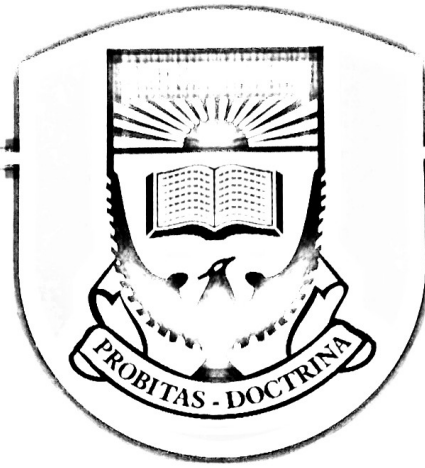




# **ILORIN JOURNAL OF SOCIOLOGY**

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### **Abstract**

Generally, children apart from playing with peers find solace in visual media; this study therefore examined the perception of Nigerian parents on the influence of visual media on social behaviour of children. The Descriptive survey design was employed for the study. Data were collected from 200 Nigerian parents who were drawn using purposive and random sampling techniques. The result showed that Nigerian parents perceived that visual media has negative influence on social behaviour of children. The findings also revealed no significant difference in the perception of Nigerian parents on the influence of visual media on social behaviour of children based on gender, but significant differences were found based on age and educational attainment. It was recommended that Nigerian parents should monitor programs that their children see on visual media so that they can develop acceptable social behaviour.

**Keywords:** Visual Media, Children, Parents, Social Behaviour, Nigeria.

### **Introduction**

The mass media, most especially television have gradually become a part of daily lives and source of information, education and entertainment. Interestingly, entertainment has been described as the primary function of the media. According to Folarin (2005), there are three functions of the media: surveillance of the environment (the news function), correlation of the different parts of the environment (the editorial function), and transmission of the cultural heritage from one generation to another (the cultural transmission function). Folarin continued that the one constant criticism of television in Nigeria is its focus on entertainment rather than educating purposes. This makes it the main reason why media influence should be given a closer look as children tend to spend more time with the mass media than they do in school or with their parents.

The media are full of portrayals that glamorize risky and anti-social adult behavior such as excessive drinking, sexual promiscuity, aggressiveness and violence. Parents and other socialization agents have arguably shirked their responsibility when it comes to directing youth away from risky forms of behavior, thereby allowing the media a more fundamental influence (Miles & Anderson, 2009). At age of 18, an individual will have spent more time watching television than any other activity besides sleep. It is widely assumed that young people are affected more directly by the media than any other age group, people between the age group of 14-24 form one of the groups who currently spend the least time watching television (Abedini, Zamani, Kheradmand & Rajabizabeh, 2012). Regardless of the actual time young people spend in watching television and using other media, there is no doubt that the mass media has played and will continue to play a key role in structuring children's behavior. In this study, the term visual media and television are used interchangeably.

### **The Media**

Media has risen to a state that it is the major source of information for both young and old. It is a way of passing information throughout the universe. Media is of various types; television (cable, network and satellite), radio, film and video, print, photography and electronic. The media educates and entertains through advertisement, visuals, clippings and film slides.

Media has brought changes to people's perception of their environment, given them the opportunity of presenting themselves to world, to contribute and participate in the changing world. With media, the world has been a compact place to be. Media has brought about information on culture, tribes, religions, professions, places and history; it has helped in shaping people's attitude and disposition (Angus, Thelwall & Stuart, 2008). All these led to the world becoming a global village.

In the 21st century, technology is becoming more and more integrated into the Nigerian society. Smart phones are now commonplace, tablets are replacing or substituting for computers and laptops, and social media has become second nature. The rapid and wide spread adoption of these technological innovations has completely changed the way people live their lives, including how knowledge is synthesized and taught in classrooms. Technology is any tool that can be used to help promote human learning, including but not limited to calculators, tablets (such as an iPad), Smart Boards, video cameras, digital cameras, MP3 players, television inclusive.

For children, media can be used teach them any subject and enhance learning, both in class, and also for out of class assignments. Films and television clips can be shown to children to motivate them to learn. Songs and music videos, especially when the lyrics are made available, can be used have the same effect. Children are able to learn abstract concepts, new concepts and deduce novel ideas easily when presented with both verbal and visual form of teaching.

