Investigating the role of television on changing the behavior of adolescents

Maryam Yousefi [a], Maryam Moghimi [b]
Islamic Azad University Central Tehran Branch
[b] Science communication Science and Research Branch of Qeshm, Iran.
[a] Corresponding authour: a.usefi2000@gmail.com

Abstract: This research aims to study "the role of television in the behavior modification of the youth". For this purpose, the survey method has been applied for this research and the data required for analysis have been collected using questionnaire. The collected data have been analyzed using descriptive and inferential tables of SPSS program. The statistical population of this research includes the total 68 students of the master's program of communication science of the Islamic Azad University, who admitted to the university in 2010. Due to the small size of the statistical population, census-sampling method has been used. The results of this research show that parents cannot confront the negative impacts of television. Young people are largely attached to and affected by television. Television can be to some extent as an appropriate means for children's spare time. It teaches them adult's issues. It may disrupt children's activities. Television may cause young generation to become interested in consumerism. Spending spare time is one of positive functions of television that attracts the youth. The quality and attraction of television can absorb young people. Television is effective in the learning of children and young people. It can also cause violation and aggressiveness of the youth. It is moreover effective in the selection of job by them, and it may make them to feel embarrassed.

Keywords: Television, Positive Function of Television, Television and children

Introduction

As the days pass, the industry increases the number and variety of its products and without interruption gives them to the people one by one and monitors human performance with these newcomers from afar. TV is a strange phenomenon that has recently entered human life and miraculously almost all the houses are occupied; so that it has attracted the attention of most scholars. For this reason, some researchers consider it as a means to destroy human society. In contrast, another group considers it as a mean to accelerate and enhance human capabilities.

Problem statement

The mass media has been built for the human optimal utilization. Meanwhile, human growing needs has led to increasingly enhance the quantity and quality of the media. The mass media includes magazines, radio, TV, satellite, internet and so on.

Media may be a blade in the hands of a committed and caring doctor or a dagger in the hands of a man-killer. Regardless of the research applications, various media programs have become a gateway for promoting abnormalities. Sociologists and cultural experts have been made to do something about inviolability of human society especially the families, from the influx flood of the media destructive programs.

Currently, among all media, television is the only media that billions of people around the world widely use and according to statistics, most of its audiences are children and adolescents and that is why this media have an important role in the development of mental, behavioral and communicational patterns of children.

Despite the entire positive benefits of television, such as its prominent role in the information and education, acculturation and creating entertainment, if this media, like any other communication technologies, is not used timely and correctly; its negative impact would be undeniable; if neglected, it may overshadow the positive effects of this pervasive media.

Individual behavior in childhood and in the family is one of the most important factors in the formation of character. TV also as a means of mass communication along the families effects on the intellectual development and children's personality. This particular media which has its own audience could have favorable and unfavorable effects on the audience's due to its contents. Children are the specific target audience of this media and in comparison with other mass media; its influence due to audiovisual feature is more. In addition to filling leisure and entertainment television can affect children's intellectual development and behavior and create interest and appeal in them through its programs. This media can be very beneficial or harmful in modern life. We are actually dealing with the media that many people spend most of their time watching that.

Like it and rely on it. Due to the technological capabilities, this media can provide programs with the same content of everyday life and intensify its attractiveness and concept by using a variety of production techniques. This media can not only educate, teach, encourage and motivate but can hurt and mislead. Cartoons and popular programs contain verbal and physical violence and some commercial adverts encourage improper and wasteful consumerism. This media presents such experiences to the viewers to enjoy and do it more efficiently and better than other communications media (radio, newspapers, books, magazines, computers and movies) does. Compared to other media, Television potential effectiveness is more prominent and commonly used. Such features make TV an important media for all especially for children and in these respect children are considered TV particular audiences. Therefore, it should be noted that because TV programs affect on children's intellectual development and behavior, they should be encouraged to see programs which do not have adversely affect on them and television programs should be developed in a manner to provide intellectual development and make children flourish.(Soltani, http://www.tebyan.net)

Theoretical Framework

In this study, according to the subject, theories of both scientists and theoreticians of social communication have helped us to achieve the purpose of this research. Application of these theories as the theoretical framework of the researcher will be realized in the following states:

Using and Gratification theory: In an article related to a brief history of works in the using and gratification scope, Coutts, Blamler and Gurevich noted that studies are related to:

1) Social origins and social psychology 2) Needs which cause 3) Expectations of 4) Mass media or other sources leads to 5) Distinct patterns of exposure to the media or engaging in other activities and the gratifications related to those needs and other consequences will be the result and may often be unwanted.

They refer to two Swedish researchers who have suggested "Using and Gratification model" in 1968. This model encompasses the following elements:

1) The audience considered active, it means that an important part of the media is supposed to be goal-oriented.

2) In the process of mass communication and relating needs satisfaction with media choices, the audience has a lot of initiative.

3) Media competes with other sources of needs satisfaction. In the literature about Using and Gratification theory, there are several ways to classify the audience needs and satisfaction. Some have spoken about "immediate" and "delayed" Gratifications, others have called it" informative, imaginative and educational or leisure (recreational)".

Mac Quayle, Blamler and Brown researched in the UK and proposed the following categories:

1) Leisure (escape from everyday problems, emotional comfort).

2) Personal relationships (social utility of information through talking, replacement of camaraderie and friendships with the media).

3) Personal identity or individual psychology (reinforce values, self-discovery, discovery of facts and etc).

4) Surveillance (information about things that might affect the person or help him to do something).

