

THE ROLE OF TELEVISION UPON THE RELATIONSHIP OF CHILD AND VIOLENCE

Müjdat AVCI

Dr. Erzinan University Faculty of Arts and Sciences mujdatavci@yahoo.com

ABSTRACT

The television which has been one of the most important technological products of our age has affected many people of all ages and classes. Besides offering information related to practical life, it also have the feature of being a 'window to the world' providing people to have the opportunity of being familiar with different geographies, cultures, lives, etc. Like many other technological products, television can cause some problems in case it has not been used consciously and in a controlled way. One of the most important of those problems has been television's directing children and the young to the acts of violence.

In this study, there has been tried to be determined what can be done in order to reduce or prevent disadvantages of television that direct children and the young to the acts of violence.

Keywords: television, child, family, violence, aggressiveness

ÖZET

Çağımızın en popüler teknolojik ürünlerinden biri olan televizyon, neredeyse her yaşta ve her kesimden insanı etkilemektedir. O, pratik yaşama dair bilgiler sunmanın yanında, farklı coğrafyaları, kültürleri, yaşamları vb.lerini tanıma olanağı sağlayarak insanların 'dünyaya açılan penceresi' olma özelliğine sahiptir. Tabii birçok teknolojik ürün gibi televizyon da bilinçli ve kontrollü kullanılmadığı takdirde bazı olumsuzluklara neden olabilmektedir. Bu olumsuzluklardan en önemlisi ise çocuk ve gençleri şiddet içeren davranışlara yönlendirmesidir.

Bu araştırmada çocuk ve gençleri şiddet içeren davranışlara yönlendiren televizyonun, bu yöndeki zararlarının önlenmesi ya da azaltılabilmesi konusunda neler yapılabileceği belirlenmeye çalışılmıştır.

Anahtar kelimeler: televizyon, çocuk, aile, şiddet, saldırganlık

INTRODUCTION

It has not been an assertive expression to mention that the most important communication media of the present day and future has been television. This technological product which was not considered as very efficient upon the masses and also emerged for ordinary purposes such as entertaining people during the early periods when it was first invented and rendered to the service of human, has currently become an important tool which is used for purposes as controlling and affecting masses by representing political, economic, religious, etc. powers in a society in accordance with their expectations.

Whereas daily regular television broadcast was started in England in 1936 (Miller, 2003: 178), it started in our country in 1968, though (İspirli, 2000: 105). The television, which has been called as "the other member of the

family” by some, as “idiot box” by some and as “baby sitter” by the others, has rapidly renovated and developed as being an irreplaceable medium of both today and tomorrow.

Besides television’s being easy to be carried and reached by people of nearly any socio-economic classes and to be used at many places, it has become a product that has more influence area and power than the other communication media because of its some technological properties. With the recent developing technology, this “magic box” has enchained people of all ages, especially children who are open for effects, to itself and has caused important changes in their emotions, thought and behaviors. In other words, although television has some positive sides such as developing the personality of the young and being entertaining and pragmatic, it has also had the property of leading them to attitudes and behaviors that will give harm to their personality development and make them deviate from the rules. The subject of to what extent television has had positive or negative effects upon socio-psychological development of the children and young has been discussed and has still being discussed by many people from the years it was first started to be used in the West until today. Recently, many television channels have broadcasted films, series and cartoons including several harmful attitudes, thoughts and behaviors, and violence as the leading, ignoring moral values for the sake of increasing their profit and have caused children and the young to be affected from those negatively.

The purpose of this study has been to determine what effects the television, which has been an inseparable part of our lives, have had upon the psychological developments of children and the young with images including violence and to offer some suggestions about what kind of attitude and practice families should maintain in order to prevent or reduce its negative effects upon their development.

