"You Are What You Watch?":

Evaluating the Impact of Media Violence on Youth Behaviour during the COVID-19 Lockdown in Uzbekistan

Rano Yuldasheva, Westminster International University in Tashkent, Uzbekistan

Boidurjo Rick Mukhopadhyay, University of Chichester, UK*

iD https://orcid.org/0000-0003-4830-3126

ABSTRACT

Considering that today's youth are inadvertently exposed to violence in all forms of media and video games, research shows that this affects the psyche, subsequently manifesting in aggressive behaviour. This research paper examines how media violence, particularly in video games and movies, impacted youth behaviour during Uzbekistan's pandemic-imposed lockdown period in 2020. The research deploys a mixed-method approach by using quantitative online and offline surveys and data collected from educational institutions and companies to analyse the impact of media violence on youth who chose to play violent video games and watch violent movies during the pandemic. At the same time, the qualitative thematic analysis presents recommendations for preventing the adverse effects of violent video games and films on young people's behaviour. The research ends with suggestions on supporting young people and ways to protect them from falling into the vicious cycle of violence, which triggers aggression in their behaviour.

KEYWORDS

Aggressive Behaviour, Children, COVID-19, Media, Social Relationship, Uzbekistan, Youth

1. INTRODUCTION

While mass media impacts individuals and groups' behaviour, values, and beliefs, research shows that violent content in films and video games, in particular, leads to an increase in aggressive behaviour among the population, especially among the youth (Huesmann, 2007). The social environment in the past decades punctuates the saturation of our culture and daily lives by the mass media using TV shows, movies, video games, smartphones (Slater et al, 2004) and also increasingly interconnected computer networks thanks to industry 4.0 (Mukhopadhyay, 2021). A study by Harvard (2019) suggests that media can affect in two ways, *firstly*, 'personal' whereby media information about new norms can persuade individuals to accept a certain behaviour, and *secondly*, 'public' whereby certain media information creates common knowledge of a norm and individuals are susceptible to readily accept certain attributes or behaviour if they believe others have also accepted it. Several

*Corresponding Author

studies indicate varying levels of behavioural impact of violent content shared in media and games and how it impacts the youth's mental health, which influences thought process, thereby behavioural manifestation (Schipani, 2018).

This research investigates how violent movies and video games affect youth behaviour during the pandemic-imposed lockdown in 2020 in Uzbekistan. The objectives of this paper are *firstly,* to define the elements of influential characteristics of violent media and games, *secondly,* to identify the role and influence of violent movies and games in the lives of people during the lockdown in 2020; *thirdly*, to identify ways to prevent aggressive impacts of violent movies and games on youths' behaviour. In addition, the study would provide suggestions on how to prevent the negative impact of media violence on youth behaviour.

2. LITERATURE REVIEW

2.1. Violence

Violence is a term that has no one clear definition. The concept could be understood in the context of gender, ethnicity, family background, and culture. The World Health Organization (2002) defined that violence is intentionally or unexpectedly causing sexual, physiological and physical harm to people or themselves. Violence could be divided into 3 categories depending on i) who does it and ii) who is harmed, such as *self-directed* (suicide and self-abuse), *interpersonal* (community and family, partner) and *collective* (social, political and economic). And based on these categories, the nature of violence divides four main types: physical, sexual, neglect or deprivation and psychological. Figure 1 shows who is affected by violence.

Social and cultural standards can affect the use of violence (Perrin, 2019). These standards can prevent and decrease the use of violence on the other hand they can increase the use of it. Some cultures use violence in order to behave like kids or reduce conflicts but it can increase interpersonal conflicts (NCBI, 2018). Cultural and social standards can cause intimate partners violence, suicide and self-harm, sexual, community and youth violence (World Health Organizations, 2009). In some parts of the world, gender-based violence is still increasing because of traditional views and societal acceptance. Additionally, gender-based domestic violence has increased during the lockdown period imposed by the pandemic in many countries. For example, in Uzbekistan reporting of domestic violence (World Bank, 2020) has gone up alongside job losses, economic crises and the majority of men started to verbal, physical and emotional violence to their wives and daughters. According to the

Figure 1. The link between categories and nature of violence (Safer spaces, 2021)
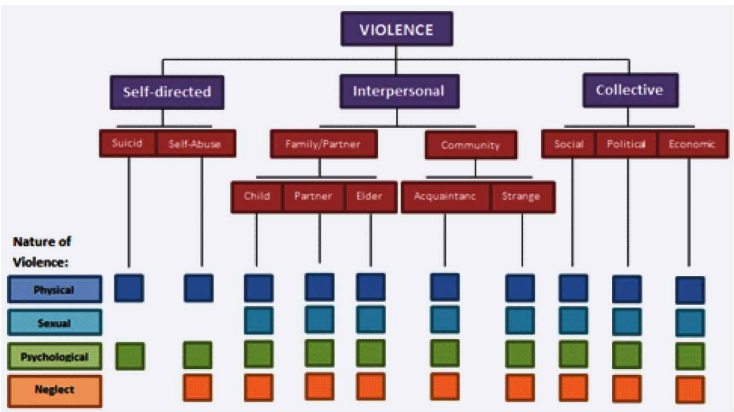
Ministry of Internal Affairs in 2020 between January and October, 8430 violent acts against girls and women were recorded and they suffered from emotional and physical abuse (Mantovanelli, 2020).

2.2. Media, Violence, and Behavioural Manifestation

While only 7% of the world population was online in the year 2000, now over 50% of the global population has access to the internet (Hillyer, 2020). Mass media directly impacts human behaviour, values and beliefs. Research shows wide levels and presence of violence in mass media such as TV, video games and films and going by statistics, a large majority of young people spend a lot of time-consuming and actively engaging with these contents. Most organisations, psychologists and medical doctors researched media violence, and its effects on human behaviour (Cyber College, 2014). Laboratory experiments demonstrate that violent media could be the direct reason for developing and harbouring feelings of anger, hostility, and desensitisation (Anderson, et al., 2017). Additionally, most of the scientific organisations such as the American Academy of Child and Adolescent Psychiatry, the American Academy of Pediatrics, the Medical Association, the US Surgeon General, The Psychiatry Association and the Society for the Psychological Study of Social Issues have confirmed that media violence can be a reason in the growth of aggressive behaviour (Craig et al., 2017). Furthermore, media violence can lead to the growth of irate feelings, aggressive opinions and physiological stimulation (Bushman, 2016). It also decreases the sensitivity of people to violence. However, a study by Craig et al (2017) shows that there is no direct link between media violence and aggressive behaviour.

2.3. The Effects of Violent Movies

Several genres in the movie industry, such as drama, comedy, detective, romantic, sci-fi, horror, action, and fantasy, have their own positive and negative effects on viewers (Rathod, 2020). For instance, AAFP (2016) research shows that around 91 per cent of films on television have violent content, and between 1985 and 2015, PG- 13 movies became more violent (Reinberg, 2019; Moyses, 2017). A study of 1000 participants that conducted the relationship between violent movies concluded a positive relationship between violent films with aggressive behaviour and aggressive feelings (Huesmann and Kirwil, 2007). Further research (Wood et al., 1991; Paik and Comstock, 1994; Strasburger, 2004) evidence that aggressive behaviour increases after watching films with violent content amongst young people. Netflix also mentioned that during the lockdown period, most individuals watched horror and violent movies more than other times (Vahdati, 2020). Randomised experiments and well-controlled studies show that violent films will be a reason for the short-term growth of young people's aggressive opinions, behaviour, feelings and will be a reason for physically aggressive behaviour which can harm others (Anderson et al., 2003).

Furthermore, John Murray et al. (Archer, 2013) researched how violent videos could affect the brain of adolescence. They found that violent videos activate the amygdala, the limbic system identified as an emotion centre - works for emotional functions and can trigger aggression, anger, depression and sensitive behaviour). The thumbnail-sized part of the brain, the right part of the brain, was mainly active. Figure 2 demonstrates that the coloured areas are functional while watching violent videos (Sohn, 2004).

