

Effects of television series on 11-12 year old children

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Abstract

The purpose of this study is to determine to effects of television series on 11-12 year old children. Descriptive study is used in the research. Study sample consists of 127 students (52 females, 75 males) attending the 5th grade in Yamantürk Elementary School in Rize. Study data were collected by using two separate tools. The first one is a questionnaire consisting of seven questions developed by the researchers. Its validity was tested after applying to ten 5th graders. The other tool was obtained by means of assessing of the students' drawings illustrating the most influential scene in their favorite television serial. Students' drawings were analyzed against the "Drawing Evaluation Criteria" developed in consideration of children's ages, linear drawing developmental stages, social and mental development. As a result of this study, it was seen that 11-12 year old children take mostly as role model the characters from television serials they see and perform those characters' behaviours by imitating in their daily life. Moreover it was seen that female students like persuasive, funny, romantic, pretty, and goodlooking characters; whereas male students like fighting and powerful characters in television serials including horror and violent.

Keywords: Television, television serials, child drawing

Introduction

Rapidly developing technology is affecting almost all areas of life and causes children to be exposed to television programs through which social events are transferred. Children enjoy watching television programmes due to their visual impact. Moreover, children are almost bound by liveliness, changing scenes, colours and sound effects of television (Buyurgan, 2003: 275). In this context, it is known that television serials are among most frequently watched programmes (RTÜK, 2006). According to Turan (1996), the character that uses violence but is the protagonist is taken as a model especially by children, thus violence is proliferating in society. Such programmes also teach how to commit an offense. Some law people think that a 5-year old kid who is exposed to violence

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programmes everyday will have learnt 18000 techniques of “sexual harassment”, “assault”, “fight” and “torture” by the time s/he reaches 15. According to art educators, the period between 11-13 ages is quite critical for both physical and spiritual growth. Judgment growth besides emotions starts during these years. For example, apparent signs of visual, cognitive and emotional development can be seen then (Üstün Vural, 2011: 143). Egocentric character of children leads them to model their parents, which in turn develops emotional and cognitive intelligence of children. Since children are confined in their own perspectives, they believe that everything else exist solely for them. That’s why; they do no compare or criticize. Nor do they recognize others’ perspectives (Gentle, 1984: 18). During 11-12 years, children’s need to express the reality is persistent. Children seek for a way to express themselves and happenings around. Once they manage to express, they keep doing the same behaviours in that way (Buyurgan ve Buyurgan, 2012: 56). Children’s drawings reflect the way they tell their lives. If a child is told to draw her/his family’s drawing, one can see her/his emotions embedded in the drawing. Though there is only one figure in the drawing, one can read the child’s thoughts about or her/his status in her/his family (Di Leo 1970:197 from Lasky ve Murkerji-Bergeson, 1995: 11). This stresses the importance of cognitive, emotional and behavioural modelling in 11-12 year old children’s turning happenings and characters around into behaviours in their daily life. According to Yavuzer (2010), analyzing a child’s inner world by supporting personal information with her/his pictures, provides a guideway for assessing the child’s experiences or attitudes towards the others around, diagnosis and therapy processes. In this context, specialists analyze children’s drawings by using “drawing interpretation technical” as a projective method. These drawings are used in collecting data for children’s psychological and neurological therapy (Paktuna Keskin, 2010; Altınköprü, 2003; Altınköprü, 2004). Some television serials frequently show scenes of fight, horror, love, untruth, armed attacks, conflicts or torture, which are potentially detrimental on psychological situation of children at 11 or 12. Departing from these facts, this study was carried out to identify effects on children of television serials containing much of negative behaviours by using drawings. This study investigates how often 11-12 year old children watch television serials and what positive and negative influences they have on children.

Method

Research Model

It is a descriptive study. Preliminary information was collected by means of questionnaires. Then, pictures drawn by participants were assessed with drawing interpretation technique as a projective method.

Sample

Study sample consists of 127 students (52 females, 75 males) attending the 5th grade in Yamantürk Elementary School in Rize. All of the participants answered the questionnaires, and 107 students volunteered in the (42 females, 65 males) drawing part of the study. In ages of 11 and 12, children start experiencing emotional and bodily changes and do not remain indifferent to the happenings in their surrounding. During this period, the environment and social context children live in play an important role in personality development. Also children feel like expressing the reality in drawings during the same period. Inspired from these findings, in this study we aim at investigating effects of television serials on children’s development as the community is often exposed to those films with all kinds of both preferred and unpreferable behaviours such as violence, fight, war, terror and love.

Data Collection Instruments

Study data were collected by using two separate tools. The first one is a questionnaire consisting of seven questions developed by the researchers. Its validity was tested after applying to three 5th

graders. The other tool was obtained by means of assessing of the participants' drawings illustrating the most influential scene in their favourite television serial. In parallel with the study aim, the assessment was done against the "drawing evaluation criteria" developed by the relevant specialist (Buyurgan) in consideration of children's ages, linear drawing developmental stages, social and mental development.

Data Analysis

The questionnaire data were displayed and assessed in terms of frequency and percentage. In order to boost validity of the comments made by the researchers about drawings, the researchers watched well and analyzed the television serials mentioned by the participants, scenes displayed regarding those serials and main characters starring in those films.