ETYMOLOGICAL MEANING OF VIOLENCE AND DEFINITIONS

The much debated negative effect of television upon children and the young has been television’s leading them to the behaviors including violence as we have mentioned before. Before discussing the subject in details, it will be suitable first to look at the meanings of this concept in its etymology and then to the definitions. In Turkish, the word corresponding to ‘violence’ has been ‘şiddet’. Singular use of this word, assumed to come into Turkish from religious texts in the fifteenth century, has been “şidd” and its plural use has been “şiddat.” ‘Solids’ and ‘solidity’ included the meaning phememes. After the eighteenth century, its use became widespread and its meaning became varied: 1. Solidity, hardness; 2. redundance; 3. frequency (Büker and Kıran, 1999: 11). In Kamus-ı Turkî, violence was specified as hardness, solid and unkind treatment and brute force. And ‘şedid’ meant solid and violent (Artun, 1996: 29). Turkish Dictionary of Turkish Language Society has explained this word as “the ones who have the opposite view, using brute force instead of persuasion or reconciliation” (TDK Turkish Dictionary, 1988: 1385).

When we have analyzed the foreign languages, according to Oxford English Dictionary, the word of violence has been derived from the adjective of ‘violentia’ that means solidity, violence and brutality in Latin, and this word

has been derived from 'violentus', that has been derived from 'violence' which means forcible, enthusiastic, furious, hard and that from 'vis' which means power, strength, violence. According to A Concise Etymological Dictionary of the English Language, the word of 'violentus' (the origin of this word was 'uis' and meant power, strength, hard) that was derived from 'uiolus', used as a Latin adjective, has passed to French as 'violent' (Schmidt and Schröder, 2001: 26).

After mentioning its etymologic meanings both in Turkish and foreign languages, we can talk about the definitions of the term. It is necessary to mention that the behaviors (in medicine, security studies, sports, etc.) which are natural for its domain but not including to give harm or to carry out an attack to anyone, cannot be included into the meaning of violence. After expressing this issue we can say that although the definition of violence have shown alterations from society to society, time to time and depending upon the change of norms in the same society; this concept has included assault, battery and maltreatment in its origin.

Because the case of violence has occurred in different ways in different life units within the social life, the researchers who have been interested in the subject have defined this case according their own points of interest. For example, Garver have accepted *violence* as overriding personal rights (Tiles, 1992: 219) and Skolnick as injuring deliberately, killing or using force to give harm (Torrance, 1986: 4). And Michaux has defined the case broader; according to him, *violence* means behaving to someone or some parties in a relational environment directly or indirectly, dispersedly or tidily, or in a way that will give harm to physical or moral cohesion (ethical/moral/spiritual) or their properties or to their symbolic, figurative or cultural values no matter what its rate has been (Michaud, 1991: 11). Another view has defined *violence* as having the intention of using force against the others or behaviors including use of force and threat of force (Berger, 1987: 113). Attributing to various definitions about violence, Sev'er has mentioned that those definitions included illegal use of power, vulgar power in behavior, hard or harmful behavior or act (Sev'er, 2001: 14).

Consequently, we have noticed that the common point of those definitions is as; *violence* has been any kinds of attitudes and behaviors that gives physiologic or psychological harm to the self of the people or against the others, that can be used sometimes as a medium or sometimes as a purpose, organized or disorganized and posed a threat against the others.

THEORETICAL APPROACHES

There have been several views on the reasons of violence. Within the historical process, several theories/views have accepted the aggressiveness that lead to violence of human as the basic property of individual or communal life and have tried to explain the reasons lying behind it. Biologic Theories have focused upon psychological characteristics of people in order to reveal the beginning and development of aggressiveness and have tried to explain aggressiveness considering instincts and hormones. Whereas Lorenz, who is one of the representatives of those theories, has accepted aggressive instinct as a defense tool for the life struggle of

