

THE INFLUENCE OF TV TO PRESCHOOL CHILDREN SOCIAL RELATIONS AND PARENTS APPROACHES TO THIS SUBJECT

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Abstract

This study aim to social relations of the influence TV preschool children, television viewing habits and approaches on the issue of families. Study includes a total of 747 people and half of this number 4-5 year old children from public preschool and the other half of the parents of these children. This study were Adana province located in southern Turkey. The "Social Relationship Sub-Dimension of Behavior Grading Scale" was used to evaluate the behavioral development of children, while the "General Information Form" was used to obtain certain information about children and their families. Mother's age and education level were effected on children score form social relationship. Also, children of parent setting rules on TV watching time and program qualification. Furthermore, 47 % of children spend 1-2 hours with TV, 82,7 % of children prefer childrens' programme or cartoon of the finding were obtained.

Keywords: child, social development, social relation, television

Introduction

Socialization is a social process of integration society in to learn culture of society and the role of the individual. The individual being with other people, they need to participate in and to hear the request by socialization. Childhood stage, the most important stage of the process of socialization

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creates. In this process, the first family and school, peer group, and mass media has an important place.

The effects of the mass media and particularly TV, in the development of children is open in recent years. TV is a unilateral socialization tool for children because children cannot ask questions, demand explanation and object while watching TV. Children seen here, everything that passes their interest and their contribution to social is part of the direct effects and provides a way of life. Unlimited opportunities of TV like providing direct and indirect information and messages through vivid and color images with its visual and audiovisual properties gain more importance than other communication media in education, communication and entertainment fields. At the same time, TV is a free and accessible communication tool with no age, education level etc. hierarchy. Careful evaluation of television, may create important to minimize adverse effects. Analysis of the data obtained from studies on the subject clearly see that in this respect (Menendez-Alarkon, 1993; Tokgoz, 2004; Dorey et al., 2010; Ozen, 2010).

Gulcicek and Balci (2000), primary school students, mothers, and children, guiding their thoughts on the effects of television on children given to mothers in their study to evaluate nursing education; mothers in 87,5% of television their children taught new information, entertain 65%, 56,2% of the free time evaluates and develops the creativity of their children, but 81,8% of television sleeping late, 77,2% eyes cause deterioration is prevented to study, 72,7% led to a decrease the habit of reading books and stated that encourage violence. Chritakis et al. (2004) represented that TV give rise to in early childhood period as obesity, attention problems, aggressive behavior. In 2005, Chen and Kennedy, their work to investigate a child's behaviors of watching TV programs containing violence. The child's parent opinions and attitudes regarding violence determine that 25% of parents stated their children never watch TV, while 53% stated to pose limitations on TV watching behaviors of their children. However, 73% of these same parents stated that their children watch TV programs that contain violence at least once a week. In the same study, 81% of parents stated to limit programs containing sexuality. Hancox, Milne and Poulton (2004), in order to determine the negative effects of television on children, their longitudinal study, more television viewing in childhood and adolescence excessive weight gain, inadequate exercise, smoking, and in adulthood is associated with increased cholesterol, noting the

long-term negative effects on health found at the existence of. Saito (2007) carried out a study about the effects of TV on traditional gender roles in Japan and reported that TV contains scenes about traditional gender roles, i.e. the continuance of cultural male hegemony. This is criticized by certain groups in society. Primary school children's socialization studies the role of television and Kaya and Tuna (2008), children prefer to watch programs that are popular magazine and competition, and even two-thirds of the children stated that they want to participate in these programs as a competitor. Dorey et al. (2009) implemented a qualitative study on parental perception and opinion about their child's TV watching behavior, to determine the parents admitted place of importance of TV in their child's life, and how their child spent their time with other electronic media like computer games and internet when they were not watching TV. In fact, many previous studies show that TV viewing is associated with more behavioral outcomes and poor performance among children and teenagers (Christakis et al., 2004; Van Evra, 2004; Johnson et al., 2007; Mistry et al., 2007). But there are a few studies reporting a weak or no relation at all (Christakis et al., 2004; Van Evra, 2004; Stevens & Muslow, 2006).