(Sorien, Tankard, 1384: 423-424)

The Using and Gratification approach has been criticized; especially about non-theoretical aspects, the ambiguity in the definition of key concepts (e.g. the concept of need) and the matter that this approach is nothing more than a

strategy to collect information. Most of the needs which people are trying to provide through the use of media can be inferred to the question of why people use the media in the first place. This leads to the suspicion whether the media have created needs or those needs make sense to use the media? As a result of extensive discussion about the theory of Using and Gratification, some other parts of this approach are determined as follows:

- 1) More stable use of motivation concept and using the media;
- 2) Closer link between demanded gratifications and meanings and interpretations that are given to certain media messages;
- 3) Avoiding objectivism in research the effects by injection the pattern of a powerful media (and trying to assess the consequences of different patterns of using the media and motivation);
- 4) A systematic attempt to develop a broader and more complex model of Using and Gratification;
- 5) Going beyond the current primarily individual focus to consider the appropriateness of the theory with social systems.

In a critical comparison about the Using and Gratification studies carried out in 1983, efforts have been made to link those studies with psychological theory of expected values. Ambiguous definitions of operational and analytical model have been criticized and inner harmony is questionable. The lack of theoretical justification is offered for the version mentioned and it's stated that "the discussion about satisfaction of results is much more, so it does not support the infrastructure comments". Some of the respondents when have been asked with open answers cannot identify the satisfaction from using the media but when a list of options is provided they instantly identify them. However, independent researchers who often use a variety of techniques have identified very similar needs and this matter increases the assurances of questioning technique about why they choose certain information.

Mac Quayle who is a prominent person in Using and Gratification studies has criticized the researches of this scope due to extremism. Using and Gratification researches now trying to study Culture (origin, production, meaning and using), the respondents (identity, attributes and reasons for presence among audiences), individual behavior (types, frequency of causes, effects and interconnections) and society (media business). He recommends that we should emphasize on one of the fields which are supposed to be culture and he does it through a cultural experimental approach. Under this approach, attentions are concentrated on choices and meaningful exposure to cultural products. He argues this is a return to establish the link between social sciences and humanities which Coutts recommended in his call for research on the use of media and never actually be realized. Using and Gratification approach has been criticized for being focused on the individual. This approach relies on psychological concepts such as requirements and ignores the social structure and the position of the media in it. Robin and Vindal are a response to this criticism; they have raised an approach that combines Using and Gratification with Dependency theory.

Their model is Known as Using and Dependency and puts people in social systems, systems that help to shape people's needs. Finally, the finding that exposure to mass communication may not always be deliberate or targeted is in conflict with some of the main concepts of Using and Gratification approach. It seems that people's way always passes through the mass media environment but in an "automatic and involuntary" form. This view suggests that much of the mass media implies a low level attention and can be properly called "ritual" or "habit". Most people may often be interested in mild and pleasant stimulus but not equally interested in personal mentoring or coaching. Recently a study about watching television has shown that the use of active audience concept during watching TV is misleading. This study about watching television by different population groups and respondents aged 10 to 82 years came to the conclusion that people express their experience of watching TV with words such as continually, passive, calming and involves relatively little focus. The authors also argue that due to visual nature of TV and movie compared to printed materials, they likely create a more equal cognitive and emotional reaction in the audience. The same effect is not something that Using and Gratification approach forecast. (Sorien, Tankard, 1384: 428-431)

Social learning theory

Early in the second half of the twentieth century, Social learning theory principles were raised with a widespread activity and coverage by a group of psychologists, especially Albert Bandura. Although this theory is based on conditioning factors, such as changing the behavior but its foundation is based on symbolization, considering hypothesizes, search for causal relationships and predict behavioral outcomes. Therefore, this theory is a combination of behaviorism and cognitive psychology. According to Bandura environment will undoubtedly affect human behavior. Social system compels people to perform certain behaviors by using incentives and punishments and Bandura believed that human behavior is based on reciprocal determinism.

Bandura explains social learning through elements such as perceptual framework, Carver learning and succession, learning and performance, the importance of imitation learning, benchmarking and observation. (Bandura, 1375:105)

Research goal

Investigating the role of television on changing the behavior of adolescents
Research questions:
1) Does the quality and attractiveness of television attract young people to the TV programs?
2) Does television have a role in children and adolescents learning?
3) Does TV cause adolescents to be passive?
4) Can TV have a role in career choice of adolescents?
5) Does TV cause the violence and aggression in adolescents?

Research Methodology

All studies require a method, ideas, searching and then moving forward. In a proper study, it is better the researcher determines subject, technique, contacts and his terms and tools. The research method depends on objectives, hypotheses and executive facilities.
Methodology of this study is based on survey research. Surveying begins with determining people who represent target groups (sample) and drafting questions that should be asked of them. Surveying should be limited to the questions that people are actually able to respond. Therefore, the studies are focused on attitudes, beliefs, some information about the living conditions and issues that define and distinguish people. (Baker, 1386:24)

Statistical Society

A set of people, objects, etc which are common in an attribute or characteristic called statistical society. The statistical society of this research included senior students of communications 1389 entries from Azad University and they are 68 people.

The sample population and sampling method

Sometimes the study of statistical society is either not possible or in terms of finance, time and energy is not affordable or study of the society is not possible in the short term and long-term results of the study will not work. In such cases, rather than the study of the whole society, a sample of the community can be selected and studied. The sample is a group of persons or members of the research community that represents it and more or less has the features of the whole community. (Baker, 1386:171) Due to the small statistical society in this study, sampling has been used by counting all.