In a research, Willingham (2009) asked a question thus: "Why do students remember everything that's on television and forget what we lecture?" It was concluded that it is because visual media helps students retain concepts and ideas. Bensley and Van Eenwyk (2001) also submitted the major role that technology plays for creating adequate learning environment that expands the possibilities of one - way communication media, such as movies, documentaries, television shows and music into new areas that need interactive learning such as visualizations and student – created content.

### **Media and Social Behaviour of Children**

In literature, it has been stated that images, pictures and messages have a link with conflict and violent behavior, substance abuse, disrespect to elders and constituted authorities and dependency on media (Huesman, 2007; Muinde, 2015). Children believe what they see in visual media; a television programme which portrays violence will leave children susceptible to violence, nudeness, smoking and other immoral acts and this seems to be the norm of Nigerian films.

Research shows that children tend to act the environment that they live e.g. children from aggressive parents will act aggressively to peers. Similarly, children from neglectful parent will act out delinquent behaviours. Same goes for the kind of television programme

children see. The more children are exposed to programmes that reveal aggression, conflict and war, children tend to take part in various rebellious and anti-social behaviour.

A cursory look at the Nigerian society shows a relationship between media and social behavior of children. Children are at their formative years in which they synthesize ideas, media which is readily available and interestingly packed, captures the attention of children. The more exposed children are to visual media, the more they can learn from media. It is unfortunate that as much as visual media is good for entertainment and exposure, children imitate all sorts of unwanted social behavior that are fast eroding morality in the society.

Brown and Pennel (2000) submitted that children will often take the messages that they read and view in the media and hold them to the same exacting standards as messages that they receive from parents, friends and authority figures. Unfortunately, this clash between the media's depiction of sexual relations and the real-life experiences of youth contributes to their difficulties in making healthy decisions (Brown, Steel & Walsh-Childers, 2000). Similarly, Heim, Brandtzaeg, Karre, Endestad and Torgersen (2007) believed that media poses a danger and induce personal isolation where children are alone in their own private space, thus reducing their psychosocial experience. It also appears that media has lot of negative effects that correlate with negative outcomes such as obesity, aggression, poor school performance and poor social behavior among others (Miller, 2004; Abedini, Zamani, Kheradmand & Rajabizabeh, 2012).

From historical perspective, despite the advantages of media, media have led to change changes such as explicitness, intensity and moral ambiguity. There appears to be a relationship between exposure to violent and antisocial forms of media and moral decadence of children (Boehm, 2000). Recently, entertainment industry has been making money from sale of violent and sanity eroding imagery to children. Makers of such imagery underestimate values such as respect and self-control that are key to any civilized society. This has also made it difficult for parents and schools to have control over these children. According to Miller (2004), television gives children access to all information, it drives all mystery and awe from the imaginations of children; it dangerously broadens exposure, giving unlimited access to the adult world, the aftermath which tend to be brutal. It is on this premise therefore, that this study investigates the influence of visual media on children social behaviour as expressed by parents in Nigeria.

## **Theoretical Framework of the Study.**

### ***Social Learning Theory***

Social learning theory propounded by Albert Bandura focuses on the learning that occurs within a social context. It considers that people learn from one another and what they see, including such concepts as observational learning, limitation and modeling. Social learning has it that people can learn by observing the behaviour of others and the outcomes of those behaviours. By implication, children learn from programmes that are projected on television.

Behaviourists stated that learning has to be represented by a permanent change in behaviour, in contrast, social learning theorists say that because people can learn through observation alone, their learning may or may not necessarily be shown in their performance. It is also possible that children watch television and their behaviours are not changed.

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According to Bandura, learning may or may not result in a behaviour change. It was further explained that cognition plays an important role in learning. Over the last 30 years social learning theory increasingly adopted cognitive in its explanation of human learning. Awareness and expectations of future reinforcements or punishments also have a major effect on the behaviours that people exhibit.

Social learning theory can be considered a bridge or a transition between behaviourist learning theories and cognitive learning theories. It was submitted that the environment reinforces and punishes modeling. People are often reinforced for modeling the behaviour of others. Bandura suggested that the environment also reinforces modeling. Modeling involves observing a person act out certain behaviours and learn such behaviours.

Consequences of the model's behaviour affect the observers' behaviour vicariously. This is known as vicarious reinforcement. This is where in the model is reinforced for a response and then the observer shows an increase in that same response. Bandura illustrated this by having students watch a film of a model hitting an inflated clown doll. One group of children saw the model being praised for such action. Without being reinforced, the group of children began to also hit the doll.

