

Primary School Pupils' Attitude Towards Violence in the TV Serial: Arka Sokaklar

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ABSTRACT

The study seeks to explore violence in Arka Sokaklar (Back Streets) serial on children. The aforementioned serial is a detective serial and is very popular both in Turkey and Turkish Republic of Northern Cyprus. It is on the air in a national channel in Turkey. Old episodes are during the weekdays; yet new episodes are on Saturday nights. Arka Sokaklar serial started to be broadcasted in 2006 and managed to be still on up to today. It is a detective serial that presents a different part of every life. In the detective serials there is certain amount of elements of violence present.

Despite other studies that investigate the influence of television on children, the present study seeks to explore attitudes of primary school pupils towards violence they are exposed on television. The study is a quantitative study. Inhouse questionnaire is prepared and applied in the state primary schools that are in Famagusta region.

SPSS 18 programme has been used in the analysis of data. Reliability of the questionnaire is found 0.9774. According to the survey results, it has been found out that primary school pupils watch the television at least 1-2 hours a day. Also statistically significant relationship has been observed between the amount of time pupils spend on watching television and success in their courses. The results of the study indicate that children have difficulty in differentiating between fact and fiction.

Keywords: Children, television, serials, violence, detective story, learning from television

ÖZ

Bu çalışma Arka Sokaklar dizisindeki şiddetin çocuklar üzerindeki etkisini ortaya koymaktadır.Söz konusu dizi polisiye dizisi olup Türkiye ve Kuzey Kıbrıs Türk Cumhuriyeti'nde çok popülerdir.Türkiye'de yayın yapan ulusal bir kanalda yayınlanmaktadır.Eski bölümleri haftaiçi yayınlanmakta; yeni bölümleri ise Cumartesi geceleri yayınlanmaktadır. Arka Sokaklar dizisi 2006 yılında yayın hayatına başlamış ve günümüze kadar yayında kalmayı başarmıştır. Her bölümünde günlük hayattan ayrı bir kesiti sunan polisiye dizisidir. Polisiye dizilerde belli ölçülerde şiddet öğeleri bulunmaktadır.

Televizyonun çocuklar üzerindeki etkisini araştıran diğer çalışmaların aksine bu araştırma ilkökul çocuklarının televizyonda izlediği şiddete karşı olan tutumlarını incelemeyi amaçlamıştır.Bu çalışma nicel araştırmadır. Hazırlanan anket yaşları 9 ile 11 arasında değişen Gazimağusa'da yeralan devlet ilkokullarında uygulanmıştır.

Araştırmada verilerin çözümlenmesinde SPSS 18 istatistik programı (SPSS) kullanılmıştır. Anketin güvenilirliği 0,9774 olarak bulunmuştur.Araştırma sonuçlarına göre ilkökul öğrencilerinin gün içerisinde en az 1-2 saat televizyon izlediği tespit edilmiş. Aynı zamandaçocukların televizyon izleme süreleri ile ders başarıları arasında anlamlı bir sonuç elde edilmiştir. Çalışmanın sonuçları çocukların gerçek ile kurguyu ayırt etmekte zorlandıklarına işaret etmektedir.

Anahtar kelimeler:Çocuk, televizyon, diziler, şiddet, polisiye dizi, televizyondan öğrenme

This study has been dedicated to my mother, my father and my sister.

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Chapter 1

INTRODUCTION

The influence of violence in television serials on primary school children is a popular topic in communication and media studies (Lox, 1944, p. 32–34). The effects of television on children's aggressive behavior discussions have been going on for decades. Television violence causes aggressive behavior in children. This is an undeniable fact (Ersoy, 2001). This study deals with how television series ignites violence on children's attitude. The present study is concerned about a popular Turkish television serial called "Arka Sokaklar" (Back Streets).

Arka Sokaklar is written by Ozan Emre Yurdakul. Arka Sokaklar is a detective story in which police helps people. It is about violence and the police acts as the savior. The serial consists of episodes which deals with different stories. In the serial, one of the main characters' name is Riza Baba (Riza Father). He is the Chief Executive Director of police in Arka Sokaklar serial. He is the leader of his team. He is good at showing how to behave properly. Another main character is Hüsnu Çoban. He is also a policeman like Riza Baba. He is married and he has five children. He looks after his family with policeman salary. Hüsnu always smiles and never gives up in bad situations. Another main character is Mesut Güneri; police chief for the special team. He has served in Special Operations in the 90's in the Eastern Turkey. He had trauma when he returned to Istanbul from special operations. Mesut has a son called Tunç.

He was brought up by only Mesut. His private and work life has problems and hardship. However, they consider their team as their families. He is loved as a brother.

Nowadays, media have an important role. Media tools, such as television, radio, newspaper, magazine, book, etc. surround our lives. However; television has a very effective role on people because television works with both visual and audio stimuli so when people watch television, they both see and hear. Currently, almost all people living on the globe has at least one television set at home. People watch television everyday. According to Arslan (2006), children spend 3,5 hours in a day in front of the television. Arslan applied a survey over 100 children. Their average age is 9 (Arslan et al, 2006). Television series are very effective for children (Dağ et al, 2005). TV serials are imaginary; in other words, mediated; but when children watch the television series, they think it is real rather than mediated. In other words, TV serials present mediated realities. Children watch violence, crime, aggression and murdering in addition to all other things in television serials. They consider natural and they apply violence towards their friends in their ideal lives.

This study focuses on children. Children are our future. It is important to be aware of our future. Life conditions are changing; currently many children's best friend is the television. Timisi (2011) draws our attention to the fact that the television acts as an electronic care taker when bringing up children.

In Arka Sokaklar series characters have a variety of ages. Children can easily find a role model for themselves and this makes children behave like them. If a primary school pupil watches Arka Sokaklar, she/he can imitate them. They can be influenced and choose their job to be policeman. Since they think police are strong and they

know nobody can not do anything bad to them. If we look at primary school student boys, they may choose a toy gun for the playing. This choice may have an influence in their lives in the future.

1.1 Background of the Study

Television has an important place in the world. Television gives information about the news, education, tradition, etc. Television has different responsibilities. Some of these are; entertainment, education, news. However, general media use entertainment for the commercial purpose. People watch television everyday. They prefer serial programmes, competition programmes, etc. Both adults and children spend time in front of television. According to research, people spend lots of time watching television. It is claimed that, children spend 3,5 hours in a day (Arslan, 2006).

The most general definition of television is that through the use of electronic methods, immediate and long-term and repeated showing of the scenes (Yücel 1998: 17 & Mutlu, 1999: 12). Parallel to this Huesmann points out that "There can be little doubt that in specific laboratory settings, exposing children to violent behavior on film or TV increase the likelihood that they will behave aggressively immediately afterwards" (Huesmann, p.6). This means when children watch TV, they imitate and start to behave in accordance with what they see on the television. This can be negative or positive; but the thing is they give an immediate reaction to what they watch.

In the TRNC, in 1976, during the government period BRT (Bayrak Radio, Television Institution) was established with the help of Turkey. In 1979, TRT (Turkey Radio, Television Institution) and BRT (Bayrak Radio, Television) went into a collaboration and BRT started to show television films, television programs and serials from the TRT (Atas, 2011, p.111).

Currently, North Cyprus there are TV channels in the TRNC. These are BRT 1, BRT 2, Genç TV, Sim TV, Kıbrıs Ada TV and KTV. They mostly have discussion programs. Very few of them show entertainment, but none of them shows serial programmes so generally in North Cyprus, people watch Turkish private channels for the serials. We look at Turkish channels, there are lots of programs to watch such as serial, competition, music, etc.

1.2 Motivation for the Study

Turkish TV series has become very popular in Turkey and North Cyprus. “Arka Sokaklar” is the most popular television series. It is a detective story. Arka Sokaklar broadcast date from 2006. It broadcasts in Kanal D. Kanal D is a private channel in Turkey. Arka Sokaklar broadcast at 16:30 on weekdays for repeat part and new part broadcast in every Saturday at 20:00. When Kanal D shows Arka Sokaklar the reporting time is a very bad time because of children can come from school they can watch. On the other hand, even if children do not watch at that time if their parents are watching, children can also watch with parents. Children unconscious about the watching television. They donot know which program is correct which program is wrong for them. Although channel management conscious about the arrange of the television program. However; they donot attentive. “Arka Sokaklar” broadcast every day at 16:30. When the children come back from the school, they watch television so they watch “Arka Sokaklar”.

The media is using television for commercial. They use entertainment side. Also television can be educated. However, television uses from magazine, TV series, film. Generally people are spending their time with television after their work. This is not giving positive thing for people. Also television are negative and positive effect on

children. The child's individual grows and social process to behave like police life. In series when we watch bad events it makes people to do bad attitude.

1.3 Aims of the Study

The aim of the present study is to explore the influence of a TV serial which includes a variety of violence on primary school children. The Turkish TV serial preferred for the present study is Arka Sokaklar. The TV serial, as it has been mentioned earlier, has been broadcasted on the TV for 8 years. It is broadcasted every afternoon from 16:30 till the news in one of the most popular Turkish Channel (Kanal D) during week days. These are the already broadcasted parts which are shown the time after time. The new versions are on at 20:00 at Saturday nights. These are the times when primary school children return home from school or for Saturday, can stay up late to watch TV. Arka Sokaklar series includes murder, theft, burglary, violence against women and children and infringement. In other words, children are confronted with all sorts of violence. The serial use clever icon saying that children above 7 can watch and it includes violence. Within this framework, the present study seeks to find out the influence of this TV serial on 9 to 11 year old children living in Famagusta in May 2014.

1.4 Research Questions

To achieve this aim, the present study set out to find answers to the following research questions.

1. How popular is Arka Sokaklar television serial on primary school pupils living in Famagusta in May 2014?
2. What is the influence of Arka Sokaklar TV serial on primary school pupils who attend the 4th and 5th year of primary schools in Famagusta in 2014 May?

3. What is the attitude of primary school pupils, who watch Arka Sokaklar serial towards violence?
4. What is the attitude of primary school student children who watch Arka Sokaklar serial towards the Turkish police?

Arka Sokaklar broadcast time is not suitable. Because children can watch easily this time. Arka Sokaklar includes; violence, crime, aggression, murdering, etc. It can be effective on children negatively because in Arka Sokaklar all the subjects are about murdered, catching who cries and the story tells us the real life story on the street. When they show us in this way like we see a dead person or crime person with a gun this can be negative effective on children when they are playing toy with a gun.

1.5 Hypotheses of the Study

The study includes hypotheses. In the study, we try to find evidence that the alternative hypothesis is true.

- **The first hypotheses is;**

H₀= The gender of the audience has no relation to the television programs watched by primary pupils.

H₁=Gender of the audience is related to the television program they watch.

- **The second hypotheses is;**

H₀=There is no relationship between watching television and ratio grade.

H₁=There is a relationship between watching television and ratio grade.

- **The third hypotheses is;**

H_0 =There is no relationship between the amount of television in house and watching with the family.

H_1 =There is a relationship between the amount of television in house and watching with the family.

- **The fourth hypotheses is;**

H_0 =There is no relationship between television in the bedroom and television watching hours.

H_1 =There is a relationship between television in the bedroom and television watching hours.

- **The fifth hypothesis is;**

H_0 =There is no relationship between watch the Arka Sokaklar and television watching hours/times.

H_1 =There is a relationship between watching Arka Sokaklar and television watching hours/times.

- **The sixth hypotheses is;**

H_0 =There is no relationship between gender and they see the police are good people.

H_1 =There is a relationship between gender and they see police are good person.

- **The seventh hypotheses is;**

H_0 =There is no relationship between gender and they see that the police are always succesful.

H_1 =There is a relationship between gender and they see that the police are always successful.

- **The eighth hypotheses is;**

H_0 =There is no relationship between gender and they see the police always catch criminals.

H_1 =There is a relationship between gender and they see the police always catch criminals.

1.6 Significance of the Study

Young children seek to find role models to copy. This is apart of growing up. Television serials enter into the privacy of homes and provide such models. This study is going to explore children's interpretations, evaluation and perception about robbery, crime, violence, aggression, drugs, murdering and the job of the police.

1. Violence is an important issue for in our lives so children watch Arka Sokaklar then they may apply the violence, they observed on their friends. The present study is the first attempt in North Cyprus to explore children's understanding of violence and job of the police.
2. The study might be an important place for the media literacy attempts in the TRNC for raising the children's consciousness.
3. The study is interested in children's awareness about television and television programs. The study will be useful for the future research.

1.7 Limitations of the Study

The present research is limited to, public primary school pupils who study at the state primary education in Famagusta in May 2014. In other words, the present study seeks

to find out the influence of this TV serial on 9 to 11 year old children living in Famagusta in May 2014. The study has been conducted with 194 primary school children.

Chapter 2

LITERATURE REVIEW

Watching television is one of the most common entertainment for all children living all around the world. Television, in other words, acts as a child minder (Timisi, 2011). However, parents should pay attention to what their children watch. Children's brains are like sponges that observe what they experience; in other words, look for role models and learn about numerous aspects of the world and life through television. Indeed, Bandura (1970) with his Babydoll experiment draws our attention to the fact that children seek to experience what they watch on the screen as soon as they find the suitable material. Arka Sokaklar serial is broadcasted in a national channel during the weekdays from 16 to 19 hours and on Saturday nights at 20:00 hours. These are the times when children watch TV. This particular serial involves violence, murder, crime, etc. In addition to taking the police as their role models, the serial acts as an awareness raising instrument to all sorts of crime. This chapter presents the related literature. It involves Television in Turkey; Television and Children; Turkish TV Serials; Violence on TV; Violence and Children; Detective Television Serials; Cultivation Theory and Uses and Gratification Theory.