In recent years, problems relevant with both physiological and psychological problems as well as developmental detection, examination of the subject requires a multi-dimensional. This is an important issue because the social behavior of children with problems at early ages, it reflect on the later ages. From this point, the aims of the present study are to show the influences of the TV to 4-5 year-old children from public preschools and to demonstrate that the children from unseparated families have normal growth. Other aims of that research are to show TV viewing habits of those children and to assess approaches of the parents.

Method

Participant in the study

Participant in the study consist of 747 people (249 children, 249 mother and 249 father) in Adana province in southern Turkey. The children were 4-5 years, demonstrating normal growth, unseparated from the family and

continued to public preschool. Figure 1 shows the demographic characteristics of students and their parents.

Procedures in the study

Random sampling method was used to select 13 schools to perform the study and necessary permissions were granted. The researchers contacted the students and their families three months before the application, and these families were applied on the “General Information Form”, which developed by the researcher to obtain necessary data about children and their families. Then, “The Evaluation Scale of Social Behaviors” was applied to by the teacher in order to obtain data related to the children’s social behavior.

Study instruments

In this study, the “Evaluation Scale of Social Behaviors” was used. This scale consists of two sub-scales including “Cooperation” and “Social Relations”. Data obtained from Social Relations sub-dimension of the scale was used in this study. Social Relations sub-dimension of Behavior Evaluation.

The scale was developed by Özgüven (1992) to evaluate the primary school students’ behavior within the classroom and general school activities. Based on this scale, Çağdaş (1997) developed a new “Behavior Rating Scale” to measure the social development level of 4-5 year old children. In this new scale, a child’s behavior is evaluated by their teachers.

Reliability of the scale was made by two different methods, which are the coherence among expert evaluations and the intermittent repetition of test. Coherence coefficient of the “Behavior Rating Scale” was found $r=.82$ for cooperation behaviors. The high correlation between referee evaluations is seen as an important proof for the reliability of this scale. In the reliability analysis of the scale by intermittent repetition of the test, the consistency coefficient was found $r=.79$ for cooperation-based behaviors. The stability coefficient calculated by Pearson product-moments correlation techniques was found $r=.86$ for cooperation scale.

In addition, reliability analysis was made with responses to 20 questions in social relation behavior. As a result of the analysis, Social Relations was concluded to be reliable by 90,70% ($\alpha=0,90$). In the normality analysis of data obtained to investigate the relation between variables determined for children in the sample group and social behavior scores and TV watching behavior, the

data demonstrated parametric distribution. “t Test” was applied to binary groups, while the “F Test” was used for more than two groups.

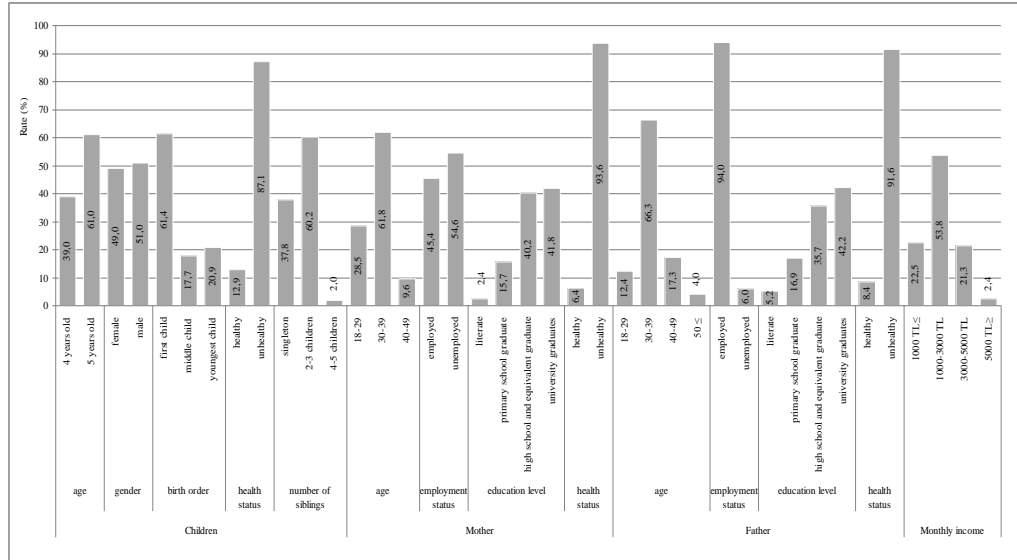


Figure 1. Demographic characteristic of the children and their families included in the study