The implication of this theory is that children learn by observation. Many children spend lots of hours watching television. They observe actors and actresses for a long time. Many of these children act of what was observed on television. In addition, the society reinforces the behaviours seen on media, making such behaviours permanent in children.

### **Statement of the Problem**

Children's use of visual media has increased overtime and this seems to have negative effects on their social behaviour. Television has been indicated as a major cause of negative influence in which children emulate immoral dressing, immoral acts and use of offensive languages and this has made visual media has to be very risky for children. Computers and video games are among the most widely used visual media. While media help children learn to network and navigate personal relationships, it also makes it easier to bully others due to the anonymity of the web and to engage in other violent behaviours. In Nigeria, it appears that Media has taught children to be disobedient to parents, use foul languages among peers, exhibit unruly behaviour, having poor interpersonal relationships among peers, lying to others for personal gain, engaging in unlawful act, and being reckless toward others. Several related studies have been carried out by several researchers. For instance, Heim (2007) researched on children's usage of media technologies and psychosocial factors. Wilson and Wilson (2008) researched on the role of violent video game content in adolescent development, Baran (2007) wrote a position paper on introduction to mass communication and the media while, Wogu (2008) researched on introduction to of children to mass media. However, to best knowledge of the researcher, these studies did not address the perception of Nigerian parents on the influence of visual media on Social Behaviour of children especially in Ilorin, Kwara State. This is the gap that the researcher filled by conducting this study.

### **Research Question**

- This question was raised and answered in the course of this study:
1. What is the perception of Nigerian parents on the influence of visual media on social behaviour of children?

### **Research Hypotheses**

The following null hypotheses were formulated and tested to guide the conduct of this study.

1. There is no significant difference in the perception of Nigerian parents on the influence of visual media on social behaviour of children based on gender.
2. There is no significant difference in the perception of Nigerian parents on the influence of visual media on social behaviour of children based on age range.
3. There is no significant difference in the perception of Nigerian parents on the influence of visual media on social behaviour of children based on educational attainment.

### **Materials and Methods**

The study adopted the descriptive survey method since the focus was on investigating the perception of Nigeria parents on the influence of visual media on social behaviour of children. This design was adopted for this study because it deals with a large population and the researcher will collect and analyse data based on the purpose of the study. Descriptive survey method is a scientific method which involves observing and describing the behaviour of a subject without influencing it in any way.

The study was carried out in Ilorin Metropolis, Kwara State, Nigeria. The target population consisted of parents in Ilorin metropolis. Simple random sampling technique was used to select two senatorial districts out of the three senatorial districts in Kwara State. The simple random sampling was again employed to select two LGAs each from the senatorial district earlier selected. This made four Local Government Areas (LGAs) out of the 16 Local government areas in Ilorin Metropolis. Purposive Random Sampling was used to select 50 parents in each of the LGAs. This parents were selected from schools, Religious organizations and Local Government Headquarters. This made a total of 200 parents that participated in the study.

The instrument used for collecting data in this study is a self-designed questionnaire titled: Visual Media and Children Social Behaviour Questionnaire (VMCSBQ). It consisted of two sections; the first section (section A), requires the respondents to give some personal information such as gender, age and educational attainment. The second section (section B), deals with the 20 items on expression of influence of visual media on children social behaviour participants are expected to respond to using the four Point Likert Rating Scale thus: Strongly Agree (4 points); Agree (3 points); Disagree (2points) and Strongly Disagree (1point).

To ensure the content validity of the instrument, the questionnaire was given to experts in Nigeria to check the content validity. The comments made by the lecturers were noted and effected. To ascertain the reliability of this instrument, the test-retest reliability method was used. The researcher administered the same questionnaire forms twice on 20 respondents at an interval of 4 weeks. These respondents did not participate in the actual study. The two scores were correlated using the Pearson's Product Moment Correlation Formula (PPMC) and it yielded a coefficient of 0.89, this showed that the instrument was found to be reliable for this study.

The researcher administered the questionnaire on parents in Ilorin metropolis. The purpose of the research was explained prior the administration. The researcher allowed the respondents to fill the questionnaire at their own pace. The questionnaires forms were

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collected back, the same day to avoid high attrition rate. The Section A of the questionnaire which was designed to elicit information on the personal profile of each respondent was scored using percentage. Section B contained twenty items that focused on influence of visual media on children social behaviour and the section was scored using likert type rating scale and was scored as follow: strongly Agree 4 points; Agree 3 points; Disagree 2 points; strongly Disagree 1 point. Therefore, the mean score is 2.5 (4+3+2+1/4). Mean scores above 2.5 are adjudged to be negative influence if visual media on children social behaviour as expressed by parents while, mean scores below 2.5 are adjudged to be positive influence of visual media on children social behaviour as expressed by parents.

