

# Study on Impact of Mass Media on Gen Z

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**Abstract:** *The extremely advanced and complicated technology has developed along with the way the world is now organised, introducing people to a variety of modern communication tools. The global community can access information that is simultaneously transmitted through mass media. Modernization in the current era of globalisation makes it simpler for people to go about their daily lives. However, the user will experience both benefits and drawbacks from this sophistication. The misuse of this service poses a risk that could contribute to societal issues in society. The goal of this article is to examine how the media affects how students develop their personalities. The writing style is qualitative and is based on prior research and studies conducted through documents, journals, and books pertaining to the subject of the influence of mass media. This essay's main support comes from the literary analysis approach, which employs both inductive and deductive analysis to examine literature from both local and international academics in order to reach a convincing conclusion about the impact of mass media on Gen Z.*

**Keywords:** Mass media, Gen Z, Modernization, qualitative

## I. INTRODUCTION

Teenage lifestyles are considered to be significantly influenced by mass media, including printed, electronic, and online publications. Many terrorist acts have been broadcast on electronic media, including television and video. The majority of teenagers like watching television, and the antagonists in the programmes they watch have an indirect impact on them (Zaleha, 2010).

The broadcasting technological world underwent significant transformation from the end of the 19th century to the end of the 20th century, making it a significant medium for the dissemination of information. While information may be produced at a more rapid and efficient pace thanks to the shift in complexity, communication processes and activities must be made easier (Caldwell, 2000). However, communication practises started to change in the twenty-first century. Users favour using internet services to access online information. This technology enables quick data transfer while also effectively conserving time. Utilizing the internet also allows for increased information input. The internet provides access to a range of global information, including news, the ability to send and receive email, business, and entertainment. You may access more, watch, and more (Mokhtar, 2000).

The usage of information and communication technology has increased as a result of the development of computers and the internet, creating more opportunities for people to learn from exposure to these technologies (Evans et al., 1978). Due to restrictions on users' ability to express their opinions or independent viewpoints during news broadcasts, the media has, for whatever reason, operated as a barrier for users. However, it appears that customers can freely voice their thoughts and communicate with one another around the world through the mass media (Chung et al., 2010).

Despite the fact that social media is an internet-based application that draws on Web 2.0 philosophy and technology and allows for the production and exchange of social media that are most frequently used by people worldwide (Kaplan and Haenlein, 2010; Ahlqvist et al., 2010). Popular websites and social networks like Facebook, Twitter, Blogger, and Pinterest may now channel more interactive, quick, and interesting historical information thanks to the application of digitising technology. Additionally, more open access to information and flexible space can boost the availability and applications of evidence (Hernandez, 2009).

The rise of technology, or the structural and technical communication revolution, changed how communication was done (Van Djik, 2006). This is another factor contributing to the yearly growth of mass media (Japarudin, 2012). Every age, from the prehistoric to the literate, printing, and technological eras, was marked by a particular mode of

communication—written, spoken, printed, or through telecommunications—that had a significant impact on society as a whole (Ezaleila et al., 2011).

The fifth phase of human communication, which stresses interactive communication via internet-based and computing technologies, has begun, ushering in new media or the second media era (Brody 1990, Poster 1995, Holmes, 2005). The use of mass media for mass communication and as a powerful force for social change (Japarudin 2012).

### **1.1 DEFINITION OF MASS MEDIA:**

In the process of mass communication, the term "mass media" refers to a channel, medium, utility, tool, or instrument. Print, electronic, and online media are all considered to be part of the mass media. Newspapers, magazines, booklets, pamphlets, billboards, and other printed materials that appeal to the sense of sight are examples of printed media. The sense of hearing is used in electronic media like radio and recorded programmes, while the senses of sight and hearing are both used in television, movies, and video recordings (Blake, 2009). The internet-based mass media is known as the online media (also known as cybermedia). The proposals for cultural growth that come from the mass media include not only the development of art and symbols but also the development of surroundings, fashion, lifestyle, and conventions (Mc Quail, 1987).

### **1.2 MASS COMMUNICATION MEDIA:**

Using mass media as a communication instrument, we can directly or indirectly communicate with the rest of the world. With the globe's civilization comes an unavoidable phenomenon known as globalisation or the "boundless world." Globalization, whether it is or is not a part of everyday life, has the power to shape human civilisation. In addition to the world of communication gadgets, mass media is a tool used to disseminate information to the public (Cangara, 2002).

Interpersonal communication medium, which includes text, graphics, voice, music, animation, and video, can be categorised into three groups. The second category is storage media, which includes documents and books as well as cameras, projectors, recorders, and other devices. Next, there are transmission media, which include communication, broadcasting, and network media (Buingin, 2005).

