

## A STUDY ON CHARACTERISTICS OF PARENTS' TV VIEWING AND CHILDREN'S OPINIONS ON THE CARTOONS THEY WATCHED

**Dr. Şenay BULUT PEDÜK**  
Assistant Professor  
Preschool Education Department  
Education Faculty, Fatih University  
Turkey

### Abstract

*It is known that television has diverse effects on psychological and physical health of children and adolescents. This study aimed at examining the characteristics of parents' TV viewing and children's opinions on the cartoons they watched. The data of the study were collected using face to face interviewing method through a questionnaire that was created by the researcher. According to the results from the study, it was found that parents thought that they were affected by the cartoons that their children had been viewing for a long time and parents questioned the way these effects occurred. Referencing to the findings from the study, suggestions were made about the issues concerning the way parents are informed about TV viewing, meeting the need for being informed through interactive guiding on TV screen and how parental attitudes towards TV viewing should be. When those suggestions were taken into consideration, they will help parents have a positive opinion about the effects of their children's watching TV programs and cartoons.*

**Key words :** Television, parents, TV viewing, TV program types, cartoons

### INTRODUCTION

Television has an important place in children's lives as much as adults'. Children's daily routine activities and interests mainly consist of watching TV, playing games, listening to music, reading books, doing sports, personal care and shopping (Özgen 2000, 247). Whichever country it may be, the fact that TV is the primary media never changes. As soon as children reach the age of two, they start to turn on and off the TV switching channels as a part of their games (Kapferer, 1985, 38). Children often watch TV in addition to the hours allowed to them. (Kapferer, 1985, 40-41). Watching TV and playing games mean wasting half of the hours when they are awake after school hours. To the question asked to the children between the ages of 8-14 as to "what they like doing most during holidays, they responded as "watching TV" Similarly, it was noted that children liked watching TV after school on weekdays. (Özgen 2000, 247). However, studies conducted showed that children's TV viewing included commercials related to not only toys or candies but also those concerning family and adult consumption. In this case, getting closer to the objects in the world of adults results in TV's functioning as an element of socialisation on its own. (Kapferer, 1985, 40-41).

As seen above children are the best consumers of TV. Whichever program it may be, it has behavioural, mental and emotional effects. (Güngör & Ersoy 1997, 57). A positive aspect of these effects is that it creates effective learning through its technical features. Visual and auditory features construct learning by addressing to more than one of the senses. By seeing and hearing, children recognize objects and events as being on the move. Children pay more attention to a moving object. Besides, as it requires no reading and writing skills, TV is the only communication tool that children can use. (Güngör & Ersoy 1997, 57). In a study conducted by Akpınar (2004, 35) on the effects of TV viewing behaviours on academic achievement, linguistic development and social behaviours of 4-5<sup>th</sup> graders of the ages of 10-11, it was found that children displayed a better progress on linguistic development.

Among other positive effects of TV on children's education is that it ties them home and create a common scope of interest among family members by keeping them together. Thus TV functions a source of culture for families. It motivates children to think and help them raise their interests about spending their free time efficiently, enlarge their scope of interest and living spaces and develop their esthetic tastes. (Çelen 1995, 61). Apart from numerous positive effects of TV, views on the same issue might even differentiate. There are criticisms that TV adversely affects children's social development by reducing social interaction inside and outside the family.

Another harsh criticism about TV is that it puts forward wrong and negative models of personality. Casting doubts on national values, foreign productions on TV might make us accept types of behaviours that don't match our cultural values and thus the cultural system collapses and the native language deteriorates. (Akpınar 2004, 36-37). Children who watch TV more two hours a day are under such negative effects. Again related studies report that while controlled TV viewing has positive effects, uncontrolled one has just the opposite effects. In cases where families are inefficient to have control over TV, TV can easily affect children's beliefs, ideas and behaviours. (Öztürk 2000, 229). In order for TV to have positive effects on children, the programs viewed need to be qualified enough and they must be easily grasped and assimilated. (Can 1995, 96). Violence and aggression are often prevalent in most of the cartoons shown on TV. Studies done show that aggression among children increases even if it is shown in cartoons. (Akpınar 2004, 36-37). Actions of killing and wounding are presented as ordinary acts. In addition, 24 hour broadcasts increases children's TV viewing hours.

