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Abstract

The research paper investigates variation in the prevalence and distribution of 'voice' in the spoken (presentations/interviews) and written (essays/midterm exam scripts) academic registers of BS English students of Khyber Pakhtunkhwa province and the relation of this variation to the situational circumstances of the concerned registers. The learner corpus was constructed. The data was collected from BS English students of the twelve public sector universities of Khyber Pakhtunkhwa. All the texts were transcribed, coded, and then analysed through the computer software AntConc (3.5.8). The present study is unique in the sense that it has conducted a comparative analysis of the various spoken and written sub-registers of English in the academic non-native environment. This study has great implications for researchers in the field of register analysis, material design, and language teaching.

Key Words: Corpus, Spoken Registers, Written Registers, Situational Context, Voice

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Title

The Impact of Private Television Crime Shows on Youth: Examining the Link Between Media Consumption and Aggressive Behaviour.

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Keywords:

Crime shows, TV, Violence, Youth, violent Behavior

Abstract

The research paper investigates variation in the prevalence and distribution of 'voice' in the spoken (presentations/interviews) and written (essays/midterm exam scripts) academic registers of BS English students of Khyber Pakhtunkhwa province and the relation of this variation to the situational circumstances of the concerned registers. The learner corpus was constructed. The data was collected from BS English students of the twelve public sector universities of Khyber Pakhtunkhwa. All the texts were transcribed, coded, and then analysed through the computer software AntConc (3.5.8). The present study is unique in the sense that it has conducted a comparative analysis of the various spoken and written sub-registers of English in the academic non-native environment. This study has great implications for researchers in the field of register analysis, material design, and language teaching.

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Introduction

In recent decades media have become the most powerful and strong entity on the earth and have the capability to control and capture the minds of people (Griffin, 2012). Media is not only saturating our daily lives but also the social and cultural atmosphere of the universe has

changed by the powerful impacts of the media in the 21st century.

Research on television's effects started very soon after its arrival in the market in the 1960s. Albert Bandura's social learning theory has been used mostly in such kind of research; it suggests that by modelling



human beings usually learn from others. Moreover, (Bryant & Mirion, 2004) have explained that exposure to television content directly influences the behaviour of an individual. Another study (West, Richard & Turner, Lynn 2010) described that television is considered the main hub to create harmony among the diverse communities of society because people are being socialized with uniform roles and behaviours due to the common shared values broadcasted by television. People watch and consume media to gratify their specific needs and viewing television directly influences their behaviours and thoughts about the world (Gerbner et al., 1980). Media has emerged as a significant agent of mind control. Consciously or unconsciously, television programs leave a low or high impact on the audience.

Podlas, K. (2010) in a study revealed that television content significantly shapes the feelings and thoughts of its viewers. The minds of youth have been manipulated by the violent content of television (Erdonmez, E, 2009). Many media scholars (e.g. Freedman, 2002; Olson, 2004; Savage, 2004) have explained that as television content has increased in aggression in the past few years, violent behaviours have penetrated among youth rapidly. Same way in Pakistan different private television channels have increased violent content in their crime shows which is having negative effects on the behaviour of youth.

Many studies in past have described that the broadcasted violence by media (particularly violence in, television and movies) motivated viewers to be violent in real life (Anderson, & Dill, 2000). Meanwhile, complaints have been recorded about the possible harmful effects of mass media throughout history; even Plato expressed concerns about the negative effects of plays on youth (Weaver, Erin (2007). It has been speculated over different times that movies, television violent shows, video games and the internet play a vital role in making consumers more violent and immoral in their lives (Potter, 1999). Research findings in the last five decades have proved in a documented way that exposure to violent movies or television programs causes considerable increases in violence, and children after watching violence repeatedly on TV become more aggressive in their adulthood, and that televised violence is a definite risk factor in the violence of youth (Bushman & Huesmann, 2006); Huesmann et al., 2006). In America and throughout the world physical violence, including harassment during childhood and teenage years, physical child ill-treatment, street fighting, domestic violence and violent behaviour has become a real public health dilemma produced by violent programs of media (Robinson et al., 2001). Recently, long-term outcome research of youth identified a long-

term relationship between watching violent programs on television and youth violent behaviours and bullying (James T. Hamilton, 2000). For example, it was testified to American Congress by the US Surgeon General in 1974 that, major consensus and Scientific Advisory Committee have indicated that broadcasted violence has certain adverse behavioural effects on members of society (American Psychological Society, 1974). Moreover, in another report, it was stated that media violence contributes to making youth desensitized (Fanti, Kostas, 2009). Young people and children particularly receive negative effects of televised violence. After watching violence on television children and teens experience adverse effects such as antisocial behaviours, increased anxiety and nightmares which contain different television characters. A child at the age of eighteen years old approximately witnessed 200,000 acts of aggression including 35,000 murders on television (Huston, 1992). A review of different works of literature has found that watching violent programs is associated with violent behaviours (Donnerstein & Linz, 1995; Huesmann & Miller, 1994; Paik & Comstock, 1994; (Wood et al., 1991).