## **II. THE MEDIA ROLE FORMATION OF THE CHARACTERISTICS AND BEHAVIOR**

The growth of the mass media affects community development both favourably and unfavourably. One of the results of media's influence on people's systems of values, attitudes, and behaviours is the production of cultural uniformity, which is shaped in part by mass media. Karl Eri Rosengren (1985) asserts that one may observe the effect and impact of the media on both a small-scale (individual) and large-scale (society) level, as well as the eventual spread of certain influences. The use of media as a tool can encourage and shape the attitudes and actions of people or communities that value all facets of human existence. In building a nation's identity and culture for its overall growth, it also contributes (Abdullah Sulong et al., 2010).

Through television, VCDs, periodicals, storybooks, radio, mobile phones, the internet, and other media, a variety of social and cultural resources are distributed. The mass media offers a variety of social, cultural, personality, and empowerment opportunities for people, both positively and negatively, in addition to being a medium for information, entertainment, and education. However, the negative impact of the mass media, which includes the print and electronic media, is actually having an indirect impact on community behaviour and serving as a contributor to teenage misconduct and bad behaviour (Azizan, 1998; Abdullah Sulong et al., 2010).

When the mass media may propagate and implant moral principles as examples of caring for one's fellow citizens, upholding the rights of other communities, and valuing morality, this is considered to be one of the media's beneficial roles. One of the social forces that has the most social influence on how a society's attitudes and social norms are shaped is the media as a sphere of information distribution. The mass media can serve as a smart model for altering societal behaviour. The shows and broadcasts that have negative consequences can influence how the community thinks negatively. Because of Western modernisation, which is not at all opposed to eastern principles, local culture and values can be altered through outdoor drama and broadcasting stories. The mass media that are most frequently used by people of all ages in society are print and electronic media (Buingin, 2001).

As the world developed, the Internet became a phenomenon that impacted the community. Internet resources are misused to view objectionable websites, such as pornographic ones. The issue of pornography has a significant negative impact on the younger generation's ability to survive in the future. Games, whether they are played online or offline, have a harmful impact on teenagers who browse excessively.

In Malaysia, adolescents are classified as mass media consumers who are unable to escape the effects of media, particularly with regard to the effects on cognition, effectiveness, and behaviour. According to Walter Lippman (1922), the media has an impact on how each person perceives reality. Readers and listeners tend to believe that what they read, see, and hear in the media is the actual situation. Children and teenagers are affected by the acts and behaviours they see in violent movies, according to Bandura (1985). According to Hiebert and Reuss (1985), a study conducted by the National Mental Health Institute in Maryland revealed that among those who watched the terrorist show were school-age youths engaged in physical altercations.

According to Musa Abu Hassan's (1996) research, communication medium had a significant impact on three dimensions of juvenile change: cognitive, affective, and psychomotor. the broadcast of programmes that disseminate unethical information Electronic media frequently broadcasts scenes of hugging, kissing, holding hands with, and eye-donning women that contain violence and sex from foreign media (Hamismo, 1991). Additionally, media has evolved into a source of both attraction and repulsiveness that affects how adolescents behave. The entertainment offered and the welcoming, classy environment are the draw factors. The uncomfortable, noisy, cramped, and uninspiring living environment is the driving force.

### III. DISCUSSION

Despite its convenience and sophistication, the modern world has an impact on how well people achieve, particularly young people who are still in school. This effect may manifest itself immediately in the short term or gradually over time in the long run. Depending on the message they convey, media and communication can have a positive or negative impact on people. They can also help create and characterise people's personalities (Aminudin et al., 2009).

People's lives are greatly impacted by the mainstream media. The way that people think and act can be altered and shaped by the media. The mass media performs a variety of social roles and functions in society, including social surveillance, interpretation, transition, and amusement (Nuruddin, 2003). Additionally, the mass media provides a forum for critiquing the social authorities, as well as the boundaries or connections between communities. According to Walter Lippman (1922), audience attitudes and perceptions can change as a result of the media.

Children between the ages of three and six are active participants in both their conduct and the movies they watch, according to Bandura (1985). This is evident when they witness violent and aggressive behaviour, and when their toys are confiscated, they will react aggressively in line with what they have witnessed. High school kids who watch violent television shows commonly get into significant conflicts at school, according to Hiebert and Reuss (1985). According to Bunyamin (1993), the flow of ideas and adolescent western conduct are to blame for print and electronic media's impact on moral impairment in Malaysian teenagers.

