CONTENT ANALYSIS OF

ELEMENTARY SCHOOL CHILDREN'S LETTERS

TO A TELEVISION PROGRAM: UYKUDAN ÖNCE

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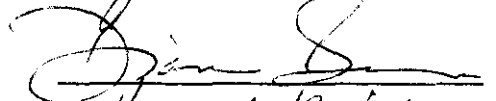
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ABSTRACT

The aim of this study is to explore children's letters to a television program "Uykudan Önce". The kinds of needs, press, conception of the environment and anxieties of children from grades one to five were searched by content analysis of their letters. The variations according to sex, age or grade in school and location (urban or rural) were examined. The data consisted of 660 letters, 439 from girls and 221 from boys. Revised short form of Bellak TAT and CAT scoring system was used as a general framework of the content analysis. Murray's need and press list was used in evaluating main needs and press perceived by the child. Overall 24 needs appeared in the letters. The results showed that need affiliation was the most frequently mentioned need. It was found that rural females expressed this need significantly more than urban females. The interrelations of needs were also examined. The mean of needs expressed per letter was 3.63. The urban subjects displayed the need affiliation-need exposition pair significantly more than rural subjects. The same trend was also observed in the need exposition-need exhibition and the need affiliation-need exposition-need exhibition interrelations. The appearance of need affiliation was significantly lower in letter were need exhibition and/or need play were present.

The interrelation was more pronounced in males and in urban subjects. On the other hand, the expression of need affiliation together with need exhibition and/or need play was significantly more associated with females and with rural subjects. The press perceived by the child were mostly related to the program host A.Naşit, the most frequent ones being "nurturance-indulgence" and "dominance nurturance-parental egoidealism", respectively. Male subjects exhibited the former press significantly more than females whereas females expressed latter significantly more than males. The child also perceived press from parents, peers and siblings in their respective order of appearance. The most commonly observed press in each of these categories were "family support"; "affiliation friendship", "aggression quarrelsome peers"; "aggression quarrelsome siblings", respectively. "Family support" was apparent significantly more in urban subjects, especially in urban males. Both press "affiliation, friendship" and aggression quarrelsome peers" showed an increasing and then decreasing trend by grade the peak being at the third grade level. "Aggression quarrelsome siblings" was perceived significantly more by females than males while the subjects location had no effect. The conception of the environment was not present in most of the letters. The subjects revealed deprivation as their primary anxiety regardless of their sex, grade or location.

INTRODUCTION

This is an explorative study of children's letters to a television program "Uykudan Önce" in which the main figure was a story telling lady, Adile Naşit. The study focuses upon elementary school child ages from seven to twelve (Grades 1 to 5). Through a content analysis of the letters, the investigation seeks to provide information about the main needs of a child, the press of the environment as perceived by a child, the conception of his environment, and the nature of his anxieties.

The child who responded with spontaneously written letters to Naşit displaying a variety of themes such as day to day activities, relations with family and/or peers, television program etc. is assumed to reveal thoughts and feelings pertaining to his life experiences. According to Rapaports projective hypothesis they are expressive of the child since the themes are dependent upon each child's own interest, choices and organization, consequently fitting into his total pattern of thought and action (Rapaport, 1967).

Murray's (1938) formulations of need and press concept forms the basis for assesing needs and press of the child. The data is interpreted interns of social and emotional deve-

lopmental characteristics of elementary school years. However, socialization is the result of numerous interactions. It is a fact that, the culture in which an individual grows, the environmental stimuli occupy an important position in the life of a child and has a formative value in his social and emotional development. Also in the process of development we know that significant others as agents of socialization play a crucial role in shaping behavior and development. The child values and trusts them.

As a part of social environment the impact of television has been studied by many authors and the degree of it as an agent of socialization has been demonstrated (Himmelweit, Oppenheim, Vince, 1965; Liebert, Neale, Davidson, 1973; Stein, Friedrich, 1975). From an observational viewpoint (Bandura, Walters, 1963) it can be asserted that the child absorbs values from television (Eron et.al., 1971; Liebert et.al., 1973; Stein et.al., 1975; Singer & Singer, 1981; Comstock et. al., 1978).

The studies conducted in areas of antisocial behavior and prosocial behavior claims that television is effective in changing behavior through the models it presents (Liebert et.al., 1973; Stein et.al., 1975; Comstock et.al., 1978). The importance of television in the emotional lives of children is another sphere that has been investigated (Schramm et.al., 1961, Comstock et.al., 1978). These examples tell us that at least certain kinds of programming may influence the young child. On the other hand it can be asserted that a broad range of consequences may follow viewing a specific program.

In this study the role of television has been taken as a source of emotional excitement. Naşit, as a symbolic model presented via television can be claimed to be serving as a significant other and theoretically we can expect that she attracted and influenced children who watched her. So, we search the kinds of needs, press, conception of his environment and anxieties aroused in a child through the impact of television program "Uykudan Önce" and seek variations in needs, press, conception of his environment and anxieties according to age (or grade in school), sex and location.

The results obtained in this study can be of value in television programming for children. The impact of television on the young viewer brings out the importance of programming. The salient issues of each developmental period provides understanding to the nature of the developing child. With the knowledge of child psychology and development, programs can be designed to foster constructive approaches to the age appropriate problems of the child. Steps can be taken to establish tools, messages of a program content.

Another possible use of this research is to shed light on child needs, press and conception of their environment and anxieties and encourage further in-depth analysis which will contribute to child psychology research in Turkey.

THEORETICAL BACKGROUND

GOAL OF THE STUDY

The present explorative study aims to investigate the data provided by children in reaction to a television program "Uykudan Önce" in which the main figure was a story telling lady, Adile Naşit. The data consist of spontaneously written letters with various themes by children in elementary school, grades 1 to 5 (of ages from seven to twelve). In this study it is assumed that, a content analysis of the data will yield information about, the main needs of the child, the press of the environment as perceived by the child (e.g. from parents, parent substitutes, siblings, peers, and other figures), the conception of his environment, the nature of his anxieties.