2.1 Television in Turkey

Television is one of the most important mass media tools in our lives. Messages are mostly spread to the masses by mass media tools (Oskay, 1994).

Turkish people waited for 32 years for first domestic television transmission signal. During the early 60's, when television was enjoying its golden age all around the world, television launched in Turkey under the monopoly. If it was possible to invest for visual communications, Turkey could be achieved faster. It has two major factors for the latency of the establishment of television in Turkey. These are lack of adequate national infrastructure such as technology, equipment, etc. and financial resources.

In Turkey, television became the main actor. Then, the perception of life changed. Turkish Radio Television (TRT) is established by May 1, 1964 law. TRT started trial broadcast in 1968. TRT is established for education, culture, illumination (Mutlu, 1999, p. 220). TRT, initially broadcasted in black and white. Television broadcasting was under the monopoly of the Turkish government. In 1990, Star TV, the first private TV channel started to broadcast over satellite from Germany. In 1993, the law changed and permission was given by Law to open private radio and television. In three decades private national and local radio and television stations. Most national stations are owned by big corporations that have other enterprises (Kars and Özkoçak, 2013).

The first color transmission was broadcast on December 31, 1981. Throughout 1982, TRT continued black and white color programs. TRT tried to test broadcasts between black & white programs. TRT switched to full color transmission in July 1, 1984. Then increase the number of channels. Star TV was the first private channel. Star TV is established by Cem Uzan and Ahmet Özal in 1990. It still continues now. Show TV and Flash TV started broadcasting in 1992, Kanal D, Atv, Samanyolu and TGRT established in 1993. Today, 16 private television channels broadcasting nationally. Among these, ATV, Kanal D, Show TV, Star TV, NTV and TGRT are

the most popular private television channels. ATV which is the television channel of the Sabah Newspaper Group, Kanal D of the Doğan Group and TGRT of the İhlas Group also started broadcasting in the same year(Şahin and Aksoy, 2006).

2.2 Television and Children

Television is a significant educational tool that gives visual and audible messages (Mihandoust, 1989, p. 2). “It directly or indirectly affects people and creates social patterns. Besides information searching, concern and technology orientation phenomena are predominantly observed in the childhood and youth when compared with the adulthood. Hence, these patterns remain under the influence of some programs, including violence, western movies, stories, cartoons and current events” (Mihandoust, 1989, p. 2).

With respect to whether the violence on TV influences children Erjem and Çağlayandereli provides following explanation; “There are two different prospects about the relationship between the TV and the violence. The first one argues that the TV has a very effective role in directing children to crime and violence. The other remark emphasize that the weak relationship between media and violence. The general idea it is unclear that how much and in what ways do this real life aggressive behavior and TV violence stimulate people(Erjem and Çağlayandereli, 2006, p.16).”

St. Peters and colleagues initiated a research in 1981 which continued for 2 years, “Television and families: What do young children watch with their parents?” The participants of the study were 326 students (8-10 years old) and their families in Topeka, Kansas. The results of the study puts forth that, families and their children watch adult programs together. When the children’s age increase, their TV

watching time with family decrease. Children follow TV programs alone(St. Peters, 1988). According to the explanation, families are aware of their children television watching habit. What do they watch with their families. Generally, children choose to watch TV programs alone.

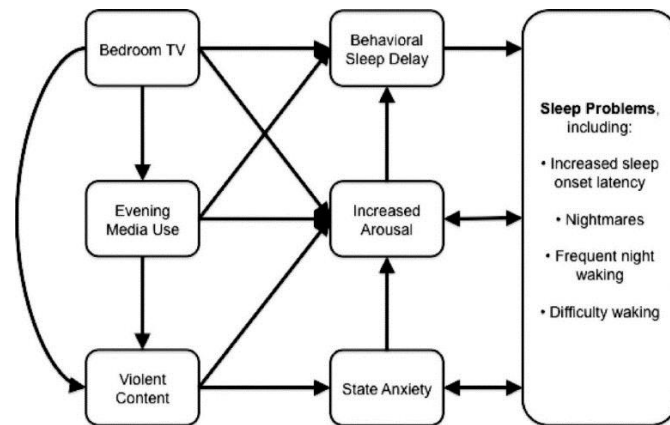


Figure1.Cultivation Theory Conceptual Model
Hawkins and Pingree (1983)

As figure 1 shows children who have a television in the bedrooms, they do not sleep; they see nightmares; they donot have proper relaxation or sleeping period; they watch television programs with violence contents, so violence affects audience and they watch television at night so they loose their sleeping time.

As it has been mentioned earlier children are exposed to television to a large extent and due to their young age they are affected by the messages they receive for television. “Many things in the TV are seen”(Hoffner,1996).

In relation to children’s watching television, Albert Bandura developed his Social Learning Theory (1970, 1977, 1986).

Bandura holds that people benefit from the knowledge and experience of others. Through research, he explains that after watching violence on television, when they

find suitable conditions, children repeat the violence they watched. Thus, he provides an explanation on the effects of media.

2.3 Turkish TV Serials

TRT General Director Ismail Cem invited the famous Yeşilçam directors to produce TRT serials in 1974 and with that invitation the native serial process truly begun. The serial called “Aşk-ı Memnu” was the first native serial and then the other domestic ones started to be broadcasted on TV. Cem stated that “I want to work with production companies in the initial phase of domestic serials. However, it is clear that commercial concerns were in conflict with the public service concerns”. After that short period of time this condition changed and the audience demanded more by watching current serials. Audiences no longer required to watch the same television serial every evening (Yağcı, 2011).

2.4 Violence on TV

“Currently increasing rate of violence in society directs the researchers to investigate the impacts of violence containing programs on children’s violence tendencies. Assessing the extent of the violence constituents on television is significant. It has been suggested that the impact of TV due to three factors such as monitoring time, content and the frequency of monitoring (Çaplı 2002: 197).”

Mutlu reports that in a study an investigation was conducted to explore whether children learn and mimic the aggressive behaviour they watch on TV. It was found that watching violence on TV has an effect on aggressive behaviour of children (Mutlu, 1999, p. 126).

“Violence is defined by the World Health Organization the intentional use of physical force or power, threatened or actual, against oneself, another person, or against a group or community that either results in or has a high likelihood of resulting in injury, death, psychological harm, development or deprivation”<http://www.who.int/topics/violence/en/>. Violence meaning is depression, harmful, make people unhappy, feeling sadness and despair.

The National Television Violence Study referred to three effects on viewers;

1. Viewers would be anti-social with television violence.
2. Television violence cause to arise three primary effects, These are;
 - a) Learning of offensive behavior and attitude.
 - b) Insensitivity to violence.
 - c) Fear of being sacrificed by violence.
3. All violence posses not the same degree of risk of these harmful effects (Villani, 2001, p.393).

Media show us violence. For example; the evening television program shows violence. Especially, evening news broadcast physical rape, violence, theft and murder. According to Gerbner (1992), violence of strength and sacrifice constant demonstration, watching TV too much between exaggerated and over stated hazard perception creates and in addition to insecurity a sense of unease. Television viewers have a lot of great danger and insecurity, which was “a disgrace” in the world in which they live less of a sense of belief that is sharper than the following. Gerbner it “outrageous world syndrome” is described. This awareness and contribute to a loss of

confidence; For some show power and violence and sacrifice for others (Gerbner, 1982; Gerbner, 1992).

2.5 Violence and Children

“The children are in the first group that comes to mind about television and violence relation. There are several reasons for this association. First of all, the children can be exposed to multiple effects. Therefore, this is the most susceptible and weakest period that needs the maximal protection. Another reason originates from the imperception about the TV program and if it reflects the facts or fiction. Third reason based on the protective impetus of families against all kinds of harmful effects. In this context, TV is simply a means for children to be protected.” (Adak, 2004).

The most destructive power of television arises over most vulnerable children and young people. Violence is reflected in their behavior, words also their games. Starting with the age of 3-4 years, children watch cartoons 1-2 hours per day up to 12 to 13 years of age and according to a study conducted in United States children watch TV 28 hours a week on average. Likewise, children and young adults also watch TV programs proper for adults, considering that they remain under the intense bombardment of violence (Media Dynamics, 1996). It has been determined in several studies (Adak, 2005) that the child's mimicked aggressive behavior.

Television containing violence program has negative impact on children. Especially, impact of children's personality structure (Oliver, 2000: 4).

According to Bandura and Ross children behave like they see on television. What they learn from television, they try to do the same act. For example, when children watch violence, they try to apply in other person such as friends, family, etc.

2.6 Detective Television Serials

Television is a significant source of the information, entertainment and news. It broadcasts different types of programs to its audience. Serials are also included in this group of TV programs and one of the most important genre is detective series.

In our country, people spend a considerable amount of time with TV on daily basis and they watch a variety of programs. Soap operas are one of those preferred TV programs. Another interesting genre is detective serials. Being a police is an old profession; producing detective serials play around with the idea of police in the minds of the audience.

In recent years, a number of TV serials produced in Turkey deal with issues such as a government, police and mafia. People and the events of the a serials are inspired from everyday life, re-shaped and meet audience with fictional characters. In other words, the reality is fictionalized and transmitted to the audience.

In 2008, after the economic crisis in Turkey TV durations are increased by producers, especially during evening hours. In this regard, shooting everywhere 90 minutes serial tradition primarily reflects a consistency problem in the production process. Broadcast executive is the only person who does not disturb this issue during the serial shooting stage(Doğan, 2014).

Arka Sokaklar is a Turkish television detective series that has been on from 2006 to 2014 and is still broadcasted on TV. The serial centers on extraordinary adventures, fight against illegality and family life of the civil team that pursuit of criminals in the

Istanbul and this team is working in the Public Security Branch in the police department.

2.7 Cultivation Theory

The present study is based on two main communication theories. These are “Cultivation Theory” and “Uses and Gratification Theory”. Cultivation Theory defends the idea that duration of watching television is positively proportional with being influenced by TV. On the other hand, Uses and Gratification Theory defends that individuals are not passive against the media, but uses media by selecting from it. This theory mentions that individuals watch the same TV show for different expectations and satisfactions. The message given by the media carries different meanings for each individual audience.

Gerbner developed the theory called “cultivation model” in Pennsylvania University, Annenberg Communication School in the mid 1960’s. This model is known as an attempt to insert and grow a particular ideology, culture or psychology into the weaver’s mind. Gerbner and colleagues have been searching the morning and prime-time shows which are the most common hours to watch TV. This approach determines the cultural indicator variables of TV world and searches the effect of images shown on TV on the weavers by using surveys. This interprets the relationship between the images and the intensity of watching TV. In this analysis, besides the intensity of watching TV, social-demographic parameters (i.e., income, age, education, occupation, gender) are also considered. Additionally, minority groups and political attitudes are added to this analysis.

As it has been mentioned above, the Cultivation Theory has taken an important place in communication theory and research since the mid 1960s. Gerbner has studied the effects of television on the audience's daily lives. Gerbner particularly focuses on the impact of television on viewers' attitudes. According to him, media, spread and maintain values which connect people. Cultivation analysis, consider media as a socializing tool and examines whether beliefs of viewers have changed with increased exposure to television.

In other words, individuals who spend more time on watching television are affected more than the viewers who spend less time. Besides, children and young people with less experience become more addicted to television as an entertainment and information tool. In this study, it has been noticed that this long time exposure does not only cause behavioral change but it is responsible for the viewers attitude change. However, only it makes senses if all small indirect effect are put together. Nevertheless, in almost every discussion, it has been apparent that television has indirect effects as it creates insecurity in audience population. This phenomenon is expressed as different mechanism. Gerbner maintains that television as a tool takes under the dominant symbolic environment in video format. Upon cultivation theory television is not considered as a tool reflecting reality, but it has started to be considered as a mediated world.

Gerbner argues that exposure of audience to the violence showed on television, instead of causing aggressive behaviours, it may refer to symbolic message about law and order. Moreover, the action adventure type genre acts in such a manner that it simply emphasizes audience's fates in life in front of law and order; the social justice.

George Gerbner started 'Cultural Indicators' research project in the mid 1960's, to show the effects of watching television and how it can affect the audience. Cultivation theorists mentioned that television has effects on audience in long term period (Hawkins and Pingree, 1983). Cultivation means audience's reaction to what they see on the television.

Different people can use the same mass communication message for very different purposes (Pamela J. And Stephen D. 1992). In other words, every person has different aims of watching television. Cultivation theory maintains that: "The potent effect of enormous television exposure by viewers over time can subtly image the perception of social reality for individuals and, ultimately, for our culture as a whole. Gerbner argues that the mass media cultivate attitudes and values which are already present in a culture: the media maintain and spread these values among members of a culture, hence connecting it together. The audience concept is used "unknown individuals and groups towards whom mass communication are addressed" (Sullivan et al., 1996, p.19).

According to Gerbner; "Television drama has a small but significant influence on the attitudes, beliefs and determination of viewers concerning the social world. Cultivation theorists distinguish between 'first order' effects (general beliefs about the everyday world, such as about the prevalence of violence) and 'second order' effects (specific attitudes, such as to personal safety and to law order)."

Within the frame of Cultivation Theory, Gerbner distinguishes between heavy viewer and light viewers.