Among the programs shown on TV, cartoons are the ones that children are mostly attracted and affected. (Orhan 1997, 43). Observations show that although the content, qualities and perceptions of the cartoons watched on TV differ according to age groups, in general, they are watched at every age. While preschool children are interested in simplified short films, on the other hand, during primary school period they are rather interested in long and thematic film series produced for TV. (Can 1995, 90). During the development period, children learn best by mimicry. A child mimics the plots they observe around themselves. They mimic some people more than others. Other people are mimicked to the extent they are important, strong, beloved and successful. People they see most are the ones they mimic most. In this respect, children are affected by cartoons as they love cartoon heroes and spend longer hours of TV viewing. (Çelen 1995, 47). What is seen on TV is likely to be repeated or attempted in real life (Çelen 1995, 50). The violence and aggression children saw on TV can be reflected on their behaviours (Çelen 1995, 51). Individual differences among children cause their behaviours displayed in view of cartoons including violence to differentiate (Çelen 1995, 52). Children love to repeat the words of the tongue twisters of their favourite cartoons. They can get much more informed through the cartoons they watched than they should regarding their ages and find the opportunity to reinforce what they learned. (Çelen 1995, 59).

Children are bombarded with information by TV every day. Although cartoons include educational and informative content, parents should be able to supervise their children's TV viewing or ban it at times (Çelen 1995, 62). As a result of the literature review, while there was a positive relationship between children's TV viewing hours and that of their parents and siblings, that relationship related to the education level of their parents was negative. (Yalçın et al. 2002, Arslan et al. 2006). In this study, the aim was to examine the views on the characteristics of parents' TV viewing and their viewing TV with their children and especially what they think of the cartoons their children watch.

#### **METHOD**

Defined as descriptive, the study was carried out using face to face interviewing method through a questionnaire created and given by the researcher to 100 parents of the children of 0-18 ages who work at the Faculties of Arts and Science, the Faculties of Engineering, Architecture, Economics and Administrative Sciences, Education and School of Foreign Languages and Visual Arts of Trakya University. Information gathered from the questionnaire was grouped under following headings : (1) characteristics of parental TV viewing (2) parental revision of the program to be watched on TV , (3) parental informedness about TV viewing (4) parental views on the programs that they think they can watch with their children (5) parental views on the cartoons their children watch (6) children's views on the effects of his or her watching cartoons. Data were presented as Tables of frequency.

#### **FINDINGS AND DISCUSSION**

The sample of the study consisted of 100 parents out of which 43 were mothers and 57 fathers and their 139 children out of which were 61 daughters and 78 sons. When we look at the age range of the parents, it can listed as 4 people of 25-30 ages , 30 people of 31-35, 33 people of 36-40, 26 people of 41-45 and 7 people 46 and over 46. Age range for children can be given as 56 children of 0-6 ages, 52 of 7-11, 18 of 12-15 and 13 of 16-18 ages. Table 1 shows the characteristics of parents' TV viewing.

**Table 1 Characteristics of parents' TV viewing (N:100)**

Characteristic	Options	F
TV viewing duration	Never	1
	Half an Hour	1
	1 hour	17
	2 hours	46
	3 hours	27
	4 hours	5
	5 hours and over	3
Viewing with friends	Usually	1
	Occasionally	10
	Never	89
Discussing the programs with others	Yes	27
	No	4
	Sometimes	69
As to whom the programs are viewed with	Alone	11
	With my spouse	26
	With my child	6
	With the whole family	52
	Sometimes alone sometimes with my spouse	5

When Table 1 is studied, it is seen that 46% of parents watch TV for 2 hours, 27 % for 3 hours and 17 % for 1 hour. While 89% of parents do not watch TV with their friends, 10 % occasionally do so. 52 % watch TV with all the family members where, only 6 of them watch TV with his or her child.