Statistical methods of data analysis

The analysis in this study is performed by SPSS software in both descriptive and inferential statistic levels. First, all data collected from questionnaires were transferred to statistical data editing files; then, based on the code of the desired frequency distribution table , each variables were adjusted based on the questionnaire, frequency distribution table, percentages and extracted graph data.

Media

Now, more than ever, mass media such as press, radio, television, cinema, etc and also the process of mass communication are under an accurate and orderly study. These studies and extensive research suggest the importance of the mass media as an important social institution. Mass media industry are changing and growing. In this regard, conditions for employment of human resources, artistic and spiritual goods and services are provided.
Mass Medias in society are power tools. They also considered as a position from which culture flows. In this regard, it can be said that media affects on behavior styles, attitudes, public tastes in society and norms. Thus, mass media, through their inclusiveness can influence other communication processes in their lower levels. Undoubtedly, people receive most information directly from the mass media. (Mehrdad,1379: 13 and 9)

Television

In the 20th century, an amazing phenomenon was invented by mankind; one of the most amazing phenomena was the cinema and then television. TV had such appeal that it has been called (the mysterious box of magic) and the magic box crossed all borders behind and captured the entire world. In today's world   TV's influence and attraction

is very high: The role of television in teaching, guiding, directing and molding public opinion is undeniable and in fact, that's why television have been used as one of the main tools (influence on public opinion). Today, hardly a family can be found that do not have television in their homes. Even those who are deprived of the television go to a neighbor's house or elsewhere and benefit of it and get under its influence. Since the television sound and graphics used both at the same time , it can have a huge impact on viewers.

Television enters into the houses with high propagation velocity and brings thoughts, beliefs, customs and new ideas. In fact, the television today presents everywhere; this means that TV has omnipresent at the same time. This feature, also called space explosion. Television now competes with cinema, radio and newspapers in the fields of education, culture, recreation and art. TV news programs usually due to direct rendering scenes with warm words of broadcasters give objectivity to current events and more than newspapers and radio are appreciated. Direct broadcast scenes and events is "the miracle of television". That means millions of viewers are relaxing at home or other places and viewing the actual flow of social life events such as: athletic competitions, military parades, official ceremonies, protests and speeches and even their sight is more accurate and broader than onlookers present at the scene.(Sarookhani, 1375:92)

TV features

Television has features that distinguish it from other media and information methods:
- First: television affects the sense of sight and hearing at the same time therefore it is placed superior than the radio and press.
- Second: television is able to inform viewers with hot news at the speed of light. In this sense, only radio could arise to compete with this media. These two devices, spread information with electromagnetic waves.
- Third: a TV program requires no intermediary to achieve favorable terms. Press needs postal services; movies require theaters (cinema). Performing a play needs a theater stage; but television like radio takes its programs to audience's home without intermediaries.
- Fourth: TV can simultaneously cover a large number of viewers and in some countries far more than press readers and radio listeners.
- Fifth: TV due to the direct and immediate connection with the viewers and showing events when they actually happen and in many cases in color, is a non-competitive media. (Birukof,1372:26)

Television positive functions

Filling the leisure time for children
People of any age have a central activity at that age and they spend time around that axis. This main activity gets tedious for humans over time (due to the specific nature of man). At first this diversity must be different from the main activities; secondly they should not operate at the same time to prevent damage to the main activity.
There is no exception for children. The main activity of pre-school children is playing and after school they study. It is normal for children to get tired of play and study, they require a side activity to fill empty time and relieve their boredom. TV is one of the best things that can fill children's spare time. (Azari, 1377:77) TV can be a valuable tool not only for entertaining children, but with a purposive management and proper planning and with its many hidden functions it can also fill the free time as a constructive mean. Many polls show that one of the main reasons of children for watching TV is time passing. (Gonenz and Mac Aller, 1380:41)

Some scholars ask children indirect questions and correlate the answers to their behavior; they concluded that the children's reason for viewing TV divides to at least three broad categories. The first of these reasons that its volume is several times more than the second category includes spending leisure. When children watch television with this one in mind they probably more willing to happy programs, simple and exciting entertainments. At this point, educational programs get the least attention and most relaxing program that enhance the audience's sense of optimism and peace of mind is family programs. (Azari, 1377:77)
Because spare time should cover many needs of all people, especially children, , this function can be useful only when it wouldn't be a replacement for all of children's side activities.

TV and socialization
Social life has indexes and symbols. Without understanding the social symbols, cannot live in the community. In fact, the introduction of social life is "socialization". The child's birth coincided with the socialization. As much as child grows, should have the same social development; because development, education and socialization are three factors in the nature of the child. Childhood means: years that man learns about ways of life. The first place where children learn socialization is family (Coen, 1382:173).

But the ability of households to respond to this great need is negligible. Although the school will help families in this way a bit, but since the child's needs exceed this limit, again the lack is obvious; inclusive and diverse programs of TV is the best tool that can meet the child's needs; because the television medium is inclusive and accessible to all children. Children can learn a great deal about themselves, their lives, how to behave in different situations and how to deal with family and personal problems through television and the socialization through television, according to TV and children's features is incisive more than anything. (Shram et al.1377: 1 &5)

Some of the socialization aspects of children include:

- Understanding the role of gender: Gender consists of a set of concepts and beliefs about how we are individually, how to demonstrate our personality and characteristics, how to behave with other people and how should we be?