Results

Table 1 demonstrated that, mother’s age was found effective on social relation of 4-5 years old children ($F=4,352$; $p<0,014$). As a result of Duncan multiple test, children mother’s aged 30-39 and 18-29 had higher social relation scores than mothers aged 40-49. One of the findings obtained from the study is that mothers' age makes a significant difference to children's scores of social relationship. There is a significant biological and psychological relationship between a child and a mother. Children obtain the very first facts and perceptions about life from their mothers and mothers, consciously or unconsciously, shape their children's whole behavior including social relationships through their own value judgments and behavioral patterns. The study revealed that young mothers showed more positive social relationship behavior to their children than mothers of older age. When the related studies are considered, it is seen that there are other studies supporting the result obtained through this study (Brody & Shaffer, 1982; Dekovic & Gerris, 1992;

Mızrakcı, 1994; Grigorenko & Sternberg, 2000; Paley et al., 2000; Guerrero & James, 2003; Ayyıldız, 2005; Colwel & Hart, 2005; Vaizoglu, 2008). However, there are also other studies, such as the ones conducted by Lopez-Turley (2003) and Sarı (2007), indicating that age of mother does not have any effect on children's social relationships.

Table 1. Mothers' age and social relation scores of 4-5 year old children

Mother's age	n	Rate (%)	M ± S.E. Mean (min-max)	Group
18-29 age	71	28.50	75.19±1.69 (38.00-97.00)	a
30-39 age	154	61.80	77.71±0.96 (48.00-99.00)	a
40-49 age	24	9.60	69.83±2.43 (40.00-87.00)	b

F=4,352; p<0,014

On the other hand Table 2 shows that, there was no statistically significant difference was detected between father's age and social relation scores (F=0,987; p>0,399). However, children of the oldest father had the lowest social relation scores. In general, mothers are believed to be responsible for the tasks related to children; however, with the changing conditions, the importance of the roles of fathers in children's life has been increasing. The figure of father plays an important role in child's social development as well as in his/her whole development. Although in this study it is seen that age of father does not make a significant difference to children's social relationship behavior, it is interesting that as age of father increases, there is a decline in children's scores of social relationship behavior. It is believed that the decline in the activities that fathers and children can do together due to the increasing age of father might have influenced this situation.

Table 2. Fathers' age and social relation scores of 4-5 year old children

Father's age	n	Rate (%)	M ± S.E. Mean (min-max)
18- 29 age	31	12.40	75.67±2.45 (52.00-97.00)
30- 39 age	165	66.30	77.02±0.94 (42.00-99.00)

Table 2. Fathers' age and social relation scores of 4-5 year old children - *continued*

Father's age	n	Rate (%)	M ± S.E. Mean (min-max)
40- 49 age	43	17.30	74.81±2.21 (38.00-99.00)
50 age and over	10	4.00	71.10±4.165 (49.00-88.00)

F=0,987; p>0,399

Table 3, a statistically significant relation was detected between the education level of the mother and social relation behavior of the children (F=2,741; p<0,044). Social behavior scores for children were determined to increase in parallel with education levels of the mother. Another finding of the study is that the mother's level of education has a significant effect on children's social relationship behavior. When the related studies are analyzed, it is noticed that there are findings that support the result of this study (Bilir et al., 1991; Neal & Johnson, 1996; Yalcın et al., 2002; Aral et al., 2004; Waren, 2005; Foster & Watkins, 2010; Akduman & Baran, 2011). Educated mothers give careful consideration to their attitudes towards their children due to their being conscious. Therefore, being aware that their own behavior of socialization will create a model for their children lead them to act more consciously. Moreover, many studies revealed that educated mothers had higher awareness on keeping their children away from the harmful effects of TV. In this respect, educated mothers impose limitations on the time that their children spend watching TV and the quality of the programs (Neal & Johnson, 1996; Huang & Lee, 2009).

