

# Media and Violence: A Critical Review of Violence Theories

Andrew Ali Ibbi

Department of Mass Communication, University of Africa Toru-Orua, Sagbama Local Government Area Bayelsa State, Nigeria

## Abstract

The rise in the level of violence the world over has been a worrisome development to people all over the world. An understanding of the audience and what content to give to them has become necessary considering the fact that violent media content is on the increase and the audience can accessed such content through many devices thanks to technology and its daily sophistication. This paper takes a holistic look at media violence and a critical look at some selected media violence theories. An understanding of what can be termed as violence is very important before any research can be done in this area. The theories considered in this paper are: Social Learning Theory, Social Cognitive Theory, Excitation Transfer Theory, Cultivation Theory and Desensitization Theory. The paper is an attempt to discuss the different angles that scholars viewed the selected theories in the paper and a look at how the theories fit in our immediate society.

## Keywords

Modelling Vicarious reward • Causal theories • Reverse causal • Violence index

## Introduction

Media violence is an area that has attracted many researches and several theories have emerged from the concept. From a theoretical perspective, the Magic Bullet Theory emerged as a result of propaganda as employed by the Germans during the world war. The strength of its major tenet that media messages are like the magic bullet when directed at the audience was justified by what happened in the invasion from Mars story coupled with the success recorded in terms of propaganda during the second world war. Prior to the Magic bullet theory, the concept of catharsis was popular in ancient Greece. The discovery of broadcasting transformed Mass Communication and with the introduction of television and film, the rise in the level of violence gave rise to funding of researches by the American government to try and find out how television and its content is related to violence and criminal activities. Experts states that, "The Payne Fund studies of film's impact in American life (Charters, 1933) were the first examples of organized media research, involving a variety of private and public interests addressing what was perceived as a major social problem". From these series of researches, theories related to the effect of televised violence on the audience were formulated [1].

Violence on society has been widely studied and vigorously debated. Based on the cumulative evidence of studies conducted over several decades, the scientific and public health communities overwhelmingly conclude that viewing violence poses a harmful risk to children. Critics of the research challenge this conclusion and dispute claims that exposure to television violence leads to real-life aggression. Experts states that, since the 1950s when television broadcasting became widespread in the United States of America and the United Kingdom, the attention of social science researchers has been predominantly drawn to this medium, particularly with reference to the possible impact its depictions of violence might have upon viewers. The outcome of these researches gave rise to the formulation of several theories. As we move into the digital era with enhanced images and sound, media violence will undoubtedly continue to be a focus of public concern and scientific research. The debate about the effects of television violence has frequently been accompanied by calls for tighter controls over television content and the way it is regulated. These demands have emphasized the need to establish the extent of violence on television as a basis for developing public policy in the area. Though the effect of television interms of violent content on the viewers is still a subject of today's studies, a confirmation of the fact that violent media content have an impact on young viewers can be seen today in homes where television stations grade movies and programmes based on the age of the viewers. In the same vein, manufacturers of television sets and cable and satellite television channels will make provision for parental guidance locks to prevent vulnerable children from accessing such content [2].

*\*Address to correspondence:* Andrew Ali Ibbi, Department of Mass Communication, University of Africa Toru-Orua, Sagbama Local Government Area Bayelsa State, Nigeria;E-mail: [alibbie@yahoo.co.uk](mailto:alibbie@yahoo.co.uk)

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Theory is typically defined as an organized set of hypotheses that allow a scientist to understand, explain, and predict a wide variety of phenomena. Theory serves the scientist in a number of ways. First, theory organizes a researcher's thoughts, hypotheses, and existing knowledge. Such organization has many benefits, such as making the researcher more efficient in developing a strategic plan of analysis. The result of violence in the media causes people to behave more aggressively, and favor violence as a way of solving conflicts. As explained by experts, "the most important outcome of the violence research was the gradual development of a set of theories that summarized findings and offered increasingly useful insight into the media's role in the lives of children." Taken together, they offered strong support for the link between television viewing and aggression. It there means that an understanding of the theories related to media violence is necessary to enable researchers organize their thoughts with the aim of solving the continuous rise in the quantity of violent media content as a result of a very flexible media of broadcasting.