species (Potter, 1999: 11), Freud has mentioned that the aggressive behavior of human is an innate instinctual tendency pointing at life (eros) and death (thanatos) (Potter, 1999: 11-12). Ecological Theories have focused upon the effects of family, religion, education and mass communication media accepted as leading environmental effects upon human behaviors. As representative of this view, Goldenstein has mentioned that physical ecology theories have tried to explain aggressiveness with physical environment conditions such as structural conditions of a house, population density, accessibility to other environment, buildings and regions, lighting and traffic flow; and social ecology has tried to explain it focusing upon social environment properties such as social disorder, social inequality, income inequality, unemployment, ethnic mix, family structure and population movements (Potter, 1999: 12). On the other hand, whereas Frustration-Aggression Hypothesis, as one of the Interaction Theories (Dollard et al.), has emphasized that the individual will lean to aggressive behavior as being disappointed as result of the frustration of an individual oriented to a specific purpose (Potter, 1999: 17-18). Wolfgang and Ferracutti, taking place within sociologic point of view, have pointed sub-cultural structure dominated by male identity as responsible of the aggressiveness in the society. In this sense, they have indicated the image of “macho” as reason of the aggressive behavior which has had an understanding caring about the conditions of having enthusiasm, social status, proud, endurance/strength.

We have noticed that there have been several views on the reasons of violence and aggressiveness behaviors; however, each of them has explained this case in their own area of interest and theoretical frameworks. When we have excluded the genetic-biologic, etc. factors that cause violence in terms of children and the young; then, familial affairs experienced by them, school and friends, other social environment and television as an efficient media organ have been the factors that surround them and they can learn the violence. When we have analyzed the issue from this point of view, violence (and aggressiveness) has been a learned act and should be considered while it has been evaluated.

RESEARCHES CARRIED OUT ON THE SUBJECT

As the people have been surrounded by technological products day by day, it has become impossible to consider a life without them. Those products which have become an irreplaceable part of our bodies at work, on the street and at home have facilitated our lives on the one hand and helped us take adequate time to our families; they have caused negative effects, on the other hand. Television has certainly been the most important technologic product that has left both positive and negative psychological and physiologic effects mostly upon children and the young and has become an irreplaceable part of the family in whole classes of the society. Educational and pragmatic effect of the television upon children has comprised a wide range from inner family relations to school and friend relationships. However, according to Köknel, the television has negative and harmful effects that disorders mental health such as lack of communication, an unreal dream or living in an imaginary world, social alienation (Köknel, 1996: 122). Accordingly, children have seen characters they can take as an example, develop their personality and correspond with social norms from several movies

and series on television. However, they have encountered with examples that can negatively affect their attitude, thought and behaviors unintentionally.

There have recently been carried out many statistical studies in our country and in majority of European countries about on what rate the television has taken place within the lives of children and the young and to what extent they have exposed to violent broadcast. According to one of those studies, whereas 4 year-old children have watched television for 2 hours in a day, elder children have watched for more than 40 hours and over in a week as average in the USA; and young children have been determined that they have spent most of their time by watching television instead of performing other activities. According to some assumptions, a child in the USA has watched 3000 acts of violence such as murder, robbery, rape and torture every year on television (Englander, 2003: 101); and according to another research (American Psychological Association-2001), in more than half of the America, children have had a television in their bedroom and they have witnessed to totally over 200 thousand acts of violence -crime as the leading with over 16 thousand acts- on television before 18 years old (Davis, 2004: 30). In Turkey, in a study carried out in 1987, the children within 11 age group were determined to watch television for 3 hours as average in a day and until the age of 18, total television watching period of children and the young has been estimated to be as 17.520 hours (Kulaksızoğlu, 2000: 162). On the other hand, there have been determined in our country that in the films broadcasted on television, nearly 500 people have been injured, nearly 450 of those have died in chemical poisoning, bombing, laser beam and explosion scenes; and number of the injured people in similar conditions has been 450, as well. Moreover, there has also been determined that on television channels on which 600 films have been broadcasted; and the films with plenty of murder, robbery, injuring, violence scenes and pornographic scenes have been broadcasted at hours when children can watch (Doğan, 2000: 431). When we have considered that children and the young have desired to learn more than the adults, they have been at an age when they have been open for changes and observing, imitating and modeling (Kulaksızoğlu, 2000: 162), so it can be possible for children to think violence as a solution as result of being under the influence of violent programs.