Similar to the findings of this study, as a result of a study conducted by Kapferer (1985), it is pointed out that there are no considerable differences among families in terms of duration of TV viewing. Öztürk (2000, 222), in his study regarding the views on the socialisation of 2<sup>nd</sup> graders from different socio-economic and cultural background in public and private schools, functions of TV in their education and training and views on the attitudes towards TV programs, he pointed out that participants in the study with higher level of education spent almost the same length of time for watching TV compared to those with lower level of education but he also added that the types of programs watched considerably differentiated. Furthermore, participants reported that first their siblings then themselves watched TV most. Also related to the research finding, short intervals of TV viewing makes us infer that they watch TV while spending time together.

According to Akpınar (2004,36) a Turkish family spends 5-7 hours in front of TV with other family members on the average. In their studies Gülçiçek and Balcı (2000,233) found that there is a relationship between the program that family members watch together and the one that they decide together to watch. About the issue of deciding between the channels with the family, Öztürk (2000, 224), in his study, found that mothers with university degree have a leading role. Similarly, considering that participants in the study are university graduates, this case clarifies the reason why most of the participants watch TV with all the family members. Table 2 shows the case of the revision of programs to be watched on TV by parents.

**Table 2. The case of the revision of programs to be watched on TV by parents. (N:100)**

Characteristics	Options	F Yes-No
Determining the program to be watched on TV	TV pages in the newspapers	80-20
	Weekly TV program editions	95-5
	Promotions on TV	66-34
	Channel zapping	47-53
	Conversations with friends	97-3
	On the internet	98-2
	Other	98-2
The most important factors in determining the program to be watched on TV	TV Commercials	20-80
	Advertisements in Newspapers and on TV	11-89
	Views of friends on the program	2-88
	Willingness of family members to watch the program	31-69
	My own decisions	30-70
	Getting information	4-96
	Random, routine	2-98
TV viewing behaviours	Deciding on what to watch beforehand	Always-Sometimes- Never 19-59-22
	Making his/her own selection of the channel to be watched at home	8-73-19
	Switching channels when the commercials began	36-56-8
	Switching channels when the program viewed is over	38-53-9
The most viewed program type	Prime News Hour	1.-2.-3. preferred 72-10-4
	Documentaries	3-27-13
	Domestic / foreign TV series	7-12-20
	Foreign Movies	5-13-10
	Domestic movies	0-1-0
	Cartoons	0-2-7
	News programs	5-6-11
	Religious programs	0-2-1
	Women's programs	0-3-1
	Economy programs	1-3-9
	Magazine programs	0-1-1
	Music /Entertainment programs	0-3-2
	Sports programs	2-3-12
	Talk shows/Chat shows	0-2-2
	Game Shows	2-4-6
Culture/Art programs	1-0-1	

As seen in Table 2, to determine which program to watch on TV, it was found that 53 % of parents zap, 34% choose among TV channels, %20 decide by TV pages of the newspapers. In deciding on the program to watch, parents mostly but in descending order take into consideration the demands of the family members (31), their own decisions (30) commercials on TV (20) . Related to their TV viewing behaviours, 52 participants sometimes decided on what to watch beforehand, 73 of them sometimes made their own selection of channels to be watched at home, 56 of them sometimes switched channels when the commercials started, 53 sometimes switched channels when the program that is being watched ended. 36 did so when the commercials are over. 38 always switched channels when the program viewed was over. When we look at the parents' preferences for the programs they watched most, prime news programs came first (72) , which was followed by documentaries (27) and thirdly, domestic foreign TV series.