2.4. The Effects of Violent Video Games

On the other hand, video games raised new questions about the potential impact of media violence since the user is not simply a viewer but also an active participant. Ninety-seven per cent of adolescents aged 12-17 play video games — on a computer, on consoles, or smart devices (APA, 2013). Most adolescents spend about nine hours in the mass media every day (Delaney Family, 2015; Przybylski and Weinstein, 2019). Video games are one of the most popular leisure-time activities of youth, and some of them spend about 40 hours playing video games per week (Ruiz, 2013). Some studies determined that 94% of video games that are appropriate for youth are with violent content. 64% of 'E' rated which are suitable for all, are categorised under deliberate violence. Unfortunately, most youth

Figure 2. Influence on the brains of young people when they watch violence (Sohn, 2004)
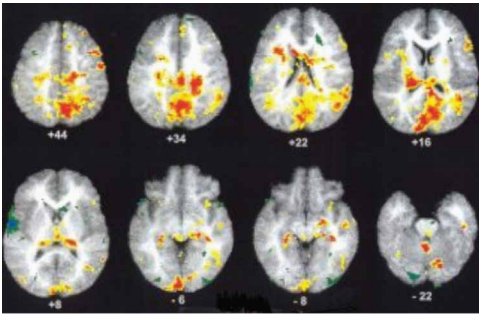
today play these video games and can grow aggressive behaviour (Huesmann and Taylor, 2006). An in-depth meta-analysis containing 136 articles published by 130295 participants demonstrates that playing violent video games can increase *aggressive behaviour,* negative *judgement, competition, angry emotions,* decrease *the rate of helping others, desensitisation, and amplify psychological arousal.* Figure 3 shows how violent video games correlate with these aggressive feelings.

Additionally, meta-analyses (Mugge and Greitemeyer, 2014), longitudinal researches (Anderson et al., 2008), event-related researches (Liu et al., 2015) depicted that violent video games have a significant influence on youth aggression. However, studies conducted among older children, teens and youth, demonstrate no clear relationship between violent video games and amplified youth aggression. However, playing video games with violent content has short-term and long-term effects on the aggressive behaviour of youth.

By using this framework, Anderson and Bushman (2001) described the long-term effects of violent video games. This research shows some independent variables such as *aggressive* behaviour, such as being easily angry, sensitivity, decreasing the feeling of helping others and hostility.

Figure 3. Correlation between violent video games with aggressive feelings (Anderson et al., 2010)
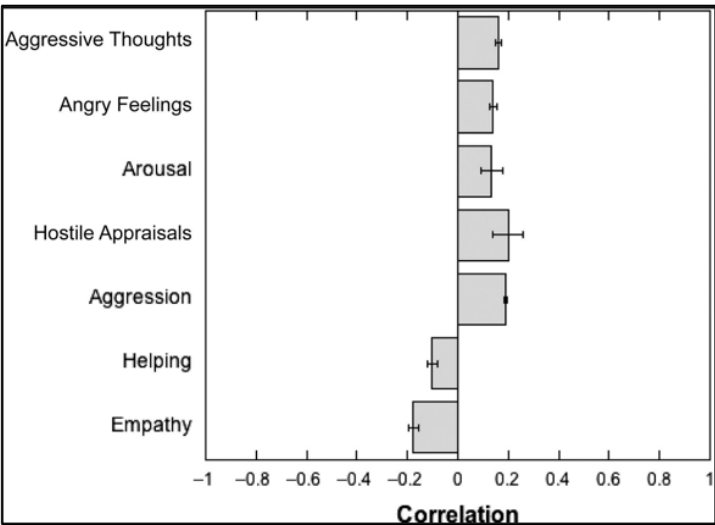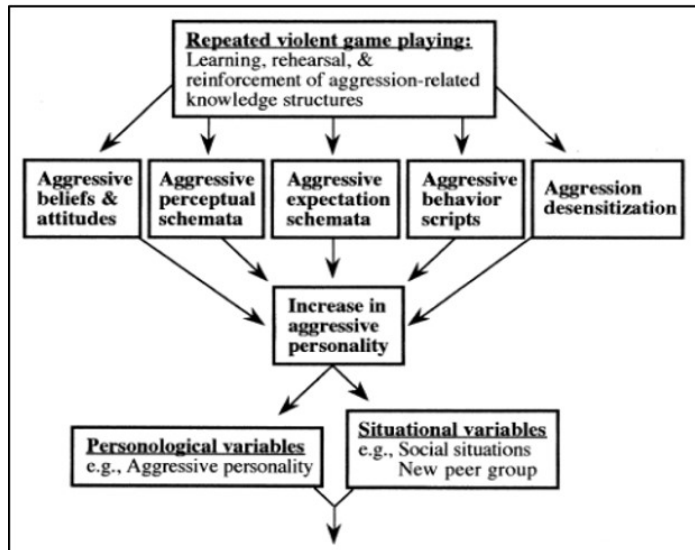
Figure 4. The impact of Continued Violent Video Game Playing on Youth Behaviour (Anderson and Bushman, 2001)

2.5. The Lockdown Period in 2020

COVID-19 has caused isolation, influenced changes in people's lifestyles and led to economic downturns (Mukhopadhyay, 2022) in all countries. Since March 2020, about 95 per cent of the population has stayed at home, and all their work and studies have gone online (Parayil and Montlvo, 2020). This pandemic has affected the mental health of people in different ways, especially young people. In September 2020, UNICEF researched 8,444 youth between 13-29 ages from nine countries and it found that they felt less motivated with their activities along with having anxiety and depression (UNICEF, 2021). In addition, staying at home caused to increase indoor activities, mainly playing video games (Fazeli and et al., 2020). Also, 83% of people around the world watched and played video games during the pandemic period (Nilesen, 2020).

The average screen time of children extended to six hours per day, and children spent more time playing video games than usual (Nogel, 2020). Further studies (Sundaray and Chopra, 2020; Balhara et al., 2020) shows from their research in India looking at young people that during the pandemic lockdown period, the majority of youth play video and computer games for stress relief and spend their leisure time. These hours spent on games and movies could also be the reason for psychological problems like panic attacks or loneliness. These problems can cause steady depression and aggressive behaviour.

In China, researchers conducted a longitudinal survey. They found that children and youth increased playing video game time. It caused gaming disorder (Teng et al., 2021) (GD - losing control while playing video games, disconnection from the real world, from social life and other activities, and playing without paying attention to the adverse effects of video games (Fazeli and et al., 2020)). Additionally, In Germany and Hong Kong, researchers researched playing video games. Their results showed that gaming disorder increased before the pandemic, and playing video games has become a habit for youth and children (Zhu et al., 2021; Paschke et al., 2021).

3. METHODOLOGY

This research followed a deductive approach while deploying a positivistic research philosophy. The data, quantitative and observable, was collected and explained in an objective way (Dudovskiy, 2018).

The literature shows that most similar studies used large sample sizes, and this selected research philosophy fits the research topic on media violence and its impacts on youth. This study chose the cross-sectional survey method for data collection. This method helped collect data in a large sample in a small amount of time by using standardised questionnaires, making it easier to compare while also ensuring reliability (Salleh and et al., 2009).

3.1. Method

This study used a quantitative research method to define the elements of influential characteristics of violent media and games while also identifying the role and influence of violent movies and games in the lives of young people during the lockdown in 2020 in Uzbekistan. Similar studies used quantitative methods to evaluate media and its impacts on individuals (Salleh and et al., 2009).

3.1.1. Sampling

Random sampling was used for this study to reduce bias in the selected sample. And participants were selected from different schools, universities and higher educational institutions in Tashkent and also working professionals.

3.1.2. Data Collection Method

Both primary and secondary data were collected and used. For primary data collection, online and offline questionnaires (Ainworth, 2020) were used. The data was collected from 255 young people (see table 1) via surveys and online questionnaires conducted in various schools, universities and institutions in Tashkent city. Additionally, an offline survey was also conducted among students of the Westminster International University in Tashkent, Tashkent Dental Institute, students of schools No. 99 No. 180 No. 34 No. 10 and employees of various companies. This primary data focused on how media violence can affect youth behaviour and understand their choice of movies and video games during the lockdown period.

3.1.3. Assessing the Quality of Research

Previous studies used quantitative research methods to analyse how video games or movies can affect youth behaviour and deployed different research strategies such as survey, experiment, case study and observation (Adachi and Willoughby, 2011; Onwukwe and et al., 2017; Tanwar and Priyanka, 2016). Some researchers used questionnaires to conduct surveys from a large sample (Hassan et al., 2009). The results of most of these studies, as mentioned earlier, show that media violence and aggressive behaviour are linked with each other; on the contrary, some researchers did not find a solid link between them. But preliminary results show that there is a link between aggressive behaviour with violent media. The result of this research can be generalised beyond the specific research context because the research topic impacts not only Uzbekistan but also globally.