Table 3. Mothers' education level and social relation scores of 4-5 year old children

Mothers' education level	n	Rate (%)	M ± S.E. Mean (min-max)	Group
Literate	6	2.4	69.16±6.78 (52.00-96.00)	a
Primary school	39	15.7	71.84±2.23 (38.00-96.00)	a
High school and equivalent	100	40.2	77.23±1.26 (42.00-97.00)	b
University	104	41.8	77.33±1.17 (40.00-99.00)	b

F=2,741; p<0,044

Table 4 shows that the education level of father, there were no significant association between the education level of the father and social relation behavior of the children ($F=2,460$; $p>0,063$). Also, father education level increases, social behavior scores of the children was increased. Although, as a result of the study, there was not any significant relationship between the fathers' level of education and children's social relationship behavior, it is observed that as fathers' level of education increases, there is also an increase in children's scores of social relationship. There are so data that support this result in various studies (Yalcın et al., 2002; Gültekin-Akduman & Baran, 2011). However, unlike the result of the study, there are also research findings indicating that there are significant relationships between fathers' level of education and the dimension of social relationship (Kotaman, 2008; Özmen et al., 2008).

Table 4. Fathers' education level and social relation scores of 4-5 year old children

Fathers' education level	n	Rate (%)	M ± S.E. Mean (min-max)
Literate	13	5.20	72.84±4.69 (38.00-96.00)
Primary school	42	16.90	72.26±2.17 (42.00-96.00)
High school and equivalent	89	35.70	76.62±1.26 (45.00-97.00)
University	105	42.20	77.91±1.19 (40.00-99.00)

$F=2,460$; $p>0,063$

There was no statistically significant difference between the employment status of the mother and social relation behavior of children ($t=1,043$; $p>0,298$); however, the social relation scores of the children with employment mothers were higher than those with unemployment mothers (Table 5). The fact that working mothers are separate from their children all day may lead them to be in the effort to spend more qualified time with their children. Working mothers' encouraging their children to socialization behavior may result from a necessity; however, it is higher than mothers who are not working. Moreover, as working mothers are well aware of the harmful effects

of tools such as TV which initially they considered a cheap caretaker, they would like their children to play in social groups in the kindergartens where they go and participate in the activities, rather than allowing them to sit in front of the screen for hours. Therefore, it is believed that the social behavior scores of the children whose mothers work are higher than those of the children whose mothers do not work. Although there is not a complete consistency among the research conducted on working mothers and their children, the findings, often contrary to expectations, imply that working mothers do not affect negatively (Cherry & Eaton, 1977; Gold & Andres, 1978; Warren, 2005; Arslan et al., 2006; Huang & Lee, 2009).

Table 5. Mothers' employment status and social relation scores of 4-5 year old children

Mothers' employment status	n	Rate (%)	M ± S.E. Mean (min-max)
Employed	113	45.40	77.21±1.21 (38.00-99.00)
Unemployed	136	54.60	75.42±1.09 (42.00-99.00)

t=1,043; p>0,298

Table 6 indicates that there was no statistically significant relation between the employment status of the father and social relation behavior of the child (t=1,727; p>0,850). But, children of employed fathers has higher social relation scores than children of unemployed fathers. Fathers are the very first representative of the world outside for children. Therefore, the first steps of the child's thoughts on the world outside are also taken in this period where the first steps of father-child relationship are taken. The father figure is necessary for male children to learn the role of gender, for female children to recognize the role of men, and for a positive image of life. Although working fathers' efforts of socialization that will help them adapt to their own professional contexts are not conscious, fathers would like their children to have their characteristics, such as social behavior relationships that are functional and valued in the work environment, taking responsibility, empathy, and ways of finding solutions to problems, through generalizing them to the world outside their business life (Kotaman, 2008; Ozmen et al., 2008).