In Pakistan, the situation is not different. All television channels broadcast such programs and crime shows which contain heavy violence. Frequently viewing the violence in such shows motivates youth to be aggressive in their behaviours, that's why nowadays aggressive language is used by youth, and they have become more violent. In crime shows the amount of violence is on the rise and he/she watches many violent acts on television channels like robbery, fighting, murder, torture etc. as a recent study exhibits (Lee & Matthew, 2008) has expressed that more than 1500 studies identify that exposure to heavy violence simply increases violent behaviour, especially in boys. Moreover, (Coyne & Archer, 2005) found a connection between an association between television publicity of suicides to an increased risk of suicides.

Historical Background

In America, most criminal acts are influenced by media violence which depicts violence as a solution to problems (Gentile & Bushman, 2012). At both individual and community levels exposure to televised violence becomes a risk factor. Exposure to violence at the individual level makes a person aggressive in thoughts and actions and such violence drives him to be aggressive in behaviour (Carnagey & Anderson, 2003). At the community level, frequent use of violent media increases the ratio of the population that adopts pro-aggressive beliefs, attitudes and expectations (Anderson et al., 2003). Televised violence is best viewed as causal

risk factors that amplify the chances of violence because violence and aggression are considered multi-determined (Anderson, Gentile, & Buckley, 2007).

Moreover, in 2009 American Academy of Pediatrics stated that long-term, research evidence explained that televised violence contributes to violent behaviour, nightmares, desensitization to aggression and fear of being victimized. Recently international Committee for Research on Violence identified in its report that, over the last 40 years, around the world, many studies have been conducted which showed that viewing television violent content increases the probability of violent behavior. On the other hand, (Wilson et al., 2002) explored that spending an hour on television watching exchanges a minimum of seven various violent acts that cause them to be less sympathetic and pro-social in behaviours. Furthermore, (Wilson et al., 2002) expressed that the violence ratio can be seen much more in youth programs, whereas only 15% of the most liked adolescent shows contain pro-social acts and lessons (Woodard, 1999).

Many scholars found a connection between exposure to television violence and actual aggressive behaviour as a link has been found between smoking and lung cancer (Saleem & Anderson, 2012). After watching violence on television shows a person with moderate aggressive behaviour becomes more violent as the result of short-term exposure to violent content media (George Comstock & Haejung Paik, 2009). On the other hand, they found almost 200 studies indicating a moderate but positive connection between viewing television violence and physical violence against another person. The psychologist Craig A. Anderson and Brad J. Bushman explored a statistically considerable low-to-high relationship between viewing violence on television and acts of violence or aggression later in practical life.

Viewers of all such content become less sympathetic to the victims of violence. Some Pakistani private television channels motivate the public to agitations that lead to a big level of violence afterwards. Such type of content is the reason for actual violence in our society especially among the youth. Pakistani private television channels in their crime shows spread sensationalism and violence in different forms and in reality, the amount of violent crimes has increased. To gain high ratings all kinds of violent content are being shown in the crime shows of television channels. Producers and anchors of such shows make an argument that these shows contain human interest content. Due to watching violent programs the behaviors of youth have become violent physically, psychologically and verbally in their daily affairs.

Objectives of the study

The study has three main objectives.

1. To investigate the role of watching crime shows on private TV channels in creating violent behaviour among university students in Pakistan.
2. To examine the divergent violent behaviour of youth at the university level in Pakistan
3. To see the effect of watching crime shows on violent behaviour (verbal violent behaviour, emotional/ psychological violent behaviour and physical violent behaviour) among university students in Pakistan.

Statement of the research problems

The statement of the research problem is to analyze and identify the contribution of multiple factors such as education, gender, background, and other general factors regarding the 'crime role in the creation of violent (physical, psychological, verbal) behaviour among youth.