Table 1. Profile of respondents

Number of respondents	Age	Occupation	Gender	Location
255	13-24	School students, University students, working professionals	Females and Males	Tashkent

4. FINDINGS

Out of 300 respondents, from both online and offline questionnaires, 35 answered by using online google forms while 265 respondents answered offline. However, 45 (17%) offline results were removed, because they were incomplete, 83% (220) of them answered fully. Figure 5 demonstrates that 220 (88%) respondents answered by offline questionnaire, the rest of them, i.e., 35 (12%) online. In this study, Stata/SE 16 was used for analysing quantitative statistical analysis in order to find the main influential characteristics of violent media, mainly violent movies and violent video games which is also the objective of the study.

4.1. Descriptive Statistics

The survey used demographic variables such as age, gender and occupation (Table 2). 36.08% of respondents were between the age of 22-24, 31.76% of the participants were 19-21, 16-18 age of respondents were 21.96% and the rest of them (10.2%) were 13-15. In the survey, the number of male respondents was 61.18% compared to females 38.82%. The majority of respondents were students (58.43%) and the rest of them were pupils (24.31%) and workers (17.25%).

In the survey, participants answered the question "What do you mean by violence?" and most of them understand that violence is killing (24.31%), using weapons like normal objects (23.53%), aggressive behaviour (21.8%) and goring (18.04%).

4.2 Violent Movies

The questionnaire was divided into 2 parts, in the first part were questions that are related to violent movies and the second part were violent video game-related questions.

In order to find the frequency of watching violent films, respondents asked that "How many hours a day do you watch violent films?". Out of all respondents, over half (57.65%) respondents spend 30 min-60 min watching violent movies per day, on the contrary, only 6.67% of participants spend 3 or more hours watching movies with violent content (Table 3).

According to Figure 7, the main reasons for watching violent movies are spending time with relative and friends (24.71%), expanding their knowledge (21.57%), relieving stress (18.04), entertainment and fun (19.61%). More than half of youth prefer to watch violent movies alone (56.08%), 43.92% of participants prefer to watch with relatives and friends (Figure1).

Table 4 demonstrates that those who watch violent movies alone are more aggressive than those who watch with friends or alone (percentages are calculated for each out of 100%).

In this study, selected options of PG-13 rated movies with violent content were shared with the participants (Figure 9). 18.82% of participants prefer to watch the movie *"Forsaj"* which is with

Figure 5. Response rate
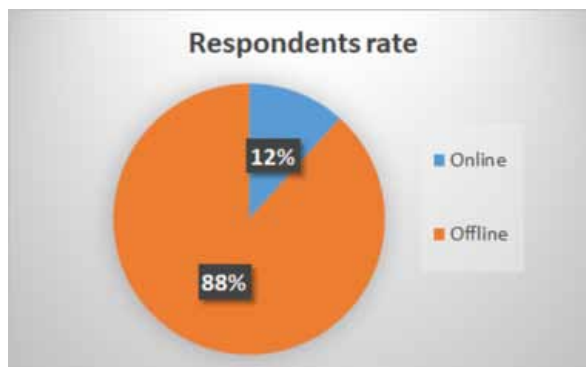
Table 2. Profile of respondents with further breakdown
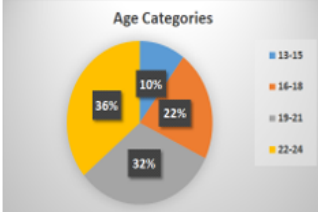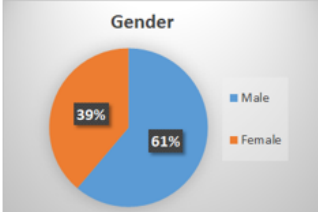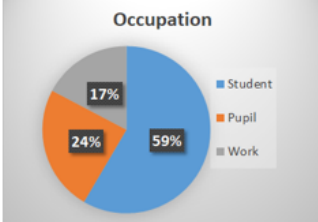
	Frequency	Percentage	Cumulative	
Age				
13-15	26	10.20	10.20	
16-18	56	21.96	32.16	
19-21	81	31.76	63.92	
22-24	92	36.08	100.00	
Gender				
Male	156	61.18	61.18	
Female	99	38.82	100.00	
Occupation				
Student	149	58.43	58.43	
Pupil	62	24.31	82.75	
Working Professionals (termed as work in the diagrams)	44	17.25	100.00	

Figure 6. Meaning of violence
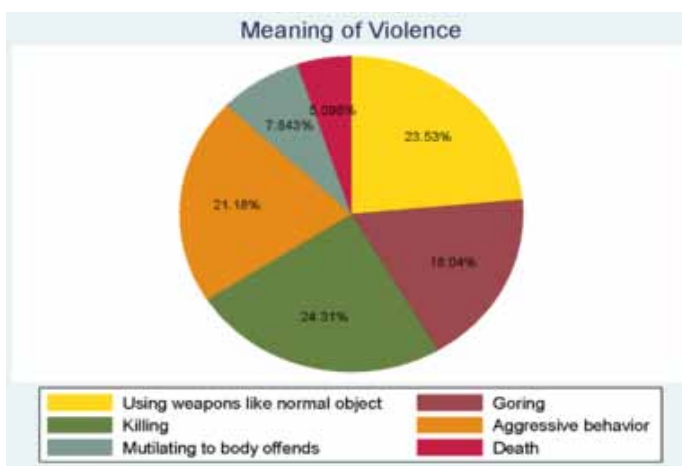
Table 3. Frequency of exposure to violent movies

How many hours a day do you watch violent films?	Frequency	Percentage	Cumulative
30 min- 60 min	147	57.65	57.65
1-2 hours	91	35.69	93.33
3 or more hours	17	6.67	100.00

Figure 7. Preference of watching violent movies alone or with relatives

intense violence and action, sexual scenes, and drug references (Amazon, 2009). Mostly this movie chose by 22-24 and 19-21 aged respondents. Unfortunately, between the ages 16-18 also prefer it. Avatar is the second (15.29%) preferred movie by youth. This movie contains strong battle scenes, warfare, sexual and smoking contents which can lead to negative behaviour (Parent Previews, 2017). Additionally, the movie "Salt" is mostly preferred by 13-18 ages which include intense sequence action and intense sequences of violence (Rotten Tomatoes, 2010).

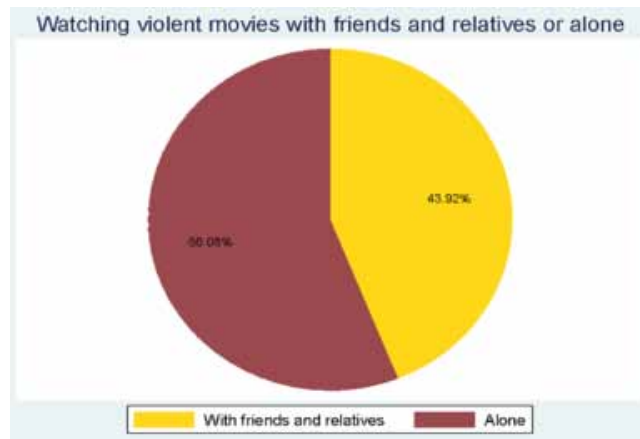Table 5 demonstrates the frequency of dependent variables which are linked to respondents' good and aggressive personal characters. Nine characters were surveyed such as *friendly, sensitivity, being easily angry, being mad, generosity, commanding others, and other aggressive traits*. These traits measured by using an ordinal level on a four type of rating (strongly agree - strongly disagree).

Results show that 73% of participants strongly agreed with "I am friendly", 14% agreed with this character. In contrast, only 8% of respondents strongly disagreed with it. Concerning sensitivity, 42% strongly agreed, 29% agreed, oppositely, only 16% strongly disagreed and 13% disagreed with this trait.

For the question that asked to rate "If somebody hurts me, I will hurt them too", 30% per cent of respondents strongly agreed with this trait and 27% of them were strongly disagree with it. Regarding these scales: "I don't even stop doing evil to achieve my goal" and "If someone accidentally hits me, I will do the same", respondents rated almost the same answer as they strongly disagreed (42% and 33% respectively). Additionally, 32% and 28% strongly agreed with these characters respectively. Concerning being easily angry and being mad majority of youth are rated similarly, that they strongly agree with these traits (34%). Out of 255 respondents, 72 strongly disagreed with being easily angry. When respondents rated whether they like to command others or not most of them were strongly agree (32%) or agree (23%), in contrast, 23% and 17% were whether strongly disagree or disagree.