"Drawing Evaluation Criteria" are as below:

1. Relevance of drawings with the topic
2. Used colours in drawings
3. Cognitive reactions in drawings (such as death, danger, magic, poverty ...)
4. Emotional reactions in drawings (such as happiness, love, fear, sexuality)
5. Behavioral reactions in drawings (such as fight, war, conflict, robbery)
6. Figures and objects used the most in drawings

Limitations

1. This study is limited to answers of all 5th graders in Rize Yamantürk Elementary School for developed questionnaire.
2. Also it is only about interpreting the participant children's drawings reflecting the most impressive scene from their favourite television serial.

Findings and Comments

Questionnaire Findings and Comments

Before children drew pictures, a questionnaire was administered to the participants in order to gain preliminary information. The questionnaire included questions on how often respondents watch television, what kinds of television programmes they watch, which television serials and characters they are fond of, and whether or not they imitate those characters in their daily life. The questionnaire was regarded important as it provided data necessary to identify the extent at which students are influenced by television serials they watch by analyzing their drawings.

Table 1. Distribution of "kinds of television programmes watched" by study participants

Programs	f	%
Television Serials	113	18,5
Cartoon	86	14,1
Documentary	75	12,3
Entertainment Programs	67	10,9
Contest Programs	65	10,6
Music Programs	60	9,8
Sports Programs	47	7,7
Magazine Programs	35	5,7
Art Programs	31	5,1
Ads	16	2,6
Cooking Programs	10	1,6
Marriage Programs	7	1,1
Total	612	100,0

It can be seen in Table 1 that “television serials” take the lead among all types of programmes students watch (18,5 %). Taking into account developmental stages of 11-12 year old children, “cartoons” are expected to be common among children’ TV watch habits, but they have a share of 14.1 %, respectively. On the other hand, It was seen that documentaries are watched by children a rate of 12.3 %. Other programmes mostly seen by the participants are “entertainment (10,9 %”, “contest (10,6 %)” and “music (9,8 %)” programs. According to Aral and others (2011), television has an influential role in children’s life, and children spend more time on watching television than any other activity. Arnas and Erden (2006) found out that children are exposed to many television programmes ranging from advertisements to serials, news to contests as they are not selective and conscious yet at such ages.

Table 2. Distribution of “favourite television serials” of study participants

Serials	f	%	Serials	f	%
Pis Yedili	44	24,9	Fatmagül’ün Suçu Ne?	3	1,7
Arka Sokaklar	14	7,9	Kurtlar Vadisi Pusu	2	1,1
Adını Feriha Koydum	13	7,3	Dedektif Memoli	2	1,1
Akasya Durağı	12	6,8	Umutsuz Ev Kadınları	2	1,1
Dinle Sevgili	10	5,6	Beni Affet	2	1,1
Öyle Bir Geçer Zamanki	8	4,5	Arka Bahçede Bilim	2	1,1
Âlemin Kralı	8	4,5	Yer Gök Aşk	2	1,1
Deniz Yıldızı	6	3,5	İffet	2	1,1
Adanalı	5	2,8	Lale Devri	2	1,1
Çocuklar Duymasın	5	2,8	Hayrettin	1	0,6
Muhteşem Yüzyıl	5	2,8	Elde Var Hayat	1	0,6
Sihirli Annem	5	2,8	Kuzey Güney	1	0,6
Şefkat Tepe	4	2,3	Romantik Komedi	1	0,6
Hayat Devam Ediyor	3	1,7	Kobra Takibi	1	0,6
Unutma Beni	3	1,7	Hababam Sınıfı	1	0,6
Yahşi Cazibe	3	1,7	Recep İvedik	1	0,6
Çizgi Film(Tom ve Jerry, Bakugan...)	3	1,7			
			Total	177	100,0

Table 2 shows that majority of the study participants (24,9 %) are fans of the serial “Pis Yedili”. The serial is about seven state school students who had to be placed in a private high school after their school was burnt off. The serial tells conflicts, fights and love affairs of the seven people in an environment they are totally unfamiliar due to the economic reasons. The students all have nicknames and are members of a gang called “pis yedili”. The gang mostly performs bad behaviours in the school, also the other students’ mostly naughty behaviours are shown and the school environment is described in this context. According to the table, 7,9 % of the students like the serial “Arka Sokaklar”. There are plenty of horror and violence scenes in the serial, which displays the armed struggle of group of policemen against such crimes as theft, smuggling, rape, etc. Main characters in the serial help and save people but they constantly fight with criminals to maintain the order. As for the serial “Adını Feriha Koydum”, it is watched by 7,3 %. The serial tells the story of a poor girl who studies in a private college on scholarship. She always tells lies about her life and builds her own life on these lies because she is embarrassed before well-off friends. It is a dramatic youth movie with violence scenes also. 6,8 % of the participants follow “Akasya Durağı”. It is a parody showing various events taking place in a funny taxi stand. With different styles of speaking and jokes, it is an amusing television serial. The serial “Dinle Sevgili” is preferred by 5,6 %. It is about the love affair between a rich girl and a poor boy, whose families object to their relationship. Overall, the most frequently watched television serials include detective and adventurous ones with themes of horror, violence and action, and tragic-sentimental, youth and comedy serials with the content of love, magic and fun. Television serials in general convey messages to the community by teaching life lessons to their respective target audience on a certain issue. However, they are controversial as they could affect psychological status of 11-12 year olds in a negative way and cause formation of unwanted behaviours because of the fighting, horror, love, lying, armed attacks, battling, torture, etc scenes in them.