Murray's theory of need and press provides a theoretical and research base for the present study. The driving forces in each child and also what his environment signifies to him will be analyzed in terms of Murray's formulations of need and press. To achieve our goal it will be useful to go over child psychology and development with special investigations in areas of social and emotional development. This review will contribute to the understanding and explanation of the needs, press, conception of the environment and nature of anxieties

displayed in this stage of development. Furthermore, cultural values and social environment play a crucial role as a formative value in a child's behavior, experience and needs. The factors influencing the general course of development involves the cultures general aim and system. Therefore, a child's behavior will be considered in a broader context with emphasis on the cultural factors which more or less coordinates the significant others and the role of significant others in his life. Later, a summary of findings on the influence of television on the child will be presented. The impact of television will be discussed regarding viewer characteristics and major areas of effect. The effects as reflected in a child's value system, and in his social, emotional and educational realms will also be presented.

MURRAY'S THEORY OF NEED AND PRESS

In the course of development the child in his relation and experience with others and environmental stimuli acquires certain drives that underlie his behavior. Murray in his "Explorations in Personality" (1938) formulated a widely used classification system for needs (or drives).

The term need is a hypothetical concept in Murray's formulations. Each need is unique; has a directional, qualitative, quantitative, energic aspect and produces an effect or a trend in the organism. It may lead to selective attention, perception and apperception of external reality (Murray, 1938).

Murray states that a need is the immediate outcome of

certain internal and external occurences. A need will activate a force; the force by producing a certain trend will organize an activity so as to bring out a certain effect. Then, "a need is by definition, the force within the organism which determines a certain trend or major effect" (Murray, 1938, p.61). When a need is active there will be some responses evoked which are directed to satisfy the active need. Murray says that by observing the action patterns (verbal or physical) one can guess the need operating. Those action patterns are the mechanisms of the need. Murray then concludes that, between the stimulus and resopnse which we can directly observe there lies an invisible link, that is, the need which will enable us to understand the properties of the observed S-R phenomena. The proper activity selected to satisfy a need will be the effective one which will lead it to an end state resulting in satisfaction and pleasure (Murray, 1938). Frequently an action may satisfy many needs or the individual will exhibit several needs in succession again for the purpose of attaining a satisfactory end situation (Murray, 1938).

For every individual the pleasurable end state is reached either by initiating behavior bringing about activity pleasure, i.e. mere uninhibited activity; or achievement pleasure, i.e. overcoming difficult obstacles; or by behavior associated with relatively rapid lowering of need tension, i.e. moving to end situations (Murray, 1938). The activities selected are determined by the interests and abilities of the person, their social effectiveness, and cultural norms (Murray, 1938).

Up to this point needs are referred to in terms of the

effects they produce. Murray also offers a classification of needs as viscerogenic and psychogenic based on their origin. Viscerogenic needs are related to bodily events such as need for air, food, water, etc. while on the other hand psychogenic needs stand for the common reaction systems and wishes. Since viscerogenic needs are pertaining to biological drives their importance is minor as variables of personality compared to psychogenic needs (see Appendix A for psychogenic needs).

In describing the general course of behavior we must not omit the circumstances to which an individual is exposed. The stimulus situation in the individual-environment interaction is classified according to the kind of influence or impact (facilitating or obstructing) it exerts upon the organism. Murray calls such a tendency or a potential effect in the environment press. A press can be nourishing, injuring, restraining, amusing or belittling to the organism. So the press is all the stimuli which usually appear as a threat of harm or promise of benefit to the organism. It is the directional tendency in an object or situation. What press does to the individual such as in the case of what the environment, social group applies or offers to him is merely the subject's own subjective interpretation of the phenomena as he perceives them (Murray, 1938) (See Appendix B for Press).

According to Murray, the simplest formula for a period of complex behavior is a particular press-need combination. Such a combination is called thema (Murray, 1938). Each drive reaction to a press ends up in gratification of frustration and it is important in determining the direction of organism's

development (Murray, 1938). Theoretically, from Murray's formulations, it is obvious that certain kinds of press arouse certain needs.

DEVELOPMENT IN MIDDLE CHILDHOOD YEARS

Social Development

In this section, the social developmental issues of this age period (7-12) will be reviewed. The described social behaviors will than be related to the active needs at the same age span.

Social development as Hurlock defines it is the attainment of social maturity in social relations (Hurlock, 1956). During middle childhood years, many changes in child's personal relations, which are important for his future social life, occur.

According to Erikson, a school age child is characterized by his attempts to learn to master the more formal skills of life, i.e. relating with peers according to rules, progressing from free play to play that is structured by rules, mastering social studies, reading and arithmetic. From his teachers he gets his basic education. The child becomes ready to handle the tool that the adults use in his environment. The danger at this period of time for the child is his sense of inadequacy and inferiority when he fails to achieve the requirements and falls into despair (Erikson, 1963).

In general terms the child is mainly concerned with

demonstrating his competence, eager to take initiatives, wants to do grown up things and his success depends on his efforts (Strang, 1959; Hoffman, 1979). Both sexes are susceptible to praise, social approval and disaproval, during this process. The recurring support encourages the child to improve (Gesell, Ilg, 1946; Hurlock, 1956) and accomplish his sense of being accepted.

In terms of the activities the child enjoys, we see a tendency to persevere at age 7. He does not like to be interrupted in activities he is carrying on. The repeated behavior of any activity leads to satisfaction (Gesell, Ilg, 1946). As he grows older and reaches age 12 he becomes more enthusiastic and initiative. He is active and interested in many things such as school work, mechanical things and future besides he still likes comics (Gesell, Ilg, Ames, 1956). At home he is more likely to have household responsibilities (Gesell, Ilg, 1946; Hoffman, 1979).

Activities of a child seems to be determined by his cultural environment. For example, in a study carried out by Gürkaynak (1981) in Turkey, revealed that Turkish children ages 7-9, in both upper SES and lower SES groups, dealt with routine work where success is not important. It has also been demonstrated that the lower class child experienced more interruption of his activity by an outside agent. However this interruption had less effect for the child to achieve his goals compared to the upper class child. Regarding the nature of activities Gürkaynak (1981) has found that the lower class child was given duties that required more responsibility.

The need for independence is expressed by age 7 (Gesell, Ilg, 1946). Seeking independence, to be on his own, provides experience for his need for identity. When he is eight years old he is more conscious of himself as differing from others. A comprehension of others and rules starts building within the self. He begins to accept limitations of adults. He is more sympathetic and understanding (Gesell, Ilg, 1946; Hurlock, 1956). The child is developing a conscience, is sensitive to moral inconsistencies and learns to internalize social prohibitions, thus promoting selfcontrol.