Table 4. Influence of peers

I am sensitive	1	2	3	4
With friends and relatives	40-36%	37	13	21
Alone	**67-47%**	37	19	20
If somebody hurts me, I will also hurt them too				
With friends and relatives	27-24%	20	30	35
Alone	49-34%	25	34	35
I don't even stop doing evil to achieve my goal				
With friends and relatives	28-25%	12	16	55
Alone	54-38%	20	17	52
If someone accidentally hits me, I will do the same				
With friends and relatives	24-21%	22	19	47
Alone	48-33%	33	24	38
I get angry easily				
With friends and relatives	32-29%	17	28	35
Alone	55-38%	26	25	37
I get mad when someone upsets me				
With friends and relatives	32-29%	23	25	32
Alone	54-38%	40	31	18
I like to command others				
With friends and relatives	28-25%	30	18	36
Alone	54-38%	29	26	34
If my enemy asks me for help, I will refuse to help him				
With friends and relatives	38-34%	16	17	41
Alone	60-42%	20	20	43

Most of the participants strongly agree with "If my enemy asks me for help (38%), I will refuse to help him", 33% strongly disagreed with it.

Interestingly, more than half of pupil who studies at school are spending 11000- 30000 Soum to watching violent movies, half of the students are spending less than 10000 Sum and 43% of working professionals also spend less than 10000 Sum. Additionally, 12% of students spend more than 61000 Sum, pupils 5% and working professionals 7%.

4.3 Violent Video Games

As mentioned above, the questionnaire's second part was about playing violent video games. Interestingly, when asked the same question as "How many hours a day do you play violent video games?" more respondents spend 30 min-60 min playing violent video games, it is almost the same answer with watching violent movies (watching violent movies 57.65% and playing violent video

Figure 8. Main reasons of watching violent movies
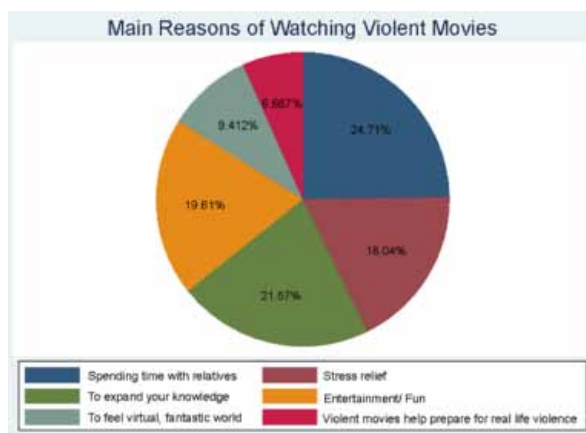
Figure 9. Name of violent movies
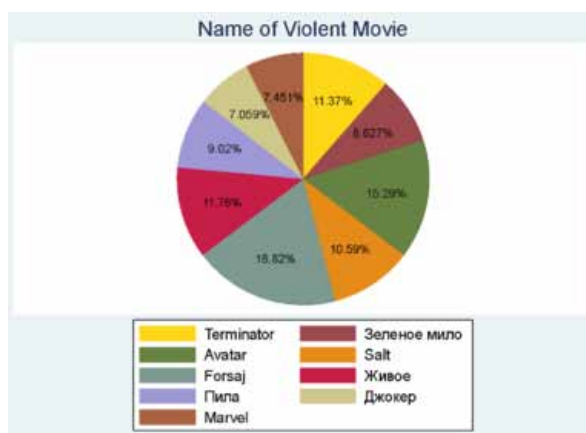
Figure 10. Stata Image 1

age	nameViolentMovie							Total
	Terminato	Зеленое м	Avatar	Salt	Forsaj	Живое	Пила	
13-15	2	1	4	7	1	6	0	26
16-18	5	5	9	12	12	3	6	56
19-21	8	7	14	2	17	10	9	81
22-24	14	9	12	6	18	11	8	92
Total	29	22	39	27	48	30	23	255

age	nameViolentMovie		Total
	Джокер	Marvel	
13-15	2	3	26
16-18	3	1	56
19-21	7	7	81
22-24	6	8	92
Total	18	19	255

Table 5. Personal characteristics of respondents

	Strongly Agree	**Agree**	**Disagree**	**Strongly disagree**
I am friendly	186-73%	35-14%	13-5%	21-8%
I am sensitive	107-42%	74-29%	32-13%	41-16%
If somebody hurts me, I will also hurt them too	76-30%	45-18%	64-25%	70-27%
I don't even stop doing evil to achieve my goal	82-32%	32-13%	33-13%	107-42%
If someone accidentally hits me, I will do the same	72-28%	55-22%	43-17%	85-33%
I get angry easily	87-34%	43-17%	53-21%	72-28%
I get mad when someone upsets me	86-34%	63-25%	56-22%	50-19%
I like to command others	82-32%	59-23%	44-17%	70-23%
If my enemy asks me for help, I will refuse to help him	98-38%	36-14%	37-13%	84-33%

games 51.76%). 37.65% of respondents play 1- 2 hours and the rest of them spend more than 3 hours playing violent video games (Table 7).

Figure 11 depicts the percentage of main reasons for watching violent movies. Less than half of youth (43.63%) play violent video games for entertainment and fun. 18.82% of respondents play

Table 6. Monthly expenditure on violent movies

Occupation	Monthly expenditure for MB or buying movies				Total
	Less than 10000	**11000-30000**	**31000-60000**	**More than 61000**	
Student	75-50%	43-29%	14-9%	17-12%	149
Pupil	17-27%	32-52%	10-16%	3-5%	62
Working professional	19-43%	18-41%	4-9%	3-7%	44

Table 7. Spending time for watching violent movies a day

How many hours a day do you play violent video games?	Frequency	Percentage	Cumulative
30 min- 60 min	132	51.76	51.76
1-2 hours	96	37.65	89.41
3 or more hours	27	10.59	100.00

Figure 11. Reasons of playing violent video games
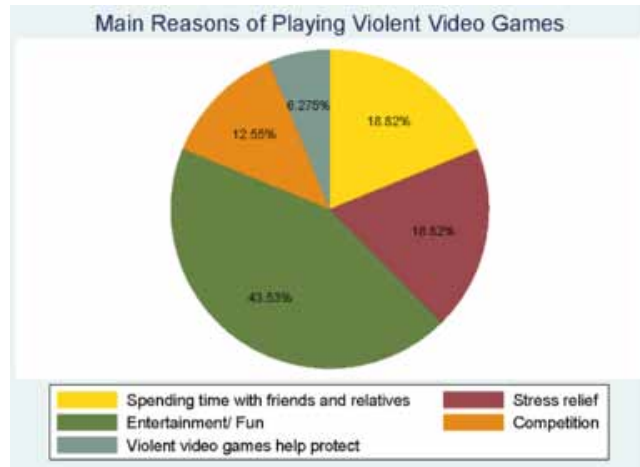
to relieve stress and to spend time with friends and relatives. Few of them think that violent movies help to protect from real-life violence (6.27%).

Figure 12 demonstrates the preferences of playing violent video games with friends or alone. Interestingly, like violent movies, more than half of respondents prefer to play violent video games alone (65.1%). Only 34.9% of participants prefer to play video games with relatives and friends. Like violent movie viewers who watch alone, violent video game players who play alone are more aggressive than with friends and relatives. In sum, the respondents of the research are preferring to play video games alone and are more aggressive.

The results of the survey show that 50% of students spend for violent video games less than 20 000 Soum, working professionals also spend almost 43% the same amount of money on them. Interestingly, school students spend more money for playing violent video games than working professionals and students (school students 21 000-50 000 Sum (52%) and 51 000-80 000 Soum; students spend 29% and 9%; working professionals 41% and 9% respectively). Additionally, 12% of students more than 81 000 Soum, on the contrary, 5% of school students and 7% of working professionals spend also the same amount of money.

