THE IMPACT OF MASS MEDIA ON THE SOCIALIZATION OF CHILDREN AND ADOLESCENCE

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ABSTRACT

Media, including the web, social networking, are incorporated into people's life. In reality, surveys have revealed that the amount of adults and teens hoping on mass media to collect data or interact with each other has climbed tremendously inside the recent couple of years. According to the findings of this research, the Internet is the kind of mass media that is utilised by the greatest number of people. They utilise it for online talking, collecting study material, using social networking, playing games, and a variety of other activities as well. As newer forms of mass media, such as the internet and mobile phones, continue to displace more traditional forms, such as newspapers and magazines, traditional forms of mass media are finding less and less use. According to the findings of the study, the methods of social work, awareness camps, and counseling can all be helpful in addressing the socialization issues that are faced by adolescents. Through the use of the social work intervention strategy described above, the social worker has the potential to play an essential role. It is advised that the reading of newspapers should be encouraged in teens at both the school and family level so that they may obtain up-to-date information about the world and also because it will assist to develop their language competence in reading, writing, and communication.

keywords: *Mass Media, Socialization , Children*

INTRODUCTION

Mass media tasks are conceivable just where the created images are significant. In a universe of normalized products, it is not out of the ordinary that diversion ought to be apportioned through unoriginal business and play that win in additional straightforward networks. With no other type of generic communication has sharing f experience been conceivable on widespread scale and to be so extreme in degree likewise with the mass media worry about the conceivable effect or impact of mass communication upon the sentiments and perspectives of men have been predominant for a very long time and has existed in less extraordinary manner as have mass media. The explanation that the penis mightier than the sword has been modernized by friendly sees who have asserted that the mass media are strong than nuclear bomb. The mass media have specific significance in mankind's set of experiences. they are the best multipliers of data similarly as the machines of the modern insurgency had the option to duplicate human power with others sort of energy. The meaning of the improvement of imprinting in the fifteenth century was that, it didn't just holy person the equilibrium from long hundreds of years of spoken direct communication towards the sharing of data on a graduate scale yet more critically it broadened advancing past favored. That's what wilbur Schramm noticed " soon after the improvement of printing the print media became instruments of political and social change.

He contended that the transformation in Europe would have been generally unthinkable without the print media and the improvement of government funded school would have similarly been unimaginable. In contemporary times man's life and presence have come to rely to a great extent upon the media to let him know occurring in his general public promotion in the enormous world, to teach and engage him. Consequently there is an inflexible walk towards a world totally predicental on mass media communication. The mass media have this turned into the most remarkable communication force made by man.

One of the eminent changes in our social climate in the 21st century has been the immersion of our way of life and regular routines by the mass media. Tragically, the outcomes of one specific normal component of the electronic mass media significantly affect children's prosperity. It is currently not simply kids in terrible areas or with "awful" companions who are probably going to be presented to terrible things when they go out in the city. A "virtual" terrible road is effectively accessible to most youth now in their actual homes.There have been a lot of descriptions written about the contemporary era, and many of them provide clear and compelling evidence that human beings are leading the most influential eras of informational revolutions and knowledge explosions. This is because of the tremendous advancements that have been made as a direct result of the technological revolution, in particular in the fields of information technology and communication in all of its forms (Saleh, Emad Farouk, 2014). In many ways, the way this evolution is managed, directed, and utilised has led to rapid and essential changes that have stormed long-standing values that have been considered by many communities as an untouchable holy heritage. These changes have stormed these values because they are essential to the evolution of this evolution. This was accomplished by relying largely on the resources made available as a result of the ongoing technological revolution taking place in the field of information and communication technology. After approaching globalisation as a global policy and as a major means of cultural and intellectual invading into the communities of the third world, the means used for its marketing and mobility have shifted from depending on the traditional media such as newspapers, magazines, journals, books, radio, and television...etc., into depending on media that are more spreading and mass-attractive. This shift occurred after globalisation was approached as a major means of cultural and intellectual invading into the communities of the third world. It started out by relying on satellites, which provided a variety of audio and visual channels. These channels were able to break through numerous religious, cultural, and cultural barriers in order to firmly establish their position within the Arab family. The advent of the world wide web was a significant driver in the acceleration of this change (the Internet). Since the early nineties of the previous century, when it was first permitted to be installed and utilised, people have gradually grown to rely more and more on the World Wide Web (WWW). The number of people using the World Wide Web in Arab countries has grown steadily from one year to the next. It is increasingly utilised as a technique to circumvent restrictions and red lines placed on individuals' rights to express themselves freely. (Al Abdellah, Maii, 2008).