## Materials and Methods

### Media violence

The amount of violence in the media has grown over the years. Violence is portrayed every day through television, video games, movies, music, toys and other media. Researchers have shown that most of the long term effects of violence in the media are more severe by television, movies, or music. What then can we term as violence? Is it the use of abusive words? Is it in the throwing of punches by people? Is it by merely yelling at an individual? Different scholars have captured this concept from different perspectives. The quantitative measurement of violence on television via content analysis has been largely a process of defining the concept of violence clearly and applying the definition in an accurate and consistent manner to television programmes. What the commonly assumed definitions overlook is that there are many forms of violence other than that which involves purely physical injury and harm. There is emotional and psychological violence, verbal violence, institutional and symbolic violence. As experts pointed out, violence can be understood as a multi-faceted concept which does not represent a unitary process or a single set of events. Violence can vary in its severity, justification, consequences, and the intentions of the perpetrator. While physical violence may be the most commonly perceived form of violence on television, a more complete measuring procedure also might include other expressions of violence such as verbal violence and violent images. Whether or not the use of force or infliction of harm or injury is perceived as violent clearly depends on a number of considerations associated with the particular circumstances surrounding the action. The total context in which the action takes place exerts a significant influence as to how the viewer will interpret the episode or image [3].

Violence on television cannot be taken simply at face value. How violent actions are perceived is related to social norms, personal values and the particular form and context of violence itself. The rate of watching violent television content has been on the increase since the beginning of the new millennium is a source of concern for society, owing to the daily rise in cases of violence all over the world. According to the American Psychological Association, an American child or teenager watches approximately 10,000 murders, rapes, and

aggravated assaults per year on television alone expert confirmed this by saying "Violence in the media has been increasing and reaching proportions that are dangerous. The increase can only be linked to the fact that the audience enjoys it". One may wonder why society will choose to enjoy violence packaged in entertainment. Experts said, one of the many reasons people enjoy violent entertainment is that it satisfies their need for arousal. Violent imagery can arouse strong emotions in youth and increase the likelihood that they will behave violently or fearfully.

According to Potter, habitual viewing of violence over time can lead people to crave the arousal they get from violent exposures. The violence acts like a drug, and people can become more dependent on it.

Witnessing the violation of social norms is also a reason why people enjoy violent entertainment. People are fascinated by the blatant and extraordinary violation of social norms because they rarely see these larger-than-life transgressions in everyday experience.

An interesting hypothesis regarding violent entertainment is that it gives males the opportunity to demonstrate their mastery over various violent images. The social purpose of violent entertainment may be to show to their peers "that they are man enough to take it" [3].

Overall, expert outlined the following as reasons why people patronize media violence:

#### Reward/punishment

Rewarded aggression is more frequently modelled; punished aggression is less frequently modelled.

#### Consequences

Mediated violence accompanied by portrayals of negative or harmful consequences produces less modelling.

#### Motive

Motivated media aggression produces greater levels of modelling, and unjustified media violence results in less viewer aggression. Viewers are cued to the appropriateness (or inappropriateness) of using aggression.

#### Realism

Especially with boys, realistic media violence tends to produce more real-world aggression.

#### Humour

Because it reduces the seriousness of the behaviour, humorously presented media violence leads to the greater probability that viewers will behave aggressively in real life.

#### Identification with media characters

The more viewers identify with media characters (e.g., with those they consider like themselves or attractive), the more likely it is that they will model the behaviours demonstrated by those characters.

#### Arousal

Emotional appeals can serve to increase the dramatic nature of the narrative, and this can increase attention, positive dispositions toward the characters using violence, and higher levels of arousal [4].

## Media violence theories

Experts provided a typology for media violence theories. He categorized them into causal theories and reverse causal theories. The causal theories are those theories that predict that exposure to media violence will influence aggressiveness. Reverse causal theories on the other hand are theories that tend to describe reasons why exposure can lead to aggressiveness. A more comprehensive classification is the subdivision of the media violence theories as explained by team of experts. He subdivided the theories into positive theories and negative theories. Positive theories are those theories that predict that exposure to violent content and aggression correlate positively, that is an increase in exposure to media violence will increase aggression. Negative theories are those theories that predict negative relationship between exposure to media violence and aggression. That is an increase in exposure to media violence will cause a decrease in aggression. This research looks at the following theories [5]:

- Social learning theory
- Social cognitive theory
- Excitation transfer theory
- Cultivation theory
- Desensitization theory

### The social learning theory

Social Learning Theory contends that children learn behavioural responses by observing others or through direct experience. It emphasizes how a person construes events is also learned and is crucial in determining how that person responds to those events. expert explained that the Social Learning Theory places special emphasis on the important roles played by vicarious symbolic and self-regulatory processes, which receive relatively little attention even in most theories of learning. According to psychotron.uk.org, Social learning theorists share many assumptions with behaviorists, particularly the belief that people are shaped in fundamental ways by their environment through learning processes. Social learning theorists also acknowledge that classical and operant conditioning is an important influence on human behaviour. However, they add to these learning processes a third dimension and that is observational learning. They believe people learn by observing others and therefore that other people (the social environment) are particularly important as an influence on behavior. With the emphasis on observational learning comes a belief that it is impossible to explain human behavior without considering the role of internal, mental processes in human behavior, something that behaviorists reject [6].