Figure 12. Preference of playing violent video games alone or with relatives
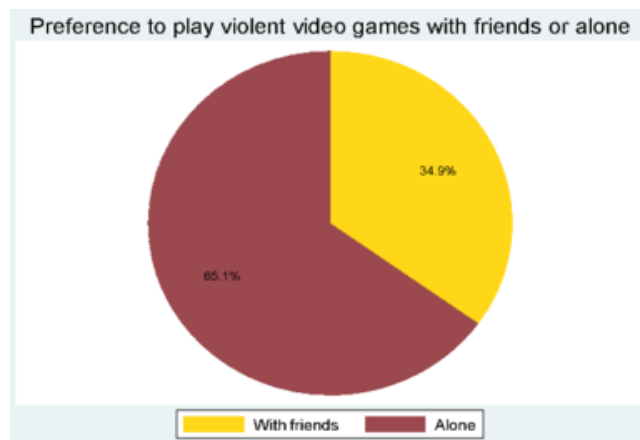
Table 8. The influence of peers

I like compete with friends	1	2	3	4
With friends and relatives	43-48%	15	14	17
Alone	107-64%	38	6	15
If I fail at something, I take my pain from others				
With friends and relatives	17-19%	20	14	38
Alone	49-29%	50	18	49
I don't even stop doing evil to achieve my goal				
With friends and relatives	17-19%	11	22	39
Alone	60-36%	32	20	54
If someone accidentally hits me, I will do the same				
With friends and relatives	18-20%	14	19	38
Alone	55-33%	35	24	52
I get angry easily				
With friends and relatives	20-23%	18	23	27
Alone	60-36%	32	32	42
I get mad when someone upsets me				
With friends and relatives	22-25%	19	16	32
Alone	56-34%	52	25	32
I like to command others				
With friends and relatives	26-29%	16	18	29
Alone	63-38%	40	29	34
If my parents don't let me do what I like, I make them angry				
With friends and relatives	20-23%	10	17	42
Alone	53-32%	28	14	71

Table 9. Monthly expenditure for MB or buying violent video games

Occupation	Monthly expenditure for MB or buying violent video games				Total
	Less than 20 000 Sum	**21 000-50 000 Sum**	**51 000-80 000 Sum**	**More than 81 000 Sum**	
Student	98-50%	27-29%	11-9%	13-12%	149
Pupil	20-27%	30-52%	11-16%	1-5%	62
Working Professionals	15-43%	22-41%	3-9%	4-7%	44

Figure 13 demonstrated that the majority of respondents (33.73%) play PUBG Mobile which is appropriate for 17 years of age and for older. This game is a 'kill or get killed' game (Parent Portal, 2021). But the majority of school students play this game. Furthermore, the second preferred game by respondents is Counter-Strike is rated for 17 years and for older (29.87%). 16.86% of young people prefer to play Zombie. But it is appropriate for 10 years older and it has animated blood and Cartoon Violence. Most of the youth plays violent video games which are not appropriate for their age.

In order to find how violent video games can affect youth behaviour, the questionnaire asked to rate gaming habits from 'strongly disagree' to 'strongly agree'. Table 10 illustrates that the majority of the youth 48.63% when they are playing video games and cannot win, they will feel nervous and mad. Less than half of the youth mentioned that if they start playing video games, they cannot stop playing, on the contrary, more than half of participants were disagreeing with it. Almost 60% of young people think about events in video games. The rest of them are disagreeing with this habit. Moreover, 43.92% of them are strongly disagreeing with that, they were not repeating actions in video games. Therefore, the majority of respondents who plays video games alone have gaming behaviour that is more violent than those who plays with friends and relatives.

Cronbach's alpha estimation shows that (0.7798) habits of gaming variables and measurements have good internal reliability.

According to Table 11, 58.28% of youth like competing with friends. When asked to rate "If I fail at something, I take my pain from others" 53% of them strongly agreed and agreed with it. The

Figure 13. Name of violent video games
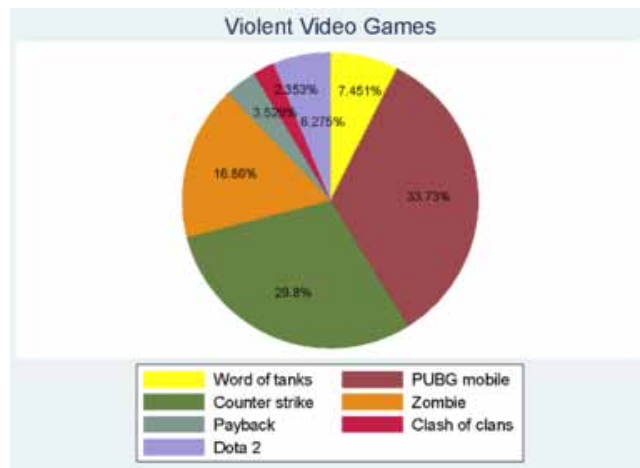
Figure 14. Stata image 2

| age | violentvideogamesplay | | | | | | | Total |
	Word of t	PUBG mobi	Counter s	Zombie	Payback	Clash of	Dota 2	
13-15	2	10	4	8	1	0	1	26
16-18	1	19	17	11	1	3	4	56
19-21	6	27	22	11	5	1	9	81
22-24	10	30	33	13	2	2	2	92
Total	19	86	76	43	9	6	16	255

Table 10. Gaming habits of respondents

	Strongly Agree	**Agree**	**Disagree**	**Strongly disagree**
If I do not win, I will be nervous or mad	124 - 48.63%	27-10.59%	35-13.73%	69-27.06%
If I start playing video games, I will not be able to stop playing	58-22.75%	68-26.67%	51-20%	78-30.59%
I will start to think about events in video games	73-28.63%	74-29.02%	37-14.51%	71-27.84%
I will try to repeat the actions in video game	71-27.84%	41-16.08%	31-12.16%	112-43.92%

Figure 15. Stata image 3


```
. tab  withfriendsoralone rateIfDontWinNervous

withfriendso            rateIfDon'tWinNervous
    ralone        1         2         3         4 |     Total

With friends        33         6        11        39 |        89
       Alone        91        21        24        30 |       166

       Total       124        27        35        69 |       255

. tab  withfriendsoralone rateIfStartPlayingVideoGamesBeAb

withfriendso      rateIfStartPlayingVideoGamesBeAbleStop
    ralone        1         2         3         4 |     Total

With friends        13        17        20        39 |        89
       Alone        45        51        31        39 |       166

       Total        58        68        51        78 |       255
```

rest of them disagree with the trait. Interestingly again, as the same violent movies' part, who plays violent video games they also being easily angry.

34.9% of respondents like to command others, 24.71% disagreed with it. Furthermore, less than half participants disagreed, if their parents do not let them do what they like, they get angry. Interestingly, 28.63% of youth strongly agree with this habit. As a result of this table, the majority of players are strongly agreed and agreed with their aggressive characters.

5. DISCUSSION

5.1. Personal Features – 'You Become What You Watch'

This research analysed how violent media could affect youth behaviour, and how it influences them. The results evidence that some aggressive personality traits were learned by using the Attitudes Concerning Aggression Scale which include 11 personal characters with 4 scores, 1 stand as a strongly agree, 4 stands strongly disagree (Table 3; Table 7). The results of this scale show that the majority of

Figure 16. Stata image 4

```
. tab  withfriendsoralone rateStartThinkEventVideoGames

withfriendso          rateStartThinkEventVideoGames
    ralone          1          2          3          4 |     Total

With friends         17         24         13         35 |        89
       Alone         56         50         24         36 |       166

       Total         73         74         37         71 |       255

. tab  withfriendsoralone rateTrytoRepeatActions

withfriendso            rateTrytoRepeatActions
    ralone          1          2          3          4 |     Total

With friends         16         15         13         45 |        89
       Alone         55         26         18         67 |       166

       Total         71         41         31        112 |       255
```

Figure 17. Stata image 5

```
Test scale = mean(standardized items)

                                                    average
                           item-test     item-rest  interitem
Item           Obs  Sign  correlation   correlation correlation    alpha

rateIfDont~s   255    +      0.7754        0.5830      0.4702      0.7269
rateIfStar~b   255    +      0.7911        0.6083      0.4539      0.7138
rateStartT~s   255    +      0.7815        0.5929      0.4638      0.7219
rateTrytoR~s   255    +      0.7560        0.5525      0.4902      0.7426

Test scale                                            0.4695      0.7798
```

respondents' personal characters were described as being more aggressive. Violent video games and violent movies have negative effects on the youth. When asked to choose one of the Violent content movies and video games which are with violent content, most of the respondents play violent video games which are not appropriate for their age. In addition, they also watch violent movies which contain battle, sex, killing scenes. These have a significant effect on the youth. Furthermore, violent media firstly impacts the youth psyche, continuous watching violence will cause aggressive behaviour, and its influences the neurodevelopmental trajectory of the prefrontal cortex.