2.7.1 Heavy viewer

“Heavy viewing of television is seen as ‘cultivating’ attitudes which are more consistent with the world of television programs than with the everyday world. Watching television may tend to induce a general mindset about violence in the world, quite apart from any effects it might have in inducing violence behaviour”(van Evra 1990, p. 171).Cultivation theory points out that when the audience watch television for a long time, they can start to change their ideas about the society, and think of it as a place full of violence. Those who are exposed to television more are more influenced.

2.7.2 Light viewer

Light viewers are those who watch television less than heavy viewers. Hence, they are exposed to television programmes less. Indeed, Judith Van Evra draws our attention to the fact that “by virtue of inexperience, young viewers may depend on television for information more than older viewers (Van Evra, 1990, p.167).”

Van Evra (1990, 171) also maintains that “it may be alone audiences are more open to a cultivation effect than those who watch with others. Therefore, she points out that particularly for young children should be accompanied by their parents or other adults while they are exposed to television.

‘Resonance’ is another term associated with Cultivation theory. It suggests that when the audience see on television what they experience in life, this further strengthens the cultivation effect. Therefore, with respect to exposing children to violence without knowing their life conditions maybe dangerous.

2.8 Uses and Gratifications Theory

Blumler and Katz (1974) point out that the audience is not passive but rather active as far as the choices of media are concerned. They put forth a functionalist approach to media following. According to them the audience follow media in order to satisfy their needs.

1. The viewer is not passive to that of what the media publishes. Receives the offers of the media by choosing.
2. Viewers select the programs that provides them the best satisfaction, according to their personal needs in a free way. The viewers can choose the same program to meet their different needs. Producers in may not be aware of the program's effect on people. In order to meet the needs of the audience, the viewers have expectations from media.

The present study approaches the television watching of primary school pupils in the Famagusta district of TRNC from these two communication theories' perspectives and seek to explore influence of violence. In a TV serial on these children.

2.9 Research into Detective Story TV Serials

A considerable number of studies have been conducted on the influence of detective story TV serials on children. Reglin (1996) conducts a study "Television and Violent Classroom Behaviors: Implications for the Training of Elementary School Teachers." with 41 participants in North Carolina, USA. The results of the study point out that 87,8 % of the participants imitate aggressive behavior they observe on TV in

in their lives. 90,3 % of the teachers point out that boys are more inclined to be influenced by violent behaviors they watch on TV than girls.

In another study entitled “Moving Young Children's Play Away from TV Violence. A How-to Guide for Early Childhood Educators: Child Care Providers, Head Start Instructors, Preschool and Kindergarten Teachers.” Silva (1996) studied with 28 pre-school children. She assert that before the pre-school age, children watch approximately 5000 hours TV. On the Saturday morning cartoons, they watch around 32 different violent acts. The children who are exposed to violent actions on TV are indicated to imitate the violence they observed while resolving the conflict they come a cross in their real lives.

Children who are exposed to violence on the TV are caught into the “Mean world syndrome” suggested by Gerbner, Gross, Morgan, Signorielli, 2002.

In similar research in Singer and Miller (1998) conduct a study “Exposure to violence, mental health and violent behavior.” In Ohio, they take 11 schools in 3 different district and study with 2245 students around 11 years of age. 51 % of students are boys. The results of the study point out that boys are more inclined towards violence than girls. The result of the studies of the study indicate that there is a relationship between violence experiences and trauma indicators by 35 %.

Similar studies related to violence and TV have also been conducted in Turkey. Şeker and Çavuş (2011) conducted a study into the TV serial “Behsat Ç. An Ankara Detective.”

Dođan (2014) conducts a study into “Visual Culture As A Map: Borders And Back Streets Of It.” She asserts that violence in the serial is a part of visual culture. She tries to explain how violence has become an acceptable events in relation to the acts of police through symbols.

The present study is conducted with primary school pupils on the violence into Arka Sokaklar.

Chapter 3

METHODOLOGY

This chapter lays down the methodology of the study. After Research Methodology, Data Collection will be explained. This will be followed by Population and Sample of the study. Validity and Reliability of Data Collection Instrument will be presented and the chapter will end with Analysis of Data.

3.1 Research Methodology

Quantitative methodology has been preferred for the present study. The data has been gathered from primary school students with an in-house questionnaire prepared for the study in Famagusta district of the Turkish Republic Northern Cyprus. There are 30 public primary schools in Famagusta region <http://www.mebnet.net/?q=node/78>. We focused on four different public primary schools in Famagusta. We choose four schools in different areas because different districts means participants have different socio-economic conditions. These are; Gazi Primary School, Alasya Primary School, Karakol Primary School and Şehit Osman Ahmet Primary School. The aim of the study, as it has been mentioned earlier, is to evaluate and analyze the influence of violence in 'Arka Sokaklar' television series over primary school children. The in-house questionnaire prepared was conducted with 194 primary school children.

The present study is designed as the quantitative research methodology. The present research is a case study which specifically focuses on a primary school pupils' attitude towards a specific Turkish TV serial called Arka Sokaklar. The survey was

administered once in May 2014. The questionnaire consisted of three sections and 43 questions. Section one focuses on independent variables which seek to collect demographic information about the research participants. There are 7 questions. In other words, it consists of demographic questions. The second section's questions are related to the use of television. It involves 10 questions. The third section embraces question designed according to 5- point Likert Scale. The third section has 15 questions. The fourth section includes questions on frequency of watching the serial. The fourth section has 11 questions.

3.2 Data Collection

The survey was administered once in May 2014. The questionnaire consisted of three sections. Section one focus on independent variables which seek to collect demographic information about the research participants. It consists of demographic questions. There are 7 questions. The second section questions are related to the use of television. It involves 10 questions. The third section embraces question designed according to 5- point Likert Scale and there are 15 questions in this section. The fourth section involves questions related to the frequency of watching the serial. There are 11 questions in this section.

Quantitative research methodology has been employed. Our research group is selected from 9 to 11 years old primary school students. We have prepared 43 questions about television programmes and especially the TV serial Arka Sokaklar.

3.3 Population and Sample

During May 2014, the survey conducted with primary school students in Famagusta, Turkish Republic of Northern Cyprus have received permission from the Ministry of Education. We were accepted by four different schools in Famagusta. These

were Şehit Osman Ahmet Primary School, Alasya Primary School, Gazi Primary School and Karakol Primary School.

The population of the study comprises public primary school pupils in the Famagusta district. Among these, 4 schools were chosen. In other words, cluster sampling strategy is used. From the primary school children, preference is given to 4th & 5th year students (9-11 ages) to ensure literacy. From the four primary schools, 50 students were targeted from each school. Only 194 replied.

In other words, 194 participants answered the questionnaire. However, 30 participants don't watch Arka Sokaklar so they don't answer the questions related to Arka Sokaklar. They merely answered demographic questions. Their ages are between 9 to 11. The participants were selected from the 4th and 5th year students to make sure that they can read and understand the survey fully. We have chosen four different public schools in Famagusta. These were different places in Famagusta because, socio-economic conditions change from one district to another. Family is important in this study; so socioeconomic conditions are directly proportional with children's attitude towards TV and their TV watching behaviour.

3.4 Validity and Reliability

For the validity of the study, the survey was prepared and tested on 20 private primary school pupils; 10 male and 10 female in order to check the understandability of questions.

For validity, all questions apart from the demographic information questions involved in the first section of the survey were taken. The reliability coefficient test was run and Alpha was found to be 0.9774 indicating very high reliability of the survey.

3.5 Analysis of Data

Data were collected data from 194 public primary school pupils in total. The participants' ages range from ages 9 to 11. Then, the data entered into the SPSS 18 (Statistical Package for Social Sciences) program for analysis. Data is analyzed descriptively.

Chapter 4

ANALYSIS AND FINDINGS

This chapter seeks to present the analysis of the data. To enable this, firstly, analysis of answers of participants to demographic information questions; secondly, descriptive statistics of the questions related to the use of television and thirdly to five-point Likert Scale questions answers will be presented. Fourthly frequency questions answers. Then, Chi-square results will be given. Values were attached to 5 Point Likert Scale questions as; 1=Strongly Agree, 2= Agree, 3=Undecided, 4=Disagree, 5= Strongly Disagree. In order to divide the scale, what Balcı (2004) advised is taken into consideration. Balcı suggests that the attitude scale questions would be divided as;

(1-1.79) Strongly Agree;

(1.80- 2.59) Agree;

(2.60- 3.39) Undecided;

(3.40- 4.19) Disagree;

(4.20- 5.0) Strongly Disagree.

4.1 Demographic Characteristics of Participants

This part includes demographic characteristics of participants. This section includes some information about; gender, age, school, nationality, class, etc.

Table 1. Gender of Participants

		Gender			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Female	103	53,1	53,1	53,1
	Male	91	46,9	46,9	100,0
	Total	194	100,0	100,0	

As it can be observed from Table 1, 103 (53,1 %) of the participants are female and 91 (46,9 %) are male. In the study, both genders are represented by almost half of the sample.

Table 2. Nationality of Participants

		Nationality			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	TC	25	12,9	12,9	12,9
	TRNC	147	75,8	75,8	88,7
	TC-TRNC	19	9,8	9,8	98,5
	Other (please specify)	3	1,5	1,5	100,0
	Total	194	100,0	100,0	

As it can be seen from Table 2, 147 (75.8 %) of the participants are from Turkish Republic Northern Cyprus (TRNC), 25 (12.9 %) of the participants are from Turkey (TR), 19 (9.8 %) of the participants have double nationalities, that is, they are from TR-TRNC and 3 (1.5 %) of the participants are from other nationalities.

Table 3. Age of Participants

		Age			
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	9	1	,5	,5	,5
	10	54	27,8	27,8	28,4
	11	139	71,6	71,6	100,0
	Total	194	100,0	100,0	

Table 3 shows, 139 (71.6 %) of the participants are 11 years old, 54 (27.8 %) of participants are 10 years old and 1 (0.5 %) of the participant is 9 years old. Among primary school children, fourth and fifth class pupils were prepared to sit the their test on basic literacy skills.

The next question asked ‘Where they lived?’ Since the survey was conducted only in Famagusta, all participants are from Famagusta 194 (100 %). However, participants are from different districts in Famagusta. The frequency of living in a variety of districts is listed below: Maraş (5), Ayluga (2), Altınova (1), Tuzla (6), Larnaka (1), İskele (2), Ötüken(1), Çanakkale (2), Beşevler (1), Antalyalılar (2), Suriçi (4), Mutluyaka (2).

Table 4. School's Name

The name of your school					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Karakol	18	9,3	9,3	9,3
	Sehit Osman Ahmet	22	11,3	11,3	20,6
	Alasya	128	66,0	66,0	86,6
	Gazi	26	13,4	13,4	100,0
	Total	194	100,0	100,0	

As it can be seen from Table 4, 128 (66 %) of the participants are from Alasya Primary School, 26 (13.4 %) of the participants are from Gazi Primary School, 22 (11.3 %) of the participants are from Şehit Osman Ahmet Primary School and 18 (9,3 %) of the participants are from Karakol Primary School.

Table 5. Class of Participants

Which class do you attend?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	4	58	29,9	29,9	29,9
	5	136	70,1	70,1	100,0
	Total	194	100,0	100,0	

Table 5 shows, 136 (70.1 %) of the participants are going to 5th class and 58 (29.9 %) of the participants are going to 4th class.

Table 6. Overall Report Grades

What is your report's grade?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Excellent	150	77,3	77,3	77,3
	Good	26	13,4	13,4	90,7
	Medium	13	6,7	6,7	97,4
	Pass	4	2,1	2,1	99,5
	Bad	1	,5	,5	100,0
	Total	194	100,0	100,0	

Table 6 illustrates, 150 (77.3 %) of the participants' grades are excellent, 26 (13.4 %) of participants' grades are good, 13 (6,7 %) of the participants' grades are medium, 4 (2.1 %) of the participants' grades are pass and 1 (0.5 %) of the participants' grade is bad.

4.2 Participants' TV Use

These questions are about the television use.

Table 7. Number of television sets at home

How many television sets do you have in your house?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No television	3	1,5	1,5	1,5
	1	41	21,1	21,1	22,7
	2	93	47,9	47,9	70,6
	3	35	18,0	18,0	88,7
	4 or more	22	11,3	11,3	100,0
	Total	194	100,0	100,0	

As it can be seen from Table 7, 93 (47.9 %) of the participants have 2 televisions at home, 41 (21.1 %) of the participants have 1 television at home, 35 (18 %) of the participants have 3 televisions at home, 22 (11.3 %) of participants have 4 or more televisions at home and 3 (1.5 %) of participants don't have television at home.

Table 8. "Do you watch TV with your family?"

Do you watch TV with your family?

		Frequency	Percent	Valid Percent	Cumulative
Valid	Always	52	26,8	26,8	26,8
	Sometimes	138	71,1	71,1	97,9
	Never	4	2,1	2,1	100,0
	Total	194	100,0	100,0	

Table 8 illustrates that, 138 (71,1 %) of participants sometimes watch television with their families, 52 (26,8 %) of participants always watch television with their families and 4 (2,1 %) of participants never watch television with their families. These results indicate that most children watch TV under the supervision of their families.

Table 9. "Is there a TV in your bedroom?"

Is there a TV in your bedroom?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Yes	75	38,7	38,7	38,7
	No	119	61,3	61,3	100,0
Total		194	100,0	100,0	

As it can be observed from Table 9, 119 (61,3 %) of participants have a television in their bedroom and 75 (38,7 %) of participants do not have a television in their bedroom.

Table 10. “How many hours a day do you spend watching television?”