Table 3. Distribution of “frequency of watching television serials” by study participants

Grading	Female		Male		Total	
	f	%	f	%	f	%
sometimes	9	17,3	8	10,7	17	13,4
in leisure times	8	15,4	5	6,7	13	10,2
often	14	26,9	20	26,7	34	26,8
every week	17	32,7	29	38,6	46	36,2
occasionally	4	7,7	13	17,3	17	13,4
Total	52	100,0	75	100,0	127	100,0

Table 3 shows that 36,2 % of the students watch their serials every week and 26,8 % watch them often. Only 10,2 % of the participants said that they watch such programmes only in their leisure time. This seems to support the finding that students watch “television serials” most. Likewise, 38,6 % of male students and 32,7 % of female students watch their serials “every week”. From the gender point of view, the tendency of both females and males to watch television serials is similar. In their study, Aral and Aktaş (1997) found that female students spend more time on watching television and studying on weekdays but watching television and playing at weekends. On the other hand, male students spend more time on watching television both on weekdays and the weekend. Erjem and Çağlayandereli (2006) found that majority of the 1st and 3rd graders in high schools watch television “at an intermediate frequency”. This shows that elementary students spend greater part of the time necessary for lessons and themselves on watching television serials in comparison with high school students.

Table 4. Distribution of “favourite characters” in serials of study participants

Serials	Characters	Female		Male		Total	
		f	%	f	%	f	%
Pis Yedili	Orço	12	22,2	20	21,9	48	33,1
	Bayram Paşalı	1	1,9	8	8,8		
	Trafo	-	-	7	7,7		
Arka Sokaklar	Mesut	-	-	6	6,6	19	13,1
	Murat	-	-	5	5,5		
	Hüsnü Çoban	-	-	3	3,3		
	Ali	-	-	3	3,3		
	Zeynep	2	3,7	-	-		
Adımı Feriha Koydum	Feriha	9	16,6	-	-	18	12,4
	Emir	8	14,8	1	1,1		
Dinle Sevgili	Hande	6	11,1	1	1,1	15	10,3
	Mehmet	6	11,1	2	2,2		
Adanalı	Adanalı Yavuz	-	-	4	4,4	11	7,5
	Maraz Ali	-	-	7	7,7		
Şefkat Tepe	Kordon Celil	-	-	5	5,5	8	5,5
	Serdar Komutan	-	-	3	3,3		
Âlemin Kralı	Aslan Kral	-	-	5	5,5	5	3,4
Sihirli Annem	Betüş	3	5,5	1	1,1	4	2,8
Akasya Durağı	Sinan	-	-	2	2,2	4	2,8
	Emre	2	3,7	-	-		
Öyle Bir Geçer Zaman ki	Osman	2	3,7	-	-	3	2,1
	Mete	1	1,9	-	-		
Kurtlar Vadisi Pusu	Polat Alemdar	-	-	2	2,2	3	2,1
	Memati	-	-	1	1,1		
Lale Devri	Toprak	-	-	2	2,2	3	2,1
	Çınar	-	-	1	1,1		
Fatmagül’ün Suçu Ne?	Fatmagül	1	1,9	1	1,1	2	1,4
Çocuklar Duymasın	Emre	-	-	1	1,1	1	0,7
İffet	İffet	1	1,9	-	-	1	0,7
	Total	54	100,0	91	100,0	145	100,0

As seen in Table 4, 22,2 % of the female students and 21,9 % of the males are fond of “orço” in Pis Yedili. It is a “cute, persuasive but deceptive one who tries to get over challenges with fun”. As for the other characters, female students mostly feel sympathy for characters loaded with a tragic story in sentimental serials; while male students favour those representing fight-battle, fear, anger and war in serials containing horror and violence. Particularly, female students love characters “Feriha” (16,6 %) and “Emir” (14,8 %) who act in an impossible love affair built upon lies from “Adını Feriha Koydum”. On the other hand; male students’ favourite characters are “Murat”, “Mesut” and “Hüsnü Çoban” who beat up criminals in “Arka Sokaklar”, and “Adanalı Yavuz” and “Maraz Ali” who are identified with fear, anger and aggression in serial “Adanalı”. This suggests that gender is distinctive in 11-12 year old children’s favoring certain characters in modelling through social learning. During this period which Piaget names as “the gang age” (9-12 years), female and male roles are identified and gender comes to the fore front (Kırışoğlu, Stokrocki, 1997: 3.19).

Table 5. Distribution of “reasons for favouring television characters” by study participants

<i>reasons for favouring television characters</i>	Female		Male		Total	
	f	%	f	%	f	%
being funny	11	14,1	31	33,3	42	24,5
acting persuasive	21	26,9	12	12,9	33	19,3
being amusing	8	10,3	6	6,3	14	8,2
being good of behaviors	12	15,4	-	-	12	7,0
being pretty	9	11,5	3	3,2	12	7,0
being goodlooking	3	3,8	4	4,3	7	4,1
being fighter	-	-	7	7,5	7	4,1
being very powerful	-	-	7	7,5	7	4,1
doing favor	2	2,6	4	4,3	6	3,5
being romantic	4	5,1	1	1,1	5	2,9
being aggressive	-	-	4	4,3	4	2,3
being excited	-	-	4	4,3	4	2,3
good at music and songs	4	5,1	-	-	4	2,3
being sharpshooter	-	-	2	2,2	2	1,2
good at speech	2	2,6	-	-	2	1,2
doing magic	-	-	2	2,2	2	1,2
being angry and unkind	-	-	2	2,2	2	1,2
earning all of awards and gifts	-	-	2	2,2	2	1,2
acting dramatic	-	-	1	1,1	1	0,6
being smart	1	1,3	-	-	1	0,6
fulfill responsibilities	1	1,3	-	-	1	0,6
good at dancing	-	-	1	1,1	1	0,6
Total	78	100,0	93	100,0	171	100,0