This result leads to decreased inhibition of controlling bad behaviour and will cause the growth of aggressive behaviour. Such as getting angry easily, hitting back when someone hits them, or if parents do not let them do what they want (purchasing games, allowing time to be spent on games and movies) the youth constantly look for ways to achieve their goals.

Many laboratory experimental studies also found the same traits such as violent media can lead to growth of angry feelings, aggressive feelings, desensitisation to real-world violence, reduced pro-social behaviour like not helping others and hostile appraisals (Anderson et al., 2017). However, they are very friendly at the same time.

Table 11. Personal characteristics of respondents

	Strongly Agree	**Agree**	**Disagree**	**Strongly disagree**
I like compete with friends	150-58.82%	53-20.78%	20-7.84%	32-12.55%
If I fail at something, I take my pain from others	66-25.88%	70-27.45%	32 -12.55%	87-34.12%
I don't even stop doing evil to achieve my goal	77-30.20%	43-16.86%	42-16.47%	93-36.47%
If someone accidentally hits me, I will do the same	73-28.63%	49 -19.22%	43-16.86%	90-35.29%
I get angry easily	80-31.50%	50-19.69%	55-21.65%	69-27.17%
I get mad when someone upsets me	78-30.71%	71-27.95%	41-16.14%	64-25.20%
I like to command others	89-34.9%	56-21.96%	47-18.43%	63-24.71%
If my parents don't let me do what I like, I make them angry	73-28.63%	38-14.90%	31-12.16%	113-44.31%

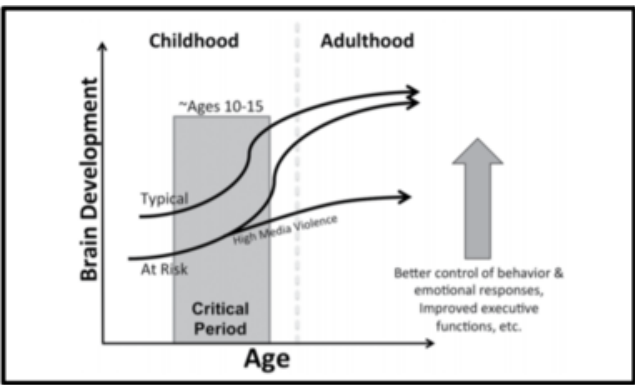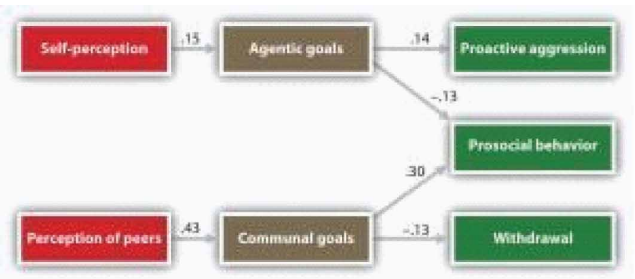**Figure 18. Media violence effects on brain development (Hummer, 2015)**

Figure 19. Self-perception (Jhangiani and Tarry (no date))

5.2. Self-Perception - 'Who Am I', vs 'Who do I Think I Am'

According to the results, the majority of respondents in both parts: violent movies and violent video games, preferred to watch or play alone. Less than half of them preferred playing and watching with relatives and friends. Some studies display that those who are self-perspective were rated acting aggressively. And for those who are other-perspective they like to spend time with others and they are altruistic people.

Moreover, the study learned that self and peer perception is another factor that influences emotional, verbal aggression. This research found that those who watch violent movies and violent video games alone have personal traits that are more aggressive. Media violence negatively affects their thoughts, feelings, emotions and their behaviour. One of the studies about media violence also found that those who play violent games and spend time alone can affect the youth behaviour (Prokarym, 2012).

5.3. The Role of Peer Pressure – 'Gamers of the Same Genre Play Together' (?)

The period between juvenile and adulthood is an important time that young people develop and the influence of parents decreases and peer pressure becomes the main role in their life. However, peers can be social moderators which influences the connection between aggressive behaviour and violent media.

Results illustrate that those who play or watch with friends and relatives have some influence on aggressive behaviour. Because the majority of them when asked that they play or watch violence with others strongly disagreed with aggressive personal characters (Table 4; 8). It means that if respondents' peers are aggressive and have a high level of violence in the media, both showed aggressive behaviour. On the contrary, if their peers are not aggressive, they can prevent the negative impacts of violent media. Some longitudinal studies also show that both high violence in the media and peers who are also aggressive can be cause for increasing aggressive behaviours (Slater et al., 2004; Karin et al., 2016). One of the studies about media violence also found that those who play violent games and spend time alone can affect the youth behaviour (Prokarym, 2012).

5.4. The Habit and Mode of Gaming

This research showed that playing violent video game's habits, it measured by the Likert scale 1- strongly agree, 4 – strongly disagree. The results of this scale show that if respondents do not win in the games, they become mad and nervous. When they are playing video games, they are not able to stop playing video games. Video gamers, at times, act like someone who is addicted to narcotics (Internet matters, 2021). While playing video games, they are not paying attention to their environment, e.g., whether someone calls them or not, they do not hear. As mentioned above, if they do not win, they take their pain from others. Therefore, they prefer to play violent games alone and without interruptions. The majority of them think about the events of the game and they tell their feelings to others. Some of them repeat the actions from the video game scenes while playing with friends. Furthermore, continuously playing violent video games influence the brain of youth stronger than morphine. Video games affect the frontal cortex which is part of the brain that manages impulsivity, which is the same what cocaine does (Kardaras, 2016).

5.5. 'The Road to Virtual Violence Satiety'

Parents can control their children by using two ways: restrictive controlling and active controlling media violence. By using restrictive monitoring, parents forbid the content of media, such as "this movie is not appropriate for you, see this one" (Padilla-Walker et al, 2019). Alternatively, they can restrict the time limit – e.g., one hour, or they do not put computer or TV in their children's room. However, this type of monitoring is not effective all the time. It is effective for children not for youth.

On the other hand, some studies show that active monitoring is more effective than restrictive controlling. Active monitoring means that parents communicate with their children in order to increase or decrease the media effects. For instance, when their children watch or play, they should talk about children's preferences, e.g., understanding what is the main reason for using media, how do the children perceive the concept 'violence', and how they comprehend a piece of information about the production of video games or movies while also explaining that media is not real. These help to develop the critical media skills of youth (Valkenburg and Taylor, 2017). By using this method, they can control their children and during the communication, they can accurately tell their opinions and decisions about violent media. Moreover, it helps to reduce the likelihood of online risks like drug use or gambling (Padilla et al., 2012) as advertisements on gaming sites are also not age-appropriate at times.

Primary media and network companies are the other main influence to preventing violence of the media. While there are educational programs and movies which are creative and informative, such as historical dramas, real-life evidence, and realistic movies. The media companies should not think about their profit but they should consider that whether their products can cause physical and psychological harm to their viewers. TV programs should be appropriate for all age viewers. And they should present more accurate data, and reduce the violent actions per program (Reissler, 2006). Media companies have larger societal goals as the principle of 'you are what you watch' can influence the future generations at a deeper level (Sparks, 2005).

6. CONCLUSION

The larger research aim was to identify the influential characteristics of media violence on youth behaviour during the lockdown period 2020 in Uzbekistan. The research results demonstrate that violence in the media negatively affects the behaviour and psychology of youth. In regards to preventing the negative influence of media violence on the youth, parents play a crucial role by restricting and actively monitoring their children's media use. In addition, reduce the allocated budget for buying video games with violent content and engage with the games before kids start playing them. Equally, media and network companies should share the appropriate rating of movies, news, and real-world events online and on the physical label of the product. They should be required to provide more transparent information, a precise range of access to information regarding the content of their production, especially to the young generation. Media houses - movies and gaming companies alike, should think about the nature and quality of their production release, not simply about expanding the bottom line. Furthermore, parents and media companies and paediatrics, teachers, and those who work with youth should hear, watch, and participate in activities with young people to learn further. Findings show that the use of media had increased significantly during lockdown period; therefore, parents could add other activities in daily routine like reading, playing musical instruments, and others to decrease the exposure to adverse effects of violent media. At the same time, these media also helped people spend time with family and friends by playing online games, however, there must be limits to using them.