The data analysis of the study was done using both descriptive and inferential statistics. The result obtained from the demographic data (Section A) was analyzed using descriptive statistics such as frequency and percentages while data obtained from Section B of the questionnaire was analyzed using inferential statistics such as t-test and ANOVA with 0.05 level of significance. Therefore, Analysis of Variance (ANOVA) and t-test statistical tools were used to test the three formulated hypotheses at 0.05 level of significance.

## **Results**

**Research Question:** What is the perception of Nigeria parents on the influence of visual media on social behaviour of children?

**Table 1:** Mean and Rank Order of Perception of Nigeria Parents on the Influence of Visual Media on Social Behaviour of Children

| Item No. | Visual media has the following influence on children's social behaviour: | Mean | Rank             |
|----------|--------------------------------------------------------------------------|------|------------------|
| 17       | Being reckless towards others                                            | 3.40 | 1 <sup>st</sup>  |
| 11       | Disobedience to parents and other authorities                            | 3.36 | 2 <sup>nd</sup>  |
| 3        | Exhibiting unruly behaviour                                              | 3.30 | 3 <sup>rd</sup>  |
| 6        | Bullying other children                                                  | 3.29 | 4 <sup>th</sup>  |
| 14       | Lying to others for personal gains                                       | 3.28 | 4 <sup>th</sup>  |
| 15       | Engaging in unlawful acts such as stealing                               | 3.27 | 4 <sup>th</sup>  |
| 16       | Joining gangsters                                                        | 3.26 | 7 <sup>th</sup>  |
| 18       | Isolating from other children                                            | 3.24 | 7 <sup>th</sup>  |
| 20       | Lack of table manners                                                    | 3.22 | 9 <sup>th</sup>  |
| 19       | Encouraging immorality in children                                       | 3.20 | 10 <sup>th</sup> |
| 12       | Paying little or no attention to their actions                           | 3.19 | 11 <sup>th</sup> |
| 2        | Promoting indecent dressing                                              | 3.18 | 12 <sup>th</sup> |
| 3        | Initiating inordinate affair                                             | 3.10 | 12 <sup>th</sup> |
| 5        | Learning unhealthy habits such as gossiping                              | 3.09 | 14 <sup>th</sup> |
| 9        | Disobedience to elders                                                   | 3.00 | 14 <sup>th</sup> |
| 1        | Using fowl languages                                                     | 2.77 | 16 <sup>th</sup> |
| 10       | Absence from school to watch television programmes                       | 2.76 | 16 <sup>th</sup> |
| 7        | Being too outspoken                                                      |      |                  |
| 8        | Hyperactivity                                                            | 2.70 | 18 <sup>th</sup> |
| 13       | Blurting out responses                                                   | 2.67 | 19 <sup>th</sup> |
|          |                                                                          | 2.65 | 20 <sup>th</sup> |

Table 1 shows the mean and rank order of perception of Nigeria parents on the influence of visual media on social behaviour of children. Since the cut-off point for taking decision on the perception of Nigeria parents on the influence of visual media on social behaviour of children is 2.5 and all the 20 items have means scores above the cut-off; this indicated that the influence of visual media on children's social behaviour as expressed by parents in Ilorin Metropolis is negative. Nigerian parents perceived that visual media influences children to be disobedient to parents and authorities, to bully others, to exhibit unruly behaviours and to be reckless towards others, to pay little or no attention to their actions among others.

### Hypotheses Testing

**Hypothesis One:** *There is no significant difference in the perception of Nigeria parents on the influence of visual media on social behaviour of children based on gender.*

**Table 2:** Mean, Standard Deviation and t-value on the Perception of Nigeria Parents on the Influence of Visual Media on Social Behaviour of Children Based on Gender

| Gender | N   | Mean  | SD   | df  | Cal.t-value | Crit. t-value | Decision  |
|--------|-----|-------|------|-----|-------------|---------------|-----------|
| Male   | 106 | 57.92 | 8.37 | 198 | 1.32        | 1.96          | Not. Sig. |
| Female | 94  | 50.07 | 7.69 |     |             |               |           |

Table 2 indicates that the calculated t-value is 1.32 while, the critical t-value is 1.96. Since the calculated t-value of 1.36 is less than the critical t-value of 1.96 at 0.05 level of significance, the hypothesis is not rejected. This means that there is no significant difference in the perception of Nigeria parents on the influence of visual media on social behaviour of children based on gender.