It is seen in Table 5 that the most common reasons for liking the television characters were found as their being funny (24,5 %), persuasive (19,3 %) and amusing (8,2 %). Female students find those characters pretty (11,5 %), romantic (5,1 %), and goodlooking (3,8 %); whereas male students are also interested in their being fighter (7,5 %), powerful (7,5 %), and aggressive (4,3 %). This implies that gender is influential on students’ taking others as model; therefore, females are interested in emotional items, while males are interested in power and violence content and focus on characters with such traits. In Table 4 also it can be seen that gender affects students’ selecting their favourite characters. In Özakar and Koçak (2012), the question “Why do you choose this specific cartoon or animation character?” was answered related with looking pretty for 39.0 % of the girls. But the choice was related with power for 50.6 % of the boys. Doğan and Göker (2012) reached the conclusion that kids’ channels develop imaginary world of the sample group and have an amusing effect on the children. Thus, children should be led to watch television programmes with potential positive effect on their imagination and personality development. Also they should be kept away from television serials which could raise unpreferable behaviours as well as psychological and physical defects on them.

Table 6. Distribution of “imitating television characters” by study participants

Grading	Female		Male		Total	
	f	%	f	%	f	%
Yes	13	25,0	18	24,0	31	24,4
No	15	28,8	25	33,3	40	31,5
Sometimes	24	46,2	32	42,7	56	44,1
Total	52	100,0	75	100,0	127	100,0

Table 6 shows that 24,4 % of the study participants imitate the characters on the television. Another 44,1 % of the students imitate them sometimes. It is understood that both female and male students have a similar tendency to imitate television characters. This implies that students take as role model the characters from television serials they see and perform those behaviours by imitating in their daily life. Arslan (2004) says “If life models introduced by the frequent and periodic life example and patterns of behaviours related with social roles are not compliant with human nature, social or cultural facts, we wouldn’t expect individuals identified with such models to be proper”. Based on this perspective, it is likely to be threatening that negative traits owned by those characters affect negatively personality development of 11-12 year old children.

Table 7. Distribution of “imitated behaviours of characters” from television serials by study participants

Imitated Behaviours Of Characters	Female		Male		Total	
	f	%	f	%	f	%
speaking	9	17,3	20	25,9	29	22,4
joking	5	9,6	17	22,1	22	17,0
walking	8	15,4	5	6,5	13	10,0
fighting	1	1,9	10	13,0	11	8,5
good behaviors	8	15,4	2	2,6	10	7,7
smiling	4	7,8	3	3,9	7	5,4
manner	3	5,8	4	5,2	7	5,4
singing	5	9,6	1	1,3	6	4,7
beating	1	1,9	4	5,2	5	3,9
pulling out gun	-	-	5	6,5	5	3,9
doing a kindness	1	1,9	2	2,6	3	2,3
being honest	1	1,9	1	1,3	2	1,6
cheering up	2	3,9	-	-	2	1,6
aiming	-	-	2	2,6	2	1,6
being sad	1	1,9	-	-	1	0,8
going mad	-	-	1	1,3	1	0,8
being respectful	1	1,9	-	-	1	0,8
imploring	1	1,9	-	-	1	0,8
shaking a rosary	1	1,9	-	-	1	0,8
Total	52	100,0	77	100,0	129	100,0

It is seen in Table 7 that participants imitate speaking (22,4 %), jokes (17,0 %), walking (10,0 %) and fighting (8,5 %) of the characters in the serials they see. Apart from these, female students report imitating their favourite characters for “good behaviours (15,4 %”, “singing (9,6 %”, “cheering up (3,9 %”); whereas male students take for their “pulling out gun (6,5 %”, “beating (5,2 %”, and “aiming (2,6 %”. This indicates that the students internalize and repeat every act of the characters they watch. According to Tüzün (2002), children learn by observing, imitating, and internalizing functions of the adult community, but are not conscious enough to distinguish the reality from the virtual world. Öztürk and Karayağız (2007) concluded that watching television without control and randomly chosen models might spoil personality of children during the period when they are in search of a model to identify themselves with. According to the findings of this study, the participant usually prefers television serials with items of violence, horror, anger or agitation in the light of their favourite characters. Similarly, the students imitate such behaviours as “speaking” or “jokes” most. But the characters they follow perform improper or violent acts or speeches and the

students repeat the same in daily life. In summary, study findings reveal that children of 11-12 years often refer to speeches and slang jokes made by the characters from television serials in daily life, especially communicating with mates. It seems inevitable that this situation might bring about negative effects on personality development of children.

Findings Obtained from Children’s Drawings and Comments

The children were told to draw a picture on “the scene that affected you the most in your favourite television serial”. Then, the pictures drawn by the students were assessed by researchers against criteria determined by the relevant specialist (Buyurgan).

Table 8. Distribution of “relevance of drawings with the topic” of study participants

Relevance Topic	Female		Male		Total	
	f	%	f	%	f	%
Relevance	42	100,0	64	98,5	106	99,1
not relevance	-	-	1	1,5	1	0,9
Total	42	100,0	65	100,0	107	100,0

As seen in Table 8, 99.1 % of the drawings display the scene which influenced them most in their favourite television serial. Only one participant made an independent picture of a character that s/he calls “my hero”.