How many hours a day do you spend watching television?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid I never watch	3	1,5	1,5	1,5
1-2 hours	69	35,6	35,6	37,1
2-3 hours	64	33,0	33,0	70,1
3-4	45	23,2	23,2	93,3
5 hours and more	13	6,7	6,7	100,0
Total	194	100,0	100,0	

According to Table 10, 69 (35,6 %) students watch TV from 1 to 2 hours; 64 (33 %) students watch TV from 2 to 3 hours; 45 (23,2 %) students watch TV from 3 to 4 hours; 13 (6,7 %) watch TV for 5 hours and more and 3 (1,5 %) students never watch television.

Table 11. “When do you watch TV most?”

When do you watch TV most?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid On weekdays 5-8	29	14,9	14,9	14,9
On weekdays 8-10	42	21,6	21,6	36,6
9-12 weekend mornings	52	26,8	26,8	63,4
8-10 weekend evenings	71	36,6	36,6	100,0
Total	194	100,0	100,0	

According to the survey results, 71 (36,6 %) primary school children watch TV mostly during the weekend evenings from 8 to 10. 52 (26,8 %) students watch TV on weekend mornings from 9 to 12. 42 (21,6 %) students watch TV on weekdays from 8 to 10. 29 (14,9 %) students watch TV on weekdays from 5 to 8.

Table 12. “Do you watch Arka Sokaklar?”

Do you watch Arka Sokaklar?

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Yes	136	70,1	70,1	70,1
No	58	29,9	29,9	100,0
Total	194	100,0	100,0	

According to Table 12, 136 (70,01 %) participants watch Arka Sokaklar and 58 (29,9 %) participants don't watch Arka Sokaklar. The table shows the significance primary school children attach to the TV serial ‘Arka Sokaklar’ which is the focus of the study.

Table 13. “Which TV channels do you watch most?”

Which TV channels do you watch

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Kanal D	73	37,6	37,6	37,6
Atv	27	13,9	13,9	51,5
Other (please specify)	58	29,9	29,9	81,4
More than one	36	18,6	18,6	100,0
Total	194	100,0	100,0	

As it can be seen from Table 13, 73 (37,6 %) of participants watch Kanal D, 58 (29,9 %) of participants watch other channels (these are Star TV, Show TV, Fox TV, Samanyolu TV, TRT Spor, Kanal 7, Doğu TV , Disney, Lig TV, NTV Spor), 36 (18,6 %) watch more than one channel (Star TV-Show TV-Fox TV, Show TV-Star TV-TRT 1- Fox TV, Star TV-Show TV, Star TV- Fox TV) and 27 (13,9 %) of participants watch ATV.

Table 14. “What type of television programs do you prefer to watch?”

What type of television programs do you prefer to watch?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Serial	107	55,2	55,2	55,2
	Documentary	41	21,1	21,1	76,3
	News	7	3,6	3,6	79,9
	Cartoon	37	19,1	19,1	99,0
	Other (please specify)	2	1,0	1,0	100,0
	Total	194	100,0	100,0	

According to Table 15, 107 (55,2 %) selected serial programs, 42 (21,1 %) selected documentaries, 37 (19,1 %) selected cartoons from the questionnaire, 7 (3,6 %) selected the news and 2 (1,0 %) from participants selected other (please specify) option. The table above indicates the importance primary school children attach to the serials.

Table 15. “Which TV serial do you watch most?”

Which TV serial do you watch most?

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Arka Sokaklar	26	13,4	13,4	13,4
	Küçük Ağa	96	49,5	49,5	62,9
	Kurtlar Vadisi	11	5,7	5,7	68,6
	Other (please specify)	61	31,4	31,4	100,0
	Total	194	100,0	100,0	

As it can be observed from Table 15, 61 (31,4 %) of participants selected the other (please specify) option These are; Medcezir, Not Defteri, Karagül, Survivor. 96 (49,5 %) of participants watch Küçük Ağa, 26 (13,4 %) of participants watch Arka Sokaklar and 11 (5,7 %) of participants watch Kurtlar Vadisi. Participants selected Küçük Ağa because Küçük Ağa is a new serial and is extremely funny. However, our

question is ‘Which TV serial do you watch most?’ so, they watch Küçük Ağa watch more than they watch Arka Sokaklar. It show us Arka Sokaklar is the second most popular TV serial. However, when we embarked on the research, Küçük Ağa was not on the air.

Table 16. “How often do you watch Arka Sokaklar?”

How often do you watch Arka Sokaklar serial?					
		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Everyday	43	22,2	22,2	22,2
	3 days per week	59	30,4	30,4	52,6
	Only 1 day	46	23,7	23,7	76,3
	I never watch	46	23,7	23,7	100,0
	Total	194	100,0	100,0	

As it can be observed from Table 16, 59 (30,4 %) of participants watch Arka Sokaklar 3 days per week, 46 (23,7 %) of participants watch Arka Sokaklar only 1 day, 46 (23,7 %) of participants never watch Arka Sokaklar and 43 (22,2 %) of participants watch Arka Sokaklar everyday. Arka Sokaklar is on weekdays from 16:30-19:00. New sections are on Saturday nights from 20:00-22:00.

4.3 Analysis of 5 Point Likert Scale Questions

The third part of the survey consists of Likert Scale questions. It includes 5 point Likert Scale questions from the strongly agree (1) to strongly disagree (5).

Table 17. “In Arka Sokaklar series, I always watch that the police catches criminals.”

In Arka Sokaklar series, I always watch that the police catches criminals.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly agree	71	36,6	36,6	36,6
Agree	56	28,9	28,9	65,5
Undecided	27	13,9	13,9	79,4
Disagree	6	3,1	3,1	82,5
Strongly disagree	4	2,1	2,1	84,5
Missing	30	15,5	15,5	100,0
Total	194	100,0	100,0	

As it can be seen from Table 17, we asked “In Arka Sokaklar series, I always watch that the police catches criminals.” 71 (36.6 %) students answered strongly agree; 56 (28.9 %) students answered agree; 27 (13.9 %) students answered undecided; 6 (3.1 %) students answered disagree; 4 (2.1 %) students answered strongly disagree.

Table 18. “In Arka Sokaklar serial, I see that the police are good natured people.”

In Arka Sokaklar serial, I see that the police are good natured people.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly agree	92	47,4	47,4	47,4
Agree	42	21,6	21,6	69,1
Undecided	16	8,2	8,2	77,3
Disagree	7	3,6	3,6	80,9
Strongly disagree	7	3,6	3,6	84,5
Missing	30	15,5	15,5	100,0
Total	194	100,0	100,0	

Table 18 illustrates, we asked “In Arka Sokaklar serial, I see that the police are good natured people.” 92 (47.4 %) students answered strongly agree. 42 (21.6 %) students answered agree. 16 (8,2 %) students answered undecided. 7 (3.6 %) students answered disagree. 7 (3.6 %) students answered strongly disagree.

Table 19. “In Arka Sokaklar serial, I see that husbands exercise violence on their wives, and this makes me sad.”

In Arka Sokaklar serial, I see that husbands exercise violence on their wives, and this makes me sad.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly agree	68	35,1	35,1	35,1
Agree	49	25,3	25,3	60,3
Undecided	11	5,7	5,7	66,0
Disagree	12	6,2	6,2	72,2
Strongly disagree	24	12,4	12,4	84,5
Missing	30	15,5	15,5	100,0
Total	194	100,0	100,0	

Table 19 shows, we asked “In Arka Sokaklar serial, I see that husbands exercise violence on their wives, and this makes me sad.” 68 (35,1 %) students answered strongly agree, 49 (25,3 %) students answered agree. 24 (12,4 %) students answered strongly disagree. 12 (6,2 %) students answered disagree. 11 (5,7 %) students answered undecided. The data indicate that 60 % of participants agree or strongly agree. Only 23 % disagree or strongly disagree.

Table 20. “In Arka Sokaklar Series, I see that the police works as a team.”

In Arka Sokaklar series, I see that the police works as a team.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Strongly agree	84	43,3	43,3	43,3
Agree	59	30,4	30,4	73,7
Undecided	19	9,8	9,8	83,5
Strongly disagree	2	1,0	1,0	84,5
Missing	30	15,5	15,5	100,0
Total	194	100,0	100,0	

As it can be seen from Table 20, we asked “In Arka Sokaklar series, I see that the police works as a team.” 84 (43,3 %) students answered strongly agree, 59 (30,4 %) students answered agree. 19 (9,8 %) students answered undecided. 2 (1 %) students answered

strongly disagree. The findings indicate that more than 70 % of participants consider the police in the serial acts as a team.

Table 21. “In Arka Sokaklar series, I see that the police is always successful”

In Arka Sokaklar series, I see that the police always successful.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	54	27,8	27,8	27,8
Agree	56	28,9	28,9	56,7
Undecided	31	16,0	16,0	72,7
Valid Disagree	20	10,3	10,3	83,0
Strongly disagree	3	1,5	1,5	84,5
Missing	30	15,5	15,5	100,0
Total	194	100,0	100,0	

As it can be seen from Table 21, we asked “In Arka Sokaklar series I see that the police is always successful.” 56 (28,9 %) students answered agree, 54 (27,8 %) students answered strongly agree, 31 (16 %) students answered undecided. 20 (10,3 %) students answered disagree. 3 (1,5 %) students answered strongly disagree. This indicates that more than half of the participants consider police as successful.

Table 22. “I see myself close to characters in Arka Sokaklar serial and I want to be like them.”

I see myself close to characters in Arka Sokaklar serial and I want to like them.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	27	13,9	13,9	13,9
Agree	23	11,9	11,9	25,8
Undecided	49	25,3	25,3	51,0
Valid Disagree	36	18,6	18,6	69,6
Strongly disagree	29	14,9	14,9	84,5
Missing	30	15,5	15,5	100,0
Total	194	100,0	100,0	

As it can be observed from Table 22, we asked “I see myself close to characters in Arka Sokaklar serial and I want to be like them.” 49 (25.3 %) students answered undecided. 36 (18,6 %) students answered disagree. 29 (14,9 %) students answered strongly disagree. 27 (13,9 %) students answered strongly agree, 23 (11,9 %) students answered agree. With respect to this question, almost 25 % showed their agreement, 25 % are undecided, 33,5 % disagree or strongly disagree, 15,5 % did not answer. This findings indicates that at least one fourth of participants take the characters in the serial ‘Arka Sokaklar’ as their role model.

Table 23. “In Arka Sokaklar serial, I see that police beat the criminals when needed.”

In Arka Sokaklar serial, I see that police beat the criminals when needed.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	61	31,4	31,4	31,4
Agree	64	33,0	33,0	64,4
Undecided	27	13,9	13,9	78,4
Valid Disagree	8	4,1	4,1	82,5
Strongly disagree	4	2,1	2,1	84,5
Missing	30	15,5	15,5	100,0
Total	194	100,0	100,0	

As it can be observed from Table 23, we asked “In Arka Sokaklar serial, I see that police beat the criminals when needed.” 64 (33 %) students answered agree. 61 (31.4 %) students answered strongly agree, 27 (13.9 %) students answered undecided. 8 (4.1 %) students answered disagree. 4 (2.1 %) students answered strongly disagree. The finding indicate more than half of the participants (64 %) consider police as strong.

Table 24. “After watching the Arka Sokaklar series, my opinion of the police has changed.”

After watching the Arka Sokaklar series, my opinion of the police has changed .

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	39	20,1	20,1	20,1
Agree	35	18,0	18,0	38,1
Undecided	50	25,8	25,8	63,9
Valid Disagree	26	13,4	13,4	77,3
Strongly disagree	14	7,2	7,2	84,5
Missing	30	15,5	15,5	100,0
Total	194	100,0	100,0	

As it can be observed from Table 24, we asked “After watching the Arka Sokaklar series, my opinion of the police has changed.”50 (25.8 %) students answered undecided. 39 (20.1 %) students answered strongly agree, 35 (18 %) students answered agree. 26 (13.4 %) students answered disagree. 14 (7.2 %) students answered strongly disagree. In other words, 38 % of participants attitude towards police are influenced by the TV serial Arka Sokaklar.

Table 25.“Arka Sokaklar is reflecting real life.”

In Arka Sokaklar is reflecting real life.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	27	13,9	13,9	13,9
Agree	49	25,3	25,3	39,2
Undecided	39	20,1	20,1	59,3
Valid Disagree	18	9,3	9,3	68,6
Strongly disagree	31	16,0	16,0	84,5
Missing	30	15,5	15,5	100,0
Total	194	100,0	100,0	

As it can be observed from Table 25, we asked “Arka Sokaklar is reflecting real life.” 49 (25.3 %) students answered agree. 39 (20.1 %) students answered undecided. 31 (16 %) students answered strongly disagree. 27 (13.9 %) students

answered strongly agree, 18 (9.3 %) students answered disagree. In other words, 25 % of participants are aware that the serial reflects mediated reality.

Table 26. “After watching arka sokaklar serial, I see that women can be police as well.”

After watching Arka Sokaklar serial, I see that women can be police as well.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	88	45,4	45,4	45,4
Agree	50	25,8	25,8	71,1
Undecided	16	8,2	8,2	79,4
Valid Disagree	7	3,6	3,6	83,0
Strongly disagree	3	1,5	1,5	84,5
Missing	30	15,5	15,5	100,0
Total	194	100,0	100,0	

As it can be observed from Table 26, we asked “After watching Arka Sokaklar serial, I see that women can be police as well.” 88 (45.4 %) students answered strongly agree, 50 (25.8 %) students answered agree. 16 (8.2 %) students answered undecided. 7 (3.6 %) students answered disagree. 3 (1.5 %) students answered strongly disagree.