Youngsters acknowledge that their hero singer has the power to affect their appearance, hairstyle, conduct, social interactions, and speaking (Samsudin, 1995). Lim (1993) asserts that the movie significantly contributes to the propagation of particular ideologies or beliefs in society. Adolescent moral instability is linked to deviant issues, and it is believed that the media contributes to moral instability by drawing attention to issues and exposing their possible effects (Cohen, 1987). Through entertainment-focused media content, for example, media transparency in young people's contexts indirectly contributes to the development of adolescent social constructions. Adolescent identity nowadays places more emphasis on lifestyles and media, as well as assisting them in developing an understanding of what constitutes appropriate and acceptable lifestyles (Samsudin, 2008).

When viewing television or movies, teens primarily select comedies and action films. When reading newspapers or magazines, teenagers are also paying more attention to entertainment, sports, and accident news. Parents typically don't suggest regulations, discuss about news or programmes that teenagers can watch or read, and they hardly ever do either (Samsudin, 2008). Teenagers enjoy watching entertainment programmes (55%), sports (46%) and religious content (32%), according to Samsudin (1994).

The mass media, according to Loges & Ball-Rokeach (1993) and McQuail (1998), is a potent system that not only controls the source of information for every person, group, social organisation, and society that relies on the media to achieve its objectives. Even the mass media has the power to alter how people think, feel, and act. Teenagers gain cultural knowledge through the media, which has an impact on their lifestyle, sex, choice of dress, interactions with peers, use of drugs and alcohol, and other behaviours that are relevant to a teen's life (Samsudin, 1995).

Teenagers utilise television, according to research done in the west, to create predictions about situations they don't directly encounter (Hawkins and Pingree, 1982; in Samsudin, 1995). Several users of social media have abused the simplicity of communication offered by accessing dubious websites like the pornographic web. As a result, people may want to engage in incest, unprotected intercourse, or terminate their unborn children (Cline, 2008; Nor Azah & Che Zarina, 2011; Syed Shah Alam, 2014).

Overexposure to the online world has inspired many kids to run away from home and follow new pals they've met through social media because of the allure of cyber-friends (Mohd Noor, 2010). For youths who are hanging out, Samsudin et al. (1994) discovered that the majority are interested in entertainment plans. When compared to exposure to other media, low-performing kids are substantially more interested in TV entertainment programming. A programme that has been imported typically exhibits ideals that are at odds with local values and culture, and this is an irrefutable fact. Pop music occasionally has a negative impact (Samsudin, 1995).

Additionally, local academics have carried out studies and discovered that Muslim teenagers who are overly preoccupied with using social media in their daily life can change their attitudes and have a tendency to the issue of moral collapse. Adultery, truancy, etc. were caused by the complexity of many social applications that served extreme and offensive enjoyment (Nor Azah, 2009; Mohd Dahlan & Ida Safinaz, 2010; Khatijah et al., 2012; Wan Norina et al., 2013). Additionally, sadness can result from excessive addictions to the usage of social media in kids and teenagers. Spending a lot of time each day on social media sites will also cause severe mental stress, functional degradation, and other everyday tasks. (Fu, 2010; Johari & Raja Shahrina, 2012; Che Su & Nan Zakiah, 2014; Syed Shah Alam et al., 2014; Shapira et al., 2005; Pempek, Yermolayeva & Calvert, 2009).

Internet and social media addiction, according to Rice (2005), is a compulsive propensity that interferes with a person's capacity to live normally. Teenagers who misuse social media may engage in fraud, threats, and defamation via email, endangering others who are threatened (Mohd Dahlan dan Ida Safinaz, 2010). Cyberbullying victims who misuse social media applications will exhibit rage, despair, fear, and embarrassment (Ybarra & Mitchell, 2007; Mishna et al., 2010; Petraki et al., 2013), which can change a person's mentality to be rebellious and violent (Zaleha, 2010).

#### IV. CONCLUSION

In today's society, the mass media network is one of the convenient venues for information distribution and communication that helps to develop, strengthen, and sustain global social ties. However, through attitude and behaviour changes, the media can also have a negative impact on some youngsters, particularly high school pupils. The 21st century educational system is changing in a holistic way that prioritises computer proficiency, and the internet is tremendously motivating. However, some youngsters abuse these resources to access websites that are inappropriate for learning and teaching. The media should serve as a source of information for the public, especially for young people. Contrary to popular belief, the population actually prefers the entertainment influence of the mainstream media over the breadth of information and education offered. Some of the available displays present ideas that are in opposition to Islamic and Eastern principles. The media and websites with pornographic content make it simple to find sexually explicit content. An unethical and destructive Gen Z is produced as a result of the influence.

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