Findings obtained make us think that most of the parents randomly watch TV in terms of watching programs as they opt for “zapping and select among TV channels” In his study with 711 people, Koçak (2001) found that more than half of the viewers learn about the program by switching channels. Furthermore, he also found that viewers switched channels very quickly and spend most of their free time by watching TV. In order to inform parents, Higher Commission of Radio and Television has launched “smart icons” system on April 23, 2006. Smart icons system inform people on two bases. These are the possible harmful content of the program and which age group the program is suitable for. ([www. rtukisaretler.gov.tr](http://www.rtukisaretler.gov.tr)). These icons are shown during the program or announced in the media before their releases. As a result of the study conducted to find out mothers’ behaviours towards TV viewing and their informedness and opinions about smart icons by Belviranlı, Centoğlu, Bilgin, Bayraktar, Bulut, Vaizoğlu, and Güler (2008), it was found that they are not informed enough about smart icons. When this result is associated with the result of this study, it could interpreted as that icons were not taken into consideration by the audience or cause the audience to switch channels according to icons.

In their study on the TV viewing characteristics of the children of 3-6 ages and their 170 parents, Cihangir and Demir (2004) stated that 58% of parents revised the program to be watched on TV or try to do so. The fact that family members play the most important role in determining the program to be watched displays consistency with results from Gülçiçek and Balcı’s study. (2000,233). After the education they got on TV viewing, Gülçiçek and Balcı (2000, 233) found a relationship between watching TV with family members and decisions made together with family members about which program to watch. It was also pointed out that due to TV channel preferences, arguments aroused inside the family and a second TV set was often bought to stop such arguments. (Öztürk 2000, 225-226). In his study, Peri (1997) concluded that families made their decisions together with their children.. As a result of the study Akpınar ( 2004,43) found that there is no relationship between the father’s education level and TV viewing and program selection. In terms of role modelling, he also stated that as the father’s education level increased, it was the mother who became a model whereas as the father’s education level decreased, it was the father who became a model. In this case, without taking parents’ education level into account, it is thought that behaviours related to their TV viewing are affected from each other. Table 3 shows parents’ informedness about TV viewing.

**Table 3. Parents’ informedness about TV viewing (N:100)**

Characteristics	Choices	F
being informed about TV viewing	Yes	18
	No	67
	A little	15
Who is to provide inform about TV viewing ?	Broadcasting Companies	23
	Communication Faculties	12
	All the universities	6
	Public Education Centers	1
	Teachers	18
	Non-governmental organizations	3
	All of the above	10
	Experts	4
	Families	1
	Guidance Services	2
	Broadcasting Companies+ Teachers	8
	Pedagogues	3
	Broadcasting Companies+ Universities	3
	Broadcasting Companies+	2
	Communication Faculty	
	University + Teachers	3
No one	1	

According to Table 3, it was found that 67 of parents have no information about TV viwing, 15 have little information and 18 have related information.They reported that parents should be informed about TV viewing first by broadcasting companies (23), second by teachers (18), by Communication Faculties (12), and finally by broadcasting companies and teachers together (8) in order. As a result of their study, Cihangir and Demir (2004) stated that 56% of parents have prior information about the issues of TV and the child.

Whereas 49,4 % have no knowledge, which means the number of those with information and or without information is close. This result makes one think that score difference is high due to research finding in terms of having no information and parents' knowing nothing about information sources of TV viewing. By the number of answers given to the question "who is to be presented as source of information" it can be inferred that parents put much of the blame on broadcasting companies and teachers. TV channels must be aware of social responsibilities. ( Ersoy 2001, 33). TV channels need to care about children's programs and the programs that children can watch. They should also inform parents and children about watching TV in collaboration with professional psychologists educationlaists. Table 4 shows parents' views on the cartoons that children watch.