Sensitivity to others' opinions is basic to the development of self awareness, conscience and superego and it is attained during these years. Research has shown that empathic responding in elementary school child's moral judgements to story conclusions mostly involved need oriented reasoning, suggesting empathic considerations (Eisenberg, 1979). Another study revealed that adult intervention focusing the attention of children ages 4 through 8 upon the feelings of needy others enhanced the expression of empathic behavior. Older ages, i.e. ages 7-8 however showed more significant results (Howard, Barnett, 1981). These findings support Hoffman (1979) who argued that the child growing from a fusion of self and others comes to an awareness of others' independent inner states and, gradually by ages 8-12, of their personal identities and life experiences beyond the immediate situation (Hoffman, 1979).

Eventually, the child in these years also grows in his ability to work in groups, satisfying his need for belongingness. When the child is seven, he is more likely to play in

pairs (Gesell, Ilg, 1946), but when he is eight we see the beginning of group activity which is well coordinated without complex rules (Gesell, Ilg, 1946; Hurlock, 1956). The child enjoys being in a group. He has feelings of loyalty to the group. To be an accepted member, the child complies with the wishes of his group. Furthermore, he develops a liking for and respect for rules. He is indeed sometimes compulsive about rules and each child constitutes himself a referee to see that the rules are followed (Hurlock, 1956; Martin, Stendler, 1959).

A competitive spirit develops along with the cooperative grup spirit. The ability to cooperate, to fit into group patterns shows itself around the same age the group activity begins. Both sexes ability to take roles, and the acquisition of social aptitudes contribute to the cooperative group spirit. On the other hand rivalry and competition is very intense in this period. However, it can be used as incentives for example holding the child to a task in school (Gesell, Ilg, 1946; Hurlock, 1956).

Considering sex roles we witness that sexes begin to segregate. When the child is eight years old, he/she becomes aware of the distinctions that separate them and consequently draws apart (Gesell, Ilg, 1946; Hurlock, 1956). By age 8 both boys and girls are distinguished by collecting hobbies such as stamps, pictures of favorite sportsmen, postcards, etc. (Gesell, Ilg, 1946). In their play girls' groups and boys' groups are clearly identified in after school activities and in school play when they reach fourth grade (age 10) (Martin,

Stendler, 1959). Boys show more activity outdoors (Hurlock, 1956) and gross motor activity in play groups (Gesell, Ilg, Ames, 1956). Girls on the other hand have more interest in marriage and family, show more folk wisdom and more poise by the time they are ten years old (Gesell, Ilg, Ames, 1956). With their present and anticipated roles, concentrate more on taking care of home or rearing children. Common sense interpretation also predicts that girls are also more apt to to develop a demanding, clinging and dependent attitude. Mischel (1970) reports similar attributes for girls.

While the significant social behaviors as presented are in progress why such behavior occur in a child still remains to be answered. According to the background provided by the theoretical formulations of Murray (1938) the underlying causes for a behavior were stated to be needs. To satisfy an operating need certain action patterns or trends were established. Bearing in mind that the prevalence or strength of a need varies with age, sex or social maturity as well as environmental pressures, a normal child is said to be in the process of trying to meet his needs for acceptance, for activity, for experiencing, for independence, autonomy and identity and for belongingness in middle childhood (Gordon, 1975; Mussen, Conger, Kagan, 1979). It can be noticed that these needs that are basically active in a growing child of school ages are closely related to the characteristic behavioral patterns.

There are research findings indicating that meeting child's expressed needs is very important to the development

of prosocial behavior. For example Bryant, Crockenberg (1980), in their study claim that when expressed needs of a child was met by his mother, the child was more prone to prosocial behavior that is, he was conforting and sharing with his sibling. If the needs were high and unmet, the child was self concerned and therefore showed less social behavior.

Emotional Development

For the childs general adjustment the emotional component is an inseparable aspect of behavior. Emotions are considered to be special states of distress, anger, delight, fear, jealousy and so on. They are natural parts of a child and they also show interesting changes with age. As the child grows older he becomes more stable, less impulsive. Because of social restraints the emotions are expressed rather calmly and over a period of time (Hurlock, 1956). As a socially acceptable member of his group the child must keep emotions and feelings under control. Tempertantrums, fears, jealousies, too much joy, kicking, biting, screaming when angry are not effective methods of gaining what he wishes for a child of this age period. Generally a child should be helped to achieve a satisfying, acceptable way of expressing emotions.

Although in general terms, the child at age 7 is characterized as more inhibited, more controlled and aware of other people and of his relations to them (Gesell, Ilg, 1946; Hurlock, 1956; Hoffman, 1979), the profile of emotional expression will contribute to our understanding of growing child at school ages.

Socially it has been pointed out that the child has entered the school and is in a world where he has to work and menage school work, manage relations with peers of all types friendly and hostile and also with siblings. The complexity of relating oneself to others become apparent here. So we can conclude that he is in a wider context of emotional events. The specific emotions undertaken in this section had developed from basic undistinguished emotions namely distress and delight. Now they are the basic emotions which the elementary school child experiences. However, the variety of emotions that will be discussed are dependent upon the life experiences, the kind of the situation and susceptibility of the child. Since individualistic analysis is beyond the scope of this study, only the general trends in a normal child are taken into consideration.

Evidence regarding children's fears suggests that the source or stimuli for fear are learned (Mc Candless, 1967), or may arise from experiences the child has been hurt or harmed (Strang, 1959). They may arise from feelings of inadequacy, inability to cope with life, anxiety or insecurity, or may be associated with guilt feelings about thoughts and actions and unsolved conflicts.

Fear of animals as well as fire, storm, darkness are frequently mentioned by children and they show a decline with age. Girls expressed more fears than boys except with respect to school work (Strang, 1959). These findings are also in agreement with Gesell, Ilg (1946, 1956) who argue that the child's fears and worries are more directed to himself and

daily experiences such as school work (Gesell, Ilg, 1946; Gesell et.al., 1956), home and family relationships (Hurlock, 1956).