In addition, the use of the internet has expanded to embrace all aspects of daily life, including financial institutions, foundations and foundations of money, factories, and large enterprises, as well as schools, universities, agencies, ministries, and other institutions of the society. It is no longer restricted to the establishments or agencies of a governmental nature; rather, it has expanded to encompass all establishments and components of society. It is now possible to use the internet at any time of the day, and the user is free to choose both the time of day and the location at which to do so. The timing of internet usage is no longer subject to any restrictions. The proliferation of the so-called "Internet Café" has had a significant impact on the growing use of the internet by adolescents and young adults, as well as by people with limited incomes

who are unable to afford purchasing a computer or paying a monthly fee to internet providers when the internet was first introduced because these services were more expensive than they are now.

The internet does not simply indicate benefits and advantages; rather, it is also capable of implying a great deal of drawbacks and problems due to its role as a medium for spreading the effects of globalization. Researchers are in agreement that modern communication technology, the internet in particular, has ushered in a new era of communication and interaction among human beings, as well as made an infinite amount of information and knowledge accessible to consumers. On the other hand, there are concerns over the potentially harmful impacts, including those on a person's body, mind, relationships, and culture, that an excessive amount of time spent online could have (El Osimy, Soltan Aedh Mefreh).

Since the emergence of the information virtual space accompanying the appearance of the internet, and its production of many virtual groups, alongside its availability for millions of human beings, there has been a significant rise in the rate of research and academic focus on the issues and topics of the internet in general, and in particular, the virtual social and community networks. This has resulted in a significant increase in the number of studies that have been conducted on these subjects.

According to research conducted by Zaki and Walid (2012) on the topic of the idea of "social networks from ideology into ical," the internet and the interactions that take place on it have become an integral part of the lives of a significant number of people. Hearing the phrase "virtual community" no longer elicits the same level of interest as it once did. Its meaning has become more widespread and generalised over time, and it is no longer restricted to the realm of academic study; rather, it is put to use by a significant number of internet users. Haward Rhingold is credited with being the first person to use this phrase. He is also the author of "the virtual community," the first and most influential book in this field. He defines it as social groupings that are formed from different locations throughout the world and who communicate with each other through computer monitors and emails to exchange information and form friendships, and who have common interests that gather them; and it leads the same interactions as in the real world, but without any physical approximation. These interactions are carried out by means of a communication medium, namely the internet, which – as a result – played a role in the establishment of those groups in a digital capacity. (Zaki Walid, 2012)

Nabil Ali provided the following definition of the online community: "a new area that is inhibited by organisations that practise their own transactions, as well as the space in which museums, institutions, knowledge, and sale widows are located. In this arena, the establishment of coalitions and conferences, as well as the most expeditious dissemination of information, can also take place. It has its own typography, nature, laws, and customs that distinguish it from the real space, where there is no central authority to control or a sponsorship agency to evaluate. Despite its similarities to the real space, this space has its own typography, nature, laws, and customs. It's merely a few committees or non-governmental entities, nothing more (Ali, Nabil 2003). In addition to this, according to Ahmed Zidan (2002), it is "the realm of unseen space, which is independent of both time and location, and serves as a medium for the interchange of electronic information (Zayed, Ahmed 2002)

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EFFECT OF MEDIA ON CHILDREN AND ADOLESCENTS

The effects of mass media have been viewed as having expansive and possibly destructive effects on the wellbeing related behaviours of children and adolescents. This is because a large number of children and adolescents are not yet mature enough to differentiate between dreams and the real world, which is especially problematic when the mass media is presented as "reality." This is especially important for very young children who are still developing their coherent thought patterns and who are unable to differentiate between dreams and the actual world. In addition, time spent consuming media reduces the amount of time that may be spent on other, potentially more beneficial activities, such as participating in sports, doing genuine work, participating in local government, engaging in social pursuits, and spending time with one's family.

TELEVISION VIEWING AND SOCIAL ISOLATION

Bickham and colleagues looked into the connection between the amount of time spent watching television, the shows that were watched, the context in which they were watched, and social integration. When compared to their peers who do not watch television, children who do so spend a substantial amount less time socialising with their peers than do children who do not watch television. Therefore, watching television results in bad peer interactions, which in turn raises the risk of social isolation, anxiety disorders, agoraphobia, and antisocial behaviour, such as aggression and membership in gangs.