Albert Bandura was the major motivator behind social learning theory. This, he feels, is especially true of the more complex types of learning. So, how does Bandura handle the child's learning? He explained this easily by proposing a different type of learning, observational learning. Bandura believed that children's learning is heavily reliant on observation. Who do children observe and model themselves on? They start with parents and siblings and eventually friends, teachers, sporting heroes, movie characters and even cartoon characters. Just about anyone will do. So in line with Bandura's thinking, a child who has seen his/her parents being kind and caring, giving to charity, caring for the environment, being kind to animals, will tend to be the same. However, the child who has seen

problems being faced with violence, arguments occurring, wrongdoing being punished by hitting, will tend to grow up to be more aggressive etc. They will learn violent ways of addressing the world. Found out that telling children to be generous made no difference, showing generosity did make a difference though. This is evidence that "do as I say not as I do" will not work. Of all the factors influencing imitation or modelling: Appropriateness, Relevance, Similarity, Friendliness, Reward, Powerfulness, Consistency, Bandura singled out reward as a factor that influences the most. Bandura called this vicarious (substituted) reinforcement. What he meant is that the child observes someone else being rewarded for a particular behaviour and this affects the child in the same way as it would had the child produced the behaviour himself/herself and been rewarded for it. Similarly, vicarious punishment is possible where the child observes a model being punished for a behaviour and is less likely to produce the behaviour because of this observation. So, imitation is most likely to occur if the model has received vicarious reinforcement for the behaviour and less likely to occur (this is called response inhibition or counter imitation) if the model has received vicarious punishment for the behaviour [7].

He demonstrated this through his popular bobo doll experiment. Social learning theory maintains that human behaviour is directed towards obtaining a reward. Accordingly, when a model is positively reinforced for aggression, the observers are more likely to behave in a similar manner. experts opined that modelling or imitative behaviour is a useful instinct that helps infant children learn many different forms of behaviour needed for normal lives. However, [8] infants do not know what behaviours should be imitated. Later on, when a person faces severe stress, violence may erupt. Modelling is more likely to occur when the aggressive behaviour is performed by an attractive, respected, or prestigious model; the model is one that the viewer identifies with; the aggressive behaviour is rewarded; the aggressive behaviour is perceived as "real"; the viewer is physiologically aroused. In the opinion of experts suggested that this mechanism goes a long way toward explaining why television and television violence may double homicide rate.

## Results and Discussion

### Excitation transfer theory

According to experts, excitation transfer refers to the influence of a prior episode of arousal on subsequent emotional responses. This suggests that for any emotional response, there must have been some particles of an experience that had aroused an individual positively or negatively, whenever he encounters a new situation. Experts explained that "In the absence of any environmental cues as to the actual source of arousal, residual arousal can be misattributed to a subsequent stimulus. After an initial period of arousal, an individual's skeletal-motor system rapidly adapts, and the person subjectively feels that he or she has returned to a normal level of arousal." In the words of expert, Excitation Transfer Theory posits that arousal elicited by one or more events can enhance the response to a subsequent event via the transfer of residual autonomic arousal. To this end, as far as Excitation Transfer Theory is concerned, physiological arousal dissipates slowly. expert explained further that Excitation Transfer Theory purports that

residual excitation from one stimulus will amplify the excitatory response to another stimulus, though the hedonic valences of the stimuli may differ. The excitation-transfer process is not limited to a single emotion [9].