**Table 4. Parents' views on the cartoons that children watch. (N:100)**

Characteristics	Choices	F
The number of cartoons that parents know by name	1 cartoon name	Answered- not answered 38-62
	2 cartoon names	43-57
	3 cartoon names	51-49
Inappropriate content in the cartoons that may be harmful for the children	Slang	No-Yes 61-39
	Obscenity	90-10
	Guns	41-59
	Fight	38-62
	Magic	62-38
	Killing	40-60
	Presenting dangerous behaviours as if they wouldn't cause any physical and psychological harm	48-52
Characteristics of cartoons that are appropriate for children	Educational-Instructional	No-Yes 55-45
	Entertaining	71-29
	Informative	92-8
	Peace, friendship and affection themes	77-23
	The theme should not be confusing	99-1
	Creative and developing imagination.	82-18
	Life coaching	96-4
	Convincing and realistic	93-7
	Divided into age categories according to levels	96-4
	Informative about Turkish and global culture	95-5
	Inclusive of moral and ethical values	93-7
	Arousing interest	99-1
	Supportive of emotional development	96-4
	Supportive of linguistic development	94-6
	Supportive of social development	95-5
	Supportive of proper conducts	96-4
	Non- violent	84-16
	Supportive of skills acquisition	95-5
Wording of "sex" in dubbing	99-1	
Drawings should be soft	97-3	
Relaxing the child	99-1	

When we look at the number of the names of the cartoons watched by children in Table 4, we see that while there are 62 children who know the name of only one cartoon, 57 know two, 49 know three, scenes in cartoons that parents think could harm children are fighting (62), murder (60), and guns (59), presenting harmful actions as if they had no physically and mentally harm (52) and slang.(39) . Characteristics of cartoons that are appropriate for children were described by parents as educational-instructional (45), entertaining (29), with themes peace, affection and friendship (23), creative and developing imagination (18), non-violent (16), informative (8), convincing-realistic and inclusive of ethical and moral values (7), supportive of emotional, social and linguistic development, supportive of skills acquisition, promoting Turkish and global culture, life coaching and supportive of proper conducts, with soft lines, dubbing that is appropriate for gender, and relaxing.

The fact that parents know the cartoons their children watch by name makes one think that parents find the cartoons watched by their children to be appropriate for them. The number of the name of the cartoon known being only one can be interpreted as that cartoons watched by children were taken into consideration by parents. Can (1995) in his study related to the effects of cartoons on preschool children’s development and communication found that children were mostly affected by the actions and sayings of the heroes and cartoons that children watch were mainly impressive and based on violent actions. Peri (1997) stated that most of the families thought that their children were by TV. In addition, consistent with the research finding, families pointed out that their children watch TV for entertainment, learning and not having any friends. Effects of TV on children can be both positive and negative. As a positive effect of TV, Cihangir and Demir (2004) stated that parents emphasized the educational and instructional side of TV most.

In his study where he examined the role and importance of TV in the life of the individuals of 6-18 age group, İnce (1991) stated that entertainment, providing information and visual attraction were among the primary reasons for watching TV. As a result of the study, while parents consecutively number the characteristics of the cartoons that are appropriate for their children, their being educational, instructional and entertaining were of their primary interest, which can be also interpreted as that they thought they were affected by cartoons. In addition, parents’ consideration that the content of the cartoons watched on TV can be sometimes monitored by 45 can be interpreted as that they have a positive opinion about cartoons. Table 5 shows parents views on the program that can be watched with children

**Table 5. Views of Parents on the program that can be watched with children**

Characteristics	Choices	F
Child’s control over the content of the cartoon viewed	Yes	32
	No	23
	Sometimes	45
Programs that are viewed with the child	Prime News	76-24
	Documentaries	43-57
	Domestic /Foreign TV series m	55-45
	Foreign Films	71-29
	Domestic Films	86-14
	Cartoons	45-55
	News Programs	97-3
	Religious Programs	98-2
	Women’s Programs	100-0
	Economy programs	99-1
	Magazine programs	97-3
	Music/Entertainment programs	69-31
	Sports programs	89-11
	Talk show/chat shows	92-8
Game shows	77-23	
Programs apart from children’s programs that are allowed by parents for their children to watch.	Comedies	97-3
	Documentaries	32-68
	News	44-58
	Music / Entertianmentr programs	80-20
	Sports programs	57-43
	Talk show/Chat Shows	83-17
	All of the Above	95-5
	Gameshows	99-1
Commercials	95-5	

When Table 5 studied, it is seen that parents sometimes supervised 45% of the cartoons their children watched, 32% supervised and 23 % not supervised.