There have been many studies researching the effect of violence images on television upon children and the young. One of them has been carried out by Atkin et al. They have tried to measure what kind of an effect the act of behavior has left upon children by asking female and male children at 9 and 13 years old that what they will do if another child has pushed them down while riding their bicycles. In the study, in which there have been the choices including reducing the conflict or avoiding from conflict together with physical or verbal aggressiveness, there has been determined that 45% of the people who have watched intense violence on television have chosen the choice including physical or verbal aggressiveness, and the ones who have watched violence less on television have chosen the same choice, as well (Osofsky, 1997: 78). In laboratory, experimental and correlational studies carried out by Donnerstein et al., there have been specified that when children have not been kept under control, they often have watched violence on television and therefore they have exposed to too much violence; and because they have watched violence, they have been tended to

normative and aggressive behaviors; and violence on television has attracted aggressive children (Bloomquist and Schnell, 2001: 58-59). On the other hand, there have also been events explaining the effect of television upon children. One of them has been an event experienced by a child in the USA. The eight year old child has caused death of his sister burning the caravan in which his family lives in, and then public opinion has reached to the conclusion that the child learnt the idea of lighting a fire playing with a match on television and afterwards burnt the caravan (Freedman, 2002: 4-5). Another example is that, in 1993, ten years old two children killed two year old J. Bulger as being under the influence of a violent-content video they watched (Smith et al., 2003: 206). Another example from our country is that a 19 year old young person killed his beloved as being under the influence of the movie of 'The Saw' (Sabah Gazetesi, 2005). What those examples, which are possible to be specified more, have revealed has been the reality that when children have been affected from the violence-content images they watched on television and reflected them to the people around them, it has been possible for bad and desperate situations to occur. On the other hand, in an appealing study related to adults carried out by Phillips, there has been revealed results that should be considered upon the effects of television. Phillips researched the effects of the suicides committed in television series upon the suicide rates in the society. In the study that he carried out considering the six-year period, he has determined that suicide attempts of the important characters on television series have increased the numbers of female suicides in the society within three days (Osofsky, 1997: 79). Whereas the last example has indicated the extent for the effect of television, to what extent it will affect the children and the young open most for the effects of television has been noticed as an important question to be answered.

Television has been a communication media that is used in majority of world countries and can be reached and watched by nearly whole classes of the society in the countries it has been used. Level of watching television has been determined according to individual and social properties such as age, gender, family structure, level of education and cultural structure. So we can ask such question: Which basic social properties do the children and young who have been asserted to watch violence-content programs and affected from those have? We have noticed that there have been conducted several studies on this issue. For example, one of the researches carried out considering socio-economic situation has revealed that children in lower socio-economic groups have been more tended to watch violence instead of watching television rather than the other children; and another study has revealed that those children have more approved and taken pleasure from violence images rather than the others. Another study has determined a negative and stronger relationship between the socio-economic situation and aggressiveness arisen from watching violence on television (Moeller, 2001: 145-146). Potter has answered to the question above considering ages, gender, socio-economic and ethnic situations of children and the young. He has mentioned that male children have been affected more from the violence on television in terms of age and gender, male children have more been interested in violence and younger children have watched stories including more dangerous events and the young have preferred to watch stories/adventures including a series of exciting events without considering the results. According to Potter,

whereas children in lower socio-economic classes have watched more television and many violence images; children of ethnical and immigrant classes have watched television intensely and have been more defenseless/unprotected against violence-content images (Potter, 1999: 29). In studies that have been carried out in Turkey, 77.3% of children have spent most of their time except from doing homework and studying by watching television and 11% have spent by playing games; and the frequency for them to watch television has been measured as 98.9%. Again in these studies, there has been revealed that 70% of parents haven't controlled their children's watching the programs that include violence. Moreover, another issue that has been determined is that violence in television programs has been watched by most of the young people (Metem, 1999: 41-47).

