and poor behavioural development in children. In this complicated behavioural setting, television shows might become highly advantageous in children's lives and their behavioural development; however, more research is required in this area in order to recognise and respond to better use of modern media.

The purpose of this study is to highlight the importance of television crime shows and their effects on the behavioral development of children. The recent study specified only one category of television programming (crime shows) is focused. The consequences of TV crime show on behavioural or psychological development could yield new insights, according to research. Furthermore, this study is directed at the Pakistani societal context, where television crime dramas have grown in popularity in recent years.

Literature Review

Television substantially hinders the educational process. It hinders children's participation in extracurricular activities and worsens their academic achievement (Murray, 1993). Educationalists believe this is a worrying trend because they are concerned that children's reading routines may be substituted with television watching, which could affect how well they do in school (Gunter, 1990). Boys between the ages of 12 and 17 were the subject of a London study. Its results demonstrated a connection between watching violent television and acting aggressively. Because aggression and watching violent television are strongly associated, watching violent television has a significant effect. When youngsters act aggressively as teenagers, individuals who often watch violent television programmes interpret this behaviour as truth and empathise with the perpetrator (Bushman, 2001).

As per social learning theory's perspective,

children try to copy what they see whenever they can (Dorr, 1986). Children model their behaviour after what they observe on television. During their formative years, humans acquire social behaviour. These years of education (Passolunghi, 1974). Children can learn from a diversity of sources about life, themselves, how to react or behave in different circumstances, how to leverage private and family apprehensions, and more (Gunter, 1990).

Parents discovered that their preschool-aged kids were acting violently quite a bit. They collaborated with their younger sibling to complete these acts (DeGaetano, 1990). A 6-year-old child was killed in 2001 by a 12-year boy who was reproducing specialized wrestling skills. In Texas, a 17-year-old teenager strained to reproduce a stunt that he had seen on an MTV programme. He did this by lighting himself on fire. When a viewer tries to carry out the same action that they see, it's known as the "copycat effect" and happens in this kind of situation. Younger youngsters copy more frequently than older ones, and males copy more frequently than females do. A study looked at whether young people were more inclined to mimic aggressive behaviour in real life than they were to emulate it in media like movies or cartoons. Three distinct groups of nursery school children were shown the same behavioural examples: one group in the experimental room, one group on film, and one group through projected cartoons

The groups in charge missed every one of these. The children were then allowed to play with the toys used in the demonstration. Those who she aggressive behaviour played considerably more violently than children who did not. There was no noticeable difference in the imitative behaviour of children who had watched the live demonstration and those who had watched the movie, but children who saw the cartoon reproduced the behaviour more closely than those who watched the aggressive real-life role models. The three experimental groups' total hostility levels did not differ significantly from one another. The results showed that the biggest influence on developing and maintaining aggressive behaviour was watching humans behaving aggressively in movies (Goldstein, 1996).

Sadly, a number of studies have shown that violence on television has increased dramatically over the past 25 years. Our kids are now the victims because of the alarming amount of violent material they have been exposed to over the years. According to studies, the amount of violence on television increased by more than 70% between 1992 and 1996 alone. 1995's CMPA Archive In addition to having easier access to violent media, today's youth can watch an increasing number of violent acts per hour. Cable television has greatly increased the availability of violent programmes and reruns for young people. The Center for Media and Public Affairs looked into a day's worth of Washington, DC, television programming in 1996. They discovered 1846 violent incidents on cable TV. There were 497 violent acts between six and nine in the morning and 609 violent acts between two and five in the afternoon (203 per hour) (165.7 per hour) (Kalin, 1997). These times, which are before and after school, see more children watching. Additionally, the violence varies according to the programmes that are broadcast. The USA's domestic box office, as well as its films and animated television shows, have the highest levels of violence, according to numerous assessments (NTVS, 1996). Networks and show times seem to be chosen expressly with our youth in mind.

If a person is exposed to crime, violence, and abuse while they are young, their health and welfare may suffer both now and, in the future, (Shonkoff, Boyce, and McEwen, 2009; Fang et al., 2012). Developmental barriers, problem behaviour, and long-term physical and mental health concerns have all been linked to child mistreatment, peer victimisation, and acquaintance to violence (Danese et al., 2009; SachsEricsson et al., 2005; Widom, DuMont, and Czaja, 2007; Bensley, Van Eenwyk, and Wynkoop Simmons, 2003). Children who are raised in an atmosphere that is violent, criminal, or abusive are more probable to misuse drugs, experience frustration, stress, depression, sadness, anxiety, and post-traumatic stress disorder, became trouble in institution or achieve poorly, and finally turn into delinquents and commit different crimes. (See Finkelhor, Turner, Ormrod, Hamby, and Kracke, 2009, and the references within, for a more in-depth discussion of the subject of child victimisation.) For child

welfare professionals to be able to identify and support child victimization of ferocity, violence and their families, as well as to provide programmes to educate, instruct and aware children, parents and for those who work with children at risk of violence, accurate and thorough measurement of child victimisation is essential. Sadly, previous research studies that assessed how often children were exposed to violence frequently had limited age varieties, sort of exposure to vehemence, and places where the experience to violence happened (i.e., they only observed at fierce occurrences (Shonkoff, Boyce, and McEwen, 2009; Finkelhor, 2008; Nansel et al., 2003).