Significance of the study and justification

The primary purpose of this study is to explore whether watching violent content on television makes the youth violent in their behaviours. This research identifies the effects of media exposure on the behaviours of youth. Mass media in Pakistan have become very influential and powerful. It has been observed that people especially youth imitate what they observe or learn and television has become a big source of learning in Pakistani society. Almost every channel broadcasts crime shows which contain a heavy amount of violence. Verbal, physical and psychological violence and torture are being displayed in crime shows. Youth after watching such shows too copy that violence in their practical lives and become criminals. This time there is a large number of adolescent prisoners in jails who committed different kinds of crimes after watching the tricks of crimes and violence on television screens. This research significantly highlights the negative role of crime shows content, which makes youth more violent in their physical, verbal and psychological behaviours. The study represents a remarkable and considerable contribution to the knowledge and understanding that the demographics of a person play an important role in conceiving the effects of violent content on his/her behaviour.

The relationship between frequently watching television violent content and behaving violently has also been found in this research. It is surprising to see that the wave of violent acts has increased in Pakistan and people have become short-tempered and less

sympathetic. The crime ratio has also been amplified in society. Although some other factors are also the reason for increasing violence in the behaviours of people, this study has explored that among other factors televised violent content is an important reason for making youth violent and aggressive in their behaviors. This study has explained that such kind of violent material motivates and directs the youth to commit violent crimes fearlessly and in a confident way.

Theoretical Framework (Social Learning Theory and Change in Behaviour)

The social learning theory of Bandura tells that children learn violence from viewing and observing others (Sparks, Sparks, & Sparks, 2008). This theory suggests that people imitate aggressive behaviour by observing the violent behaviour of other people. Albert Bandura coined the term modelling and explained that how people can learn specific actions of violence and imitate them in their own behaviours. Bandura and his colleagues conducted research in 1960 and found that after watching a specific behavior the viewers too behave in the same way. His study was called The Bobo Doll Study. The findings of his experiments were that human behaviour is mostly shaped by the social process of social learning. This theory helps us to identify why viewers of television might imitate violent behaviour. The simplest explanation of media effects is the social learning theory (Cantor, 2003). Moreover, this theory explains how the behaviours of television characters can be imitated by viewers.

In the present study, social learning theory *defines the relationship between audience viewership of crime and its negative effects on the behaviours of the audience. Among different types of audiences, youth are considered more emotional and quick learners, so televised content leaves deep effects on their thoughts and behaviours.* It has been explored that violent content on television promotes aggressive behaviour in children, and can effectively contribute to producing gradually more aggression and violent behaviour even years later (Anderson et al., 2003). This theory provides ground to the assumptions that people copy and practice what they watch and observe. So in this perspective, it can be stated that young viewers adopt violent behaviour after watching the violent content on television. When criminals are shown in the shows who commit crimes violently and fearlessly then the viewers have powerful but negative effects and they also practice violence in their real lives.

Literature Review

Socially strong societies cultivate educational attachment with the youth to mitigate the chances of

criminal and violent acts among them (Lee & Bartkowski, 2004a, 2004b; Beyerlein & Hipp, 2005; Blanchard et al., 2008; Lee & Ousey, 2005; Lee, 2008; Lee & Thomas, 2009). Meanwhile, such children who are already aggressive and watch aggressive media content usually become the most violent young boys; even it has been found that unaggressive teens after viewing media aggressive shows too become aggressive in their lives. Studies have explored that displaying violent shows on media has long-term negative effects on adults' psychology and they act in the same way in their practical lives. (Bartholow & Anderson, 2002) have demonstrated in their research that media have equally strong effects on boys and girls today, while in the past it was considered that the effects appeared weaker for girls.

In this age, evidence has shown that young humans and apes have an inner inclination to replicate whatever and whomever they observe. Children who observe or watch others in a social system most probably behave in the same way and they try to copy them. Specifically, children who observe aggressive behaviour usually try to mimic it (Haninger & Thompson, 2004). Many theories developed a hypothesis that media violent content fairly contributed to the enhancement of violent behaviour (Tsuchiya et al., 2001). It has been observed that programs played on various television channels easily change or divert the well-being of youth and it affects their way of thinking of them. In another study, (Moffitt, Caspi, Harrington & Milne, 2002) identified that research evidence has proved that a significant change has been noted in the behaviours of such adults who watch violent content on television. Viewers after viewing different violent shows get involved in different kinds of violent acts, as they find the real world is too filled with violence. One more thing has been identified in a study that the viewers who watch violent television shows are more likely to behave aggressively accordingly in their social lives than those people who are not viewers of such violent programs of television. Eslea (2004) explored that youth after observing daily happenings from media and people around them, also start to behave in the same emotional manner in their lives. Several studies have demonstrated that the inclination towards aggressive effects had increased when old studies on television violence depended on bi variate correlations analysis between violence consumed and harmful outcomes (Freedman, 2002; Savage, 2004). In the recent past, a study had stated results that were based on the general aggression model, exposure to television shows aggression had been found to develop viewers' short-term aggressive feelings, aggressive effects, psychological stimulation and violent behavior