The theory is based on a three factor theory of emotion that views emotional response as the product of three components: the dispositional, the excitatory, and the experiential. This was expatiated by expert "If two arousing events are separated by a short amount of time, arousal from the first event may be misattributed to the second event. If the second event is related to anger, then the additional arousal should make the person even angrier." The notion of excitation transfer also suggests that anger may be extended over long periods of time if a person has consciously attributed his or her heightened arousal to anger. Thus, even after the arousal has dissipated the person remains ready to aggress for as long as the self-generated label of anger persists. This statement is further explained by expert "if two arousing events are separated by a short period of time, some of the arousal caused by the first event may transfer to the second event and add to the arousal caused by the second event." For example, when watching a football match, a fan may get angry with the referee for favoring the non performing team through blowing for unnecessary fouls. What happens if by a struck [10] of luck, despite all the unfair officiating, the hardworking team scores a goal at the last minute of the game? The initial anger caused by the poor officiating will increase the level of excitement in the fan seeing that the hardworking team has finally been rewarded. Thus, although the excitation from the original stimulus of seeing the hero wronged was cognitively assessed as anger, the excitation after the second stimulus of seeing the villain punished is cognitively assessed as pleasure, though part of the excitation from the second stimulus is residual from the first [11].

Expert said the excitation-transfer process requires the presence of three conditions:

- The second stimulus occurs before the complete decay of residual excitation from the first stimulus.
- There is the misattribution of excitation, that is, after exposure to the second stimulus, the individual experiencing the excitation attributes full excitation to the second stimulus.
- The individual has not reached an excitatory threshold before exposure to the second stimulus.

## Social cognitive theory

According to expert "Social Cognitive Theory explains psychosocial functioning in terms of triadic reciprocal causation. In this model of reciprocal determinism, behavior; cognitive, biological, and other personal factors; and environmental events all operate as interacting determinants that influence each other bi-directionally" [12].

Expert's social cognitive theory stands in clear contrast to theories of human functioning that overemphasize the role that environmental factors play in the development of human behavior and learning. According to expert, behaviorist theories show scant interest in self-processes because theorists assume that human functioning is caused by external stimuli. Because inner processes are viewed as transmitting rather than causing behavior, they are dismissed as a redundant factor in the cause and effect process of behavior and

unworthy of psychological inquiry. For expert a psychology without introspection cannot aspire to explain the complexities of human functioning. It is by looking into their own conscious mind that people make sense of their own psychological processes. expert further explained that key to this sense of agency is the fact that, among personal factors, individuals possess self-beliefs that enable [13] them to exercise a measure of control over their thoughts, feelings and actions, that what people think, believe and feel affects how they behave.

Experts are of the opinion that social cognition through the media can take place in one or a combination of the following:

- **Observational learning:** Consumers of representations can acquire new patterns of behavior by simply watching these representations. We all know how to shoot a gun, although many of us have never actually performed or been reinforced for that act. Many of us probably even think that we can rob a convenience store. We've seen it done.
- **Inhibitory effects:** Seeing a model in a representation punished for exhibiting a certain behavior decreases the likelihood that the observers will make that response. It is as if the viewer's themselves are actually punished. We see the villain brought low for evil deeds. Our likelihood of responding to various real-world stimuli in similar ways is reduced. Experimental studies using film and video of people being punished for various behaviors have shown that these representations can inhibit in observers such things as aggression, exploratory behavior, and antisocial interaction with peers [14].
- **Disinhibitory effects:** A media representation that depicts reward for a threatening or prohibited behavior is often sufficient to increase the likelihood that the consumer of the representation will make that response. According to expert, experimental studies using film and television representations of various threatening and prohibited encounters have successfully reduced fear of dentists, dogs, and snakes and increased aggression by reducing viewers' inhibitions regarding such action [15].

## Cultivation theory

Expert explained that "Cultivation, as defined by Gerbner, is concerned with the cumulative pattern communicated by television over a long period of exposure rather than any particular content or specific effect." In addition to this, expert explained that "Cultivation analysis, a theory developed by George Gerbner during the 1970s and 1980s, addresses macro-level questions about the media's role in society, although it represents a hybrid combining aspects of both macroscopic and microscopic cultural theories." It is a theory that tends to establish a link between television viewership and people's action in real life. Expert said "cultivation hypothesizes that heavy viewers of television will be more likely to hold beliefs and conceptions about the world that are congruent with what they see on television. For example, television programmes are often seen to be highly violent; cultivation hypothesizes those heavy viewers of television will be more likely to see the world as a violent place." They stated that the basic hypothesis of cultivation, though questioned by some, is that watching a great deal of television will be associated with a tendency to hold specific and distinct conceptions of reality, conceptions that are congruent with the most consistent and pervasive images and values of the medium [16].