**Hypothesis Two:** *There is no significant difference in the perception of Nigeria parents on the influence of visual media on social behaviour of children based on age.*

**Table 3:** Analysis of Variance (ANOVA) on the Perception of Nigeria Parents on the Influence of Visual Media on Social Behaviour of Children Based on Age

| Age           | SS        | df  | MS     | Cal.F-ratio | Crit. F-ratio | Decision    |
|---------------|-----------|-----|--------|-------------|---------------|-------------|
| Between group | 3985.919  | 4   | 996.48 | 21.88*      | 2.37          | Significant |
| Within group  | 8881.919  | 195 | 45.54  |             |               |             |
| Total         | 12866.995 | 199 |        |             |               |             |

\*Significant,  $p < 0.05$

Table 3 indicates that the calculated F-value is 21.88 while, the critical F-value is 2.37. Since the calculated F-value of 21.88 is greater than the critical F-value of 2.37 at 0.05 level of significance, the hypothesis is rejected. This means that there is significant difference in the influence of visual media on children's social behaviour as expressed by parents in

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Nigeria based on age. However, a post-hoc analysis Duncan Multiple Range Test (DMRT) was further conducted to identify where the difference lies amongst the variables.

**Table 4:** Duncan Multiple Range Test (DMRT) Output for Differences in the Influence of Visual Media on Children's Social Behaviour as Expressed by Parents in Nigeria Based on

| Age               | Group | Mean  | N  | Duncan's Grouping |
|-------------------|-------|-------|----|-------------------|
| Age               |       |       |    |                   |
| Below 20 years    | 1     | 67.00 | 10 | A*                |
| 21-30 years       | 2     | 55.00 | 30 | B                 |
| 31-40 years       | 3     | 55.32 | 41 | C                 |
| 41-50 years       | 4     | 58.57 | 67 | D                 |
| 51years and above | 5     | 58.25 | 52 | E                 |

Table 4 shows the Duncan Multiple Range Test (DMRT) output for significant difference in the influence of visual media on children's social behaviour as expressed by parents in Nigeria based on age. The table showed that respondents below 20 years had 67.00 as the mean score which is significantly different from the mean scores of other age groups which have mean scores of 55.00, 55.32, 58.57 and 58.25 respectively. However, group 1(below 20 years) i.e., parents who are below 20 years contributed most to the differences noted on table 3.

**Hypothesis Three:** *There is no significant difference in the influence of visual media on children's social behaviour as expressed by parent in Nigeria based on educational attainment.*

**Table 5:** Analysis of Variance (ANOVA) on Influence of Visual Media on Children's Social Behaviour as Expressed by Parents in Nigeria Based on Educational Attainment

| Educational Attainment | SS        | df  | MS     | Cal.F-ratio | Crit. F-ratio | Decision    |
|------------------------|-----------|-----|--------|-------------|---------------|-------------|
| Between group          | 1810.534  | 4   | 452.63 | 7.98*       | 2.37          | Significant |
| Within group           | 11056.461 | 195 | 56.69  |             |               |             |
| Total                  | 12866.995 | 199 |        |             |               |             |

\*Significant,  $p < 0.05$

Table 5 indicates that the calculated F-value is 7.98 while, the critical F-value is 3.00. Since the calculated F-value of 7.98 is greater than the critical F-value of 3.00 at 0.05 level of significance, the hypothesis is rejected. This means that there is significant difference in the influence of visual media on children's social behaviour as expressed by parents in Nigeria based on educational attainment. However, a post-hoc analysis Duncan Multiple Range Test (DMRT) was further conducted to identify where the difference lies amongst the variables.

**Table 6:** Duncan Multiple Range Test (DMRT) Output for Differences in the Influence of Visual Media on Children's Social Behaviour as Expressed by Parents in Nigeria Based on Education Attainment

| Educational Attainment     | Group | Mean  | N  | Duncan's Grouping |
|----------------------------|-------|-------|----|-------------------|
| No Formal Education        | 1     | 54.35 | 22 | A                 |
| Pry/Sec.Sch. Education     | 2     | 53.24 | 44 | B                 |
| OND/NCE                    | 3     | 57.13 | 64 | C                 |
| HND/1 <sup>st</sup> degree | 4     | 58.00 | 60 | D                 |
| Higher Degree              | 5     | 62.07 | 10 | E*                |

Table 6 shows the Duncan Multiple Range Test (DMRT) output for significant difference in the influence of visual media on children's social behaviour as expressed by parents in Nigeria based on educational attainment. The table showed that respondents who have higher degrees had 62.07 as the mean score which is significantly different from the mean scores of other educational attainments which have mean scores of 54.35, 53.24, 57.13 and 58.00 respectively. However, group 5 (higher degree) i.e., parents who have higher degrees contributed most to the differences shown on table 5.