Table 9. Distribution of “the most frequently used colours” in drawings of study participants

Colours	Meaning	Female		Male		Total	
		f	%	f	%	f	%
Blue	Sea, Sky, Peace	21	17,1	24	17,9	45	17,5
Black	Pessimism, Sorrow	16	13,0	23	17,2	39	15,2
Green	Nature, Liveliness, Serenity	17	13,8	18	13,4	35	13,6
Red	Fever, Blood, Violence	15	12,2	17	12,7	32	12,5
Orange	The sun, Shining, Joy	13	10,6	16	11,9	29	11,3
Yellow	Temperature, Abundance, Light	10	8,1	13	9,7	23	8,9
Brown	Maturity	13	10,6	10	7,5	23	8,9
Pink	Love-Passion	9	7,3	8	6,0	17	6,6
Purple	Pessimism, Introversion	9	7,3	5	3,7	14	5,5
Total		123	100,0	134	100,0	257	100,0

It is shown in Table 9 that participant students use colour of blue by 17,5 % in their drawings. In addition, black was used by 13,0 % of female students, while by 17,2 % of males. Also the table shows that the colors preferred most are blue, black, green, red and orange. It is a known fact that colors have an effect on human psychology and they help make assessments about individuals’ psychological situation in some cases. It is thought that blue associates peace; black associates pessimism and sorrow; green the nature, liveliness and serenity; red associates fever, blood and violence; and orange the sun, shining and joy (Buyurgan and Buyurgan, 2012). In present study, color “blue”, which reminds peace is frequently used by the participants in their drawings (17,5 %). However, it is interesting that male students use the blue color in their drawings for scenes such as fighting-conflicts, war-battling. It can be inferred that particularly boys approach to the horror or violence scenes as something usual, and violent reactions could be regarded as normal among children. On the other hand, the girls use blue in pictures they express happiness, love, passion and magic. Also black is used predominantly by male students for drawing arms, bullets or clash of arms. It can be thought that boys take scenes of death, fight-war and so on as usual items and think of these concepts in a pessimistic way. As for the girls, they use that black color for hair, shoes and trousers.

Taş and others (2006), in their study investigating how children regard doctorship in their drawings, found out that students use bright colors (red, orange and yellow) more than cold colors (blue, green and purple) in their drawings.

Table 10. Distribution of “the most influential scenes” in television serials of study participants

<i>The Most Influential Scenes</i>		Female		Male		Total		
		f	%	f	%	f	%	
Cognitive	Impolite speeches	6	30,0	10	40,0	16	35,6	
	Unity and Solidarity	2	10,0	11	44,0	13	28,9	
	Death	3	15,0	3	12,0	6	13,4	
	Magic	4	20,0	-	-	4	8,9	
	Poverty	1	5,0	1	4,0	2	4,4	
	Disease	2	10,0	-	-	2	4,4	
	Unjust treatment	1	5,0	-	-	1	2,2	
	Marriage	1	5,0	-	-	1	2,2	
	Total	20	100,0	25	100,0	45	100,0	
Emotional	Fear	10	17,5	9	20,9	19	19,0	
	Happiness	12	21,1	5	11,6	17	17,0	
	Ironicalness	5	8,8	10	23,3	15	15,0	
	Amusement	7	12,3	6	13,9	13	13,0	
	Love-Passion	5	8,8	2	4,7	7	7,0	
	Superiority	3	5,3	3	7,0	6	6,0	
	Helplessness	4	7,0	2	4,7	6	6,0	
	Anxiety	5	8,8	-	-	5	5,0	
	Anger	2	3,5	3	7,0	5	5,0	
	Astonishment	2	3,5	-	-	2	2,0	
	Sexuality	1	1,7	1	2,3	2	2,0	
	Sadness	1	1,7	1	2,3	2	2,0	
	Loneliness	-	-	1	2,3	1	1,0	
		Total	57	100,0	43	100,0	100	100,0
Behavioural	Conflict	-	-	16	26,2	16	20,0	
	Fighting-Beating	3	15,8	11	18,0	14	17,5	
	Power	1	5,2	12	19,7	13	16,2	
	War	-	-	7	11,5	7	8,7	
	Guilt	-	-	7	11,5	7	8,7	
	Aggression	4	21,1	1	1,6	5	6,3	
	Bravado	2	10,5	2	3,3	4	5,0	
	Retention	4	21,1	-	-	4	5,0	
	Torture	4	21,1	-	-	4	5,0	
	Follow-up	-	-	3	4,9	3	3,8	
	Robbery	-	-	2	3,3	2	2,5	
	Obedience	1	5,2	-	-	1	1,3	
		Total	19	100,0	61	100,0	80	100,0

Table 10 presents cognitive, emotional and behavioral reactions of the children explored by assessing their drawings against the determined criteria. From reviewing the children’s responses for the preliminary information obtained through questionnaires, it is seen that their responses correspond very well to the cognitive, emotional and behavioral reactions interpreted from their drawings. Also it was determined whether the children were affected positively or negatively by those cognitive reactions by analyzing reflections of cognitive reactions or roles assumed by characters in the serials they watch. Again it was understood from their drawings that most of the students are affected from cognitive items like unity and solidarity, death, magic and poverty in the context of the television serials, and draw pictures of scenes including those concepts. Furthermore, it was possible to see both socially and sexually impolite speeches of the television characters in 35,6 % of the drawings. On the other hand, while male participants emphasized cognitive items such as “unity and solidarity (44,0 %),