Community has certain expectations of men and women which are not similar for both genders. So, basically certain features are considered for men and other features are determined for women; this does not mean that you can never find effects or similar behavior pattern between the two genders with specific characteristics. In contrast what is here referred is a kind of classification based on the compatibility and performance; it gives us a set of defined ideas which society has determined suitable for each of genders. Defined ideas about gender may limit the roles that men and women can play in society. Growing these ideas in the minds of children takes place through the learning process. This kind of learning is an aspect of social learning to foster people who could adapt themselves with social norms in their adulthood. However, the importance of television in shaping these ideas about sexuality is considerable. In addition, some child psychologists say: the period of understanding gender in children is 18 months to 3 years old. This Course almost matched the age of a child when he/she regularly communicates with the TV. Thus, in this period of time children quickly and easily learn about gender roles from television and practically apply them in their activities (Gonenz and Mac Aller, 1380:108 &109).

- Career choice: Choose a job or career may be due to the specific jobs being visible to the public, especially through public media such as television. TV creates formatted Career beliefs in children which can be for short term or long term.

- Family roles: In recent years, family life, especially in Western societies, has changed fundamentally. With the changes that have been made, it can be expected that the concept of family is changing too (Gonenz and Mac Aller, 1380:119). Undoubtedly, television has an important role in shaping children's beliefs about family life. TV introduces perfect families to viewers including children and insists on certain values, or presents some issues which are important for members of the family (girls and boys). In the meantime, a child finds his family roles during television programs. So, in a sense, television represents family and its roles (The role of mother, father, sister, brother and their relationships) and the child learns. (Azizi, 1373:93-125)

- General information: Most viewers never have been in an operating room, court, police station, jail or the board room of an institution but they have information about each of these. Much of what we know about these things is learned from television. The information that children acquire through the television screen may not be less than the grown-ups, with the difference that children experience about life is less than adults and as a result, may be fooled by the things they see on television more easily. An investigation found that half of the surveyed 5 years old children did not know that TV characters are actors, at age 8, more than 2/3 of children and at age 11, almost all children find out this elementary fact. (Shram et al.1377: 122-133)

- Politicization: Explained earlier that in every society, there is a prevailing ideology that all of society activities must be in that direction. So, willingly or unwillingly, watching TV regularly creates an intellectual framework and tendency in children which among other issues could shape his future political career. Therefore, this scope of influence has been highly regarded by politicians, as far as Hitler in his speeches, says: when an opponent declares:"I won't be with you", I gently say to him: Your child belongs to us already. Who Are You? You die, but your children are now in the new army. In a short time, they have nothing else but this new community. (Rush,1383:103) Elsewhere he says: We have duty to inject the spirit of this community to young people from a very young age and the "new Reich" will give young people to no one; pays attention to youth and instill its education and training to them. TV can bring the loyalty to the state and the government to the children in any format of programs; As in Nazi Germany children was taught that primarily they should be loyal to the government as the leader - Adolf Hitler – embodied, they used school, family and mass media to do it.

- The formation of peer groups: one of the clear and important influences of television on children is creating a group of peers. Children imitate TV programs and form groups of their peers; by the way television

existence enhances this aspect of children's lives (Door, 1374:151). Of course the child socialization aspects by television are not limited to this case, but with more accuracy many cases can be described; because this article tries to explain the important aspects, ignores other cases. It should be noted that the socialization of children by television is places on the second floor of a triple classification about reasons of TV watching by children and its volume is less than first class and more than the third.

Television and education and children's learning

TV is considered one of the most effective tools in increasing knowledge. Now, based on the results of several studies by observation, if a good teacher uses television as a medium to help educate, he can pass his information much better rather than only use conventional teaching methods. In the United States, more than 400 comparative studies between regular educational programs and training through TV have been done. In all cases, after examining the test scores at the end of the year, repressive significance were not found, but if there was ever some differences it was always in favor of those who had been educated through television.

It can be argued that in case of need and lack of educational experts for kids, TV can be used.

Such productivity, especially in the case of specialized training, can be useful; For example, living languages education at primary school level will be very successful through using television. While having this tool wherever they have power is possible; especially for large countries that don't have fully training facilities in all of their parts, you can even use the TV as a tutor and teach kids at their homes. (Azari, 1377:89 &90)

Some scientists have put this aspect of television influence on the third floor which has the lowest volume among the other three. Negative TV functions will be listed below. Among the negative functions of TV on children, only a few cases that are more important are included:

TV and its negative impact on children and adolescents

Effect of adult videos on children

A child lives in a world of his own and should be in this space as long as childhood. Naturally, if the adult space replaced by the child's world, children suffer from internal aggression and "self-alienation".

Children spend most of the time viewing adult programs. (Saadatmand, 1376:38) Some psychologists and psychiatrists feel that continuous exposure to this hobby can accelerate the effect of adult environment on children in an unusual way and forcefully bring a kid to a precocious puberty; Maturity which is characterized by confusion, lack of trust in adults, superficial approach to adult issues and even the unwillingness to grow. When children are in situations which have been imposed on them by television, they refuge to the real adults of the first contact group. At this time, they find out that most of the adults are disable. The impact of adult's inability can be as much as the effect of uncertainty to them which is narrated by television.