Table 27. “When I grow up, I want to be a good police like the ones in Arka Sokaklar serial.

When I grow up, I want to be a good police like the ones in Arka Sokaklar serial.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	31	16,0	16,0	16,0
Agree	24	12,4	12,4	28,4
Undecided	48	24,7	24,7	53,1
Valid Disagree	26	13,4	13,4	66,5
Strongly disagree	35	18,0	18,0	84,5
Missing	30	15,5	15,5	100,0
Total	194	100,0	100,0	

As it can be observed from Table 27, we asked “When I grow up, I want to be a good police like the ones in Arka Sokaklar serial.”48 (24.7 %) students answered undecided. 35 (18 %) students answered strongly disagree. 31 (16 %) students answered strongly agree, 26 (13.4 %) students answered disagree. 24 (12.4 %) students answered agree. 28 % of participants take the characters in Arka Sokaklar serial as their role model.

Table 28.“When I grow up, I want to be superintendent like Rıza Father in Arka Sokaklar series.”

When I grow up, I want to be superintendent like Rıza father in Arka Sokaklar series.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	33	17,0	17,0	17,0
Agree	27	13,9	13,9	30,9
Undecided	39	20,1	20,1	51,0
Valid Disagree	27	13,9	13,9	64,9
Strongly disagree	38	19,6	19,6	84,5
Missing	30	15,5	15,5	100,0
Total	194	100,0	100,0	

As it can be seen from Table 28, we asked “When I grow up, I want to be superintendent like Rıza father in Arka Sokaklar series.”34 (17.5 %) students answered strongly agree, 22 (11.3 %) students answered agree. 39 (20.1 %) students answered undecided. 29 (14.9 %) students answered disagree. 40 (20.6 %) students answered strongly disagree. Parallel to the previous question approximately 30 % of participants take one of the main characters as their role model.

Table 29. “When I grow up, I want to be good people, like the police in the serial.”

When I grow up, I want to be good people, like the police in the serial.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	89	45,9	45,9	45,9
Agree	42	21,6	21,6	67,5
Undecided	20	10,3	10,3	77,8
Valid Disagree	7	3,6	3,6	81,4
Strongly disagree	6	3,1	3,1	84,5
Missing	30	15,5	15,5	100,0
Total	194	100,0	100,0	

As it can be observed from Table 29, we asked “When I grow up, I want to be good people, like the police in the serial.” 89 (45.9 %) students answered strongly agree, 42 (21.6 %) students answered agree. 20 (10.3 %) students answered undecided. 7 (3.6 %) students answered disagree. 6 (3.1 %) students answered strongly disagree. 67,5 % of participants take the character of the actor/actress in the serial as their role model. This finding indicates that the serial influence the pupils in the positive way.

Table 30. “In Arka Sokaklar serial, I watch that the children are pushed for working in order to earn money.”

In Arka Sokaklar serial, I watch that the children are pushed for working in order to earn money.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	54	27,8	27,8	27,8
Agree	58	29,9	29,9	57,7
Undecided	17	8,8	8,8	66,5
Valid Disagree	14	7,2	7,2	73,7
Strongly disagree	21	10,8	10,8	84,5
Missing	30	15,5	15,5	100,0
Total	194	100,0	100,0	

As it can be observed from Table 30, we asked “In Arka Sokaklar serial, I watch that the children are pushed for working in order to earn money.” 58 (29.9 %) students answered agree. 54 (27.8 %) students answered strongly agree, 21 (10.8 %) students

answered strongly disagree. 17 (8.8 %) students answered undecided. 14 (7.2 %) students answered disagree. This question is on one of the negative sides of the serial. Children are pushed to earn money illegally. Almost 58 % are aware of this case. Only 8.8 % are undecided. 18 % disagree and 15.5 % do not watch the serial.

Table 31. “Arka Sokaklar series does not seriously influence me.”

Arka Sokaklar series does not seriously influence me.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	31	16,0	16,0	16,0
Agree	29	14,9	14,9	30,9
Undecided	42	21,6	21,6	52,6
Valid Disagree	32	16,5	16,5	69,1
Strongly disagree	30	15,5	15,5	84,5
Missing	30	15,5	15,5	100,0
Total	194	100,0	100,0	

As it can be seen from Table 31, we asked “Arka Sokaklar series does not seriously influence me.” 42 (21.6 %) students answered undecided. 32 (16.5 %) students answered disagree or strongly disagree. 31 (16 %) students answered strongly agree. 30 (15.5 %) students answered strongly disagree. 29 (14.9 %) students answered agree.

Table 32. “Arka Sokaklar serial affects my friends.”

In Arka Sokaklar serial affect my friends.

	Frequency	Percent	Valid Percent	Cumulative Percent
Strongly agree	24	12,4	12,4	12,4
Agree	34	17,5	17,5	29,9
Undecided	68	35,1	35,1	64,9
Valid Disagree	15	7,7	7,7	72,7
Strongly disagree	23	11,9	11,9	84,5
Missing	30	15,5	15,5	100,0
Total	194	100,0	100,0	

As it can be observed from Table 32, we asked “Arka Sokaklar serial affects my friends.” 68 (35.1 %) students answered undecided. 34 (17.5 %) students answered agree. 24 (12.4 %) students answered strongly agree. 23 (11.9 %) students answered strongly disagree. 15 (7.7 %) students answered disagree.

4.4 Means and Corresponding Attitudes of 5 Point Likert Scale Questions

Table33.Means and Corresponding Attitudes of 5 Point Likert Scale Questions

Attitudes Scale Statement	Means and Attitudes
In Arka Sokaklar series, I always watch that the police catches criminals.	2,52 (A)
In Arka Sokaklar serial, I see that the police are good natured people.	2,41 (A)
After watching Arka Sokaklar serial, I see that women can be police as well.	2,37 (A)
When I grow up, I want to be good people, like the police in the serial.	2,43 (A)
In Arka Sokaklar series, I see that the police works as a team.	2,31 (A)
In Arka Sokaklar serial, I see that police beat the criminals when needed.	2,59 (A)
After watching the Arka Sokaklar series, my opinion of the police has changed .	3,16 (U)
In Arka Sokaklar serial, I see that husbands exercise violence on their wives, and this makes me sad.	2,82 (U)
Arka Sokaklar serial affects my friends.	3,36 (U)
In Arka Sokaklar serial, the events reflect the real life.	3,35 (U)
In Arka Sokaklar series I see that the police is always successful.	2,75 (U)
In Arka Sokaklar serial, I watch that the children are pushed for working in order to earn money.	2,90 (U)
When I grow up, I want to be superintendent like Rıza father in Arka Sokaklar series.	3,52 (D)
Arka Sokaklar series does not seriously influence me.	3,47 (D)
I see myself close to characters in Arka Sokaklar serial and I want to like them.	3,55 (D)
When I grow up, I want to be a good police like the ones in Arka Sokaklar serial.	3,52(D)

Table 33 summarizes the 5 point Likert Scale questions' results. Participants were asked to "In Arka Sokaklar series, I see that police always catches criminals." The mean of the participants' responses is 'agree'; they watch that police always catches criminals. Another question is Arka Sokaklar serial show us the police as a good people. As far as this statement is concerned the police force consists of the good people so they 'agree'. Another question is: "When I grow up, I want to be good, like the police in the serial." Students 'agree' the this question. They would like to be good people like the police in Arka Sokaklar. For the question is "In Arka Sokaklar series, I see that the police work as a team." The mean of pupils' responses is 'agree' so they accept that the police works as a team. For the question "In Arka Sokaklar serial, I see that the police beat the criminals when needed", the mean of the answer is agree. They accept that the police can apply violence on criminals. They consider this as normal. To the question "After watching the Arka Sokaklar series, my opinion of the police has changed", they are 'undecided'. To the question "In Arka Sokaklar serial, I see that husbands exercise violence on their wives, and this makes me sad" they are 'undecided' so they watch violence but they are not affected about the situation. To the question is "Arka Sokaklar serial affects my friends." Participants are 'undecided', so they haven't got a strong idea on this issue. For the question "In Arka Sokaklar serial, the events reflect the real life." The mean of the answers corresponds 'undecided'; in other words, they do not differentiate real life and fiction. For the question is "In Arka Sokaklar serial, I watch that the children are forced to work in order to earn money." They answered 'undecided'. For the question "When I grow up, I want to be superintendent like the Rıza father in Arka Sokaklar series." The mean of the responses is 'disagree' so they don't want to be like Rıza Father's character. For the statement, "Arka Sokaklar series do not seriously

influence me.” they answered ‘disagree’ so they think they are not influenced by the Arka Sokaklar serial. For the question “I see myself close to the characters in Arka Sokaklar series and I want to be like them.” They answered ‘disagree’. For the question “When I grow up, I want to be a good police like the ones in Arka Sokaklar series.” the mean of the answers corresponds ‘disagree’.

4.5 Frequency of Watching the Serial

In this last section of the survey, frequency of topics watched in the serial are given and participants’ ideas were sought.

Table 34. “In Arka Sokaklar serial, I have received information about drug use.”

In Arka Sokaklar serial, I have received information about drug use.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Always	55	28,4	28,4	28,4
Sometimes	60	30,9	30,9	59,3
Never	49	25,3	25,3	84,5
Missing	30	15,5	15,5	100,0
Total	194	100,0	100,0	

According to Table 34, 55 (28.4 %) students are always received information about drug use. 60 (30.9 %) students are sometimes received information about drug use. 49 (25.3 %) students never received information about drug use. 30 (15.5 %) students did not answered. Almost 59 % of participants mention that the TV serial Arka Sokaklar their consciousness on the issue of drug use.

Table 35. “In Arka Sokaklar serial, I got information about drug sales.”

In Arka Sokaklar serial, I got information about drug sales.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Always	42	21,6	21,6	21,6
Sometimes	73	37,6	37,6	59,3
Never	49	25,3	25,3	84,5
Missing	30	15,5	15,5	100,0
Total	194	100,0	100,0	

According to Table 35, 73 (37.6 %) students sometimes got information about drug sales. 49 (25.3 %) students never got information about drug sales. 42 (21.6 %) students always got information about drug sales. Almost 59 % of participants point out that the TV serial ‘Arka Sokaklar’ informed them about drug sales. These two questions have similar results. Almost 60 % of primary school pupils became aware of the drug issue (both use and sales) through this serial.

Table 36. “In Arka Sokaklar, I watched how people killed each other.”

In Arka Sokaklar, I watched how people killed each other.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Always	76	39,2	39,2	39,2
Sometimes	72	37,1	37,1	76,3
Never	16	8,2	8,2	84,5
Missing	30	15,5	15,5	100,0
Total	194	100,0	100,0	

According to Table 36, participants answered “In Arka Sokaklar I watched how people killed each other.” question. 76 (39.2 %) students are always watched how people killed each other. 72 (37.1 %) students are sometimes watched how people killed each other. 16 (8.2 %) students are never watch how people killed each other. Almost 76 % of the participants marked that in the serial they got information about

how people kill each other. Despite the good manages the serial gives, it also inform children on murder.

Table 37. “In Arka Sokaklar serial, I see police work as a team.”

In Arka Sokaklar serial, I see police work as a team.

	Frequency	Percent	Valid Percent	Cumulative Percent
Always	123	63,4	63,4	63,4
Sometimes	30	15,5	15,5	78,9
Valid Never	11	5,7	5,7	84,5
Missing	30	15,5	15,5	100,0
Total	194	100,0	100,0	

As it can be seen from Table 37, we asked “In Arka Sokaklar serial, I see police work as a team.” 123 (63.4 %) students answered always. 30 (15.5 %) students answered sometimes. 11 (5.7 %) students answered never. Almost 78 % of participants consider the police working as a team. This is one of the positive aspect of the serial. It shows police as a team; rather as a family headed by a father.

Table 38. “In Arka Sokaklar serial, I watched that how gangs kidnap people.”

In Arka Sokaklar serial, I watched that how gangs kidnap people.

	Frequency	Percent	Valid Percent	Cumulative Percent
Always	80	41,2	41,2	41,2
Sometimes	70	36,1	36,1	77,3
Valid Never	14	7,2	7,2	84,5
Missing	30	15,5	15,5	100,0
Total	194	100,0	100,0	

As it can be observed from Table 38, we asked “In Arka Sokaklar serial, I watched that how gangs miss people.” 80 (41.2 %) students answered always. 70 (36.1 %) students answered sometimes. 14 (7.2 %) students answered never. Almost 77 % of participants indicate that they become aware that gangs kidnap people.

Table 39. “In Arka Sokaklar serial, I watched that youth committing suicide.”

In Arka Sokaklar serial, I watched youth committing suicide.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	63	32,5	32,5
	Sometimes	74	38,1	70,6
	Never	27	13,9	84,5
	Missing	30	15,5	100,0
	Total	194	100,0	100,0

As it can be observed from Table 39, we asked “In Arka Sokaklar serial, I watched that youth suicide.” 74 (38.1 %) students answered sometimes. 63 (32.5 %) students answered always. 27 (13.9 %) students answered never. Almost 70 % indicate that they observe young people committing suicide.

Table 40. “In Arka Sokaklar serial, police catch criminals.”

In Arka Sokaklar serial, police catch criminals.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	132	68,0	68,0
	Sometimes	23	11,9	79,9
	Never	9	4,6	84,5
	Missing	30	15,5	100,0
	Total	194	100,0	100,0

As it can be observed from Table 40, we asked “In Arka Sokaklar serial, police catch criminals.” 132 (68 %) students answered always. 23 (11.9 %) students answered sometimes. 9 (4.6 %) students answered never. Almost 80 % are aware that police catch criminals.