The majority of such research studies inclined to focus on certain types of violence, like domestic violence, bullying, child abuse, or collective violence. As a result, it was impossible to combine the data in a way that would allow for an appropriate evaluation of the overall amount of violence, criminality, and abuse prevalent in a child's surroundings. Additionally, these research studies inclined to concentrate on specific aspects of violent episodes rather than taking into consideration the full range of the child's experiences (such as the context, the victim, or the offender). The most prevalent types of victimisation, the age at which victims are most susceptible to different types of victimisation, and changes over time as children get older are all debatable issues (Almeida et al., 2008; Mulford and Giordano, 2008; Pepler et al., 2008). The cumulative effects of repeatedly being exposed to many types of violence over time, including a higher likelihood of exposure to new forms of violence as well as the accumulation of multiple adversities and trauma symptoms, were only briefly examined in a small number of earlier research (Dong et al., 2004; Finkelhor, Ormrod, and Turner, 2007). In order to protect young people who are especially susceptible, the CDC and DOJ encouraged the gathering of data on the elements of long-lasting, secure, and loving relationships.

Theoretical Framework

A noteworthy body of sociological theory describes how media exposure has a variety of influence on viewers. According to Coyne and

colleagues, there are two theoretical pillars for the debate of how media affects children and adolescents. The General Aggression Model, Social Learning Theory, Cultivation Theory, and Information Processing Theory are only a few examples of media effects theories that are mentioned in one defence. Such theories are grounded on the conception that media influences children and adolescents, whether for the better or worse in terms of beliefs or actions. The Uses and Gratifications Theory, on the other hand, gives another method for examining the impact of media. The rationale behind this hypothesis holds that children and teenagers are drawn to media because it meets certain needs they have. According to a detailed examination of prior studies, children usage of media to suit their specific psychological needs, but they are also impacted by it in various ways.

According to social learning theory, research on controversial television discloses that violence upsurges the chance of antisocial, disruptive, aggressive, hostile and violent behaviour in both the short- and long-term. Additionally, the social learning theory contends that children who are frequently exposed to antisocial or aggressive real-life models as depicted in media like TV learn that aggression is acceptable behaviour. They then pick up the appropriate scripts for aggressive behaviour. One of the most important ideas to consider when examining how children's behaviour develops is the social learning theory, which makes reference to studies on the effects of TV. On the other side, the cultivation hypothesis contends that television has become the most effective narrator in any culture, repeating the philosophies and mythologies, the truths and patterns of linkages that explain the social order. A regular TV diet causes a shared set of thoughts and expectations about reality among a range of viewers by acting over time like gravity drawing viewers toward a fictitious centre. Cultivation analysis has relevance in analysing how a specific TV show affects behaviour development since the recommended area of interest is how TV crime shows affect children.

The social information processing purposes characteristic is being taken into account as one optional mediator in media impacts studies on violence. Previous academic studies have found a

high correlation between social instability and hostile attribution, which has been seen in both adults and children. Further investigation by Crick revealed that it is hypothesised that Furio acknowledgement encourages the development of aggressive behaviours in young children. The social information processing theory is significant in this context for analysing how children's behaviour is impacted by TV crime dramas. Another theoretical perspective, the General Aggression Model (GAM), explains how aggressive attitudes, behaviours, and cognitions develop throughout time. "Media violence exposure may contribute to enhancing or diminishing the aggressive notions," claims this idea. According to Anderson and his coworkers at GAM, being exposed to violent media content can have a negative impact on aggressive thoughts, feelings, and arousal. A useful way to examine how children act using a uses and gratification approach is to watch television, especially one particular programme. The use and gratifications hypothesis may be used to examine children's TV viewing of a certain form of material since viewers seek out various types of media content to satisfy their various needs (TV Crime Shows).

Methodology

The purpose of this paper is to investigate and close gaps in the literature. Previous literature presents the chosen subject's findings, as well as additional dimensions for further investigation. The primary goal of a literature review is to gather, evaluate, analyse, and synthesise material from other researchers working on the same topic. The purpose of this study is to create parameters for future research by analysing the literature on how media influences behaviour and drawing theoretical conclusions.

Analysis and Discussion

The formal term for identifying crime shows on television is "procedural." Procedural shows explain a problem (usually connected to crime), outline the procedure, and then solve the problem. All of this happens in a sequence that starts with the crime's culmination. Previous incidences are later used to show the numerous steps of the problem. The criminals is usually

captured because these are based on the real time police cases. Re-enactments are used to showcase the full subject as a theatrical spectacle. CSI, Law & Order, and NCIS are just a handful of the international crime dramas. CSI, Law & Order, and NCIS are just a handful of the international crime dramas. "Shabbir tou Dekhay Ga" on Express News, "Meri Kahani Meri Zabani" on Samaa, "Warda" on Samaa, and "Aisa Karega Tou Marega" on Samaa are just a few examples of genre shows (Express News). The procedural dramas (crime series) described above are well-known in the country due to their dramatic approach, lack of complicated plots, and portrayals of true events.