Table 6. Fathers' employment status and social relation scores of 4-5 year old children

Fathers' employment status	n	Rate (%)	M ± S.E. Mean (min-max)
Employed	234	94.00	76.60±0.84 (38.00-99.00)
Unemployed	15	6.00	70.53±2.96 (49.00-90.00)

t=1,727; p>0,850

Table 7 presents the monthly income levels of families to indicate there was no statistically significant relation ($F=1,341$; $p>0,262$). However, when the data are analyzed, it is seen that as the level of family income increases, there is also an increase in children's scores of social relationship behavior. Family's monthly income points out the socio-economic level of the family of whom the child is a part. It is believed that families with good socio-economic status are in an effort to create opportunities for socialization of their children as in any perspective and encourage them to be in rapport with their peers and to exhibit cooperative behavior (Hoff-Ginsberg & Tardif, 1995). Studies indicate that children living in poor areas have much more difficulty in socializing and exhibit many more behavior problems than those living in affluent areas. In these groups, TV acts as the most important and almost the only tool of entertainment, learning and knowing about diverse social-cultural structures. Moreover, there are many more alternatives that they can provide to their children except TV. It is noticed that when the related studies are investigated, there are findings that support the result of the study (Ogbu, 1988; Albukrek, 2002; Hortaçsu, 2003; Kaur & Kalaramna, 2004).

Table 7. Income levels of the family and social relation scores of 4-5 year old children

Income levels of the family	n	Rate (%)	M ± S.E. Mean (min-max)
Minimum	56	22.5	74.25±1.91 (38.00-96.00)
1000 - 3000	134	53.8	77.01±1.11 (40.00-99.00)
3000 - 5000	53	21.3	75.54±1.1.53 (52.00-97.00)
5000 and over	6	2.4	83.50±3.17 (74.00-91.00)

F=1,341; p>0,262

Table 8 shows the relation between child's gender and social relation behavior. There was no statistically significant relation detected between gender and social relation behaviors children ($t=0,505$; $p>0,614$). But, in recent years, it has been stressed that gender differences in social and behavioral development result from both environmental and biological factors. Etaugh and Riley (1983) found that various environmental factors are affected gender. These factors are, namely, the different behavior displayed by adults for female and male children, toys selected according to the child's gender, the child's parents who will fulfill the roles assigned according to gender, the consolidation of the roles by the child's parents, teachers, and friends as determined by the society based on gender, and the punishment of the child when the roles played by the child are inappropriate. The studies conducted by Çimen (2000) and Gizir (2002) indicated that gender made a difference to children's social behavior and that average scores of female children on their social development were higher than those of male children. Moreover, in some studies, it was determined that gender did not make any difference (Gunter et al., 2000; Wake et al., 2003; Aktas-Arnas, 2006).

Table 8. Child' gender and social relation scores of 4-5 year old children

Child's gender	n	Rate (%)	M ± S.E. Mean (min-max)
Female	122	49.00	75.78±1.14 (40.00-99.00)
Male	127	51.00	76.66±1.15 (38.00-97.00)

$t=-0,505$; $p>0,614$

Table 9 shows that, no statistically significant relation was detected between TV watching time and social relation behaviors of children ($F=0,335$; $p>0,800$), but it was determined that children watching TV for 7 hours or more times a day had lower social relation scores. TV watching time is within the limitation for this age group as suggested by American Academy of Pediatrics (1-2 hours). However, the result of the study indicates that the group within 44,60% watches TV for 3-4 hours. When both frequencies are summed, a ratio of 91,60% is obtained, indicating that a great majority of the children that participated in this study spend their 1 to 4 hours a day by watching TV. This might be considered negative since this indicates that the children of this age

group that are in the process of having and developing social relationships will be deprived of these opportunities. Studies have found that watching TV too much leads to behavioral problems that hinder social relationships such as aggression and hyperactivity, and psychosomatic problems such as attention deficit and obesity. Furthermore, when the data in the table are analyzed, it is seen that although there is not any significant difference between TV watching time and children's scores of social relationship, as TV watching time increases, there is an inverse decrease in the scores of social relationship. In other words, this accounts for the lowest social relationship scores of the children watching TV for 7 and more hours. When the related studies are investigated, it is seen that there are several results that support this finding of the study (Strasburger & Donnerstein, 1999; Yalcın & Tuncer, 1999; Gunter et al., 2000; Christakis, Zimmerman, & Giuseppe, 2004; Vereecken et al., 2006; Akşaçlıoğlu & Yavuz, 2007; Kaya & Tuna, 2008; Murray & Murray, 2008).