Disruption of children's activities

Children, who watch a lot of TV, have less opportunity for other dynamic activities and interact with peers. It seems other activities that children should engage directly with are replaced by watching TV; These include activities such as going to the movies, playing games, reading, listening to radio, participation in organized sports and other non-institutional activities. Williams and Henerford (1986) have investigated daily activities of adults and children in three cities of Canada: A city that had no television (Nutel), a town that had only one TV channel (Yountil) and a city with four networks (Maltitel). Prior to the introduction of television to Nutel and again four years after that some data were collected. Prior to the introduction of television, in comparison with adolescents of other two cities, children and adolescents of Nutel were significantly engaged in social and sports activities; but when TV came to the Nutel participating in these activities decreased dramatically. (Newman & Newman, 1377:134)

Research on the cognitive development suggests that social interaction is an important stimulus in its evolution. Minds of children grow through interaction with others who express different opinions. Everyday interactions and exchanges with adults and peers encourage children to examine their own views; find a solution for the problems as a competent person and offer plans as a group member. TV decreases social interactive, therefore, can have negative effects on cognitive development. TV reduces the participation in collective activities in a society, even when the TV is on within a family, the conversations and negotiations are coming down. In addition, children need mental and physical ability for all his activities and sleep is the base of these needs , if children sleep schedule is not set correctly, children's activities will be impaired; and there is no doubt that television is an important factor for sleep disorders in children and adolescents!

Effects of TV Advertising

One of the aspects of watching TV taken into consideration is the TV commercials negative impact on the attitudes and interests of children (in terms of food consumption). Children 3-4 years old can usually recognize the difference

between programs and commercials. However, children up to 8 years do not clearly know about commercial advertising plans. Children are usually confident that commercial messages are accurate and correct. Therefore, in advertising which target audiences are children and adolescents, have at least two negative messages:

First, Children and their parents may be conflicted to buy products that have seen on TV advertising. Because in comparison with the adults children are more easily deceived, they find it difficult to accept parent's judgment about the true value of an advertised product. The second negative consequence of this type of television commercials is high consumption of sugary foods like candy and sweet drinks. Even more interesting, nearly 80% of TV advertising to promote these products is related to children.

These ads affect children's beliefs about nutrition and the choice of food. Children cannot understand that eating these foods with high sugar causes weight gain and tooth decay. When children are exposed to food advertising and have the power to choose, most likely they will choose them, even if they know that fruits and vegetables are healthier food.

The prevalence of violence

The violence is an obvious tool physical force (with or without weapons) against themselves or others, action against peoples will due to their fear of injury or death and in fact, hurt and kills.

 Discussion about television and violence on children is one of the most talked about topics in the world, in a way that few scholars can be found that haven't spoken about it, especially if they are social scientists; but our discussion topic is some of TV functions and we don't refer to detailed discussions of this social problem; but we briefly address the impact of television violence on children. Looking at the world around, we clearly understand that today's world is full of violence , being violent is a sign of power and has obvious appeal. In this world, human beings are violent when they are under pressure and at the same time, young people and adults return to their old beliefs about the role of violence in society and individual behaviors; a major part of their beliefs is influenced and inspired by TV, TV represents violence in the most beautiful and most glamorous way. (S.sentirwall, 1377:200)

It should be noted that other factors also affect violence. For this reason, any violent act can be due to the simultaneous presence of various factors such as poverty, crime, alcohol consumption, drugs and psychological pressure, but one of the factors is watching television; so that if television had not been invented, in today's America killing was 10,000 times less and 700 cases of rapes and beatings were decreased. For example, in all studies conducted in the United States and Canada, it has been shown that long children's exposure to the television has a positive relationship with physical aggression. (S.sentirwall, 1377:201)

Another point that should not be missed is that even though in the beginning, what is considered as violence has quantitative aspects, but diagnosis of violence should be focused on the substrate and form of it. Therefore, researchers have argued that quantitative measurement of violence alone is not important, and the emergence of those forms of violence that could have a potential effect on viewers is the important matter. Thus, television programs should be graded in terms of violence. Anyway, study about children in the United States and other countries confirm the belief that at least three processes may increase the level of aggression in children who have seen violent programs: First, children see the pattern of aggressive actions on television. Children are interested in imitating aggressive actions of a hero who has been flushed out and retaliate. So watching aggression adds new violent behaviors to the child's behavior treasury. In addition, when the hero is rewarded because of his violent actions or portrayed as a successful man, the child's interest to show aggressiveness increases.

The second process associated with the effect of viewing violence on television is increasing arousal. A brisk activity that is usually associated with violence fascinates the viewer. The violent incident raises the excitement level in children and causes aggressive feelings, thoughts and memories and creates violence towards other people. As much as the activity of these elements increases, their relationship gets stronger. Thus, children who have seen a lot of aggression on television and also are aggressive by nature, probably carry out obvious aggressive actions due to intense arousal of TV stimulus.

The third process of being exposed to violence includes influencing the beliefs and values in children who are exposed to violent scenes on television frequently. Therefore, it is possible they believe that the aggressive behavior is an acceptable way to resolve the conflicts. They are determined to use aggression to interact with peers. These children would accept aggression as a response to the failures. In addition, children who are exposed to violent scenes on television expect violent behavior in others more and the possibility that they have concerns about being a victim of violence and imagine the world as a dangerous place is more too. (Newman & Newman, 1377:48)

The effect of television on children and adolescents
Investigating the effects of media on children and adolescents goes back to the distant past; Plato in his Republic book warns the storytellers of his time that the children are not able to see what our story is. If the parents want to control their children's TV watching, they can put TV in a corner of the house therefore it won't be very easy to turn it on and off; In addition, they can use a small portable TV and put it in the closet. Since it is difficult to carry TV, using this method to reduce the hours of watching TV has been successful.
In terms of educational accomplishments, children who watch TV more often have lower academic achievements. (Kazeno, 1367:144) Even the weakest school students are those who watch TV more than others. (Shram et al. 1377:4)

But TV with its own audiovisual capabilities is able to present what's in a child's mind in front of his eyes and respond to his needs and questions. Although, as much as time children up to 16 years spend for the teacher and school also dedicate to watch TV, but watching too much television can be the main cause of bad grades and poor state of education. It can be said that who spend a lot of time to watch TV, usually get bad grades in school.
On average, children watch TV about 20 hours a week. It's just as long as the sleep time and they don't do any other activities during the week this much. TV is not bad and not good for children; a same program can be harmful for some and beneficial for others. Even states that the effect of television on children is not high. (Kazeno, 1367:143) The impact of television on children is not only because of the long hours watching TV, but also because of the content of the programs.