Among the programs watched with children, the frequency range followed as documentaries 57, cartoons 55, domestic/foreign TV series 45, music/ entertainment programs 31, foreign movies 29, prime news 24 and game shows 23. Apart from children's programs, among the programs that parents let children watch are reported to be documentaries making the first third of the list 68, news 58 and sports programs.

Positive effects of TV can be realised when family control is secured only by not banning children's TV viewing but letting them watch the programs that are appropriate for them. (Oktay 1999,232-236). Parents should still be able to monitor or sometimes prohibit their children's TV viewing habits even if the cartoons have educational and instructional content. (Çelen 1995, 62). The place and effects of cartoons in the life of children of 7-12 age group were studied by İnce (1991,88-92) and as a result of the study, attitudes of parents towards watching cartoons were found to be positive by 65,1%. As a result of Peri's (1997) study, it was stated that while parents control and restrict pre-school children's TV viewing, Cihangir and Demir (2004,326) pointed out that parents revised the program to be watched on TV. This supports the result of the study.

In Peri's (1997) study, programs apart from children's programs allowed by parents are listed as comedy series, music / entertainment and documentaries. This result is similar to the finding that is available among research findings that parents let their children watch documentaries. The fact that documentaries make the top of the list when the programs watched together with the child are studied can be interpreted as that parents tend to support their children's watching TV more about educational and informative programs. In his study, Doğanay (1997), it was found that comedies, music programs, news and news programs are the most frequently watched programs followed by news or similar programs, entertainment programs and programs watched together with the family.

**Table 6. Views of parents on the effects of their children's watching cartoons**

Characteristics	Choices	f
Child's cartoons viewing duration	Half an hour	4
	1 hours	23
	2 hours	36
	3 hours	20
	4 hours	11
	5 hours and more	6
State of the child's being under the effect of the cartoons viewed.	Affected very much	9
	Affected from time to time	68
	Not affected at all	23
The expression of the effect of cartoons by the child	His imaginery world develops	1.-2.-3. choice 45-8-7
	Questions he/she asks increases	17-31-6
	His/her attitudes and actions change	10-10-11
	He/she becomes aggressive and violent or restless after watching cartoons with violence	3-4-4
	He/she wants to practice what he/she has seen	8-11-14
	His/her demand to buy toys increases.	10-8-12

Table 6 shows that parents reported that their children's TV viewing hours ranged between 36 and 2 at most and 1-3 hours in order. Related to the effects of cartoons on parents, it was reported that 68% were "sometimes affected" 23% "not affected at all" and 9% "affected". In terms of the way the child expresses the effect of the cartoon, parents stated that by 45% they "developed children's imagination", by 17% "the questions posed by their children increased" by 10% "changed their behaviours and attitudes" and "their willingness to buy toys" in sequence. When we look at parents' TV and children's cartoons viewing, it is seen that they are the same. This case brings to the mind that children are affected by their parents. As a result of the study conducted by Belviranlı et al.(2008,191) on mothers' behaviours about TV and their knowledge levels of the smart icons, it was found that there is a positive relationship between mothers' TV viewing periods and that of children.

According to Akpınar's study (2004, 43), children's preferences ranged from cartoons, domestic productions to magazine and violent films. This calls to mind that children watch cartoons mostly. Children's TV viewing duration must be appropriate for their age and development.



Again the themes and presentation of the TV programs that children watch must be of a kind that they can understand, characters should have positive features mostly, The child needs to be talked and explanations must be made about the programs watched Watching not all the programs for certain periods of time but those that are appropriate for the child will help him or her participate in other activities (Oktay 1999,232-236). Among research findings, the finding that parents think that cartoons their children watch develop their imagination and the finding obtained in Güngör and Ersoy's study (1997,68) that male and female children show differences of behavior after the program they watched bear similarities. Along with children's play period, they start to reflect the characteristics of their heroes they chose as role models on their daily life and they want to practice what they watched. Due to children's lack of experience and limited mental capabilities especially, they seem to have difficulty in telling the truth from reality. Only during primary school period children can realize that TV characters are actually acted by actors or actresses. (Ersoy 2003, 32).