and long-term violence (Anderson & Bushman, 2002; Bushman & Anderson, 2002). Cantor & Nathanson (1997) described that it is extremely significant to understand the psychosomatic instruments that lie beneath these results. Zillmann & Weaver (1999) pointed out that some of the effects of media violence on ensuing aggressive deeds take place since media violence enhances physiological stimulation and in that way intensifies successive exciting reactions.

Bushman & Anderson, (2001); on the other hand identified that corporeal violence can not be the simple shape of aggression that represents resting on television. Relational violence, inside together roundabout in addition to straight forms, is also portrayed regularly (Coyne, 2004). In another recent study, Moise, Podolski, & Eron, (2003) (Ostrov et al., 2006) affirmed that youth who viewed too much corporeal violence displayed on television had further ultimately destruction at the same time as adults. The relationship between viewing violent television and physical violence among children has troubled parents as the aggressive content of the television has negative effects on their behaviours (Huesmann, Moise, Podolski, & Eron, 2003; Ostrov et al., 2006). There are many determinants of violence and media violence is one of the most popular sources towards induction of aggressive attitudes in young people and is one of the many causal risk factors that add to the possibility of violence. (Anderson, Gentile, & Buckley, 2007). A content analysis conducted by many studies showed that most content broadcasted by television contains some violent content, even material and programs presented for children. One of the content analyses showed that ninety-one per cent of content for adults and rated as appropriate for ten-year-olds are violent, as are thirty-one percent for younger children (Gentile, 2009). Attention problems, poor educational and reading performance, and substance abuse are indirectly affected by media violence. Intentional problems such as Attention problems, poor educational and reading performance, and substance abuse are directly associated with media violence (Bailey, West, & Anderson, 2010, in press; Bioulac, Arfi, & Bouvard, 2008; Johnson et al., 2007; Swing et al., 2010).

Reliability Test

| Variable Items | Cronbach Alpha |
|---|----------------|
| Role of watching crime shows | .687 |
| Verbal Violent Behaviour | .511 |
| Emotional and Psychological Violent behaviour | .699 |
| Physical Violent behaviour | .746 |

Data Analysis

Methods and Materials

The researcher used only the quantitative method to investigate the relationship between the role of watching crime shows and violent behaviour among students at the University of the Punjab, Lahore, Pakistan for which the survey technique was employed. Data were collected from university BS (Hons.) and Master students through structured questionnaires because all the respondents were at least graduate students. The study is cross-sectional in temporal terms and measures the role of watching crime shows in creating violent behaviour among university students.

A sample of 395 respondents was taken out of 8 faculties of the University of the Punjab New campus. If there were 10 departments under one faculty only 2 departments were selected while out of 5 departments under one faculty one was selected on the basis of high population size. The selection of male and female respondents depended upon the actual population of the required departments, if the male ratio is higher than female in a department's population the more male respondents were selected.

The researcher calculated the sample size by using a well-known statistical formula i.e.

$$n = \frac{N}{1 + N(e)^2}$$

Where;

Total target population.

α= level of significance.

n= sample size

N= 11914

α= 0.05

After the calculation of this formula, the researcher draws a sample size of 395 from the target population.

$$N1 = \frac{N1}{N} \times n$$

This formula was used to find out the equal proportion of male and female respondents.

Table of Reliabilities of Dependent and Independent Variable

Data were collected from 402 self-administrated questionnaires completed by male and female students of BS Hon and Masters Classes from the University of Punjab, Lahore. Data were analyzed by using the description of the sample, discussion, main results and presentation of the data in tables and interpretation of data. Data were interpreted to study the problem, test the hypothesis and draw conclusions from the research. The purpose of this research was to identify, describe and explore the role of crime shows on private TV channels in creating violent behaviour among youth. The questionnaire comprised five sections and data was presented as follows:

1. The first section aimed at the demographic information such as age, gender, level of education and background of the respondents.
2. The second section dealt with the independent variable in which the role of crime shows has been assessed in making youth violent. Respondents' answers have been inquired regarding negative crime shows which make youth aware of crimes. Moreover, it has also

been asked whether crime shows motivate youth towards violence or not.