The researches and observations have shown that as the socio-economic situation and educational level of a family have increased, the individuals have tried to solve their problems by establishing dialogues. The same studies have also revealed that in families in which parents have committed physical and verbal violence against each other continuously and children have not been shown interest adequately; children have learnt violence and have usually compensated family tension, deprivation and indifference towards them by watching violence-content broadcasts on television. As result of this, there have been noticed in aforementioned studies that the children who have been more defenseless and deprived of questioning many things they watch, have reflected the acts including violence and aggressiveness to their behaviors learning unintentionally.

TYPES OF TELEVISION BROADCAST AND VIOLENCE

Besides violent-content movies and series on television, cartoons including knocking, hitting, breaking images on each scene have probably been the products that should be concentrated. Potter has mentioned that the most violence among the programs on television has been in cartoons such as Road Runner and Bugs Bunny; and when those films including scenes such as stabbing, hitting, crashing to heavy objects, sweeping and throwing to air have been analyzed with a scientific look, the situation can be noticed better (Potter, 1999: 75). When those have been practiced in real life, showing violence-content images such as aforementioned hitting, breaking, crashing in cartoons like a sympathetic and ordinary situation has been a point that should be emphasized, without any doubt. Moreover, while the heroes in both films, series and cartoons have been fighting with bad characters, they solve the problems using the force and showing them as their kind-hearted and sympathetic characters has given the impression of such behaviors' being right and has facilitated their being taken as role models by children.

It has been necessary to indicate music types that have been efficient upon teenagers and broadcasted on whole television channels and especially on music channels. Music has been known as having properties such as relaxing and providing easing and de-stress upon people. However, when we have considered that there is a relationship between the music listened in an emotional and mental state, we can say that some music types have led to create aggressive behaviors. For example, in a study carried out with 1079 students studying in

three state high schools in Ankara, aggressiveness level of the students who have listened to 'heavy metal' has been found as higher than the aggressiveness level of the ones who have listened to other types of music. Furthermore, depression levels of the female students who have listened to 'arabesque music' have been determined as higher than the ones who have listened to 'heavy metal' and 'classical western music' (Kulaksızoğlu, 2000: 165). In a study that has been carried out in the USA, although teenagers have spent less than 500 hours at school, they have listened to music for more than 10.500 hours as average (Davis, 2004: 30). In our country, more or less similar situation has revealed the importance of music upon life of the young. Consequently, music has created effects that will cause the young people to increase their social harmony, but deviate from norms, display behaviors including violence against themselves (self-injury, suicide, etc) and others.

AN ALTERNATIVE OVERVIEW TO THE TELEVISION

In spite of the aforementioned explanations and information, saying that television has been the direct cause of behaviors including aggressiveness and violence will also mean to blame this excessively and to analyze the situation incompetently. Results of many studies have proved that this communication media has been a tool that *leads* children and the young to such behaviors rather than being a *source* of behaviors including aggressiveness and violence. Accordingly, there have also been researchers who denied to accept television as the unique responsible of problems in development of children and the young and said that it has also had some advantages. For example, Lansdown and Walker have reported that the television can also have a positive effect. They have specified that television can be widely used for the presentation of educational programs at schools providing education in an entertaining way as in the Sesame Street. Furthermore, they have also mentioned that the children between seven and eleven years old can learn many things about the world they live in, news of the latest inventions and discoveries and other subjects from the programs. Moreover, researchers have mentioned that children and the young make their dreams and desires about the issues they have been interested in such as sports, ballet and music true by watching the programs. In addition to those, they have mentioned that they can learn tolerance noticing females and males in untraditional roles; being interested in children who have not been as luck as them; understanding the feelings of others and as result of this inconsequence of prejudice (Lansdown, 1991: 423). Hamburg and Hamburg have mentioned that the television has made the children grasp skills and behaviors that are important for mental and interpersonal development, has learnt to entertain and teach and attachment to the parents, elder siblings and teachers and has encouraged them to be interested in other cultures (Hamburg and Hamburg, 2004: 194). Strasburger has mentioned that television will offer children the opportunity of reaching to the world of adults which has been a secret before. In this sense, he has also specified that they can learn new information about gender roles, solution of conflicts, paying court to each other and sexual satisfaction (Tinsley, 2003: 85). In short, the television will provide positive contributions upon the socio-psychological developments of children when it has been watched in a controlled and correct way. Accordingly, contribution of television on learning