In a study to determine the nature of fears and worries of fifth and sixth grade children Orton (1982) used a worries inventory composed of 8 categories – school, family, personal health and well being, social adequacy, imaginary or unreasonable, personal adequacy, economic, ornamental. This study shows the variety of situations that have an emotional impact on a child as far as his worries are concerned and sheds a light on to the preoccupations of a child in this age span. The results indicated that "failing a test" was the most frequent worry of all children; then "doing something wrong", "being blamed for something I did not do" and "someone dying in my family" followed. The four items least worried were "not having a pretty home", "loosing my pen", "being caught smoking" and "witches". Significant differences existed among boys and girls in the intensity of worries except in general categories of school, social adequacy and economic. In terms of social class, ornamental worries had significantly higher percentages for lower class children than middle class children, however they did not represent a primary source of worry (Orton, 1982).

When worries are intense they may lead to anxiety. The anxiety generally comes from the feelings of insecurity within the self (Hurlock, 1956). The threat situation merely creates a state of uneasiness in the child and tends to increase with age. Girls show greater anxiety than boys (Hurlock, 1956).

Anger is generally triggered by any thwarting of desires, interruption of activities in progress, constant fault finding, teasing, lecturing or by making unfavorable comparisons with other children (Hurlock, 1956). According to Gesell, Ilg (1946), anger is more directed to self when the child is seven years old. When he reaches nine, he wants things to be proper and gets mad easily at parents or peers. At ten, anger is not frequent but finds immediate expression. The expression is often violent. With increasing age a better balance is developed and a warm antagonism takes the place of violent outburst (Gesell, Ilg, Ames, 1956).

Goodenough (1931) in her study of expressions of anger asserts that these expressions become less explosive as infants mature and they are more directly aimed at the obstacle or enemy (Martin, Stendler, 1959). Older children learn to call names, criticize and exclude others from their plays or groups as an expression of hostility. However, fights are still frequent among 8-9-10 year old boys (Strang, 1959).

One of the states of emotion that is mostly observed among siblings is jealousy. Young children, whether first born or not, experience a threat to their position or prestige sometime in their lives because they may resent the newborn baby or resent the child who is the mother's favorite or the father's favorite. The feelings of jealousy may be expressed in direct physical attack, or sometimes the child will regress to earlier forms of behavior, such as wanting to drink from a bottle, or dressed and bathed like a baby (Martin, Stendler, 1959).

The child's craving for attention and affection dominates his emotional activities (Hurlock, 1956). He needs someone's complete attention. He is strongly affectionate to his parents and to his immediate environment including teachers, friends in varying degrees, depending largely upon his association with them. This emotion is very powerful and seeks gratification through the demands for praise, recognition, understanding and acceptance from others (Saul, 1979). A degree of antagonism exists between sexes when they begin to draw apart at age 8. When he is twelve years old he loves or hates without any middle ground emotional feelings (Gesell, Ing, 1946; Gesell et.al., 1956).

FACTORS INFLUENCING DEVELOPMENT IN MIDDLE CHILDHOOD YEARS

There are certain factors involved in the process of socialization. These are social development of the child, emotional development of the child and the impact of society and culture. In the previous sections the first two factors have been discussed and a general framework of a child in elementary school years were presented. Now, the importance of the third factor will be emphasized. To achieve this aim, first, the investigation carried out demonstrating how cultural background is influential in shaping child behavior will be introduced. Then, the situation in Turkish culture will be presented. Finally, the impact of basic socializing agents, the so called significant others in a society, will follow. Here a summary of a child's relations with his family, peers and school will be provided.

The Impact of Society and Culture

The development of social maturity is dependent upon the nature of the child and the ways in which environmental factors affect his growing self. Thus, a full understanding of the process of socialization requires consideration not only of the child but also the society in which he grows and develops.

Some of the studies conducted in the area of specific effects of cultural influences as manifested in child behavior seek out crucial differences between cultural background and various subcultures such as social class, rural or urban origin. They claim that different cultural background will lead to different developmental, behavioral patterns.

Child rearing practices are generally directed to point out cultural differences. For instance, Whiting and Child (1953) analyzed child training practices in 75 societies. Love oriented punishment or physical punishment methods were investigated emphasizing on oral system, sexual system, dependence system and the aggression system of behavior. Methods of disciplines employed had effects upon the personality. For example, love oriented punishment techniques lead to anxiety and guilt feelings in the individual which in turn caused him to search for the origin of illness within the self (Whiting, Child, 1953). In other words the cultural customs appeared to be related to the use of the technique in child rearing.

Social class differences in child rearing practices have also been studied. As Davis and Havighurst claimed in

1947, the middle class parents stressed strict and severe training; but, some other studies contrastingly found that they were more permissive than lower class parents (Martin, Stendler, 1959).

Petersen, Lee and Ellis (1982) asserted that parental socialization values consequently effected socialization practices. Their research findings revealed that in societies where the adults were closely supervised in performing various roles the culture valued conformity in their children. An emphasis was given on rigid adherence to externally imposed standards. Since physical punishment leads to an exhibition of behavior merely because of the physical punishment and compliance to supervisors, socializers relied on techniques of physical punishment according to the cultural values (Petersen et.al., 1982).

In an attempt to point out cultural differences Bachtold (1982) examined Hoope Indian and Anglo-American children. Hoopa parents and California, Davis parents were found to be sharing many attitudes towards child rearing. However Hoopa parents were more united in their points of view. Child's social behaviors were analyzed in two dimensions, i.e. dependent - dominant and nurturant - responsible behavior continium; authoritarian - aggressive and sociable - intimate behavior continium. Both cultures were on the nurturant - responsible end of the continium. However Hoopa children were on the sociable - intimate end of the latter dimension while Davis, CA children were on the authoritarian side. The child's social behavior was found to be consistent with the orientation valued

by the culture of their parents. When compared by sex the study showed differences between girls and boys and between cultures. Both Hoopa girls and Davis, CA girls were more intimate, dependent than the boys in their group. Girls were also more nurturant. The boys of both cultures were more dominant and more aggressive. The girls tended to interact more with girls and boys with boys (Bachtold, 1982).

The Situation in Turkey

Although Turkish society is undergoing a social change from a traditional, agricultural, rural and patriarchal into an urbanized, industrial, modern and egalitarian, it can still be described as a traditional, authoritarian and patriarchal (Okman, Fişek, 1983).

While taking this description of the Turkish society that regulates social functioning, values and attitudes, in this section it will be mainly concentrated on customs and practices concerning the child and the major studies conducted in this area.