3. The third section of the questionnaire aims to explore the factors such as exposure to violence on television creates verbal violent behaviour among youth. It has been asked by respondents to identify whether either youth is becoming violent or not in their daily verbal discussions.
4. The fourth section focuses on seeking answers regarding crime shows role in the creation of emotional and psychologically violent behaviour among youth. The role of crime shows has been inquired regarding making the youth less sympathetic and sensitizing them mentally to crimes and violence in their behaviours.
5. The fifth and last section aims at determining factors such as the role of television crime shows in creating physically violent behaviour among youth. In this section, the researcher has tried to know respondents' views about crime shows effects on youth in making them physically aggressive and violators of the law.

Regression Analysis

Table 1.2

The role of crime shows in creating violent behaviour among youth

| Independent Variable | | | |
|----------------------------------|---------------|---------|---------|
| Dependent variables | beta(SE) | F | R2(adj) |
| Verbal Violent Behavior | .551***(.037) | 173.820 | .302 |
| Emotional/ Psychological Vio Beh | .513***(.058) | 141.840 | .261 |
| Physical Violent Beh | .576***(.035) | 198.369 | .330 |

Note: * $P < 0.05$, ** $P < 0.01$, *** $P < .001$

Table 1.2 indicates the effect of watching crime shows (Independent variable) on violent behaviour (dependent variable) among youth measured by a regression coefficient (beta). Beta was used to determine whether watching crime shows on TV has a controlling effect on violent behaviour among youth.

The result shows that the verbal violent behaviour (dependent sub-variable) standardized regression coefficient was 0.551. The coefficient of determination (R-square) of verbal violent behaviour indicated 0.302 or 30.2% which implies that watching crime shows on TV as an independent variable accounts for 30.2% variations in verbal violent behaviour (dependent variable) among university students. The emotional/psychological violent behaviour (dependent sub-variable) standardized regression coefficient was 0.513. The coefficient of determination (R-square) of emotional/psychological violent behaviour indicated

0.261 or 26.1% which implies that watching crime shows on TV as an independent variable accounts for 26.1% variation in emotional/psychological violent behaviour (dependent sub-variable) among university students. The result describes that the physical violent behaviour (dependent sub-variable) standardized regression coefficient was 0.576. The coefficient of determination (R-square) of physically violent behaviour indicated 0.330 or 30% which implies that watching crime shows on TV as an independent variable accounts for 30% variations in physically violent behaviour (dependent sub-variable) among university students. The findings suggest that watching crime shows on TV was positively related to violent behaviour among youth. By implication, crime shows have significant effects on violent behaviour (verbal, emotional/psychological, physical) of students of the University of the Punjab, Lahore, Pakistan.

Discussion

The final chapter of this dissertation provides the summary of major findings in terms of the research questions and describes the presentation of general conclusions. Furthermore, it presents the limitations and strengths of this study and reflects on suggestions for further research. No research can be perfect because every study has its own limitations and objectives with regard to the choice of research methods, theoretical and practical issues such as field setting, sample size and ethical considerations. This study gives a wide-ranging explanation of watching crime shows on television and its effects on violent behaviour (verbal, psychological and physical) among youth. Having discussed how the violent content of crime shows influences the behaviour of youth. How do youth become violent after watching violent and aggressive content on television, the researcher then found that crime show content creates, promotes and increases the chances that youth become violent in behaviour verbally, psychologically and physically. Moreover, the study presents the recommendations for the four categories of stakeholders: Parents, Government, media practitioners and youth itself.

Conclusion

The researcher formulated three hypotheses for this study: a) The Higher the frequency of watching crime shows on TV, the higher the tendency to be violent in behaviour; b) Exposure to television crime shows creates verbal violent behaviour among university students. ; c) Watching violent content in television crime shows increases the probability among youth to become emotionally/psychologically violent in real life; d) There is a relationship between watching crime shows and the physically violent behaviour of university students.