“death (12,0 %)” and “poverty (4,0 %)”, females drew scenes related with “magic (20,0 %)”, “disease (10,0 %)” and “marriage (5,0 %)” besides others. In addition, the male participants who included the concepts of unity and solidarity in violent scenes, too, described police, homeland, and soldiers with connotations of unity and solidarity in the middle of the items of violence. As for the emotional reactions, the students were largely affected by the scenes depicting fear, happiness, ironicalness, amusement, love-passion, superiority, helplessness, anxiety and anger. Especially female participants used scenes of “happiness (21,1 %)” and “fear (17,5 %)”, while the others described those of “fear (20,9 %)” and “ironicalness (23,3 %)”. Also both female and male students predominantly depicted the scenes of “amusement” which is funny to them. On the other hand, female participants placed emphasis on the scenes of “love (8,8 %)”, “anxiety (8,8 %)” and “helplessness (7,0 %)” in their drawings. In the contrary, scenes of “superiority (7,0 %)” and “anger (7,0 %)” were drawn more. Taken into consideration with themes of the television serials, it can be concluded that girls who were interested in dramatic and sentimental serials are affected by more sentimental scenes than boys, who are apt to draw violent scenes. As for the behavioral reactions, particularly female students figured torturing of Feriha tied to the bed by her ex fiancé and the assault onto her boyfriend, Emir, with a needle in the serial named “Adını Feriha Koydum”. The males pictured scenes with wars, conflicts, fights and aggression from the serials on violent and fear. Thus, it can be concluded that scenes of violence, tragedy and emotional occasions broadcasted in television serials are rather influential on children.

It was proved in Ünlü (2010) that television affects students both directly and indirectly in their choosing profession. In this sense, the students have a potential tendency to choose such professions as policeman due to “Arka Sokaklar”, doctor due to “Doktorlar”, pilot due to “Yarışma Programı”, and special force or soldier due to “Kurtlar Vadisi”. In their studies, Beytut and et al (2009) identified anxiety (worry, sorrow, fear of disaster) in pictures drawn by children hospitalized due to chronic diseases and healthy ones in the light of the psychologists’ comments. It is significant as drawings of children can be used for clinical reasons in interpreting children’s feelings and thoughts like fear, anxiety and worry. In their study on investigating how children perceive violence in their drawings, Yurtal and Artut (2008) point out that the children usually depicted examples of brute force like hitting, choking and blowing as well as other topics such as pickpocketing, fight, gang and robbery.

Table 11. Distribution of “the figures and objects used the most” in drawings of study participants

Category	Total Item	36 Female 100,0	65 Male 100,0	101 Total 100,0
Figures	Thief	1	14	15
Objects	Weapon	1	13	14
	Soldier	1	10	11
	Parrot	-	10	10
	Car	-	6	6
	Shot	4	6	10
	Figure	-	4	4
	Hand	-	4	4
	Servant	4	-	4
	Total	6	44	50
	Mirror	4	-	4
	Chains	4	-	4
	School	-	4	4
	Fire	2	1	3
	Pool	3	-	3
	Helicopter	-	3	3
	Taxi	2	1	3
	Radio	2	1	3
	Flag	-	2	2
	Rosary	2	-	2
	Heart	1	1	2
	Microphone	1	1	2
	Bank	-	2	2
	Stop	1	1	2
	Pine Tree	1	1	2
	Bin	1	-	1

Table 11 displays the figures and objects the study participants frequently applied while drawing the scenes they were influenced the most from their favourite television serials. Specifically, female participants illustrated the objects like “bed (11,1 %)”, “needle (11,1 %)”, “chains (11,1 %)” and “mirror (11,1 %)”, while males did “weapons (26,2 %)”, “bullets (15,4 %)”, “patrol car (15,4 %)”, “fire brigade (9,3 %)” and “homeland (6,2 %)”. In relation with figures, girls predominantly described “orço” who disguises like Santa Claus in the serial “Pis Yedili” (66,6 %). As a result of examining drawings of the 9-12 year old students; war, football, arm and soldier were depicted by males more than females. The latter preferred the figures and objects such as bride and groom, queen, hearts and love (Buyurgan and Buyurgan, 2012: 55). The drawings obtained in the end of the study support this point of view. Relevant table presents that figures of thief, policeman, soldier and terrorist are predominantly used by male students. Similarly, objects like arm, bullet, and policeman and fire truck are drawn mostly by them. As for the female students, though they dominantly draw violence-related objects like needle or chain; relevant scenes were picked from television serials about the secret affair of ya girl and a boy from different social status. Their drawing such objects could be attributed to the theme of love. According to Uysal (2011), students get daily information from television rather than newspapers, and moving scenes produced by the television as a visual media impress them. Aksoy and Baran (2010) asked their participants to depict the part of the school in which they feel the best. The results mainly included “garden”, “outdoor playing fields” and “outdoor activities”. This demonstrates that drawing pictures is an effective way of children’s expressing their feelings and thoughts. Children’s drawings, as a significant way of expressing their feelings and thoughts, help us understand them.