The typical reaction of the audience can be divided into several categories:
- Disregarding a program which viewers are not interested in for any reason.
- Change of mind if the ideals and beliefs of programmer and viewer adjust, reinforcing beliefs or negative response of viewer toward program.
- Spectator who usually thinks less in front of the TV Receiver is not active and dynamic and he is more receptive and static.
- Due to the number of television channels that attract viewers, TV programs are less good (Popper et al., 1374: 19).

Behavior

Human behavior is a subject of behavior changing discussion. Features upon which behavior is defined as follows:
- What people are doing or saying is called their behavior. The behavior includes of individual actions and accordingly it is not a static characteristic of an individual. If you say someone is angry, have not identified that person's behavior; but simply have named this behavior. If you can recognize what a person does or says when he is angry then you have defined his behavior.
- The behavior has one or more dimensions that can be measured.
- The behavior can be observed, described and documented by the involved person or others. Since the behavior is an individual action with physical dimensions, it can be seen happening. When the behavior occurs, other people can see it (or understand it trough one of their senses). Since the behavior is visible, someone who sees a behavior can describe it and record its occurrence.
- The behavior affects on the environment, including the physical environment and / or social environment (what others and / or themselves, do). Since the behavior moves in space and time will impact on the environment in which it happens. In some cases, the behavior has evident influence on the environment. But sometimes it is not evident. Sometimes affects only the person who is involved in the occurrence of a behavior. However, all human behaviors somehow impact the physical or social environment; regardless of whether or not we are aware of its impact. (Milton Berger,1381:11)

The definition of behavior change
- Analysis means identifying the links between environment and specific behavior to understand the reasons of a behavior or determine why such behavior has happened.
- Change means an advanced and complete way to help people modify their behavior. The modifications include changes to environmental events affecting behavior.
- Specialists use techniques of behavior change to help people and change meaningful social behaviors with the aim of improving certain aspects of their lives. Another modification is applied behavior analysis. Some features of behavior change follow.
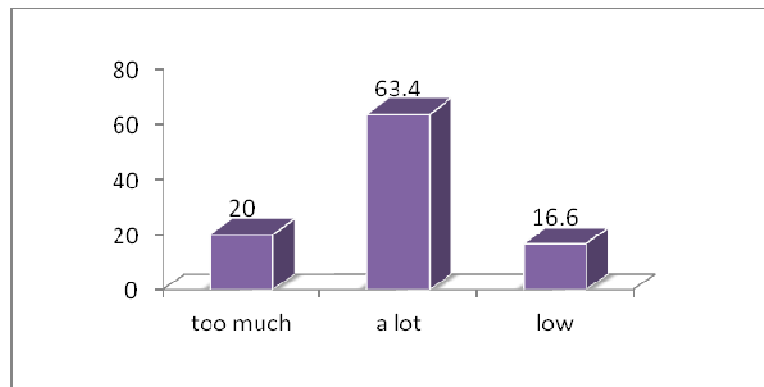
Overview of Findings

Table 1: Frequency distribution of respondents according to the impact of television on adolescents

Percent	Abundance	
20	6	too much
63/4	19	a lot
16/6	5	low
–	–	very low
100	30	total

According to Table 1, we find out that 25 cases of respondents which is equivalent to 4.83 percents said that TV can affect teens too much and a lot; in other hands 5 cases equivalent to 6.16 percents have selected the low option. So we can say that most respondents believe that TV can influence teens.

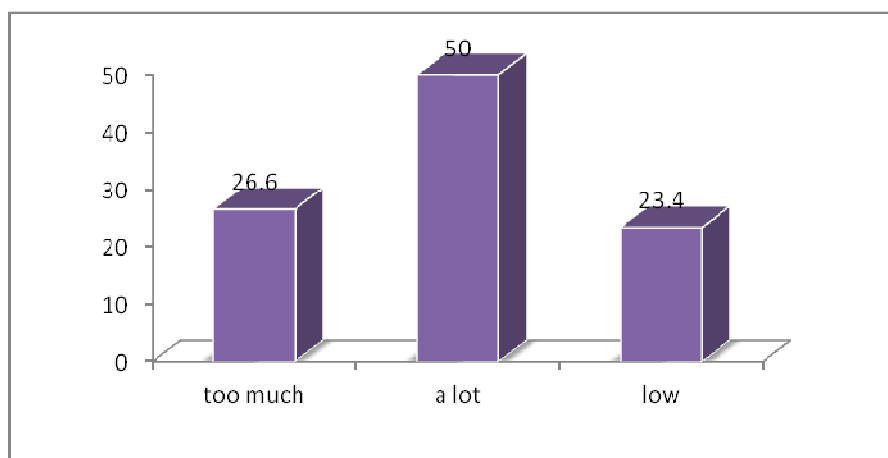**Chart 1:** Percent distribution of the respondents according to the impact of television on adolescents

Table 2: Frequency distribution of respondents according to the quality and attractiveness affect of TV on adolescents.