### Discussion of the Findings

The findings revealed that, the influence of visual media on children's social behaviour as expressed by parents in Nigeria is negative. Parents expressed that visual media influence children to disobedient to parents and authorities, to bully others, to pay little or no attention to activities among others. The finding of this study is in line with the submission of Abedini, Zamani, Kheradmand, and Rajabizabeh (2012) who identified reason why media influence should be given a closer look; young people spend more time with the mass media than they do in school or with their parents, while the media are full of portrayals that glamorize risky adult behaviour such as excessive drinking, and sexual promiscuity and parents and other socialization agents have arguably shirked their responsibilities when it comes to directing children away from risky form of behaviour; thereby allowing the media a more fundamental influence on children social behaviour. The reason for this may be that children are too exposed to visual media at a very early age when they do not have proper orientation from parents and other socialization agents on how to access visual media.

The finding of this study also revealed that there is no significant difference in the influence of visual media on children social behaviour as expressed by parents in Nigeria based on gender. This means that male and female respondents did not differ in their perceptions. This finding is in line with the finding of Brown and Pannel (2000) which showed that gender does not affect the expression of influence of media on social behaviour of children. Similarly, this finding is in line with the finding of Bensley and Van Eenwyk (2001) whose finding showed that gender does not influence the expression of media and aggressive behaviour. The reason for this may be that children are too exposed to visual media at a very early age when they do not have proper orientation from parents and other socialization agents on how to access visual media.

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Another finding revealed a significant difference in the influence of visual media on children social behaviour as expressed by parents in Nigeria based on age. This means that the respondents do have varied expression based on age. This is in line with the findings of Anderson, Berkowitz, Donnerstein, Mala and Wartella (2003) which showed age of respondents affects the expression of respondents on the influence of media on violence of youth. In the same vein, the finding of this study tallies with that of Heim, Brandtzaeg, Karre, Endestad and Torgersen (2007) which showed that age affected the expression of children's usage of media technologies. Further analysis showed that parents who are less than 20 years contributed most to the difference. The reason for this finding could be that parents who are younger are able to perceive the influence of visual on social behaviour of children have different media influence more than parents who are older. This could also be that parents who are younger have more time and are able to pay more attention to behaviour of children hence, the perception of the parents on the influence of visual media would not be the same.

Another finding revealed a significant difference in the influence of visual media on children social behaviour as expressed by parents in Nigeria based on educational attainment. This implies that there is difference in the perception of parents on the influence of visual media on children social behaviour based on educational attainment. This is in line with the conclusion of Abedini, Zamani, Kheradmand, and Rajabizabeh (2012) that parental educational level affects parents' perception on social media. Similarly, the American Academy of Pediatrics (2009) concluded that parents' educational qualification affects the influence of visual media on social behaviour of children. Further analysis revealed that parents who have higher degrees contributed most to the difference noted. The finding of this study could be that parents who have higher degrees are able to perceive the influence of visual media on social behaviour of children due to more exposure, experience and knowledge.

### **Conclusion**

It was concluded that visual media has negative influence children on social behaviour negatively as expressed by parents in Nigeria. There was no significant difference on children social behaviour as expressed by parents in Nigeria based on gender but there were significant differences based on age and educational attainment.

### **Recommendations**

Based on the study, the following recommendations are made:

1. Government should monitor strictly, the programmes shown on visual media as it is established in this study that media has negative influence on social behaviour of children. This would ensure that children watch educative programs rather than watching moral eroding ones.
2. Counsellors, in collaboration with teachers should help give proper guidance and counselling on the influence of visual media to children. This can be done through parents, teachers and children themselves.
3. Parents should pay close attention and scrutinize every mass media activities their children watch. They should create time for their children and appropriately direct children away from risky forms of social behaviour. In addition, parents should give

visual media literacy and proper orientation to children, to imbibe only the good messages passed in the media.

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