Most children who are exposed to one socio-psychological risk factor that suffers little or no long-term harm, according to child psychy, but plentiful risk factors that may become the central point to psychological disorder among the children. Media influence is an important issue to consider among these several risk factors. A recent study raised concerns regarding the impact of crime shows on children's ferociousness, the abuse of substance, sexual abusive behaviour, eating and sleeping disorders, and academic performance and difficulties. Unnecessary and extensive television viewing during childhood has been linked to criminal convictions, personality disorders, and violent behaviour. Observational learning is important for child behavioural development, and continuous revelation to certain crime shows content can predict mental, intellectual, cognitive, emotive, poignant, controversial and perceptual reactions.

The crime show exposure and particularly the exposure to violent content has been linked to antisocial behaviour in children in a few longitudinal research, numerous static observational studies, and multiple experimental investigations. According to different researches, children's exposure to different violent content of crime shows or crime related movies is associated to eventual violence. To summarise, the children who spend more time in watching television crime shows and their content may influence behavioral development that includes antisocial and violent, and aggressive behavior. Moreover, children have been observed using media to assist

in critical social developmental processes. When studying children's behaviour development, future research should focus at media use from a developmental perspective. Children's watching patterns may disclose the reasons why kids watch and like TV crime dramas, as well as the influences they follow.

To explain how media exposure impacts viewers, a lot of social theory has been established. There are two theoretical reasons for media influence in childhood and adolescence, according to Coyne and colleagues. Social Learning Theory is important to learn from crime shows, Cultivation Theory reflects that high viewers have more influence of the content of crime shows, and the General Aggression Model that expresses how the aggression is developed among the children after watching violent content in crime shows. These are all examples of media effects theories. These concepts are founded on the assumption that media has a positive or negative impact on the attitudes and behaviour of children and teenagers. The Used and Gratifications Theory provides a unique viewpoint on the role of the media. According to this viewpoint, adolescents and young people are drawn to media since they perceive that they have particular needs that the media can help them to meet. According to a systematic review of the previous literature, children use to watch the content on media to meet their individual socio-psychological needs, despite being influenced by it in a variety of ways. According to research integrating social learning theory and problematic television material, thows that contains the violent content increase the chance of antisocial, disruptive, aggressive, hostile and violent behaviour.

Additionally, the social leaning theory describes how children learn that violent behaviour is acceptable by observing antisocial or aggressive models in television. In this situation, social learning theory has developed as one of the most imperative theories for studying children's behaviour development, alongside studies on media influences. According to cultivation theory, television is a culture's most potent storyteller, repeating ideas and myths, truths, and connection patterns that explain social order.

Repeated television viewing acts as a gravitational pull toward an abstract centre over time, resulting in a common set of reality outsets and prospects among the different viewers. Cultivation theory and its analysis are effective in studying behaviour development through a certain television show because the targeted recent study is about the effects of television crime shows on the behavioral development of children. According to previous studies, social variability and intimidating ascription are meticulously connected in both adults and children.

According to Crick the frantic acknowledgment can lead to the development of violent behaviour in children. The social information processing hypothesis is utilised to examine the evolution of children's behaviour in response to television crime events in this example. The General Aggression Model (GAM) is another hypothetical perspective on the development of violent perceptions, arrogances, insights and behaviours. According to this model, experience to media violence may serve to increase or decrease belligerent conceptions. Exposure to violent media content, according to Anderson (2001) and his colleagues GAM, can lead to destructive thoughts and spirits, which can lead to arousal, which can have catastrophic repercussions.

Television viewing, particularly viewing of specific material, could be a good way for examining children's behaviour development using the uses and gratification method. The use and gratifications theory might be extended to children's television viewing of a certain material, given that different viewers pursue a range of media content to suit their individual requirements.

The major purpose of this article is to investigate the effects of television crime shows on the behavioural development of children in Pakistan. There is a scientific necessity to dig into

it more because of the sensitivity of TV crime series' material and the paucity of research in this sector. Future research into the development of children's behaviour in Pakistan should consider the following points.

- Children are encouraged to engage in risky behaviour due to watching television crime shows, which deliver a procedural and technical script for those children who can be the potential criminals.
- Television crime shows have minimal good influence on children's behaviour.
- To meet their earlier behaviour habits, children watch criminal shows on television.

Conclusion

For decades, researchers have been investigating the development of antisocial tendencies in children's behaviour. Child psychologists and social scientists are mostly interested in what and how children learn. The reactions of viewers to various types of media content have long been studied. These materials have also been connected to changes in viewer behaviour. Many different populations in Pakistan enjoy crime dramas. The ultimate objective of these exhibitions is to inculcate and create fear of crime, insecurity, and acme the devastating consequences of crime, but the method of delivering the message should be investigated and examined appropriately. Because they demonstrate a criminal activity through reenactments, the milieu of the incident, and the successive reports and proceedings, so, these performances may have negative behavioural effects and consequences on the children. In media effects and ingesting studies, different aspects of the behavioural inferences of crime shows on children essentially be addressed in the most appropriate way.

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