Media, behavior issues of children and its management

Media has an unavoidable impact on how people view themselves. Media environment surrounding children has grown breathtakingly in the last three decades. Several hundred national and international cable and satellite channels, broadband internet, social networking sites have entered middle class homes. Children under the age of six spend more time watching television than they do playing outdoors. The behaviour of children has changed dramatically in the past ten years. Today social media affect the way children dress, talk, walk or even influence the type of music or the food they want. Social media like Print Media, Electronic Media ,New Age Media have become a core part of children's lives. Social networks such as Facebook, YouTube, WhatsApp, and Instagram are their primary interface with the internet. These portals are generally used social sites via smartphones and tablets, such that many children are permanently connected to their virtual social network, continually receiving and checking feed, and regularly posting their own updates, which have brought about major changes in their lifestyle and behaviour. More important, it can also lead to internet addiction that will change the developing brain structure of teenagers, leading to poor academic achievements, involvement in dangerous activities, unhealthily nutritional habits, poor personal relationships, attention seeker and self-injurious activities.

Internet gaming disorder (IGD) has been recently enclosed as a tentative disorder within DSM-5 which summarizes IGD as the "persistent and recurrent use of the Internet to engage in games, often with other players, leading to clinically significant impairment or distress. Growing priority given to gaming like change in different life interests and day by day activities; and continuation or increased use of gaming regardless of the prevalence of poor consequences. As are similar to opioid use disorders in this regard. People who are addicted to opioids have a hard time resisting the temptation to drink or use drugs. There are some famous internet games like Blue whale and PUBG. "Blue Whale" also known as the"Blue Whale Challenge", was the social network which consisted of a series of tasks that are assigned to the players by game administrators over a 50- day period, less harmful prior introducing elements of self-harm and the last challenge requiring the player to commit suicide. In an event from Nashik (in the north-west region of Maharashtra), a14-year-old boy, allegedly tried suicide in an exceedingly match of anger by intense

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poison when his mother took away his mobile as a result of intense playing the PUBG game. Throughout 2017,media in India reported several cases of child suicide, self-harm and attempted suicide to be a result of Blue Whale, and in response, the Indian government's Ministry of Electronics and Information Technology, requested several internet companies(including Google, Facebook, and Yahoo!) to remove all links which direct users to the game. (Patchin,2020)

Behavioural Addiction (BA) is loss of control over a behaviour. The core elements of BA are craving, impaired control and continued behavioural engagement despite adverse consequences. Both Substance Use Disorders(SUDs) and behavioural addictions are also explained by similar neuro-physiological basis. Both have decreased activation in ventromedial prefrontal cortex. It can be said that moving pathological gambling and internet moving disorder to the class of SUDs is a wise decision (Yadav et al 2021) Nowadays, video games have been a large and growing part of our culture as well as an emerging market. It has many characteristics of other addiction disorders including deleterious physical and mental health consequences. The social and omnipresent nature of gaming makes it a bit difficult to identify the signs and symptoms of excess gaming. There has been too little serious public policy debate concerning the best measures to reduce the exposure of media violence on children and youth. *(Singh et al 2020)*

American Academy of Paediatrics (1995) emphasized about how violence is portrayed: Almost half of violent scenes on TV involved attractive, hero-type characters worthy of emulation, 70 percent of those characters showed no remorse,50 percent of violent scenes showed victims without any pain, and 40 percent of all violence was combined with humour. The message is that violence is painless and a desirable problem-solving tool. Again, the negative effects of media violence are multiplied for children with frightening and traumatic back grounds. Their anger, fear and lack of self-control are easily triggered. The average

American child spends 3-5 hours of each day watching television. That's 1,500 hours per year in front of the TV compared to only about 900 hours in school. Children's TV shows contain about 25 violent acts per hour. That means they see about 10,000 violent acts per year. The average child sees 8,000 murders by the end of elementary school and 200,000 acts of violence by age 18.More than 60 percent of TV programs contain violence. Seventy-five percent of violent scenes show no punishment for, or condemnation of, violence.(Terry Levy ,2017)

Psychologist Albert Bandura (1961) conducted research about linking media violence with childhood aggression and suggested children learn through modelling (imitate the actions of others), especially adults. Social media also promotes an unrealistically thin body shape ideal that in turn is at least partially responsible for promoting eating disorders on children. Especially adolescent girls these days are unhappy with their body weight and shape, which is leading them toward unhealthy weight control behaviours. It is crucial to understand how media impacts a child development to be able to control the impact. The social media has a disturbing potential to negatively affect many aspects of children's healthy development, including weight status, sexual initiation, aggressive feelings and beliefs, consumerism and social isolation.