In terms of the family structure the nuclear family is predominant and within the family the status and roles of the members are clearly defined (Okman, Fişek, 1983). When particularly the child was analyzed within the family Kağıtçıbaşı (1981) had found that the child was an important and valued part of Turkish family. However, the child was valued as a source of future economic support and security and as a promoter of family name rather than as a source of psycho-

locigal and emotional fulfillment (Okman Fişek, 1983).

When the intrafamily relationships between parents and children are closely investigated, the general picture can be summarized as one of love and control (Okman Fişek, 1983). Since control is a major issue in child rearing the area of discipline deserves special attenton.

There is an expectation of obedience to authorithy implied in most of the cases. For example child rearing practices studied by Öztürk (1965) indicaed that attempts of autonomy and initiativeness were blocked, punished or restricted; docility, compliance and respectfulness were rewarded (Gürkaynak, 1981). In a study conducted by Gürkaynak (1981), the behavior of adults who were responsible for child rearing was described. The two different socio-economic classes showed similarity with respect to child rearing. The adults mostly showed dominance, nurturance and resistance - in a decreasing order in frequency - towards their children. Thus, indicating the general controlling and protective attitude present as a disciplinary method.

As to the means of discipline the results of several studies showed that shaming, scaring through threats of castration or calling upon supernatural beings and beating were common (Okman Fişek, 1983). Helling (1966) has found that rural discipline was inconsistent, dependent upon the moods of adults and not based on verbal reasoning (Okman Fişek, 1983). Helling (1966) further asserts that the parents' discipline is generally warm and controlling (Okman Fişek, 1983),

consistent with findings of most of the studies cited above.

Other studies have found more democratic approaches to discipline favored by the parents. For instance, Le Compte, Le Compte and Özer (1978) applied The Parental Attitude Research Instrument to mothers from different socio-economic levels and found that lower class mothers were high on extreme control while middle and upper class mothers were higher on democratic and equalitarian attitudes (Gürkaynak, 1981). In a study by Kongar (1972) the parents reported that their children were experiencing more freedom and autonomy than they had once experienced as children (Okman Fişek, 1983). The results of these two studies can be attributable to the changing values of the Turkish Society which is in a transition period from being more traditional authoritarian to a more modern, egalitarian.

With the general framework of child training practices in Turkey and as many authors agree it can be concluded that, the child will be more dependent, passive, constricted, frustrated without a sense of autonomy and will relyon external sources of control and punishment (Okman Fişek, 1983). For example in her study Gürkaynak (1981) has found that the behavior of the child towards adults was appeal, resistance and submission for upper class and was resistance, avoidance and appeal for lower class, in a decreasing order of frequency. Though in different words Gürkaynak also states the fact that a child in Turkey is dependent, passive, constricted, complying to adult authority without a sense of autonomy. Within this context one can assume that the child resists to adults in

a sense of frustration.

Finally, sex differences in another aspect to be considered in family relationships. Öztürk (1969) has concluded that in Turkey sex role training starts early and definitively (Okman Fişek, 1983). Within the family women's role is defined o be housework, taking care of children while men's responsibilities are mostly related to provide the economic necessities of the family and thus take care of his family (Okman Fişek, 1983). The child on the other hand clearly has a lower status in the family. But the oldest boy's status can sometimes be higher than his mother indicating that boy especially as he gets into the men's world shares the priviliges of having a higher status in manhood where as the girl becoming aware of her lower status early develops feelings of low self esteem regarding her female identity (Okman Fişek, 1983).

The Impact of Significant Others

As the child enters school years, while the family is still remaining as the most significant environment shaping his personality and in overcoming problems faced during this stage, his social environment broadens. He is subjected to an increasing series of influences - peers, teachers, television, etc.

Sullivan used the term "significant others" for people who are important and play a crucial role in the child's world (Gordon, 1975). They are those persons who exercise major influence over the attitudes of individuals and serve as models

either by word or example (Woelfel, Haller, 1975). Significant others are said to be involved in shaping the childs development and behavior i.e., they provide models which are appropriate and expected of him by his environment and serve the function of identification figures. The child's attachment to mother is the first of many emotionally significant relationships that he forms in the course of his life. He will have many other people (father, siblings, peers, relatives, etc.) to whom he will be attached and through which his socialization will be shaped. Each relationship with these significant others will make a different contribution to his socialization. Characters presented to the child through stories, folktales, movies, television programs are also apt to take the role of significant others with whom the child is apt to identify, and thus, influencing his every day behavior and socialization process. The standard role expectations and rules which are shaped by norms, roles, and other rules of conduct are enforced upon the child not only by social controls such as rewards and punishments but also by expectations of significant others. Expectations placed upon the child are in various degrees at various ages. As the child grows older he must change to conform to adult expectations.

Besides expectations regarding sexes researchers argue that socialization of girls is accomplished more easily than socialization of males. Welch, Page and Martin (1982) concluded that in the 110 preindustrial societies they have analyzed these societies experienced less difficulty in socializing girls, that is they invested less energy in transmitting the

values and behavior of the society to girls than boys.

With background information on significant others we can proceed on to the specific significant agents that are in regular contact with the child in elementary school years. The presentation will illustrate the major relationships he is involved and the main theme surrounding these relationships.

Family

The first and the most important element in his environment was noted to be the family. Parents' expectations for their child are conveyed to him by their beliefs and the importance they emphasize on various tasks. Parsons, Adler, Kaczala (1982) shows very well in their study how the child's actual behavior consequently shows a Positive relation with their expectation. In their study achievement behavior of the child was found to be more influenced by his parents' attitude about their child's ability than his actual performance (Parsons, Adler, Kaczala, 1982).

As to the major issues within the family, the parents' health and attitudes, inconsistencies, possible immaturity or psychological disorders, tensions and quarrels between them or the birth of a younger brother or sister, the childs position in the family, the presence of a grandparent or other relative at home and many other influences that enter into the dynamics of family relations make up the general atmosphere (Schwarz, 1979).

However it is also a fact that the family looses its

importance as an essential unit of influence in middle child-
hood. The child achieves a degree of independence and he is
not limited to acquiring types of behavior encouraged by their
family (Gordon, 1975; Biehler, 1976, Mussen et.al., 1979).