Conclusions and Implications

As a result of this study, it was seen that television serials play an important role in 11-12 year old children’s inner world, but they participate in social, artistic and cultural events at the same time. Likewise, it was found out that television serials could negatively affect psychological status of 11-12 year old children and cause formation of unwanted behaviours because of the fighting, horror, love, lying, armed attacks, battling, torture, etc scenes in them. Moreover, it was reinforced that gender is distinctive in 11-12 year old children’s favoring certain characters in modelling through social learning. Girls focus on the characters in the middle of a tragedy in quite sentimental serials. Differently, boys choose characters representing fighting-aggression, fear, anger and war from serials of violence and horror. Another important finding of this study is that children model speeches and behaviours of the characters on the serials they watch, and apply them in their daily life by means of imitation. In the light of all these findings, it is possible to argue that television serials deeply affect cognitive, emotional and behavioral development of 11-12 year old girls and boys. Bearing in mind such effects of the television serials on children, it is recommended that parents avoid exposing their children to television serials containing violence and horror considering their development stages (mental, bodily and social). Television serials, which constitute an important factor in children’s world, are broadcasted for 3-4 hours till late. Especially those including potentially detrimental characters and occasions should be broadcasted too late to be seen by children. Furthermore, most serials are recast during hours when children can watch cartoons, study or play with their peers. So, television authorities should avoid broadcasting repetition of television serials early in daytime.

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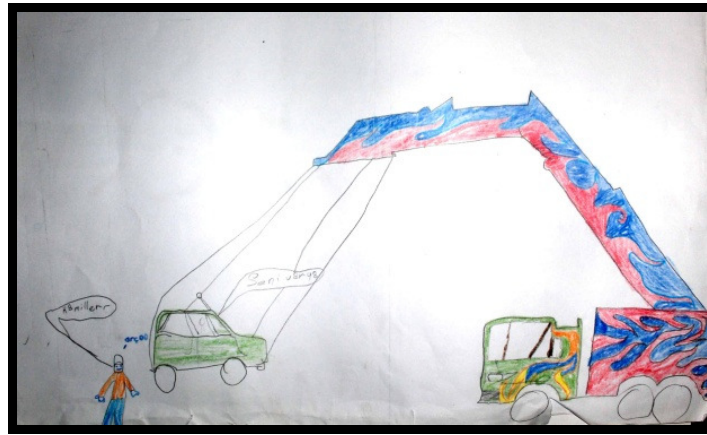
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Annex 1. Sample drawings of participants on the most influential scene in their favourite television serials:



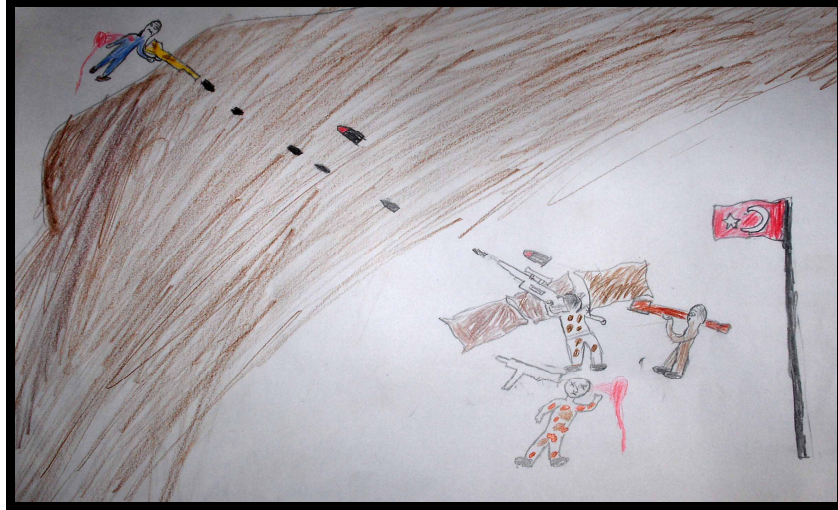
Pis Yedili (Orço)



Pis Yedili (Fire Scene)



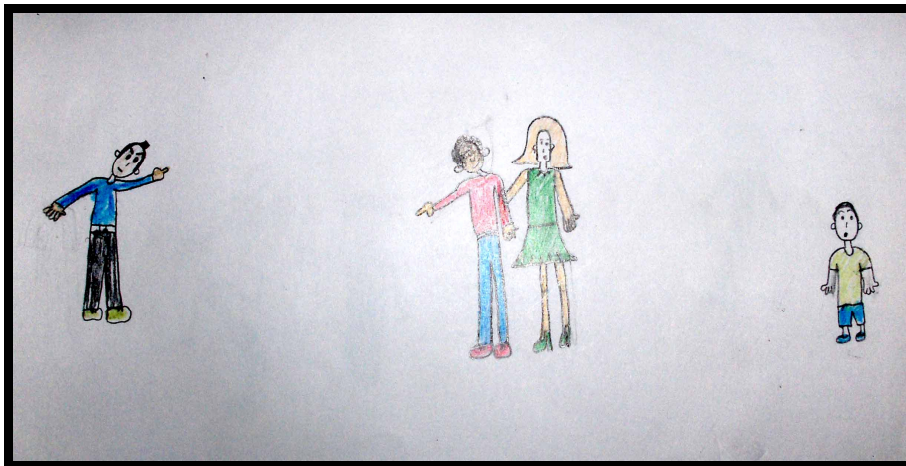
Kurtlar Vadisi Pusu (Gunfight)