7. FUTURE RESEARCH

While the correlation between media violence and aggressive behaviour has been studied over the past three decades, no studies look at Uzbekistan. For further study, researchers could analyse not only the youth of Tashkent but the rest of Uzbekistan. The longitudinal, experimental analysis should be implemented for future research because it can give deeper results for the government. The sample for quantitative analysis could be larger, with at least 1000 respondents. And the age category of respondents could range from 8-29 years. Furthermore, it is important not only to investigate personal and social factors but also how parental, environmental, and biological factors play an instrumental role between media violence and aggressive behaviour.

REFERENCES

Adachi, P., & Willoughby, T. (2011). The Effect of Video Game Competition and Violence on Aggressive Behavior: Which Characteristic Has the Greatest Influence? *Psychology of Violence.* Available from https://www.researchgate.net/publication/ 232084765_The_Effect_of_ Video_Game_Competition _and_Violence_on_ Aggressive _Behavior_Which_ Characteristic_Has_the _Greatest_Influence10.1037/a0024908

Ainworth, Q. (2020). Data collection methods. *JotForm.* Available from https://www.jotform.com/data-collection-methods/

Amazon Company. (2009). Fast & Furious. *IMDb.* Available from https://www.imdb.com/title/tt1013752/

Anderson. (2003). The Influence of Media Violence on Youth. *Psychological Science in the Public Interest*, *4*(3). Retrieved April 12, 2021, from https://www.researchgate.net/publication/251857630_The_Influence_of_ Media_Violence_on_Youth PMID:26151870

Anderson, A., & Bushman, J. (2001). Effects of Violent Video Games on Aggressive Behavior, Aggressive Cognition, Aggressive Affect, Physiological Arousal, and Prosocial Behavior: A Meta-Analytic Review of the Scientific Literature. *Psychological Science*, *12*(5), 353–359. doi:10.1111/1467-9280.00366 PMID:11554666

Anderson, C., Sakamoto, A., Gentile, D. A., Ihori, N., Shibuya, A., Yukawa, S., Naito, M., & Kobayashi, K. (2008). Longitudinal effects of violent video games on aggression in Japan and the United States. *Pediatrics*, *122*(5), e1067–e1072. doi:10.1542/peds.2008-1425 PMID:18977956

Anderson, C., Shibuya, A., Ihori, N., Swing, E. L., Bushman, B. J., Sakamoto, A., Rothstein, H. R., & Saleem, M. (2010). Violent video game effects on aggression, empathy, and prosocial behavior in Eastern and Western countries: A meta-analytic review. *Psychological Bulletin*, *136*(2), 151–173. doi:10.1037/a0018251 PMID:20192553

Archer, D. (2013). Violence, the Media and Your Brain. How media violence may adversely affect the brain. *Psychology Today.* Available from https://www.psychologytoday.com/intl/blog/reading-between-the-headlines/201309/violence-the-media-and-your-brain

Balhara, S., Kattula, D., Singh, S., Chukkali, S., & Bhargava, R. (2020). Impact of lockdown following COVID-19 on the gaming behavior of college students. *Indian Journal of Public Health*, *64*(6, Supplement), S172–S176. doi:10.4103/ijph.IJPH_465_20 PMID:32496250

Bushman, J. (2016). Violent media and hostile appraisals: A meta-analytic review. *Aggressive Behavior, 42*(6), 605-613. Available from https://onlinelibrary.wiley.com/doi/abs/10.1002/ab.21655

Craig, A. (2017). Screen Violence and Youth Behavior. *Pediatrics*, *140*(Supplement 2), S142–S147. doi:10.1542/peds.2016-1758T PMID:29093050

Cyber College. (2014). TV and Film Violence Reaches a New High. TV and Film Violence. *Cyber College.* Available from https://www.cybercollege.com/violence.htm

Dudovskiy, J. (2018). Positivism Research Philosophy. *Business Research Methodology.* Available from https://research-methodology.net/research-philosophy/positivism/

Fazeli, S. (2020). Depression, anxiety, and stress mediate the associations between internet gaming disorder, insomnia, and quality of life during the COVID-19 outbreak. *Science Direct.* https://www.sciencedirect.com/science/article/pii/S235285322030122X

Harvard Medical School. (2010). *Violent Video Games and Young People.* Harvard Health Publishing. Available from https://www.health.harvard.edu/newsletter_article/violent-video-games-and-young-people

Hillyer, M. (2020). How has technology changed - and changed us - in the past 20 years? *World Economic Forum.* Available from https://www.weforum.org/agenda/2020/11/heres-how-technology-has-changed-and-changed-us-over-the-past-20-years/

Huesmann, L., & Taylor, L. (2006). The Role of Media Violence in Violent Behavior. *Annual Review of Public Health*, *27*(1), 393–415. doi:10.1146/annurev.publhealth.26.021304.144640 PMID:16533123

Huesmann, R. (2007). The Impact of Electronic Media Violence: Scientific Theory and Research. *Journal of Adolescent Health.* Available from https://www.jahonline.org/article/S1054-139X(07)00391-6/fulltext

Internet Matters. (2021). Online gaming- The risks. *Internet Matters.* Available from https://www.internetmatters.org/resources/online-gaming-advice/online-gaming-the-risks/

Jhangiani & Tarry. (n.d.). Personal and Cultural Influences on Aggression. *Open text.* Available from https://opentextbc.ca/socialpsychology/chapter/personal-and-cultural-influences-on-aggression/

Kardaras, N. (2016). Video Games Stronger Than Morphine: U.S. Military. *Psychology Today.* Available from https://www.psychologytoday.com/us/blog/how-plato-can-save-your-life/201608/video-games-stronger-morphine-us-military

Karin, M. (2016). The role of perceived peer norms in the relationship between media violence exposure and adolescents' aggression. *Media Psychology*, *19*, 1, 4–26. Retrieved April 18, 2021, from https://www.pattivalkenburg.nl/images/artikelen_pdf/2016_Fikkers_et_al_in_press_Role_of_perceived_norms.pdf

Liu, Y. (2015). Short-term effects of prosocial video games on aggression: an event-related potential study. *Front. Behav. Neurosci.* Available from https://www.frontiersin.org/articles/10.3389/fnbeh.2015.00193/full

Mantovanelli, M. (2020). Beyond the campaign: Amplifying our efforts to end gender-based violence in Uzbekistan. *World Banks Blogs.* Available from https://blogs.worldbank.org/europeandcentralasia/beyond-campaign-amplifying-our-efforts-end-gender-based-violence-uzbekistan

Medical News Today. (n.d.). The Effect of Violent Video Games on Teens. *medicalnewstoday.* Available from https://www.medicalnewstoday.com/releases/191171#1

Moyses, K. (2017). What do movie ratings mean? Michigan State University. Available from https://www.canr.msu.edu/news/what_do_movie_ratings_mean

Mukhopadhyay, B. R. (2022). *Business, Economy, and Society: Tales from the Pandemic Days*. Southampton Solent University.

Mukhopadhyay, B. (2019). Guanxi vs Talent Acquisition: Evaluating the Effects of Guanxi Referrals in Sino-Foreign Colleges. *Research Journal of Business and Management*, *6*(4), 232–242. doi:10.17261/Pressacademia.2019.1155

Mukhopadhyay, B.R. (2021). Tales from a Fourth Industry Revolution. *Cassandra Voices, Dublin*. https://cassandravoices.com/history/tales-from-a-fourth-industrial-revolution/

NCBI. (2018). *Addressing the social and cultural norms that underlie the acceptance of violence*. National Academic. https://www.ncbi.nlm.nih.gov/books/NBK493719/

Newzoo. (2017). 2017 Global Games Market Report: Trends, Insights, and Projections Toward 2020. *Newzoo.* Available from https://progamedev.net/wp-content/uploads/2017/06/Newzoo_Global_Games_Market_Report_2017_Light.pdf

Nielsen. (2020). 3, 2, 1 Go! Video gaming Is at an All-Time High during Covid-19. *Neilsen.* Available from https://www.nielsen.com/us/en/insights/article/2020/3-2-1-go-video-gaming-is-at-an-all-time-high-during-covid-19/

Nogel, R. (2020). Gaming has soared during the coronavirus pandemic — is that a positive response to isolation or a reason to worry? *ABC.* Available from https://www.abc.net.au/news/2020-11-29/coronavirus-has-increased-time-kids-spend-gaming-online/12914464?nw=0

Onwukwe, L. (2017). Effects of Violent Video Games and Violent Movies on Aggressive Behaviour of Children in Imo State, Nigeria. *Researchgate.* Available from https://www.researchgate.net/publication/319482179_Effects_of_Violent_Video_Games_and_Violent_Movies_on_Aggressive_Behaviour_of_Children_in_Imo_State_Nigeria

Padilla, M. (2012). Parents and adolescents growing up in the digital age: Latent growth curve analysis of proactive media monitoring. *Adolescence*, *35*(5), 1153–1165. doi:10.1016/j.adolescence.2012.03.005 PMID:22507383

Paik, H., & Comstock, G. (1994). The effects of television violence on antisocial behavior: A meta-analysis. *Communication Research*, *21*(4), 516–546. doi:10.1177/009365094021004004

Parayil, T., & Montlvo, J. (2020). How does playing more video games during lockdown affect health? *News-Letter.* Available from https://www.jhunewsletter.com/article/2020/04/how-does-playing-more-video-games-during-lock-down-affect-health

Parent Portal. (2021). PUBG Mobile. *Zift.* Available from https://wezift.com/parent-portal/apps/pubg-mobile/#:~:text=the%2Dgo%20format.-,The%20PUBG%20Mobile%20app%20is%20rated%20for%20players%20ages%2017,being%20the%20last%20man%20standing.