Table 41. “In Arka Sokaklar serial, I watched that how thief stole something.”

In Arka Sokaklar serial, I watched that how thief stole something.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	77	39,7	39,7	39,7
	Sometimes	63	32,5	32,5	72,2
	Never	24	12,4	12,4	84,5
	Missing	30	15,5	15,5	100,0
	Total	194	100,0	100,0	

As it can be observed from Table 41, we asked “In Arka Sokaklar serial, I watched that how thief stole something.” 77 (39.7 %) students answered always. 63 (32.5 %) students answered sometimes. 24 (12.4 %) students answered never. Almost 72 % indicate that in the serial they watched how thief steal.

Table 42. “In Arka Sokaklar I watched how people are killed.”

In Arka Sokaklar I watched how people are killed.

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Always	82	42,3	42,3	42,3
	Sometimes	64	33,0	33,0	75,3
	Never	18	9,3	9,3	84,5
	Missing	30	15,5	15,5	100,0
	Total	194	100,0	100,0	

According to Table 42, participants answered “In Arka Sokaklar I watched that how people are killed.” 82 (42.3 %) students always watched that how people are killed. 64 (33 %) students sometimes watched that how people are killed. 18 (9.3 %) students never watched how people are killed. 75 % mention that they watch how people are killed.

Table 43. “In Arka Sokaklar serial, cases are fiction.”

In Arka Sokaklar serial, cases are fiction.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Always	69	35,6	35,6	35,6
Sometimes	74	38,1	38,1	73,7
Never	21	10,8	10,8	84,5
Missing	30	15,5	15,5	100,0
Total	194	100,0	100,0	

According to survey, 74 (38.1 %) students answered Arka Sokaklar serial are sometimes fiction. 69 (35.6 %) students answered Arka Sokaklar serial are always fiction. 21 (10.8 %) students answered Arka Sokaklar serials are never fiction. Almost 74 % of participants mention that. The events in the serial are fiction.

Table 44. “Arka Sokaklar serial teaches useful things.”

Arka Sokaklar serial teaches useful things.

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid Always	31	16,0	16,0	16,0
Sometimes	95	49,0	49,0	64,9
Never	38	19,6	19,6	84,5
Missing	30	15,5	15,5	100,0
Total	194	100,0	100,0	

According to Table 44, 95 (49 %) students are sometimes are learn useful things. 38 (19.6 %) students are never learn useful things. 31 (16 %) students are always learn useful things. 65 % indicate that the serial teaches useful things.

4.6 Crosstabulation Test Results

Table 45. Crosstabulation of “Gender” and “What type of television programs do you prefer to follow?”

Gender What type of Television programs do you prefer to follow?* Which one do you spend watching television program
Crosstabulation

Count			What type of Television programs do you prefer to follow?					Total
Which one do you spend watching television program?			Serial	Documentary	News	Cartoon	Other (please specify)	
Arka Sokaklar	Gender	Female	7	1		2		10
		Male	9	3		4		16
	Total		16	4		6		26
Küçük Ağa	Gender	Female	33	12	0	12		57
		Male	15	13	2	9		39
	Total		48	25	2	21		96
Kurtlar Vadisi	Gender	Male	4	4	1	2		11
	Total		4	4	1	2		11
Other (please specify)	Gender	Female	26	2	2	4	2	36
		Male	13	6	2	4	0	25
	Total		39	8	4	8	2	61

According to the survey, 7 females watched Arka Sokaklar serial and 9 males watched Arka Sokaklar serial. At the same time, 1 female and 3 males watched documentary and 2 female and 4 male watched cartoon from the Arka Sokaklar’ audience.

The table shows us, 33 female and 15 male participants watched Küçük Ağa so totally 48 participants watched Küçük Ağa serial. 12 female and 13 male watched documentary, 2 males watch the news and 12 female and 9 male watched cartoon from the Küçük Ağa’s audience.

The other selected television serial Kurtlar Vadisi. Kurtlar Vadisi is selected by only 4 male participants. From the Kurtlar Vadisi’s audience, 4 male selected documentaries and 1 male chose the news and 2 male selected cartoons. Kurtlar Vadisi is not selected by the female participants.

The last option was other (please specify). Some participants wrote contest programs, foreign films and sports programs. 2 female and 6 male participants selected documentaries. 2 female and 2 male selected the news. 4 male and 4 female are selected the cartoons.

Chi-Square Tests

Which one do you spend watching		Value	df	Asymp. Sig. (2-sided)
Arka Sokaklar	Pearson Chi-Square	,562 ^a	2	,755
	Likelihood Ratio	,580	2	,748
	N of Valid Cases	26		
Küçük Ağa	Pearson Chi-Square	6,056 ^b	3	,109
	Likelihood Ratio	6,765	3	,080
	N of Valid Cases	96		
Kurtlar Vadisi	Pearson Chi-Square	. ^c		
	N of Valid Cases	11		
Other (please specify)	Pearson Chi-Square	6,563 ^d	4	,161
	Likelihood Ratio	7,288	4	,121
	N of Valid Cases	61		

- a. 4 cells (66,7%) have expected count less than 5. The minimum expected count is 1,54.
- b. 2 cells (25,0%) have expected count less than 5. The minimum expected count is ,81.
- c. No statistics are computed because Gender is a constant.
- d. 8 cells (80,0%) have expected count less than 5. The minimum expected count is ,82.

H₀= The gender of the audience has no relation to the television programs watched by primary pupils.

H₁= Gender of the audience is related to the television program they watch.

According to Chi-square test, two sided asymp sig., for the Arka Sokaklar serial $p=0,755$ so $0,7551 > 0,05$. This result indicates that there is no statistically significant difference with respect to gender as far as the television serial watched is concerned.

Therefore, we accept H_0 and refute H_1 .

Table 46. Crosstabulation of “How many hours a day do you spend watching television?” and “What is your report’s grade?”

What is your grade your ration? * How many hours a day do you spend watching television?
Crosstabulation

Count		How many hours a day do you spend watching television?					Total
		I never watch	1-2 hours	2-3 hours	3-4	5 hours and more	
What is your grade your ration?	Excellent	1	46	56	34	13	150
	Good	0	17	2	7	0	26
	Medium	2	4	5	2	0	13
	Pass	0	2	0	2	0	4
	Bad	0	0	1	0	0	1
Total		3	69	64	45	13	194

According to the table, among the pupils who have two excellent grades, 1 student never watches television, 46 students spent 1-2 hours for the watching television. 56 students spent 2-3 hours for the watching television. 34 students spend 3-4 hours for the watching television. 13 students spend 5 hours and more for the watching television.

Among the students who have good grade, 17 students spend 1-2 hours for the watching television. 2 students spend 2-3 hours for the watching television. 7 students spend 3-4 hours for the watching television.

Among the pupils who have medium grade, 2 students never watch television. 4 students spend 1-2 hours for the watching television. 5 students spend 2-3 hours for the watching television. 2 students spend 3-4 hours for the watching television.

Among the children who have pass grade, 2 students spend 1-2 hours for the watching television. 2 students spend 3-4 hours for the watching television.

Among the participants who have bad grade, 1 student spends 2-3 hours for the watching television.

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	40,015 ^a	16	,001
Likelihood Ratio	35,190	16	,004
N of Valid Cases	194		

a. 18 cells (72,0%) have expected count less than 5. The minimum expected count is ,02.

With respect to:

H₀= There is no relationship between watching television and ratio grade.

H₁= There is a relationship between watching television and ratio grade.

When we looked Chi-square test result, for the Arka Sokaklar serial $p = 0,001$ so $0,001 < 0,05$. This result indicates that there statistically significant difference and this H₁= There is a relationship between watching television and ratio grade.H₁accepted.

Table 47. Crosstabulation of “How many television do you have in your house?” and “Are you watching TV with your family?”

How many televisions do you have in your house? * Are you watching TV with your family? Crosstabulation

Count		Are you watching TV with your family?			Total
		Always	Sometimes	Never	
How many televisions do you have in your house?	No television	1	2	0	3
	1	12	28	1	41
	2	22	70	1	93
	3	7	27	1	35
	4 or more	10	11	1	22
Total		52	138	4	194

Table 47 shows that those participants who do not have a television at home there only one student who always watch television with his family. 2 students sometimes watch the television with their family.

Among those who have 1 television at home, 12 students always watch television with their families.

26 students sometimes watch television with their families. One student never watches television with his family.

22 pupils who have 2 televisions at home always watch television with the families. 70 students sometimes watch television with their families. One student never watches television with his family.

Among those who have 3 televisions at home, 7 students always watch television with their families. 27 students sometimes watch television with their families and a student never watches television with his family.

Among those who have 4 televisions or more at home, 10 students always watching television with their families. 11 students sometimes watch television with their families and only one student never watches television with his family.

When a chi-square test is run, the results are as follows.

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	7,076 ^a	8	,528
Likelihood Ratio	6,771	8	,562
N of Valid Cases	194		

a. 7 cells (46,7%) have expected count less than 5. The minimum expected count is ,06.

H_0 =There is no relationship between the amount of television in house and watching with the family.

H_1 =There is a relationship between the amount of television in house and watching with the family.

According to Pearson Chi-square test the two sided asymp sig., $p = 0,528$ so $0,528 > 0,01$ and we accepted H_0 . According to the results, it can be concluded that ‘‘There is no relationship between the amount of television in house and watching it with the family.’’

Table 48. Crosstabulation of ‘‘Is there a TV in your bedroom?’’ and ‘‘What is the time that you spend watching the TV?’’

Is there a TV in your bedroom? * What is the time that you spend watching the TV?
Crosstabulation

Count

	What is the time that you spend watching the TV?				Total
	On weekdays 5-8	On weekdays 8-10	9-12 weekend mornings	8-10 weekend evenings	
Is there a TV in your bedroom? Yes	16	19	19	21	75
No	13	23	33	50	119
Total	29	42	52	71	194

For those participants who have television in their bedroom at home, 16 students watch on weekdays from 5 p.m. to 8 p.m., 19 students watch on weekdays from 8 p.m. to 10 p.m., 19 students watch on weekend mornings from 9 a.m. to 12 a.m., 21 students watch on weekend evenings from 8 p.m. to 10 p.m.

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	6,669 ^a	3	,083
Likelihood Ratio	6,640	3	,084
N of Valid Cases	194		

a. 0 cells (,0%) have expected count less than 5. The minimum expected count is 11,21.

H₀=There is no relationship between television in the bedroom and television watching hours.

H₁=There is a relationship between television in the bedroom and television watching hours.

According to Pearson Chi-square test the two sided asymp sig., p= 0,083 so 0,083 >0,05 and we accept H₀. In other words, there is no statistically significant difference between television in the bedroom and television watching hours.

Table 49. Crosstabulation of “Do you watch Arka Sokaklar?” and “When do you watch TV most?”

When do you watch TV most? * Do you watch Arka Sokaklar?
Crosstabulation

Count		Do you watch Arka Sokaklar?		Total
		Yes	No	
When do you watch TV most?	On weekdays 5-8	22	7	29
	On weekdays 8-10	25	17	42
	9-12 weekend mornings	37	15	52
	8-10 weekend evenings	52	19	71
Total		138	58	194

According to the table, those who watch Arka Sokaklar and what time do you watch television?, 22 participants watch Arka Sokaklar and they watch television on weekdays for 5-8 pm, 7 participants donot watch Arka Sokaklar and they watch television on weekdays from 5-8 pm. 25 participants watch Arka Sokaklar and they watch TV on weekdays from 8-10 pm. 17 pupils don't watch Arka Sokaklar and they watch TV on weekdays from 8-10 pm. 37 students watch Arka Sokaklar and they watch television from 9-12 am in weekend morning. 15 participants don't watch TV and they watch television in 9-12 weekend mornings.52 participants watch Arka Sokaklar serial and they watch television from 8-10 pminweekend evenings.19 participants donot watch Arka Sokaklar serial and they watch television in 8-10 pm in the weekend evenings.The results indicate that these pupils follow Arka Sokaklar serial's new sections. They watch Arka Sokaklar serial from 8-10 pm in the weekend evenings.

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	3,062 ^a	3	,382
Likelihood Ratio	2,967	3	,397
N of Valid Cases	194		

a. 0 cells (,0%) have expected count less than 5. The minimum expected count is 8,67.

H_0 =There is no relationship between watch the Arka Sokaklar and television watching hours/times.

H_1 =There is a relationship between watching Arka Sokaklar and television watching hours/times.

According to Pearson Chi-square test the two sided asymp sig., $p = 0,382$ so $0,382 > 0,05$ and we accept H_0 . It could be concluded that “There is no relationship between watching Arka Sokaklar and television watching hours/times.”

Table 50. Crosstabulation of “Gender” and “In Arka Sokaklar serial show us good people that I see the police.”

Count		In Arka Sokaklar serial show us good people that I see the police.						Total
		Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Missing	
Gender	Female	44	28	3	6	4	18	103
	Male	48	14	13	1	3	12	91
Total		92	42	16	7	7	30	194

Crosstabulation table shows us, the crosstabulation of the question “In Arka Sokaklar serial I see the police as good people with gender.” 44 female answered strongly agree, 48 males answered strongly agree, 28 females answered agree, 14 males answered agree, 3 females answered undecided, 13 males answered undecided, 6 females answered disagree, 1 male answered disagree, 4 females answered strongly disagree and 3 males answered strongly disagree.