Peers

The peer society is constituted of children of a parti-
cular developmental age. It has its own rules, differentiated
roles for its members and an integrity. Although the child
depends on his home for security, he moves toward participa-
tion in his peer group. The peer group in effect becomes a
socializing agent amongst others. As a culture it teaches,
in its own way, adult culture, its values, behavior and skills.
The child at this age period begins to substitute the standards
of peer group for those of parents and teachers. He gains
security from being accepted by them. In his peer group he
participates in activities in an intimate and selective group,
interacts with others, plays differentiated roles and his
comprehension of rules and others develops. These activities
are very important in satisfying his needs. The needs for
experiencing, independence, self expression, identity and
gaining recognition are met in peer society. The sense of
productivity and achievement, being on his own, persuing in-
dividual interests all serve to meet his needs (Martin, Stendler,
1959; Strang, 1959; Mc Candless, 1967; Gordon, 1975; Mussen
et.al., 1979).

Gürkaynak (1981) has analyzed the action of children
age 7-9 in their relation with peers. She points out that the

action modes of the upper class children were, in a decreasing order of their appearance frequency, resistance, appeal and dominance while for the lower class children the order was resistance, dominance, and appeal. Aggression was found as the least frequent action mode for both groups. However lower class children were more aggressive towards their peers than their upper class counterparts.

School

The most significant event in this age span is that the child faces school culture. The school besides academic expectations has its own expectations of behavior. The values it seeks are important cultural values and they serve as society's agent in transmitting these values to the child. Teachers also effect child's achievement, attitudes, behavior and self concept by means of social interactions (Gordon, 1975).

Briefly, the behavioral patterns imposed to the child have certain qualities of the society he is born into. In that society, the child is in regular contact with his family, peers and school who happen to be significant others to him. These various factors that exert influence upon the child contribute diversely to his development and behavior.

The Impact of Television

It is a fact that the television media is also a part of a complex environment which has an enormous impact on

children. A child on the one hand is maturing, socializing, learning norms, values, and customs of his society, while on the other hand he psychologically is in the process of discovery and goal seeking. He is trying to form a picture of his environment and to form an identity. Television by offering many symbolic lessons to the child about occupations, sex, violence, and communicating information about social structure, shapes attitudes about himself, others and the world at large (Liebert, Neale, Davidson, 1973). Hence, the medium has a strong socializing influence.

Observational learning is implicated in many aspects of the socialization process. As a source of patterns of behavior social agents by providing models, either in actual or symbolic form, are very effective in transmitting and controlling behavior. When the child spends more time with these symbolic models presented via T.V. or else, the influence on the social behavior of the child will be at a greater extent to diminish the role of parents as an attitudinal and behavioral model (Bandura and Walters, 1963). Taking Bandura's theory of observational learning, the findings for the role of television in the life of a child suggest that the child, by attending to the actions and values of models, immitates and consequently acquires their behavioral pattern.

Other authors who contributed to the concept of behavior change through television viewing are suggesting that preexisting level of certain types of behavior plus repetition of themes on other programs (which is also supported by Himmelweit, Oppenheim and Vince, 1965) are important for instigation

of new behavior by television viewing. Abstract content and highly verbal programs were found to be unfavorable for transmitting learning into action. The message that contained visual and motor modes of representation with a verbal mediation had a maximum effect for learning (Stein, Friedrich, 1975).

Corcern related to the role of television in the lives of children also deals with the effect it has on the many aspects of their development such as value system, social development, emotional development and education. Before discussing the above mentioned major areas of effect some highlights of viewer characteristics will be presented, in order to delineate elementary school age child's attitudes in regard to television.

Viewer Characteristics

Research on television and children provides some statistical data which demonstrate facts about viewer characteristics.

In their investigation Schramm, Lyle and Parker (1961) found that television reorganizes and dominates leisure time, reduces movie going, radio listening, reading, time for play and postpones bed times in the cilds life. The basic facts concerning the childs use of television in terms of age revealed that 1/3 of children were watching television at age 3, 4/5 at age 5, 9/10 by the time they were in first grade. The peak of viewing was at age 12-13 when the child was in the sixth or seventh grade.

Regarding the age of viewing Eron et.al. (1983) argues that there exists a sensitive period in child's development which corresponds to ages 8 through 12 during which he is susceptible to television. They found that viewing increased from first through third grade, then decreased from third through fifth grade and that girls and boys showed similar outcomes. Contrasting to Schramm et.al. (1961) study, third grade was the peak for T.V. viewing.

There were also some individual differences. The child who had higher I.Q. was heavy viewer in early school years until about age 11 and later shifted to printed material, probably due to greater intellectual challanges (Schramm et. al., 1961).

Research on television and children have also been oriented to the understanding of the child's ability to distinguish make believe elements of television from the realities of life. In the Lyle and Hoffman study, first, sixth and tenth grade children reported that people on television were like the people they knew. Although the older ones were more skeptical, large percentages believed that they were like real people most of the time (Liebert et.al., 1973). Similar results were attained by several other authors indicating that 9-10 years of age is the midpoint of perceived reality (Greenberg and Reeves, 1976; Eron et.al., 1983).

Greenberg and Reeves (1976) in addition puts forward that if the family or peers of the child judge television as real, the child will likely perceive it as real.

Generally, for viewing, the preferences tended to be toward fantasy material. Schramm et.al. (1961) found that children preferred animated cartoons, puppets and animal stories. There was a shift for interest in reality programming in late preadolescence which can be attributable to maturation.

Although the characteristics are mainly reflecting the attitudes of a child in U.S.A. it may still lead to speculate about the general attitudes of Turkish children. For instance in the view of above findings we may expect to find a potential age of viewing as well as vulnerability to reality conception corresponding to similar age spans. Still further cartoon and fantasy programs might be preferred to other kinds of programs.

Major Areas of Effect

a) Value system of the child

Researchers have paid a great deal of attention to the question of how television affects children's values. We know that children typically absorb values from their families and other people with whom they are in regular contact and to whom they are significantly attached. Gradually, television viewing also brings about changes in child's outlook and values. Himmelweit, Oppenheim, and Vince (1965), suggest that the effect is cumulative and the maximal effect is reached under conditions when the values or views recur from program to program; are presented dramatically so that they elicit emotional reactions; they link with the child's needs and

interests; the viewer is uncritical of and is attached to the medium; through his parents, friends or immediate environment he does not have strong existing values which oppose the views offered on T.V. (Himmelweit et.al., 1965).