information that will provide benefit upon mental developments and relationships they will establish with their school friends, family and other social environment should not be ignored.

CONCLUSION AND SUGGESTIONS

Television has become an irreplaceable part of our lives. This product which has taught by entertaining and relaxing has required to be in a conscious attitude to be used in a beneficial way during the social processes and indevelopment of children and the young. And this necessitates the state's making relevant acts and revising the current ones, television companies' determining their broadcasting policies according to the social values and families' behaving in a way they know their responsibilities.

Although having more than one channel in our country has been considered as having the opportunity of choosing, it has been understood that nearly whole channels have had similar broadcast content when the broadcast stream has been followed. This has increased the importance for families to be in a precise attitude about their children's watching television.

Television channels have tended to include programs such as interesting (even the ones including sexuality, violence, etc.) movies, series, etc. to their broadcast steam in order to grasp the attention of audiences as they have become a commercial company. On the other hand, relevant institutions of state and especially television channels should display sensitivity about broadcasting the programs that will lead children and the young to behaviors including violence and will give harm to their psychological and mental development at late hours.

No matter what legal regulations have been performed, it has been possible to meet a violent-content image on television even in the most innocent scene. So, what kind of manners should families display in order to protect their children from the disadvantages of television?

- Above all, there should be specified only one area to watch television at home (sitting room, hall, etc.), so they should keep children's watching television under control.
- Certain rules should be established upon watching television.
- Parents should determine the hours of their children's watching television and which programs they will watch (especially cartoons) with them and they should provide their children to perform other activities during the time apart from those hours.
- Parents should be aware of that watching television has been a family activity knowing that children have been affected from what they see (movie, series, cartoon, reality show, etc.) on television.
- Being aware that aggressiveness and violence can be a learned behavior, parents should inform their children about impropriety of those behaviors when such images have been encountered while watching television.

- Parents should not accept television as a baby sitter who prevents them from being naughty.
- Parents should determine when and which programs will be watched by benefiting from the brochures given by various magazines and newspapers weekly which specify the daily broadcast stream.
- Parents should choose the programs that will provide contribution upon developing their imagination and in accordance with their level of perception.
- Parents should consider that television can have positive contributions upon psycho-social and mental developments, accordingly upon their academic skills knowing that it has been a window to the world as introducing different people , geographies and cultures.
- The most important of all is that families should teach good and bad behaviors to their own children as being a good example.

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EXTENDED ABSTRACT

INTRODUCTION

It has not been an assertive expression to mention that the most important communication media of the present day and future has been the television. This technological product which has not been considered as so efficient upon the masses and revealed for primary ordinary purposes such as entertaining people during the early periods when it was invented and rendered to the service of human, has currently become an important tool used for purposes as controlling and affecting masses representing political, economic, religious, etc. powers in a society in accordance with their expectations.

The purpose of this study has been to determine what effects the television, which has been an inseparable part of our lives, have had upon the psychological developments of children and the young with images including violence and to offer some suggestions about what kind of attitude and practice families should maintain in order to prevent or reduce its negative effects upon their development.