To ascertain the amount of violence to be measured, Gerbner and his research team formulated the violence index, an annual content analysis of a sample week of network television prime-time fare demonstrating how much violence is present. The team was to later come up with cultural indicators. expert however pointed out that "crime in prime time is at least ten times as rampant as in the real world and an average of five to six acts of overt physical violence per hour involves over half of all major characters." The influx of criticisms with respect to the methodology of the research, a new nomenclature was introduced to the research. expert explained thus: To demonstrate a causal link between the fluctuating levels of annual televised mayhem and viewers' aggressive behavior, the Gerbner team moved beyond the Violence Index, redefining its work as the Cultural Indicators Project. In it the researchers conducted regular periodic examinations of television [17] programming and the "conceptions of social reality that viewing cultivates in child and adult audiences."

With television as the medium upon which the research is centered, expert pointed out that the major contribution of television is cultivation. This cultivation occurs in two ways:

- **Mainstreaming:** Where, especially for heavier viewers, television's symbols monopolize and dominate other sources of information and ideas about the world. People's internalized social realities eventually move toward the mainstream, not a mainstream in any political sense, but a culturally dominant reality more closely aligned with television's reality than with any objective reality.
- **Resonance:** When viewers see things on television that are most congruent with their own everyday realities. In essence, these people get a "double dose" of cultivation because what they see on the screen resonates with their actual lives. Some city dwellers, for example, might see the violent world of television resonated in their deteriorating neighborhoods [18].

Expert concluded on Cultivation Theory thus: "finally, cultivation theory explains that one of the long term consequences of living with violent images is a heightened sense of fear and risk and how steady diets of violence [19] may lead viewers to be more willing to give up personal freedom, if that will provide a peace of mind."

## Desensitization theory

According to expert, the formal definition of desensitization is the attenuation of cognitive, emotional, and ultimately, behavioural responses to a stimulus. Expert further explained that cognitive desensitization becomes evident when one's thinking shifts from a belief that violence is uncommon and unlikely to the belief that violence is inevitable. To experts, desensitization is the process whereby a scene of violence which it is assumed elicits fear or anxiety is associated with an anxiety-competing response (e.g. relaxation or food) so as to produce a state of relaxation with the scenes of violence.

Although the conditions are not scientifically prearranged to produce optimum effects, it is the large number of exposures to violence that create the effect. In the context of media violence, experts stated that desensitization is defined as the process of becoming less physiologically and emotionally aroused to media violence due to extended exposure. This phenomenon has been

demonstrated by measuring both decrease in physiological responsiveness to violence and emotional responsiveness [19].

According to experts the reduction that occurs in the media violence context is viewed with concern for two reasons:

- In choosing among various behavioral alternatives in a conflict situation, anxiety associated with violent alternatives usually serves to inhibit such behavior
- Such reductions in anxiety reactions to violence create an emotional blunting that may lead to an under estimation of the seriousness of observed violence, and may therefore reduce the likelihood of coming to the aid of a victim of violence [20].

To desensitize a person to violence, expert said scenes of violence would have to be portrayed second hand (e.g. vicariously through television and cinema) and viewed under conditions of relaxation, e.g. television in our own home or in a comfortable seat in the cinema. That is to say no distractions while watching.

Tracing the history of the validity of the desensitization theory, expert confirmed that "Research has suggested that indeed, desensitization does take place." The scholars cited the works of other researchers on the subject matter thus: "expert found a progressive drop in skin conductance for 70 students watching a seventeen minute film of primitive mutilations as compared with a control. Similar results have been found by the team of experts, reported that "heavy" television viewers were less aroused by violent dramatic programmes than were less frequent viewers." Other studies also indicate that a child's later awareness of more general violent acts is decreased to the extent that the toleration level of aggression is increased, implying that the amount of television violence viewed is negatively related to how someone will respond while viewing real life aggression. Explaining the consequence of desensitization, experts said cognitive desensitization undermines feelings of concern, empathy, or sympathy that viewers might have toward victims of real violence [21].

## Comparative Analysis of the Theories

Overall, media violence theories have one thing in common, the fact that they were necessitated by the growing percentage of violent movies around the world and the global rise in violent activities. As technology continues to advance and the level of global violence continues to be on the rise, more researches will be conducted in this area and more theories are likely to emerge. These theories as usual will be offspring's of the existing ones, some of which have been discussed in this paper. Away from the common link between the theories discussed which is that violent media content plays a psychological role in the behavior of those exposed to it, each theory has its peculiarities and shortcomings when compared with the others in this group [22].