Since a child's liking for a given program is a function of his sex, age, emotional and intellectual maturity and of his own idiosyncratic needs, the messages that are particularly interesting and salient to him will effect his view of society.

There are contradicting approaches as to how the programs should contribute to child's growth and development. Should it be trying to stimulate creative activities and lifelong interests or should it be entertaining not brain washing. Supporting the former view, the investigators argue that prosocial television may fill a socialization void by providing the child with new possibilities, such as by presenting different kinds of models, formats, settings and approaches to conflict and problem resolution (Stein, Friedrich, 1975). On the other hand the supporters of the latter view claim that deliberate selection of T.V. content represents a threat to the value system of societies (Milovsky, 1974).

b) Social development of the child

A general outlook on television investigations shows that most of them focuses on television as an influence on deviant behavior. Regarding violence the impact of programs on viewers has been a controversial issue. Some support the

view that television violence increases aggressive behavior, others believe that violence on television has cathartic effects (Kaplan and Singer, 1976; Zimmerman, 1983) and still others demonstrate that violence on television does not have a significant effect on overall aggression (Himmelweit et.al., 1965; Kaplan and Singer, 1976).

In an analysis of television violence and aggressive behavior, Singer and Singer (1981) claim that social learning theory and imitation as stated by Bandura and Walters (1963) leads to the acquisition of violent behavior. Eron et.al., (1983) found out that their results supported the view of social learning theory. The children turned out to be more aggressive during the years of intense viewing. Furthermore Singer and Singer continue to argue that classical conditioning increases aggression when the child is angry before exposition to television, the violence on television is justified and the target of aggression is associated with disinhibitory cues. When the child is in a state of general emotional arousal which is not specifically due to violent T.V. content, this will also produce activating effects leading to violence (Schramm et.al., 1961).

The view supporting the cathartic effect asserts that televised aggression does not lead to an increase in real life violence because aggressive fantasy induced by the program reduces aggressive drive and controls behavior (Singer and Singer, 1981).

Some other studies indicate that social behavior of

children can be effectively enhanced. Bryon and Walbek found that by exposing third and fourth grade children to altruistic models, sharing behavior can be induced (Liebert et.al., 1973). Stein and Bryon were also able to develop self-control in third and fourth grade children (Liebert et.al., 1973). Live modeling of fearlessness was effective in overcoming fear, thus developing courage. Withdrawal behavior in children was eliminated in a different experimental setting (Liebert et.al., 1973).

Stein and Friedrich (1975) also basing their study on observational learning, found that children can learn from a fairly complex prosocial content by viewing for a short time. But performance depends on rehearsal. When the investigators verbally labeled the content or allowed for role playing they found that learning and generalization were facilitated. Individual incentives such as motivation, past learning, sex role and the child's environment to enhance the effects of the content of the program were also very important.

c) Emotional development of the child

Children had great affection for television. Concerning why the child watches television, Schramm et.al. (1961) have pointed out several reasons such as: the passive pleasure of being entertained; to live fantasy and reality experiences; to take part vicariously in thrill play; to identify with exciting and attractive people; and to get away from real life problems and boredom which was mostly characteristic of adolescence.

In some cases television watching caused passivity and withdrawal from life. When a child has unsatisfactory relationships with his family or his peer group, he was more likely to treat television as a means of leaving the conflict situation and possibly reducing his tension. Schramm et.al. (1961) suggests if parents give a warm, secure and interesting homelife, the media will not have any harmful effects.

In his study Maccoby reports that middle class elementary school children, lack of parental warmth, parental restrictiveness and intrafamily conflict predicts heavier viewing (Comstock et.al., 1978).

d) Education of the child

Educational programs are essentially designed with a nonviolent content and educational values, while retaining an entertainment orientation. Two such programs on the air in the U.S.A., Sesame Street and Electric Company have proved to meet their goals (Liebert et.al., 1973).

Some further concern exists about the educational impact of television. Schramm et.al. (1961) found the educational impact to be important only in preschool years and was merely an incidental learning from fantasy programs. Likewise Liebert et.al. (1973) emphasized incidental learning from entertainment programs. A survey interestingly showed that many people, both parents and children think that television is educational (Liebert et.al., 1973).

In the light of the above findings it is almost certain

that children are devoted to television (Zimmerman, 1983). No matter what they choose to watch, it is preferred to other activities (Liebert et.al., 1973). However, the set of investigations conducted have been concerned with the prosocial and aggressive contents of programs, and have tested the effects of television viewing from a behavior modification standpoint. Researchers have paid less attention to the emotional impressions of children provoked through media and to the consequences of this emotional excitement. There are, however, a few which emphasize evaluation of television effects as an element within a complex socialization process.

The Scope of the Study

The body of literature presented is important in the sense that it represents the child's choices of activities and interests in various domains of his behavior. With the general needs of acceptance, experiencing, independence, belongingness, the child is in the process of developing socially and emotionally. During this process he is subject to culturally shaped social influences from his parents and other significant others as well as television which is also apt to take the role of significant others. This study mainly deals with a television program "Uykudan Önce" which presumably served as a significant other to the child who watched it.

The Characteristics of the T.V. Program "Uykudan Önce"

The program "Uykudan Önce" which is the stimulus of our study was on the air for one year eight months from late

1980 to mid 1982 for five days a week, Monday through Friday, with a duration of fifteen minutes. It was mainly aimed to entertain children. A story telling lady A.Naşit who was a famous movie character actress appeared on T.V. in a living room setting, talked with children, told a story and showed alternating cartoon programs. Naşit as a visual medium with her flow of voice and gestures gave an exciting and stimulating experience to children.

"Uykudan Önce" began with moralistic instructions. With an understanding of children and sharing their simple patterns of behavior and play, Naşit gave direct instructions on things she thought that children should and should not do. For example, she advised children to respect their elders, be good at school work, get along with peers and siblings, be neat and clean, be kind to people and animals. She also pointed out children's naughtiness and problem behavior such as eating problems, sibling rivalry and advised them to break bad habits. Besides instructional methods of advice, she also tried indirect methods by telling stories with examples of responsibity, perseverance, self reliance, cooperation, friendliness, respect for other, honesty, courage and provided vicarious learning situation.