Media also affect the Cognitive, speech, language, social and emotional developmentof the child. Children at an infant stage do not understand emotions or social behaviour, surrounding environment determines the perception of a set emotional reaction and social interaction. Children is non social, instead of social and physically active state, due to Mass Media. The study investigates the role of media in promoting behaviour problem in children with Attention Deficit Hyper Disorder. The research concluded that the role of media affects ADHD children at primary level. Children apply things learned from media in their daily life and the violence projected on media also promotes the aggressive behaviour. Based on the results, different classroom instructional strategies are suggested for

the teachers at primary level to minimize the effect of media in ADHD children.(Bano et al 2013)

Fear is another result of media violence. Children and adults can become anxious and even traumatized by the violence they see on TV and in movies. Children can not only witness and share emotions experienced by media characters, but also respond directly to emotionally charged events depicted in the media. Monster House, Corpse Bride, and Harry Potter and the Order of the Phoenix are just a few examples of horror-filled content that is targeted to children. Classic Disney films such as Bambi, Snow White, and The Lion King can also be upsetting to very young children. Experiencing feelings of anxiety and depression can lead to more negative behaviour. Another reason for going online is to be for sharing feelings. Many parents are not aware of the negative effects of the Internet can have on their children. Even the teenagers themselves may not be aware of the risks caused by Internet utilization. Online harassment and bullying system make them sad, nervous, afraid and unable to focus at school, and that it may expose them to social difficulties.

A survey of more than 2,000 elementary and middle school children in US revealed that heavy television viewing was associated with self-reported symptoms of anxiety, depression, and post-traumatic stress. Watching more than six hours of television a day put children at greater risk for scoring in the clinical range of these trauma symptoms. A survey of nearly 500 parents of elementary school children found that the children who watched television just before bedtime had greater difficulty falling asleep, were more anxious at bedtime, and had higher rates of nightmares.

Moral development in children follows a predictable developmental path. Extensive viewing of television violence can alter children's views about the acceptability of violence and perhaps even hinder the development of their moral reasoning. Cheating, lying, stealing, yelling, cursing can be perceived as acceptable behaviour by children. Media can cause confused moral reasoning. Some programs and genres can enhance moral development. An average a child views 200,000 violent acts on television by the age of 18. Kids become desensitized to violence and more aggressive. Violence is often promoted as a fun and effective way to get what you want. For decades, anecdotal and scientific research has shown the harmful effects to children of television, movie and video game violence. The four main effects are aggression, desensitization, fear and negative messages. Many violent act are perpetrated by the "good guys" whom kids have been taught to admire. Even though kids are taught by their parents that it's not right to hit, television says it's OK to bite, hit, or kick if you're the good guy. This can lead to confusion when kids try to understand the difference between right and wrong.

Behaviour problems, nightmares, and difficulty sleeping may follow exposure to media violence. Young kids are particularly frightened by scary and violent images. Simply telling kids that those images aren't real won't console them, because they can't yet distinguish between fantasy and reality. Violent television programming contributes to both short-term and long-term increases in children's aggressive behaviour. Video games act as fantasy violence. Exposure to violent media results in Risky behaviour. Let's talk about this a bit. The more time children spent on social media, the less time they spent with their families. For example, they compare their lives with other and demand the same thing to their parents, if their parents are not able to fulfil their demand, they show violent and aggressive behaviours. A comic strip though hilarious is reflecting on a very important concern about negative effects of media. On the social media children feel free and think that no one has control over them so, they start practicing bullying behaviour, they often humiliate their friends. Teenagers who post their personal information or pictures involve themselves in inappropriate behaviours.

There are so many risky behaviours develop within the children due to excessive use and dependency on

medio like-low self-esteem, Ragging, lack of self-control, anti-social attitudes and behaviours, aggression and violence, lack of empathy, compassion and remorse, Smoking, Drinking, Drugs, Eve-teasing Sexual acts, Driving, Fighting Copy cats, misbehave in friends and family etc.(Anderson, 2004, Kremer et al 2014, Page, 2010)

The main edges of enjoying video games involve enhancing mental skills that include:Downside determination and logic, Multitasking, Memory, Mapping, Taking risks, Co-operation. A study found that enjoying video games might facilitate, improve visual modality by teaching the brain to identify little details, follow movements and spot refined light weight changes, a minimum for individuals with visual difficulties. (Lemmens,2015) Another study suggested that video games facilitate kids with learning disability by allowing them to browse quicker and with higher accuracy. (Gentile, 2011, Chris, 2017). A study emphasized increase in gray matter within the right hippocampus, the proper anteriorcortex which measure crucial for spatial navigation, strategic designing, remembering and motor performance. The raised gray matter in these components of the brain is correlative with higher memory and small gray matter is correlative with major affective disorder.