According to the findings of certain academics, the amount of time spent by children in front of the television correlates with the amount of time those children spend with their families. Although children may become more introverted as a result of watching television, it is also possible that youngsters who are lonely may turn to television for pleasure and company. Children who are excluded by their peers often turn to the television as an outlet to relieve the pressures of their lives and satisfy their social requirements. On the other hand, youngsters that are well integrated into their communities watch less television. Therefore, it is possible to conclude that social isolation is the driving force behind excessive usage of media. Overall, it is most likely that both of these impacts will take place; children who watch more television will become more socially isolated, which will cause them to watch television for longer periods of time. The act of watching television is usually done in the company of friends, despite the widespread misconception that it is a solitary pastime. It is possible that watching TV with friends can give a venue for the development of interpersonal skills because

interacting helps build these skills. When researching the connections between media consumption and behaviours, it is essential to take into account the contents of the media. Younger children who watch violent television may develop antisocial tendencies, which may lead to their becoming socially alienated, which in turn leads them to more violent media. Parents, educators, and paediatricians should all discourage their children from watching violent television programmes. This will help children's social development as well as their mental health in the long term..

MEDIA AND CHILDHOOD OBESITY

According to research conducted by Dietz and Gortmaker, the chance of being obese rose by 2% for every additional hour spent watching television each week. In his experimental investigation, Robinson found substantial evidence that there is a causal link between children spending too much time in front of the television and being overweight. In addition, an emphasis has been placed on this connection in India. According to the findings of Stettler and colleagues, there is a considerable link between the usage of electronic games and obesity, with a nearly twofold higher risk of obesity for each hour per day that is spent playing electronic games. It has also been discovered that the amount of time spent playing video games is inversely proportional to the amount of daily physical activity. However, if it is used to replace time spent watching television or simply resting, video game play can serve to more positively affect energy expenditure. This is because the positive association between game play and obesity is certainly plausible if playing video games is used as a substitute for regular physical activity. Because of this, playing video games should not be considered a sedentary activity; nonetheless, it should in no way be considered a replacement for regular physical activities that considerably stress the metabolic pathways necessary for the enhancement of cardiovascular conditioning. There is no doubt that there is more than one factor involved in the process behind the influence that watching TV has on the likelihood of being overweight. It would appear to function regardless of the amount of reduced physical activity. An excessive amount of time spent in front of the television may alternatively have an effect via the extensive advertising messages for unhealthy foods that are targeted at very young children or by the inclination of youngsters to nibble while watching TV. According to the findings of a randomised controlled trial, spending more time in front of a screen leads to lower rates of physical activity and higher rates of food consumption. There is a correlation between children's exposure to commercials and their requests for certain foods, as well as their purchases of food and consumption of food overall. Studies have shown that the amount of time spent watching television is inversely related to the amount of fruit and vegetable consumption. This is despite the fact that fruits and vegetables have the potential to improve health in a variety of ways and protect against weight gain.

Epstein et al. conducted a randomised trial and found that reducing the amount of time spent watching television and using computers may play an important role in preventing obesity and in lowering BMI in young children. They also found that these changes may be related more to changes in energy intake than to changes in physical activity. In the absence of restrictions that restrict food advertising directed at children, lowering the amount of time spent watching television is a method that shows promise for reducing the amount of extra energy consumed.