When a Chi-square test is run, the result is as follows:

Chi-Square Tests			
	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	15,321 ^a	5	,009
Likelihood Ratio	16,241	5	,006
Linear-by-Linear Association	1,053	1	,305
N of Valid Cases	194		

a. 4 cells (33.3%) have expected count less than 5. The minimum expected count is 3.28.

H_0 = There is no relationship between gender and they see the police are good people.

H_1 =There is a relationship between gender and they see police are good person.

According to Pearson Chi-square test the two sided asymp sig., $p = 0,009$ so $0,009 < 0,05$ and we accept H_1 . There is a statistically significant difference between these two items and it could be concluded that “There is relationship between gender and they see the police are good people.

Table 51. Crosstabulation of “Gender” and “In Arka Sokaklar series I see the police always succesful.”

Crosstab

Count

	In Arka Sokaklar series I see that the police always successful.						Total
	Strongly agree	Agree	Undecided	Disagree	Strongly disagree	Missing	
Gender Female	28	37	10	8	2	18	103
Male	26	19	21	12	1	12	91
Total	54	56	31	20	3	30	194

As it can be seen from Table 51, 28 females answered strongly agree, they think that the police are always succesful in Arka Sokaklar. 26 males answered strongly agree. 37 females answered agree and 19 males answered agree. 10 females answered undecided and 21 males answered undecided, 8 females and 12 males answered disagree. 2 females and 1 male answered strongly disagree.

When a Chi-square test is run, it is observed that:

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	11,398 ^a	5	,044
Likelihood Ratio	11,564	5	,041
Linear-by-Linear Association	,016	1	,898
N of Valid Cases	194		

a. 2 cells (16.7%) have expected count less than 5. The minimum expected count is 1.41.

H_0 =There is no relationship between gender and they see that the police are always succesful.

H_1 =There is a relationship between gender and they see that the police are always succesful.

According to Pearson Chi-square test the two sided asymp sig., $p = 0,044$ so $0,044 < 0,05$. It is observed that “There is a relationship between gender and they see the police are always succesful.”

Table 52. Crosstabulation of “Gender” and “In Arka Sokaklar series police catch criminals, I see that.”

Crosstab

Count

		In Arka sokaklar series police always catch criminals, I see that.					Total	
		Strongly agree	Agree	Undecided	Disagree	Strongly disagree		Missing
Gender	Female	27	41	13	3	1	18	103
	Male	44	15	14	3	3	12	91
Total		71	56	27	6	4	30	194

According to the table, 27 females and 44 males answered ‘strongly agree’. 41 females and 15 males answered ‘agree’. 13 females and 14 males answered ‘undecided’. 3 females and 3 males answered ‘disagree’. A female and 3 males answered ‘strongly disagree’.

When a Chi-square test is run, it is found out that:

Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	17,704 ^a	5	,003
Likelihood Ratio	18,207	5	,003
Linear-by-Linear Association	1,317	1	,251
N of Valid Cases	194		

a. 4 cells (33.3%) have expected count less than 5. The minimum expected count is 1.88.

H_0 =There is no relationship between gender and they see the police always catch criminals.

H_1 =There is a relationship between gender and they see the police always catch criminals.

According to Pearson Chi-square test the two sided asymp sig., $p = 0,003$ so $0,003 < 0,05$. This result indicates that there is a statistically significant difference and it can be concluded that “There is a relationship between gender and they see the police always catch criminals.”

Chapter 5

CONCLUSION

This chapter is divided into three sections. Firstly, the present chapter seeks to give a short summary of the study. Then, research questions are revisited and conclusions are drawn from the study. Lastly, suggestions for further research are made.

5.1 Summary of the Study

Television has an influence on children: some of these are positive; others are negative. Academicians, educators and families are worried about the television's negative influence. Children are innocent, unprotected and they believe easily. Television serials are watched by children. For the purpose of the present study, Arka Sokaklar serial is preferred because Arka Sokaklar is broadcasted every weekday with old episodes and on Saturday evenings with new episodes by a popular national channel in Turkey and is broadcasted in the TRNC as well. Arka Sokaklar, thus, has been one of the most frequently broadcasted serials in the Turkish televisions. Therefore, the present study seeks to explore the influence of Arka Sokaklar serial which is based on a detective story on primary school pupils.

For the purpose of the present study, an in-house questionnaire consisting of four parts and 43 questions has been prepared. The first section sought to collect demographic information about participants; the second part sought to gather data in relation to usage of television and the third part sought to explore participants' attitudes towards the serial. The last part sought information about the frequency of

events they observe on the serial. The population the study is the primary school pupils attending to the 4th and 5th classes of the primary schools in Turkish Republic of Northern Cyprus. 4th and 5th of pupils have been referred to ensure sufficient literacy level in order to read and understand the survey and also to have satisfactory years of age to have experience with television watching and also with the serial under the focus of the present study. After obtaining the necessary permission from the Ministry of National Education & Youth, Department of Board of Education, one district from 5 districts of TRNC; namely Famagusta was chosen. From the 30 state primary schools, 4 schools were chosen at random and the survey was administered to the population of 4th and 5th year pupils in these four schools. Quantitative methodology has been used for the study and case study design has been preferred.

Primary School pupils watch television more time in a day. They think television serials represent real life. Television serials influence children's daily lives. Children don't know how to benefit from which programs. They have freedom to choose television programs they watch because they have television sets in their own bedrooms. Their families do not dominate which programs to they watch in TV. The present study focuses on Arka Sokaklar serial because this serial includes violence, crime, theft and murder. It is suspected that broadcasting throughout the weekdays from 16:00-17:00 hours; the time when children come home from school makes it watch by children. The serial involves violence and undeserved actions, thus it is not suitable for school children. This study sought to explore the influence of Arka Sokaklar serial on primary school pupils.

5.2 Conclusions Drawn from the Study

The present study researched Arka Sokaklar series effect on 9-11 years old pupils. The findings of the study point out that Arka Sokaklar is one of the most popular TV series among particularly the boy pupils; yet it is not the most popular program Arka Sokaklar as a serial consists of separate episodes and is the one with the serial with longest duration on the Turkish televisions. On the other hand, Küçük Ağa, which is a comedy and on the air in 2013-2014 proved to be the most popular TV serial.

Children are not conscious about choosing television programmes they watch. Pupils watch the TV but they also select adult programs. When children watch violence, they apply violence to their friends in daily lives. In other words, observe on the television influence children's attitudes.

Primary school students spent a considerable amount of time in front of television every day. According to Arslan, (2006) children watch television and they spent around 3,5 hours in a day in front of television. Arslan conducted research with over 100 children in 9 on average age. The results of the present study are in line with Arslan's study.

According to our results, 69 pupils spend 1-2 hour in a day and 64 pupils spent 2-3 hours in a day watching television. It shows that we, children spend long period of time everyday in front of television. They do not use their time effectively. It could also be concluded that families do not monitor their children's behavior as television audience.

Another important point in relation to why, children choose adult programs. According to the results, 107 pupils selected serials. Serials donot show real life. However, when they watch a television serial, they believe that it is short, young children donot understand that media mediates reality as a real life. According to many studies children, especially Primary School pupils are innocent aganist life so they are open to everything.Indeed, Timisi (2011) draw our attention to the fact that with television all audiences started to have the same information without age boundaries despitethe fact that in the past, age was the only determinant to have certain kinds of information.

Currently, television is an essential part of our lives so people have television at home. Generally, there is a televisionset in their every room. They sleep with television so they don't sleep at a normal time to get sufficient sleep. According to our study results, 38 % pupils have television in their bedroom. When we looked at the time they spend watching the television, they watch television every day.This is normal because they sleep with television.In my opinion, family have an important role in this stuation.They consider the television as a 'child keeper' (Timisi, 2011). What is move, according to many studies, when children watch violence from the media, they apply violence on their friends (Bandura, 1977).

Research Question 1; **“How popular is Arka Sokaklar television serial on primary school children?”**The survey was administered with 194 pupils.136 (70.1%) pupils watch Arka Sokaklar. Arka Sokaklar serial is popular for primary school students. Arka Sokaklar serial is not new.It is an on-going serial.Arka Sokaklar series include violence so pupils watchArka Sokaklar and we can easily see the effect of Arka Sokaklar serial and are influenced from it.

Research Question 2; **“What is the influence of Arka Sokaklar TV serial on primary school children?”** They watch how people are killed, how thieves stole something, how gangs kidnapped people, how youth committed suicide, how people killed each other. They got information about drug use and also they are informed about drug sales. However, when we ask “Arka Sokaklar serial teaches useful things.” 95 (49%) pupils answered sometimes. They do not divide harmful and beneficial. Arka Sokaklar serial should focus on adults as its audience. However, it is broadcasted on wrong time so, children watch Arka Sokaklar everyday.

Research Question 3; **“What is the attitude of primary school student who watch Arka Sokaklar serial towards violence?”** They watch ‘Arka Sokaklar’ and violence is normal for them. Police apply violence on criminals, they watch violence as a normal phenomena.

Research Question 4; **“What is the attitude of primary school student children who watch Arka Sokaklar serial towards the Turkish police?”** Children watch Arka Sokaklar and they see police is always successful. The police are good people. The police works as a team. They think the police have rights on people. After watching Arka Sokaklar, they think women can also be police.

In a nutshell, the present study sought to explore primary school pupil’s usage of television, shedding particular attention to a television detective serial ‘Arka Sokaklar’ which includes varieties of violence; and hence to investigate whether primary school pupils are affected by the violence. The data collected in the study reveals that the serial is widely watched by 84,5 % of participants and pupils who watch, to a large extent are influenced from it.

The findings of the present study support both the Cultivation Theory and Uses and Gratification Theory. Primary school pupils watch television and the events they observe in the social obviously raise their consciousness on the issues that are the topic of the serial. What is more, 8-10 years old children watch to satisfy their entertainment needs.

5.3 Suggestions for Further Research

The present study was conducted in Famagusta region in May 2014. This study can be conducted with a larger sample. In addition, to quantitative methodology, qualitative methodology can also be applied; children can be observed while watching & interviewed. Through in-depth interviews and focus groups serious run of the influence of the serial can be further explored.

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APPENDICES

Appendix A:English Version of Questionnaire Form

Please Answer These Questions. Data Collection Use in Eastern Mediterranean University 2013-2014 for Master Program.

1.Gender:a)Femaleb)Male

2.Nationality:a)TRb)Cyprusc)TR-TRNCd)Other(please specify)

3.Age: a)9b)10c) 11

4. Where do you live?(please specify).....

5. The name of your school:a)Doğa b)Karakol c)Canbulat d)Şehit Osman Ahmet
e) Şehit Zeki Salih f) Alasya g) Gazi h) Pertev Paşa ı)Tuzla

6. Which class do you attend? a)4b)5

7. What is your report's grade?a)Excellentb) Goodc)Mediumd) Pass e) Bad

8. How many television sets do you have in your house? a)Neverb)1c)2d)3

e)4or more

9. Do you watch TV with your family? a)Alwaysb)Sometimes c) Never

10. Is there a TVin your bedroom? a)Yesb)No

11. How many hours a day do you spend watching television? a)I never watch

b)1-2 hoursc)2-3 hoursd)3-4 hourse)Other(please specify)

12. What is the time that you spend watching the TV? a) On weekdays 5-8 b) On weekdays 8-10 c) 9-12 weekend mornings d) 8-10 weekend evenings

13. Do you watch Arka Sokaklar? a) Yes b) No

14. Which TV channels do you watch most? a) Kanal D b) Atv c) Brt d) Other (please specify)

15. What type of television programs do you prefer to watch? a) Series b) Documentary c) News d) Cartoons e) Other (please specify)