Media have some positive aspect also. Children viewing educational programming have higher grades. Improves reading writing grasping. Audio and visual learning. Phobias and fears Certain programmes are prepared for children for real life situations. Understanding the world around us. Obesity, lack of physical activities Helps develop skills like critical thinking, writing, public speaking, imagination and creativity Inappropriate language and manners Develops gross motor skills. Video games help enhance gross motor skills. Aggressive behaviour lack of actual real experiences

Tips for parents: (a) Constant monitoring – Monitoring the quality of media that their child is exposed to is crucial. Avoid exposing children to violent, aggressive, scary, emotionally disturbing and any such other inappropriate media. (b) Rating - Keep a check on the media rating to ensure children are exposed to media which is age appropriate. (c)Guidance – When there is proper guidance and explanation to an action the child will be able to understand the messages better. (d) Be a role model – Children learn from their surroundings and people close to them, especially parents. (f) Make rule and stick to them – As parents putting their foot down will only help the child's development. Do not compromise on that. Stick to the rules. Choose wisely – Depending on the development stage of the child, choose media exposure that will help the developmental aspects of the Child. For example: Sesame street, Barney, Blue etc. are series that are educative and fun for children. (g) Screen time – Children need both physical and mental activities for appropriate development. Limit screen time. (h) Respect Technology – With pods and tabs its not possible to keep kids away from technology however it can be control and directed to positive development. Restricted viewing – Put a child lock on the channels they think inappropriate for the child. (i) Reality from Fantasy – Superman flies, spider man climbs walls and Amir Khan can ride a bike on anything even water and wire. A child does not understand the real message and emotion in all given instances. Explaining and even showing real from fake and fantasy helps the child understand the messages better. Tips for parents(j)Communication - Communicating with their child helps them understand what understanding they develop from certain media exposure which will help and guide them better. (k) Do not use high-tech devices as Babysitters – With more nuclear families today is understandable that stress gets to us. However, in no given situation should a tech device be used as a babysitter. (l) Creative and educational development - With exposure to so many avenues through media a positive direction will go a long way. Find what interests their child and develop on that through media and internet. If the child is inquisitive, parents can look up appropriate educative video on the internet. Parent can use internet to assist with homework or questions the child is inquisitive about. (m) Family time– Media can be very effectively used

for quality family time as well. It can be used to have encouraging discussion and sharing of knowledge and views. One can use this time to educate the child about the cons of media and how to use media effectively instead of being overwhelmed by it.

Antidepressants like escitalopram and bupropion, and antipsychotics like olanzapine and quetiapine have been tried in internet gaming disorder and had positive results when combined with cognitive behavioural therapy (Krzysztof et al 2019). Psychotherapy plays an important role in treating BA. The aims of the therapy are to reveal and address the underlying psychological causes of addiction and enable those suffering from addiction "to engage in normal life" without giving in to the impulse "to engage in potentially destructive behaviour". Some of the most common forms of therapy found in addiction treatment include: cognitive behavioural therapy (CBT), individual or one-on-one counselling, group therapy, self-help therapy, support groups. Cognitive approach is widely deployed in treatment of B A and have evidence of effectiveness, including techniques directly aiming to restructure decision making biases.

Conclusion

We cannot neglect that children are becoming so smart because of social media. Social media helps them to develop better perspectives on various issues, exchange ideas, learn new things, and provide an effective platform for enhancing children's knowledge. We have to find ways to optimize the role of social media in our society, taking advantage of their positive attributes and minimizing their negative ones. The ultimate goal is to reach children and adolescent with positive messaging. We need to adopt social media and use as an effective tool in shaping the behaviour of children rather than trying to counteract it from using.

To sum it up Media has both positive and negative implication on children. These cannot be eradicated however we can definitely ensure that we encourage the positive aspects and control the negative for our children to understand and use the resources available for growth and not destruction of self being. So, it is right time to move on to the more difficult public policy questions concerning whether modern societies should take action to reduce the high rates of exposure of children and youth to media violence, and if so, what public policies would likely be the most effective.

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