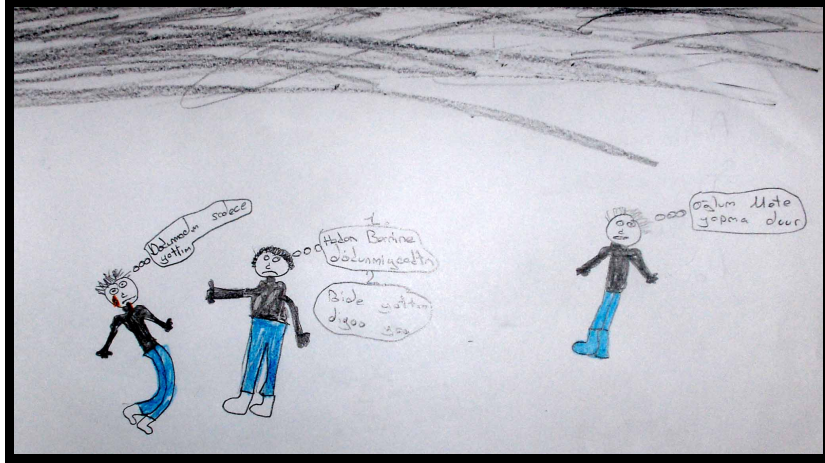
Şefkat Tepe (Gunfight)



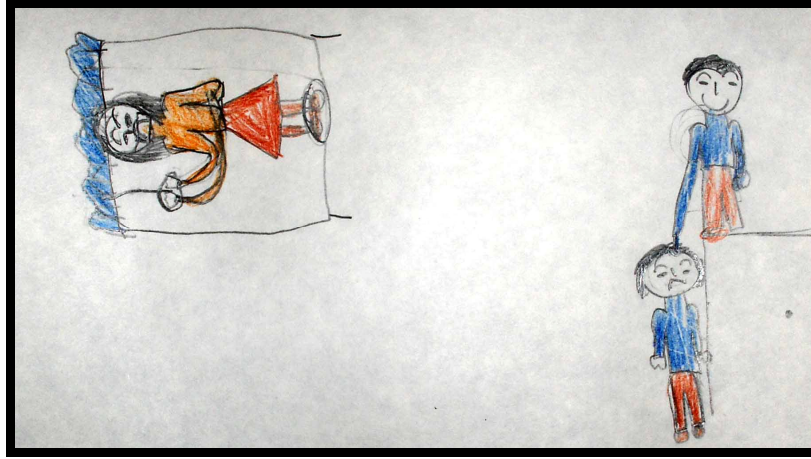
Muhteşem Yüzyıl (Sultan and Sultan's Servants)



Öyle Bir Geçer Zamanki (Mete, Ali, Cemile, Osman)



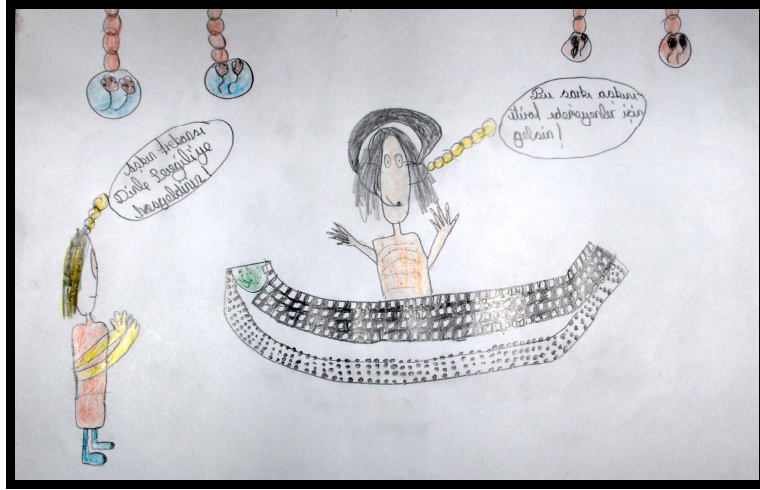
Öyle Bir Geçer Zamanki (Mate, Hakan, Ali)



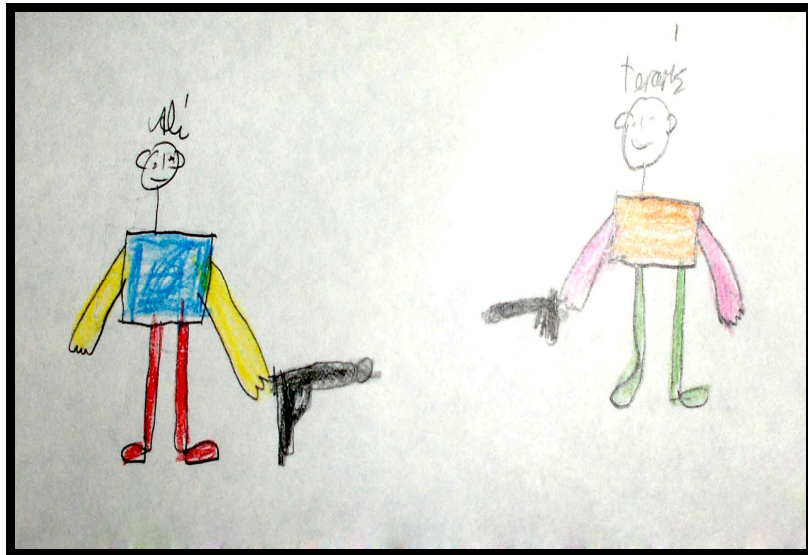
Adımı Feriha Koydum (Torturing Scene to Feriha)



Adımı Feriha Koydum (Collect Garbage Scene)



Dinle Sevgili (Radio)



Arka Sokaklar (Gunfight)



Fatmagül'ün Suçu Ne? (Fatmagül and Kerim)