Table 9. TV watching time and social relation scores of 4-5 year old children

TV watching time	n	Rate (%)	M ± S.E. Mean (min-max)
1-2 hours	117	47.00	76.20±1.25 (38.00-99.00)
3-4 hours	111	44.60	76.47±1.14 (42.00-99.00)
5-6 hours	17	6.80	76.11±2.48 (38.00-99.00)
7 hours and over	4	1.60	71.00±11.69 (40.00-91.00)

F=0,335; p>0,800

The investigation of the relation between the social relation behavior of the child and the rule setting of parents on TV watching times and program qualifications revealed no statistically significant relation ($t=0,749$; $p>0,454$). However, the children of parents setting rules on TV watching time and program qualification were determined to have higher social relation behavior scores than those of children of parents setting no such rule (Table 10). Another issue that was investigated in this study is whether parents imposed limitations on their children's TV watching time and the quality of the programs that they watched. It is always possible for children to encounter unsuitable messages in

the programs they watch on TV. There was not any significant difference between the limitations imposed by the parents on their children's TV watching time and the quality of the programs, and the children's scores of social relationship behavior. However, it was determined that 64,30% of the parents imposed limitations both on their children's TV watching time and the quality of the programs they watched. When the other parents were interviewed, they stated that their children were of young age, and thus they implemented such a limitation. The results of this study and the related studies reveal that parents impose limitations on the programs that their children watch and the quality of these programs. Considering, in general, the quality of the programs on which limitations are imposed, it is seen that these are the programs that include violence and sexuality. It is believed that one of the reasons why parents impose limitations on these types of programs is that they include objectionable elements in terms of model choice in children's socialization process. Accompanying children by one of the family members while they watch TV may relatively eliminate the negative effects of television since children will obtain comments and answers to their questions on what they watch. In this study, the parents stated that they accompanied their children while they watched TV as they were of young age (Kennedy et al., 2002; Chen et al., 2005, Ozmert, 2005; Kaya & Tuna, 2008; Dogan & Goker, 2012).

Table 10. Parental attitudes of setting rules on TV and social relation scores of 4-5 year old children

Setting rules	n	Rate (%)	M ± S E. Mean (min-max)
Yes	160	64.30	75.75±0.05 (40.00-99.00)
No	89	35.70	77.10±0.08 (38.00-99.00)

$t=-0,749$; $p>0,454$

When we examine the children's program preference (Table 11), children programs-cartoons were most prefer (82,70%). This is followed by respectively cinema and music-entertainment programs (5,20%), sport programs (4,80%) and competition programs (2,00%). But, when we look at the social relation scores, children who prefer competition programs, had highest scores. Also, there was no statistically differences between the

children's social behavior scores and program preference ($F=0,247$; $p>0,789$). Considering the results related to the children's preferences of the programs that they watch, it is seen that children generally watch children's programs and cartoons. Children find themselves in these programs and the children in these programs look like them and behave as they do. Moreover, they make friends with these children. In addition, as the programs such as children's programs and cartoons are prepared specifically for children, they relatively include less negative messages and they are in the broadcasting time suitable for children. When the related studies are investigated, it is noticed that there are research findings that support this result of the study. Some of the research findings indicate that male children watch cartoons far more, while female children watch TV series, followed by cartoons. Moreover, it is also seen that watching cartoons declines as children gets older (Cesur & Paker, 2007; Aral et al., 2011; Dogan & Goker, 2012).