Apart from the fact that the Social Learning Theory and the Social Cognitive Theory have the same proponent, expert opined that the primary strength of both social learning and social cognitive theory is that they can account for the acquisition of novel or unusual aggressive behaviors even in the absence of immediate reward. Expert explained that many of the same theoretical ideas that concern the impact of media violence apply to mediated intimi also. Social Learning Theory for example has several positive, causal implications for the impact of intimiually violent content on intimiual

aggression. If a film depicts a violent rape, a man watching it might expect to enjoy raping someone if he observes a man enjoying it in the film.

However, in terms of the tenets of the two theories, it can be seen that the Social Learning Theory dwelt more on observational learning where a viewer is likely to imitate or to identify with a role model in a violent movie especially when the role model is rewarded vicariously, the Social Cognitive Theory in addition to observational learning goes further to encompass observational learning alongside inhibitory effects and disinhibitory effects. In the words of expert, the Social Cognitive Theory has strong explanatory power (e.g., rejects catharsis, stresses importance of environmental and content cues). Interims of weaknesses; it is the weaknesses in the Social Learning Theory that led to the birth of the Social Cognitive Theory [23].

The Excitation Transfer Theory which is mainly based on residual arousal principle goes beyond just observational learning. According to expert, excitation transfer has been empirically demonstrated for a number of emotional reactions. For example, residual arousal from intimal excitation can intensify aggression, arousal transferred from physical exercise can intensify both anger and aggressive behaviour and prosocial behaviour can be facilitated by residual intimal arousal. This situation extends to the level of the individual to rely on some experience of aggression stored in his subconscious to trigger his reaction to the violent content. Here, reaction to media content is far from relying on vicarious reinforcement to suggest aggressive action as is the case with the Social Learning and Social Cognition. With the Excitation Transfer Theory, vicarious reinforcement comes as a kind of satisfaction to the person viewing a violent movie [24].

In Cultivation Theory and Desensitization Theory, the issue of exposure to violent media content over a period of time forms the common ground between the two. However, the two as described above are the direct opposite of each other. A negative aspect of desensitization is the fear by scholars that it could lead to people showing no sympathy towards victims of violence in real life. However, expert said "although previous research has shown that violence in the media can produce desensitization-related outcomes, this model illuminates two gaps in the desensitization literature. First, there are no published studies testing the hypothesis that violent media stimuli known to produce physiological desensitization also reduce helping behaviour. Second, there are no field experiments testing the effect of violent-entertainment media on helping an injured person." In the case of cultivation, there have been several instances that suggest that despite the effect of violent media content on the viewers, many viewers always draw a line between make believe and real life situation [25].

According to expert, critics claimed that cultivation ignored the need to identify heavy users of specific types of programs (news users, sitcom users, soap opera users, and so on.) Observation has however shown that there are cases of imitation coming from the viewing of such genres. For example, a student once copied his entire notes on his body and entered into the examination hall. He was copying the character, Michael Scofield in Prison Break. Experts also argued that cultivation's conceptualization of exposure to television are too global. Other researchers argue that cultivation theory will never have broad application unless it is revised to accommodate more specific measures of exposure, and there is

current research based on cultivation theory to support this contention [26-29].

## Conclusion

Contemporary social scientific concerns about the impact of sexual materials focus primarily, but not exclusively, on behavioural aggression, including both sexual and generic forms. Explains explained that violence in the media has been a long standing concern in public debates about the media. However, theoretical approaches to its study have varied. The question of causality, which often underlies debates on violence in the media, has been more central to some theoretical approaches than others. The findings of such studies have not necessarily provided closure on the question of whether media violence causes real-life violence. Expert pointed out that reports from research conducted in the United States of America, trying to establish the relationship between sexual violence in films and real life discovered that sexually explicit materials may reduce the incidence of Physical offences. This result did not receive applause even from its sponsors because it was in contrast to what they thought.

Media violence theories help in understanding programming and shaping the minds of the children with respect to what they should watch on television. For consumers of foreign media content especially in Nigeria where parents will want their children to grow in line with the culture of their people, researches based on violence have helped in guiding such parents in choosing which channels they will allow their children to watch. Although most of the methodologies related to the experiments that gave birth to these media violence theories have come under criticisms by other researchers, it has only led to a refinement of the procedure, thereby giving room for a better and more acceptable theories that reflect the realities on ground, a pointer to the fact that theories are not static but dynamic.

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