16. Which TV serial do you watch most? a) Arka Sokaklar b) Küçük Ağa c) Kurtlar Vadisi Pusud d) Other (please specify)

17. How often do you watch Arka Sokaklar? a) Everyday b) 3 days per week c) Only 1 day d) I never watch

18. In Arka Sokaklar series, I always watch that the police catches criminals.

a) Strongly Agree b) Agree c) Undecided d) Disagree e) Strongly Disagree

19. In Arka Sokaklar Serial, I see that the police are good natured people.

a) Strongly Agree b) Agree c) Undecided d) Disagree e) Strongly Disagree

20. In Arka Sokaklar serial, I see that husbands exercise violence on their wives, and this makes me sad.

a) Strongly Agree b) Agree c) Undecided d) Disagree e) Strongly Disagree

21. In Arka Sokaklar series, I see that the police works as a team.

a) Strongly Agree b) Agree c) Undecided d) Disagree e) Strongly Disagree

22. In Arka Sokaklar series, I see that the police is always successful.

a) Strongly Agree b) Agree c) Undecided d) Disagree e) Strongly Disagree

23. I see myself close to characters in Arka Sokaklar serial and I want to like them.

a) Strongly Agree b) Agree c) Undecided d) Disagree e) Strongly Disagree

24. In Arka Sokaklar serial, I see that police beat the criminals when needed.

a) Strongly Agree b) Agree c) Undecided d)Disagree e) Strongly Disagree

25. After watching the Arka Sokaklar series, my opinion of the police has changed.

a) Strongly Agree b) Agree c) Undecided d)Disagree e) Strongly Disagree

26. Arka Sokaklar is reflecting real life.

a) Strongly Agree b) Agree c) Undecided d)Disagree e) Strongly Disagree

27. After watching Arka Sokaklar serial, I see that women can be police as well.

a) Strongly Agree b) Agree c) Undecided d)Disagree e) Strongly Disagree

28. When I grow up, I want to be a good police like the ones in Arka Sokaklar serial.

a) Strongly Agree b) Agree c) Undecided d)Disagree e) Strongly Disagree

29. When I grow up, I want to be superintendent like Rıza Father in Arka Sokaklar series.

a) Strongly Agree b) Agree c) Undecided d)Disagree e) Strongly Disagree

30. In Arka Sokaklar serial, I watch that the children are pushed for working in order to earn money.

a) Strongly Agree b) Agree c) Undecided d)Disagree e) Strongly Disagree

31. Arka Sokaklar series does not seriously influence me.

a) Strongly Agree b) Agree c) Undecided d)Disagree e) Strongly Disagree

32. Arka Sokaklar serial affects my friends.

a) Strongly Agree b) Agree c) Undecided d)Disagree e) Strongly Disagree

33. In Arka Sokaklar serial, I have received information about drug use.

a)Always b)Sometimes c)Never

34. In Arka Sokaklar serial got information about drug sales.

a) Always b) Sometimes c) Never

35. In Arka Sokaklar, I watched how people killed each other.

a) Always b) Sometimes c) Never

36. In Arka Sokaklar serial, I see police work as a team.

a) Always b) Sometimes c) Never

37. In Arka Sokaklar serial, I watched that how gangs kidnap people.

a) Always b) Sometimes c) Never

38. In Arka Sokaklar serial, I watched that youth committing suicide.

a) Always b) Sometimes c) Never

39. In Arka Sokaklar serial, police catch criminals.

a) Always b) Sometimes c) Never

40. In Arka Sokaklar serial, I watched that how thief stole something.

a) Always b) Sometimes c) Never

41. In Arka Sokaklar I watched how people are killed.

a) Always b) Sometimes c) Never

42. In Arka Sokaklar serial, cases are fiction.

a) Always b) Sometimes c) Never

43. Arka Sokaklar serial teaches useful things.

a) Always b) Sometimes c) Never

😊😊😊THANK YOU😊😊😊

Appendix B: Turkish Version of Questionnaire Form

Lütfen aşağıdaki soruları yanıtlayınız. Toplanan veriler 2013-2014 Doğu Akdeniz Üniversitesi – İletişim Fakültesi - İletişim ve Medya Çalışmaları Yüksek Lisans Tez çalışmasında kullanılacaktır.

- 1. Cinsiyetiniz:** a)Kız b) Erkek
- 2. Uyruğunuz:** a)TCb)KKTc)TC-KKTC d)Diğer (Lütfen belirtiniz).....
- 3. Yaşınız:** a)9 b)10 c) 11
- 4. Yaşadığınız bölge?** (Lütfen belirtiniz).....
- 5. Okulunuzun adı?** a)Doğab)Karakol c)Canbulatd)Şehit Osman Ahmet e)Şehit Zeki Salihf)Alasya g)Gazih)Pertev Paşai)Tuzla
- 6. Kaçınıcı sınıfa gidiyorsunuz?** a)4b)5
- 7. Karnenizdeki not ortalamanız nasıldır?** a) Pekiyi b) İyi c)Orta d)Geçer e)Zayıf
- 8. Evinizde kaç tane televizyon var?**a)Hiç b) 1 c) 2 d)3 e) 4 veya daha fazla
- 9. Televizyonu ailenizle birlikte mi izliyorsunuz?**
a)Her zamanb)Bazenc)Hiçbir zaman
- 10. Yatak odanızda televizyon var mı?** a)Evet b)Hayır
- 11. Günde kaç saat televizyon izliyorsunuz?**a)Hiç izlememb)1-2 saat
c) 2-3 saat d) 3-4 saat e) Diğer (lütfen belirtiniz).....
- 12. En çok televizyon izlediğiniz saatler hangileridir?** a) Hafta arası 5-8
b) Hafta arası 8-10 c) Hafta sonu sabah 9-12 d) Hafta sonu akşam 8-10

13. Arka Sokaklar dizisini izliyor musunuz? a) Evet b) Hayır

14. Hangi kanalları iziyorsunuz?

a) Kanal D b) Atv c) BRTd)Diğer (lütfen belirtiniz).....

15. Ne tür televizyon programı izlemeyi tercih edersiniz?

a)Dizi b)Belgesel c)Haberd)Çizgi Filme) Diğer (lütfen belirtiniz).....

16. Hangi televizyon programlarını izliyorsunuz?a) Arka Sokaklar b)Küçük Ağa

c)Kurtlar Vadisi Pusu d)Diğer (lütfen belirtiniz).....

17. Arka Sokaklar dizisini ne sıklıkta izliyorsunuz?a)Hergün b)Haftada 3 gün

c) Yalnız 1 günd)Hiç izlemem

18.Arka Sokaklar dizisinde polisin suçluları tam zamanında yakaladığını görüyorum.

a)Kesinlikle katılıyorum b) Katılıyorumc)Kararsızım d)Katılmıyorum

e) Kesinlikle katılmıyorum

19. Arka Sokaklar dizisinde polisin iyi insanlardan oluştuğunu görüyorum.

a)Kesinlikle katılıyorum b) Katılıyorumc)Kararsızım d)Katılmıyorum

e) Kesinlikle katılmıyorum

20. Arka Sokaklar dizisinde kocaların eşlerine şiddet uyguladığını görüyorum ve bu durum beni üzüyor.

a)Kesinlikle katılıyorum b) Katılıyorum c)Kararsızımd)Katılmıyorum

e) Kesinlikle katılmıyorum

21. Arka Sokaklar dizisinde polisin takım halinde çalıştığını görüyorum.

a)Kesinlikle katılıyorum b) Katılıyorumc)Kararsızım d)Katılmıyorum

e) Kesinlikle katılmıyorum

22. Arka Sokaklar dizisinde polisin her zaman başarılı olduğunu görüyorum.

a)Kesinlikle katılıyorumb) Katılıyorumc)Kararsızım d)Katılmıyorum

e) Kesinlikle katılmıyorum

23. Arka Sokaklar dizisindeki karakterleri kendime yakın görüyorum. Onlar gibi olmak istiyorum.

a)Kesinlikle katılıyorum b) Katılıyorum c)Kararsızım d)Katılmıyorum

e)Kesinlikle katılmıyorum

24. Arka Sokaklar dizisindeki polisin gerektiğinde suçluları dövdüğünü görüyorum.

a)Kesinlikle katılıyorum b) Katılıyorum c)Kararsızım d)Katılmıyorum

e)Kesinlikle katılmıyorum

25. Arka Sokaklar dizisini izledikten sonra polise karşı olan bakış açım değişti.

a)Kesinlikle katılıyorum b) Katılıyorum c)Kararsızım d)Katılmıyorum

e) Kesinlikle katılmıyorum

26. Arka Sokaklar dizisindeki olaylar gerçeğin ta kendisidir.

a)Kesinlikle katılıyorum b) Katılıyorum c)Kararsızım d)Katılmıyorum

e) Kesinlikle katılmıyorum

27. Arka Sokaklar dizisini izledikten sonra kadınlarında polis olabileceğini gördüm.

a)Kesinlikle katılıyorum b)Katılıyorum c) Kararsızım d)Katılmıyorum

e)Kesinlikle katılmıyorum

28. Büyüyünce Arka Sokaklar dizisindeki gibi iyi bir polis olmak istiyorum.

a)Kesinlikle katılıyorum b) Katılıyorum c)Kararsızım d)Katılmıyorum

e)Kesinlikle katılmıyorum

29. Büyüyünce Arka Sokaklar dizisindeki Rıza baba gibi başkomiser olmak istiyorum.

a)Kesinlikle katılıyorum b) Katılıyorum c)Kararsızım d)Katılmıyorum

e) Kesinlikle katılmıyorum

30. Arka Sokaklar dizisinde çocukların para kazanmaları için çalıştırdıklarını gördüm.

a)Kesinlikle katılıyorum b) Katılıyorum c)Kararsızım d)Katılmıyorum

e) Kesinlikle katılmıyorum

31. Arka Sokaklar dizisi beni çok etkilemez.

a)Kesinlikle katılıyorum b) Katılıyorum c)Kararsızım d)Katılmıyorum

e) Kesinlikle katılmıyorum

32. Arka Sokaklar dizisi arkadaşlarımı etkiler.

a)Kesinlikle katılıyorum b) Katılıyorum c)Kararsızım d)Katılmıyorum

e) Kesinlikle katılmıyorum

33. Arka sokaklar dizisinde uyuşturucu kullanımı hakkında bilgi aldım.

a)Her zaman b) Bazenc)Hiçbir zaman

34. Arka Sokaklar dizisinde uyuşturucu satımı hakkında bilgi aldım.

a)Her zaman b) Bazenc)Hiçbir zaman

35. Arka Sokaklar dizisinde insanların birbirini nasıl öldürdüğünü izledim.

a)Her zaman b) Bazenc)Hiçbir zaman

36. Arka Sokaklar dizisinde polisin takım halinde çalıştığını izledim.

a)Her zaman b) Bazen c)Hiçbir zaman

37. Arka Sokaklar dizisinde çetelerin insanları nasıl kaçırdığını izledim.

a)Her zaman b) Bazenc)Hiçbir zaman

38. Arka Sokaklar dizisinde gençlerin intihar ettiğini izledim.

a)Her zaman b) Bazen c)Hiçbir zaman

39. Arka Sokaklar dizisinde Polis suçluları yakalar.

a)Her zaman b) Bazenc)Hiçbir zaman

40. Arka Sokaklar dizisinde hırsızlığın nasıl yapıldığını izledim.

a)Her zamanb)Bazenc)Hiçbir zaman

41. Arka Sokaklar dizisinde insanların öldürüldüğünü izledim.

a)Her zamanb)Bazenc)Hiçbir zaman

42. Arka Sokaklar dizisinde olaylar kurgudur.

a)Her zamanb)Bazenc)Hiçbir zaman

43. Arka Sokaklar dizisi iyi şeyler öğretir.

a)Her zamanb)Bazenc)Hiçbir zaman

☺☺☺TEŞEKKÜRLER ☺☺

Letters Of Consent

Doğu Akdeniz Üniversitesi
Eastern Mediterranean University

İletişim Fakültesi / Faculty of Communication and Media Studies

"Uluslararası 'Kariyer İçin'
"For Your International Career"



14.05.2014

KKTC Milli Eğitim Bakanlığı

Lefkoşa

Doğu Akdeniz Üniversitesi İletişim Fakültesi İletişim ve Medya Çalışmaları Yüksek Lisans Programı öğrencilerimizden **Ezgi Gedik**, tez çalışması kapsamında Gazimağusa'daki ilkokullarda bir anket çalışması gerçekleştirmeyi hedeflemektedir. "Televizyon dizilerindeki şiddetin çocuklar üzerindeki etkisi" Medya okuryazarlığı çerçevesinde yapılacak olan bu anket çalışmasını uygulayabilmesi için gerekli izni vermenizi saygılarımla arz ederim.

Saygılarımla,

Prof. Dr. Süleyman İrvan
Doğu Akdeniz Üniversitesi
İletişim Fakültesi Dekanı

EKLER: 1. Öğrenci danışmanının talep yazısı

2. Anket soruları



KUZEY KIBRIS TÜRK CUMHURİYETİ
MİLLİ EĞİTİM BAKANLIĞI
İLKÖĞRETİM DAİRESİ MÜDÜRLÜĞÜ

Sayı: İÖD.0.00-35/2014/1B

Lefkoşa, 2 Haziran 2014

Sayın Ezgi GEDİK,
Doğu Akdeniz Üniversitesi,
Gazimağusa.

Müdürlüğümüze bağlı Gazimağusa ilkokullarında öğrenim gören öğrencilere uygulamak istediğiniz "Televizyon Dizilerindeki Şiddetin Çocuklar Üzerindeki Etkisi" konulu anket soruları, Talim ve Terbiye Dairesi Müdürlüğü tarafından incelenmiştir. Yapılan inceleme sonucunda çalışma;

- Tüm bireyi tanıma teknikleri; gizlilik ve gönüllülük ilkelerine dayalı olarak yapılmalı ve çalışmaya katılan tüm katılımcıların kimlik bilgileri gizli tutulmalıdır.
- Çalışmanın genel çerçevesi "Arka Sokaklar" adlı televizyon dizisi üzerine kurulmuştur. Bu nedenle anket formu tanıma veya yönlendirmeye yol açabilecek özellikler içermektedir. Çalışmanın uygulanmasında bu duruma dikkat edilmeli, öğrencilere karşı gösterilecek tutumlarda yönlendirmeden uzak durulmalıdır.
- Okul idaresi, öğrenci ve veliler, çalışmanın amacı ve uygulama süreçleri hakkında bilgilendirilmeli, uygulama için gerekli etik ilkeler, yazılı olarak okul yöneticileri ve ailelere iletilmelidir. Bu bağlamda ailelerden alınacak izin belgeleri, gerektiğinde bakanlıkça istenilmek üzere okul idareleri tarafından muhafaza edilmelidir.
- Araştırma sonuçlarına ilişkin geri bildirimler; ailelerin ve öğrencilerin, etkilenmesine karşılık gelmeyecek şekilde iletilmelidir.
- Çalışmanın tamamlanmasının ardından uygulama süreçleri ve bulgular hakkında Bakanlığımıza yazılı bilgi verilmesi gerekmektedir.

Gerçekleştirilecek çalışma, okul müdürlükleri ile önceden temas kurulması ve yukarıda belirtilen hususların yerine getirilmesi koşulu ile uygun görülmüştür. Çalışma uygulandıktan sonra sonuçların Talim ve Terbiye Dairesi Müdürlüğü'ne iletilmesi hususunda bilgi ve gereğini saygı ile rica ederim.

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