Table 11. Program preference and social relation scores of 4-5 year old children

Program preference	n	Rate (%)	M ± S.E. Mean (min-max)
Children's program - cartoons	206	82.70	76.53±0.91 (38.00-99.00)
Music – entertainment programs	13	5.20	75.45±3.86 (43.00-94.00)
Sports programs	12	4.80	77.36±2.83 (50.00-86.00)
Competition programs	5	2.00	82.14±3.66 (60.00-82.00)
Cinema	13	5.20	76.46±3.17 (52.00-93.00)

$F=0,247$; $p>0,789$

Table 12 contains that children's activities other than watching TV. These activities respectively, painting 50,20%, playing computer 24,10%, reading book or magazine 7,60%, listening music 7,20%, sportive activities 6,40% and others 4,40%. Looking at social behavior scores, this ranking Although, not statistically significant ($F=0,337$; $p>0,890$), this ranking sportive activities, listening music, painting, playing computer, reading book or magazine and others, changed in the form. When the related studies are investigated, it is seen that there are studies that support this finding of the study

(Gungor, 1989; Arslan et al., 2006; Korkmaz, 2007). Sporting activities are the field in which the network of social relationship is intertwined. These activities uncover individuals' abilities of taking responsibility, cooperation, competition, and keeping in harmony and thus contribute to their socialization. Being admired by others, being appreciated and being a popular member in the group in the activities such as listening to music or playing a musical instrument, and drawing are the activities that help individuals improve their personality and social perception.

Table 12. Children's activities other than watching TV and social relation scores of 4-5 year old children

Children's activities other than watching TV	n	Rate (%)	M ± S.E. Mean (min-max)
Reading	19	7.60	75.57±3.83 (38.00-99.00)
Painting	125	50.20	76.37±1.11 (42.00-97.00)
Listening music or play the instrument	18	7.20	76.72±3.09 (43.00-96.00)
Sportive activities	16	6.40	79.31±2.62 (59.00-93.00)
Playing computer	60	24.10	75.71±1.74 (40.00-96.00)
Others	11	4.40	73.36±3.04 (54.00-88.00)

F=0,337; p>0,890

Table 13 demonstrated that, provides information TV on the effects of whether or not playing child games. There was no statistically significant differences ($t=0,752$; $p>0,453$). But 66,20% parents say, "yes", 37,80% say "no" effect of the children's games. In fact, this can be accounted for by the data related to the parents' attitudes since the parents stated that they imposed limitations both on TV watching time and the quality of the programs, particularly the programs that include violence and sexuality as their children were of young age. This is believed to be effective on the result obtained.

Table 13. Effects of TV on children's games and social relation scores of 4-5 year old children

Effects of TV on children's games	n	Rate (%)	M ± S.E. Mean (min-max)
Yes	155	62.20	76.68±0.99 (40.00-97.00)
No	94	37.80	75.50±1.39 (38.00-99.00)

t=0,752; p>0,453

Conclusions

This study, in line with the data obtained, discussed the effect of TV on the social relationship behavior, TV watching habits, and approaches of the parents of the children. The present study research has some limitations. In that, children with normal growth are between 4-5 ages, they have attended public nursery schools in Adana and all of them are of unseparated families.

To sum up, it was obtained from this research that mother's age and education levels were effective on social relation of 4-5 years old children. The result of the study indicates that a great majority of the children spend their 1 to 2 hours a day by watching, the parents set rules on TV watching time and program qualifications, and so TV had no effects on child games. Most of the children preferred children programs-cartoons. Moreover, children's activities other than TV watching; painting were playing computer, reading and the others.

In line with these results, it can be stated that while television has positive effects in children's socialization process, the uncontrolled TV watching habits of children, particularly at this age, who are in search for a model that they can establish identification, and the negative models chosen unconsciously and randomly will affect children's personality negatively. In this regard, it is suggested that children be protected from broadcasts that will lead them to develop negative personalities and that parents impose limitations on their children' TV watching time, help them choose the most suitable ones and watch TV together with them so that they can help their children understand what they watch and encourage them to participate in suitable activities such as sports, reading, and creative hobbies. Especially parents,

teachers, educational institutions and the people, institutions, and organizations that determine broadcasting policies have an important role in taking the necessary precautions. These precautions should be discussed and investigated at both national and international platforms since, the word, today, is presented in this colorful box, which we call TV.

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