MASS MEDIA AS A SOCIALIZING AGENT

Especially in the field of television media studies, it seems that there hasn't been much research done on how the social behavior of children is influenced by the mass media, either positively or adversely. Because of this, the proliferation of mass media has made it possible to reproduce information on a massive scale through the medium of both the print and electronic media to inform, educate, and entertain as well as transmit values, thereby establishing the mass media as the most powerful communication force ever created by man. It is necessary to take a critical look at the varied roles that the mass media play in the process of socialization, particularly during the formative years of childhood, because of the volume of information that can be accessed through the various forms of mass media and the potential effects that these may have on a child's capacity for academic achievement. The practise of youngsters devoting a significant portion of their time after school, during vacations, and in their free time to the activity of watching television or movies has grown increasingly popular in today's society. This demonstrates the degree to which the mass media has developed into a significant component of the socialisation process in our modern society. In addition, the majority of parents are unable to afford to spend a significant amount of time with their children. This also makes it very difficult to keep an eye on what the students are picking up from their education. However, in the majority of situations, it diminishes and dilutes the influences of both the family and the school in the process of socialising the child. Over time, this intense and regular engagement between the child and the media has served to reinforce the efforts of both the family and the school. When it comes to the process of child socialisation, it can be challenging to discern which of these socialisation agencies has the most significant impact. However, "children can learn directly from the media," which also communicates to parents and peers the standards of behaviour that they should transfer to their children. "Children can learn directly from the media" This demonstrates that even the content of the education that is provided to the child by the parent is frequently dictated by the many forms of mass media. The relevance of the mass media not only in the socialisation of children but also of adults is clearly highlighted by the aforementioned fact. It is possible to make direct use of the media in order to educate or indoctrinate people, such as through educational television programming. Or the use of any and all kinds of communication in authoritarian regimes in which the government makes a concerted effort to propagate and maintain the ideals that it has deemed acceptable.

As message multipliers, the mass media should take precedence over all of the other agents involved in the process of socialisation. This is due to the mass media's ability to increase the number of messages delivered, the speed at which they are delivered, and the size of the audience that they reach in a very short amount of time. It is reasoned that given the tremendous powers, particularly in circumstances in which the mass media have been adopted as an integral part of the learning process, its capacity for socialisation must be enormous. This is especially true in situations where the mass media have been adopted as an integral part of the learning process. The non-literate audience is just as important as the literate public when it comes to the importance of the electronic media. Children are exposed to the make-believe world of electronic media at a moment in their lives when they are eagerly reaching out to learn about the world. This exposes them to a multitude of people who use this world as a model of reality. People who are unable to read, people who have never developed the habit of reading, and people who have limited access to printed sources of information and pleasure are all largely reliant on electronic media to inform them about the world that exists beyond their own immediate surroundings.

However, socialisation through television, in particular, has been shown to have very favorable consequences. For instance, a television show like "Do It Yourself" on NTA can assist children in the development of skills

and knowledge that will be beneficial to them in their academic pursuits. When writing about the children's television programme Sesame Street for Children, Domnick made the observation that the children who watched this programme had higher test scores measuring their knowledge of the concepts that the series was designed to teach, such as numbers, letters, relationships, and vocabulary. Although it continues throughout a person's lifetime, the process of socialisation is most intense during the first few years of life. To put it another way, during the period of time during which children start to absorb the language, the specific behavioural rules of their culture, and the value system of their society. All forms of electronic media, including television, radio, and the internet, do, of course, contribute to the national culture; nevertheless, their origins extend beyond the immediate family unit and the communal ties that sustain it. Among more advanced civilizations, the mass media have assumed responsibility for a larger portion of the intricate process of socialisation. This is especially true in the younger generations. The individual will, over their lifetime, pick up on many parts of societal norms from various sources, including the media. However, some researchers in the social sciences, particularly sociologists, in their examination of the roles played by various agents of socialisation such as the family and peer group in this learning process, perceive these agents as being more important than the role played by the mass media in the socialisation process. This viewpoint runs counter to the general consensus. For example, Chinoy made the observation that the primary agent of socialisation is typically the family or other kinship group. By tending to the needs of the defenseless infant, the parent—and in the majority of cases, the mother—is able to form a relationship with the child. This relationship is of critical significance to the child's future development. The child finds out that his earliest ties are typically with his parents. The child also learns that the experiences and expectations of his family carry a special emotional weight and are, as a result, of particular significance in the process of shaping his personality and transmitting the cultural demands and expectations. However, recent studies have shown that children spend the majority of their time with various forms of media rather than with their parents. These forms of media include television, video, radio, mobile phones, tablets, and the internet, amongst others. This calls into question the notion that the family is the primary social institution in society.

CONCLUSIONS

The study concluded that children in the urban and peri-urban areas of India are exposed to a wide variety of mass media. Majority of the children in India had access to television, video games and music videos; that children had access to a wide variety of mass media ranging from traditional to modern media; that children in the region exhibited behavior that was corresponding to the types of mass media they were exposed to; that children's language and dance movements were a replica of the content in mass media; that children gained vulgar language and words from the interaction with mass media. The researcher also concluded that mass media has great impact on the children's behavior and as such the choice of media exposure was important.

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