Percent	Abundance	
26/6	8	too much
50	15	a lot
23/4	7	low
–	–	very low
100	30	total

According to Table 2, we find out that 23 cases of respondents which is equivalent to 6.76 percents believe that the quality and attractiveness of television fascinates young people too much and a lot; in other hands 7 cases equivalent to 4.23 percents have selected the low option. In conclusion, most respondents believe that the quality and attractiveness of TV attract teenagers.

Chart 2: Percent distribution of the respondents according to the impact of quality and attractiveness of television on adolescents
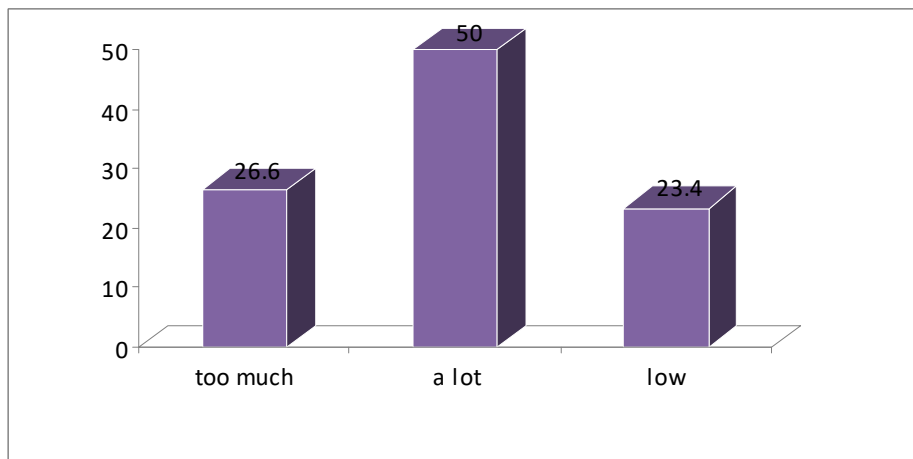
Table 3: Frequency distribution of respondents according to the impact of television on children's learning

Percent	Abundance	
26/6	8	too much
50	15	a lot
23/4	7	low
–	–	very low
100	30	total

According to Table 3, we find out that 23 cases of respondents which is equivalent to 6.76 percents believe that television affects children's learning too much and a lot and 7 cases equivalent to 4.23 percents have selected the low option. In conclusion, most respondents believe that television affects children's learning.

Chart 3: Percent distribution of the respondents according to the impact of television on children's learning
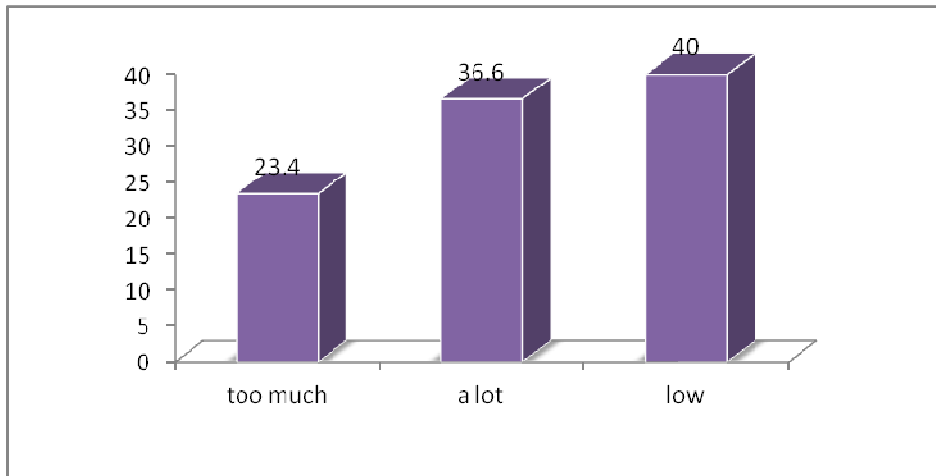
Table 4: Frequency distribution of respondents according to the impact of television on violence and aggression in adolescents

Percent	Abundance	
23/4	7	too much
36/6	11	a lot
40	12	low
–	–	very low
100	30	total

According to Table 4, we find out that 18 cases of respondents which is equivalent to 60 percents believe that television can affect levels of violence and aggression in adolescents too much and a lot; and 12 cases equivalent to 40 percents have selected the low option. In conclusion, most respondents believe that television can affect levels of violence and aggression in adolescents.