DEFINITIONS

Because the case of violence has occurred in different ways in different life units within the social life, the researchers who have been interested in the subject have defined this case according their own points of interest. For example, Garver have accepted *violence* as overriding personal rights and Skolnick as injuring deliberately, killing or using force to give harm. And Michaux has defined the case broader; according to him, *violence* means behaving of one or some parties in a relation environment directly or indirectly, dispersedly or tidily, or in a way that will give harm to physical or moral cohesion (ethical/moral/spiritual) or their properties or to their symbolic, figurative or cultural values no matter what its rate has been. Another view has defined *violence* as having the intention of using force against the others or behaviors including use of force and threat of force.

THEORETICAL APPROACHES

There have been several views on the reasons of violence. Within the historical process, several theories/views have accepted the aggressiveness that lead to violence of human as the basic property of individual or communal life and have tried to explain the reasons lying behind it. Merton taking place within sociologic point of view has pointed out the imbalance between individual purposes and social structure called as anomy and said that in order to reach individual purposes, arranging and controlling the route will lead behaviors including tension or conflict and in the last violence and aggressiveness. Social learning Theory (Bandura) has accepted that aggressiveness has been a learned behavior, and this process actualized on a social and cognitive level have occurred as sampling or imitating through observing the behaviors.

We have noticed that there have been several views on the reasons of violence and aggressiveness behaviors; however, each of them has explained this case in their own interest and theoretical frameworks. When we

have excluded the genetic-biologic, etc. factors that cause violence in terms of children and the young, familial affairs experienced by them, school and friends, other social environment and television as an efficient media organ have been the factors that surround them and they can learn the violence. When we have analyzed the issue from this point of view, violence (and aggressiveness) has been a learned act and should be considered while it has been evaluated.

RESEARCHES CARRIED OUT ABOUT THE SUBJECT

There have recently been carried of many statistical studies in our country and in majority of European countries about on what rate the television has taken place within the lives of children and the young and to what extent they have exposed to violent broadcast. According to one of those studies, whereas 4 year-old children watch television for 2 hours in a day, older children watch for more than 40 hours and over in a week as average in the USA, young children have been determined that they spend most of their time by watching television instead of performing other activities. According to some assumptions, a child in the USA has watched 3000 acts of violence such as murder, robbery, rape and torture every year on television; and according to another research (American Psychological Association-2001), in more than half of the America, children have had a television in their bedroom and they have witnessed to totally over 200 thousand acts of violence, crime as the leading as over 16 thousand, on television before 18 years old. In Turkey, in a study carried out in 1987, the children within 11 age group were determined to watch television for 3 hours as average in a day and until the age of 18, total television watching period of children and the young has been estimated to be as 17.520 hours.

AN ALTERNATIVE OVERVIEW TO TELEVISION

In spite of the aforementioned explanations and information, saying that television has been the direct cause of behaviors including aggressiveness and violence will also mean to blame this excessively and to analyze the situation incompetently. Results of many studies have proved that this communication media has been a tool that *leads* children and the young to such behaviors rather than being a *source* of behaviors including aggressiveness and violence. Accordingly, there have also been researchers who denied to accept television as the unique responsible of problems in development of children and the young and said that it has also had some advantages.

CONCLUSION AND SUGGESTIONS

Television has become an irreplaceable part of our lives. This product which has taught by entertaining and relaxing has required to be in a conscious attitude to be used in a beneficial ways during the social processes and in development of children and the young. And this necessitates the state's making relevant acts and revising the current ones, television companies' determining their broadcasting policies according to the social values and families' behaving in a way they know their responsibilities.

The state should take broadcasting of programs harming the subjects related to the values of society under control with legal regulations. On the other hand, relevant institutions of state and especially television channels should display sensitivity about broadcasting the programs that will lead children and the young to behaviors including violence and will give harm to their psychological and mental development at late hours.