While watching TV, children actually experience the film as a reality. This is not a passive thing for them. It is rather an event with many senses involved. The child leaves a little space between himself / herself and the things watched. This is child's experiencing what is viewed in front of the screen. Similarly, children construct similarities between the events they saw in cartoons and their daily lives. When children come across events that are similar to the ones in the films, they show reactions similar to the one in the movies. Children sometimes take some characters in the films to be the characters in real life. (Orhan 1997, 43). Güngör and Ersoy (1997) , in terms of the changes undergone after watching TV, found that boys pretended the scenes of violence whereas girls impersonated the scenes they were impressed. It can be said that the result of Güngör and Ersoy's study in which they pointed out that girls want to have the products advertised , impersonate actors or actresses and the slang and the result stated in Peri's (1997) study that first their world of imagination develops, second questions and attitudes change as becoming violent and aggressive are similar. As a result of the study carried out by Güral and Serhatlıoğlu (2005, 740) on the effects of violence in TV programs, it was found the older and the more senior teachers become, the more they think that children are affected by violence

### **RESULTS AND SUGGESTIONS**

Results reached and suggestions made related to these results were mentioned in this chapter in the light of the findings obtained in the study. It is expected that TV, listed among essential media tools, carry out the responsibilities of enabling communication and giving information related to development of children's physical, mental, social and ethical security. In spite of these desired features, it is parents' responsibility to reduce such adverse effects. The study shows that parental TV viewing duration is between 2 and 3 hours, children watch TV with their family and half of them zap to determine the program to be watched, their decisions are taken into consideration through their family's requests, whatever is to be watched sometimes was not decided beforehand, the channel was switched after the commercial or the program viewed finished, parents' first preference was prime news, 67% of parents had no idea about TV viewing, it should be the broadcasting company to inform primarily, documentaries make the top of the list by 57 % followed by cartoons, domestic – foreign TV series, documentaries, news and sports programs are the ones that were allowed to watch apart from children's programs.

Related to the cartoons that children watch, majority of parents could name a film and they also think that scenes of violence, killing, fighting, guns and harmful behaviours should be presented in a way that won't physically harm the child and cartoons that are appropriate to watch are the ones that have educational, instructional, entertaining features developing imagination and creativity. Parents also stated that the child's cartoons viewing duration was 2 hours at the most. Related to parents' views on the effects of cartoons on their children they reported that 68% were sometimes affected and this effect helped them develop their imagination. It can be said that parents and children's TV viewing duration are consistent and the most viewed cartoons include influence them and they can question as to what way this influence can be.

### **Suggestions**

In the light of the finding that parents have no information about TV viewing, parents should be informed about how TV programs for children should be. This education should start by learning about the content and forms of children programs. Parents' need for information about this subject can be met through on screen interactive guidance. Using interactive senders, children's access to inappropriate programs without their parents' permission can be denied. By increasing cable TV options for TV viewing, a program can be created within national channels.

After setting up visual programs that educate adults on TV viewing on cable TV's program selection provided by the cable TV company, those selected channels can viewed. Programs that evaluate the features, content and format of the programs for children can presented to the viewers by listing them on Cable TV selection menu. Phone numbers for denouncing the program that include inappropriate content can be broadcast on TV channels to increase awareness and take necessary precautions about them through public support. Parents should be act as role models through their TV viewing behaviours and they should guide their children about taking up educational hobbies such as reading or doing sports that can replace watching TV and they should also take active part in their children's program selection and they should watch TV together with their children to help them comment about the programs. Cartoons also need to be supervised and children need to be aware of what they are watching. Children should be made conscious through courses or seminars that emphasize issues such as TV program selection and program analysis.

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