Chart 4: Percent distribution of the respondents according to the impact of television on violence and aggression in adolescents
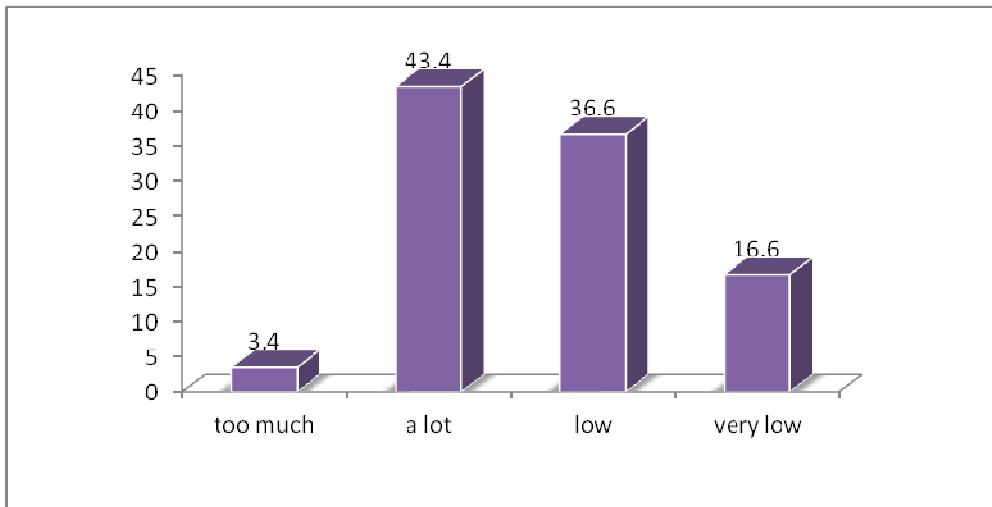
Table 5: Frequency distribution of respondents according to the impact of television on adolescent's career choice

Percent	Abundance	
3/4	1	too much
43/4	13	a lot
36/6	11	low
16/6	5	very low
100	30	total

According to Table 5, we find out that 14 cases of respondents which is equivalent to 8/43 percents believe that television affects on adolescent's career choice too much and a lot; and 16 cases equivalent to 2/53 percents have selected the low and very low options. In conclusion, most respondents believe that TV affects adolescents in choosing a career.

Chart 5: Percent distribution of the respondents according to the impact of television on adolescent's career choice

Table 6: Frequency distribution of respondents according to the role of television in making adolescents passive

Percent	Abundance	
6/7	2	too much
56/6	17	a lot
30	9	low
6/7	2	very low
100	30	total

According to Table 6, we find out that 19 cases of respondents which is equivalent to 63/3 percents believe that television has a role in making adolescents passive too much and a lot; and 11 cases equivalent to 7/36 percents have selected the low and very low options. In conclusion, most respondents believe that television has a role in making adolescents passive.

Chart 6: Percent distribution of the respondents according to the role of television in making adolescents passive
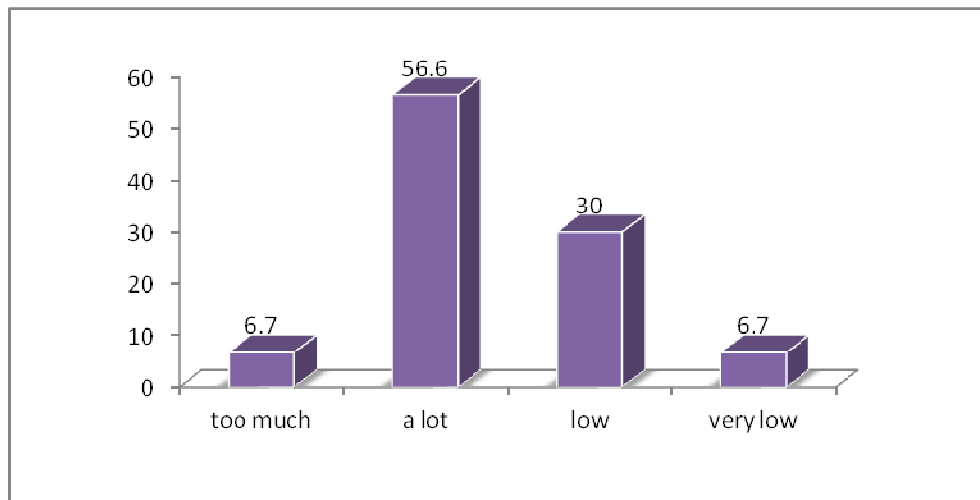
Conclusion and Analysis

The results showed 83.4 percent of respondents said that television can affect adolescents a lot and too much; 76.6 percent of respondents believe that the quality and attractiveness of TV can fascinate adolescents a lot and too much; and 53.2 percent of the respondents believe that parents can cope with negative functions of TV at low levels. According to the considerations 66.6 percent of people believe that adolescents are related to television and inspired by it too much, 46.6 percent of respondents believe that television can be a useful tool to fill the leisure time of children, 46.6 percent of respondents stated that their goal of watching TV is getting information of daily events, and 86.6 percent of people believe that TV teach children the adult stuff too much and 69.9 percent also believe that TV interferes with the children's activities a lot and too much.

Following investigations found that 66.6 percent believe the television has a role in promoting consumerism in children and adolescents, 63.3 percent of respondents believe that filling leisure time is one of the positive functions

of TV which teenagers are interested in, 40 percent of people believe that countering negative performance of TV affects on adolescent's behavior and 40 percent have chosen the option of sometimes for this case.

The results showed 76.6 percent of respondents indicated that television affects children and teenagers learning a lot and too much, 60 percent of respondents believe that television affects levels of violence and aggression in adolescents a lot and too much, 46.8 percent of respondents said that TV plays a role in career choice of adolescents and 63.3 percent of respondents believe that television makes teenagers passive a lot and too much,

The results showed that most respondents believe that: The parents cannot cope with negative functions of TV; adolescents are related to television and inspired by it too much. Television can be a useful tool to fill the leisure time of children partially. TV teaches adult stuff to children and interferes with children's activities. Television has a role in promoting consumerism in children and adolescents; filling leisure time is one of the positive functions of TV which teenagers are interested in, TV can influence adolescents, quality and attractiveness of TV fascinate adolescents, TV affects children and teenagers learning, TV can affect the level of violence and aggression in adolescents, TV plays a role in career choice of adolescents and makes them passive.

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