Parent Previews. (2017). Avatar Parent Guide. *Parent Previews.* Available from https://parentpreviews.com/movie-reviews/avatar

Paschke. (2021). Adolescent gaming and social media usage before and during the COVID-19 pandemic. *hogrefe eContent.* Available from https://econtent.hogrefe.com/doi/abs/10.1024/0939-5911/a000694?journalCode=suc

Prokarym, M. (2012). The effect of video games on aggressive behavior in undergraduate students. *The University of Texas at Arlington.* Available from https://rc.library.uta.edu/uta-ir/bitstream/handle/10106/11536/Prokarym_uta_2502M_11974.pdf?isAllowed=y&sequence=1

Przybylski, A., & Weinstein, N. (2019). *Royal Society Open Science: Violent video game engagement is not associated with adolescents' aggressive behavior: evidence from a registered report.* Royal Society. Available from https://royalsocietypublishing.org/doi/10.1098/rsos.171474

Rathod, A. (2020). The positive effects of movies on human behavior. *The Times of India.* Available from https://timesofindia.indiatimes.com/readersblog/ajaytalks/the-positive-effects-of-movies-on-human-behaviour-25678/

Reinberg, S. (2019). *Movie violence doesn't make kids violent, study finds.* Medical press. Available from https://medicalxpress.com/news/2019-01-movie-violence-doesnt-kids-violent.html

Reissler, I. (2006). Media Violence and Its Impact on Society and Teenagers. *Digital Commons.* Available from https://digitalcommons.csumb.edu/cgi/viewcontent.cgi?article=1018&context=caps_thes

Rotten Tomatoes. (2010). Salt. *Rotten Tomatoes*. Available from https://www.rottentomatoes.com/m/1213717-salt

Safer spaces. (2021). What is Violence? *saferspaces.* Available from https://www.saferspaces.org.za/understand/entry/what-is-violence

Salleh, H. (2009). Effects of Watching Violence Movies on the Attitudes Concerning Aggression among Middle Schoolboys (13-17 years old) at International Schools in Kuala Lumpur, Malaysia. *European Journal of Scientific Research, 38,* 141-156. Available from https://www.researchgate.net/publication/228612855_Effects_of_Watching_Violence_Movies_on_the_Attitudes_Concerning_Aggression_among_Middle_Schoolboys_13-17_years_old_at_International_Schools_in_Kuala

Scribbr. (n.d.). An introduction to research methods. *Scribbr.* Available from https://www.scribbr.com/category/methodology/

Slater, M., Henry, K. L., Swaim, R. C., & Cardador, J. M. (2004). Vulnerable teens, vulnerable times: How sensation seeking, alienation, and victimization moderate the violent media content-aggressiveness relation. *Communication Research*, *31*(6), 642–668. doi:10.1177/0093650204269265

Sohn, E. (2004). The Violent Side of Video Games. *Science News for Students.* Available from https://www.sciencenewsforstudents.org/article/violent-side-video-games

Sparks, G. (2005). The 11 Myths of Media Violence: By W. James Potter. *Journal of Communication*, *55*(1), 196–197. doi:10.1093/joc/55.1.196

Strasburger, V. (2004). Children, adolescents, and the media. *Current Problems in Pediatric and Adolescent Health Care*, *34*(2), 54–113. doi:10.1016/j.cppeds.2003.08.001 PMID:15014399

Sundaray, A., & Chopra, N. (2020). Effects of video games on individuals during COVID-19 lockdown in India. *International Journal of Indian Psychology*, *8*(2), 188–192. Retrieved February 1, 2021, from https://www.researchgate.net/publication/341651130_Effects_of_video_games_on_individuals_during_COVID-19_lockdown_in_India

Tanwar, K., & Priyanka. (2016). Impact of Media Violence on Children's Aggressive Behavior. *Researchgate.* Available from https://www.researchgate.net/publication/320244728_Impact_of_Media_Violence_on_Children%27s_Aggressive_Behaviour

Teng, Z. (2021). Depression and anxiety symptoms associated with internet gaming disorder before and during the COVID-19 pandemic: A longitudinal study. *AKJournals.* Available from https://akjournals.com/view/journals/2006/aop/article-10.1556-2006.2021.00016/article-10.1556-2006.2021.00016.xml

Thesismind. (2019). Analysis of Saunders Research onion. *Thesismind.* Available from https://thesismind.com/analysis-of-saunders-research-onion/

Times reporter. (2012). Movie violence can affect a teen's life. *New Times Newsletter.* Available from https://www.newtimes.co.rw/section/read/102500

UNICEF. (2021). The impact of COVID-19 on the mental health of adolescents and youth. *unicef.* Available from https://www.unicef.org/lac/en/impact-covid-19-mental-health-adolescents-and-youth

United Nations. (n.d.). Youth: Who are the Youth? *United Nations.* Available from https://www.un.org/en/sections/issues-depth/youth-0/

Vahdati, S. (2020). Five facts about Netflix viewing during the pandemic. *digital.i.* Available from https://www.digital-i.com/blog/five-facts-about-netflix-viewing-during-the-pandemic/

Valkenburg, P., & Taylor, J. (2017). *Plugged in How Media Attract and Affect Youth.* Yale University Press. Available from https://yalebooks.yale.edu/sites/default/files/files/Media/9780300228090_UPDF.pdf

Whitehead, D. (2017). What is replication in research? *Research Gate.* Available from https://www.researchgate.net/post/What-is-replication-in-research

Wood, W., Wong, F., & Chachere, J. (1991). Effects of media violence on viewers' aggression in unconstrained social interaction. *Psychological Bulletin*, *109*(3), 371–383. doi:10.1037/0033-2909.109.3.371 PMID:1829535

World Bank. (2021). *Women must play a central role in Uzbekistan's Recovery from the Pandemic*. The World Bank.

World Health Organisation. (2009). *Violence Prevention: the evidence, Changing cultural and social norms that support violence, Centre For Public Health*. WHO. https://www.who.int/violence_injury_prevention/violence/norms.pdf

World Health Organizations. (2009). Changing cultural and social norms that support violence. Series of briefings on violence prevention. *WHO.* Available from https://www.who.int/violence_injury_prevention/violence/norms.pdf

Zhu. (2021). *Leisure and Problem Gaming Behaviors Among Children and Adolescents During School Closures Caused by COVID-19 in Hong Kong: Quantitative Cross-sectional Survey Study.* JMIR Publications. 10.2196/preprints.26808

Zukauska, P. (2017). Philosophy and Paradigm of Scientific Research. *Intechopen.* Available from https://www.intechopen.com/books/management-culture-and-corporate-social-responsibility/philosophy-and-paradigm-of-scientific-research

Boidurjo Rick Mukhopadhyay, DSc, is a Senior Academic and Business Advisor with a background in managing HEIs and triple helix relations in the UK, Europe, China, and Central Asia. His current research and consultancy expertise fall in the areas of Innovation & Entrepreneurship, Sustainability and Global Goals, Gig Economy Collaborative Consumption, and Future of Work. Dr Mukhopadhyay also advises startups in EdTechs, Renewable Energy, Gig Economy Business Platforms, Food & Beverage, and AI & Media. Since 2011, he has been speaking on SMEs and entrepreneurship, leadership & organisational culture, business ethics - at HEIs, executive courses, international summer schools, and business events.