Watching crime shows creates violent behaviour among youth - *Hypothesis 1*

This article develops a relationship between watching crime shows and its effects on violent behaviour among youth. It has been proved by the researchers that there is a significant relationship between watching crime shows on television and the creation of violent behaviour among university students. Crime shows create awareness among common persons about crimes. They play a pivotal role in making youth familiar with the new techniques of crimes. It has been found that violent content which is displayed by private television channels has become a source of motivation for youth to be violent in their behaviours, and after watching crime shows which are filled with violence youth try to practice that violence in

their real lives. A higher frequency of viewing crime shows makes the youth violent and they do commit crimes in society. Studies have found a positive relationship between watching crime shows and an increasing ratio of committing crimes among youth. It is also not difficult to develop an association between watching crime shows and violating the laws of youth. Violent content of crime shows encourages youth to become fearless in their lives to violate state laws openly. It is not difficult to find that the increasing ratio of committing suicide is linked with frequent exposure to crime shows on television. Such violent behavior is shown in crime shows which leads youth to become violent to solve their all problems. After watching such violence in crime shows youth do not hesitate even to harm themselves. It has been explored in results that crime shows glorify the criminals and present them before viewers as heroes and that factor motivates youth to adopt the same violent behaviour in their daily routine.

Exposure to television crime shows creates verbal violent behaviour - *Hypothesis 2*

A direct association has been explored between watching crime shows on television and verbal violent behaviour among university students. Verbal violent behaviour of youth is linked with exposure to the vulgar and violent language of crime shows. Crime shows are full of threatening and violent words so they negatively attract youth and they start to choose the same language in their routine life matters. Abusive language is also found common among youth due to watching crime shows. A significant association is present in regularly viewing crime shows and becoming verbally violent. Meanwhile, this boom of using aggressive language in daily life conversations by youth is positively linked with frequently watching crime shows. The study has too explored that high viewing of crime shows promotes a lack of tolerance among youth during their mutual discussions. Having easy access to youth to watch violent crime shows consequently develops violence in their verbal behaviours, like using threats, shouting at others and bullying.

Crime shows association with emotional and psychological violent behaviour- *Hypothesis 3*

There is a direct relationship between watching crime shows on television channels and emotional and psychological violent behaviour. In the present study, a direct link has been explored that viewing crime shows provoke feelings of anger among youth. Violent content leads them towards aggression in their emotional and psychological behaviour. It is not difficult to find that watching crime shows is linked with the loss of temper. Feelings of impatience and irritation develop in the psychological behaviour of youth due to highly viewing

the crime shows. It has been found in the research that crime shows are promoting a sense of frustration among youth. High emotional distress also develops in the psychological behaviour of young males and females when they frequently watch disturbing violent content and torture in crime shows. Sensation and dramatization of different disgusting crimes in shows has become a routine part and this factor negatively attracts the youth. Characters in crime shows are usually shown as selfish and cruel and watching their criminal activities reduces the feelings of sympathy among youth for others. Moreover, the violent content of crime shows leaves bad effects on viewers' moods.

Crime shows relate to physically violent behaviour – **Hypothesis 4**

In addition, the violent content of crime shows directly influences the youth to physically victimize other people. A relationship has been found between viewing crime shows and the involvement of youth in physical violence. Even in domestic relations youth use physical violence against other family members after frequently watching crime shows. The ratio of drug addiction and usage of physical violence like (beating, and thrashing) is commonly found among youth due to crime shows effects. Meanwhile, a link has been found that watching crime shows motivate youth to join criminal gangs.

Recommendations for Future Researchers

The following recommendations can be drawn from this dissertation for further research.

Researchers in future should try to explore some other variables to measure the violent behaviour of youth.

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Crime shows definitely play a vital role in creating violent behaviour among youth, but a number of other factors influence youth to be violent (verbally, emotionally/psychologically, physically). Some other factors like parental role, education, the background of respondents, community environment and neighbourhood factors should also be analyzed by the coming researchers to find out the reasons for violent behaviour among youth.

Future research in this area should investigate the individual psychological aspects of involvement in violence and present a comparative analysis of male and female involvement in criminal activities.

- This study is quantitative in nature. Future research should adopt mixed methods (qualitative and quantitative) to find out the determinants by designing a self-structured questionnaire and conducting interviews.
- This study includes male and female students only from BS Hon and Masters Classes at the university level future studies should also include the students of college level education.
- This study is based upon the response from male and female students of the University of Punjab only, future studies should attempt to present the comparative analysis of different universities in Pakistan.
- In this study, only students are included in the population. Future studies should include the parents and media practitioners also as respondents.

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