Naşit created an opportunity for children to participate in the program in front of their television sets by calling out names, asking questions and, as if hearing the answers, making comments on them.

Then the program proceeded with a fictional story which carried a moralistic theme and ended with a cartoon show.

The present work attempts to understand the lives of Turkish children through the mediation effect of television. Naşit who was pleasantly and quitely dressed, presented the image of a good aunt with whom the child likes to do good things. The cues presented in the television program were drived from the environment and inner thoughts of the young viewer. Therefore, "Uykudan Önce" opened an avenue of expression to the child. The child depending on his experience, understanding, values and behavior reacted to Naşit who was a significant other to him. Many children from all parts of Turkey wrote personal letter to Naşit telling about his day to day activities, school life, relationships with the family or with the peers, television program, etc. and presumably manifested certain needs or press or general subjects pertaining to their specific life experiences. The spontaneously written letters revealing thoughts and feelings is expressive of the child since they represent individual interests, choices and organization of themes which theoretically fit into the child's total pattern of thought and action (Rapaport, 1967).

This study through the impact of the television program "Uykudan Önce" will illuminate the needs and general adjustment of the child as reflected in his letter. Specifically it searches for:

I) What kinds of needs, press, conception of their environment and anxieties are aroused in children through Naşit's program?

II) What kinds of variations will needs, press, con-

ception of their environment and nature of their anxieties show when analyzed according to sex, age (or grade in school) and location?

METHOD

SUBJECTS

The sample consisted of children who responded with letters to Naşit's program "Uykudan Önce". An effort was made , to select subjects who were in elementary school, between grades 1-5 (between ages 7-12). In the letters where the age was not revealed the age of the child was determined as reflected by grade in school.

Out of 3944 letters received, 2202 were discarded because they were either written by a group of children or did not yield information about the age/grade of the child. 37 were from children who were older or younger than our subject group; 177 were from parents; and 508 were short letters where the youngster was only asking for his name to be called out in the program. 660 desired number of subjects were then attained for the application of intended content analysis.

In the total 660 subjects there were 439 females and 221 males. 392 were from urban and 268 were from rural locations. Urbanity or rurality of a subject was determined according to the district where he/she lived. Urban locations corresponded to cities with a population of 100,000 or more,

whereas rural locations corresponded to smaller towns and villages in Turkey.

MATERIALS

In this study subjects provided personal letters revealing thoughts and feelings. These spontaneously written letters of children were mailed to "Adile Naşit, Uykudan Önce Programı, TRT" and were gathered by the investigator from the program producer or Adile Naşit herself. Most of the data were sent after the announcement of the adress on television dated March 3, 1981. Appendix C presents the themes that appeared in 660 letters in a categorial order. A sample of letters follows to illustrate the material of thes study (see Appendix D).

PROCEDURE

Leopold Bellak has introduced a scoring system for TAT and CAT stories mostly in the form of a check list in which the items were quantified by the use of one or more check marks and the interpretation was based on descriptive, interpretative, diagnostic, symbolic and elaborative levels (Shneidman, 1951). A revised short form of Bellak TAT and CAT was chosen to be the general framework in content analyzing the data. Since the original form is especially designed for recording and analyzing TAT and CAT stories, some revisions were applied. To make the form more suitable for our data the scoring categories were reduced to four variables:

1) Main needs.

2) Conception of the environment.

3) Main press perceived by the child

    a) from parents,

    b) from parent substitutes,

    c) from siblings,

    d) from peers,

    e) from others.

4) Nature of the anxietes:

    a) physical harm and/or punishment,

    b) disapproval,

    c) lack or loss of love,

    d) illness or injury,

    e) being deserted,

    f) deprivation,

    g) being overpowered and helpless,

    h) being devoured,

    i) other.

Murray's need and press list was used in evaluating needs and press revealed by the subjects. The need and press lists with the scoring definitions as proposed by Murray (1938) are given in Appendices A and B respectively.

A pilot study was conducted before the application of analysis to the data. The purpose of this preliminary study was primarily to test the reliability of content analysis of the letters; and secondly to determine to what extent the analysis of different judges would correlate with the scoring system.

The reliability test involved the independent evaluation of 38 letters by two judges according to our scoring system. After discussing and resolving initial disagreements, a 73% agreement was established between the two scoring of need variable; 78% between press variable; and 77% between anxiety. Reliability was determined by dividing the sum of instances coders agreed upon the use of specific need, press or anxiety in all 38 letters by the sum of agreements and disagreements for the specific variable in all these letters. The researcher relied on these relatively high percentages in the scoring of the pilot study.

RESULTS

The sample of 660 letters sent by children to Naşit's
television program "Uykudan Önce" will be analyzed in two
steps. First, the distribution of the sample in terms of grade
the subject is attending at school sex and location (urban/
rural) will be explored. The sample will then be examined
focusing on needs, press, conception of their environment and
anxieties and their variation with the grade, sex and location
of the subject.

The Distribution of the Sample by Grade, Sex and Location

The distribution of the sample by grade, sex and loca-
tion in frequency is shown in Table 1. It can be deduced from
Table 1 that, 67% of the letters were from female subjects
and 33% were from male subjects. The distribution of the sub-
jects according to their location revealed that 59% were from
urban areas while 41% were from rural areas. A cross analysis
of the sample by sex and location showed that 40% of the
letters were from urban females (UF), 19% were from urban
males (UM), 26% were from rural females (RF) and 15% were
from rural males (RM).

The distribution by grade of overall letters is pre-sented in terms of percentages in Figure 1a. This graph shows a net rise in the percentage of letters with grade. It can be seen from Figure 1b where female and male samples were analyzed separately that such a steady increase with grade is in fact the reflection of a stronger trend existing among the female subjects only. Indeed, the male sample exhibits rather a peak at grade 3. On the other hand when urban and rural subjects were considered separately, their distributions by grade follow again the general trend of increasing per-centage with grade (Figure 1c).

Table 1
The Distribution in Frequency of the Sample by Grade,
Sex and Location
(Total N = 660)

GRADE	URBAN		RURAL		
	FEMALE	MALE	FEMALE	MALE	
1	18	13	11	9	N = 51
2	63	31	30	16	N = 140
3	47	33	40	23	N = 143
4	59	24	43	28	N = 154
5	81	23	47	21	N = 172

N = 268   N = 124   N = 171   N = 97

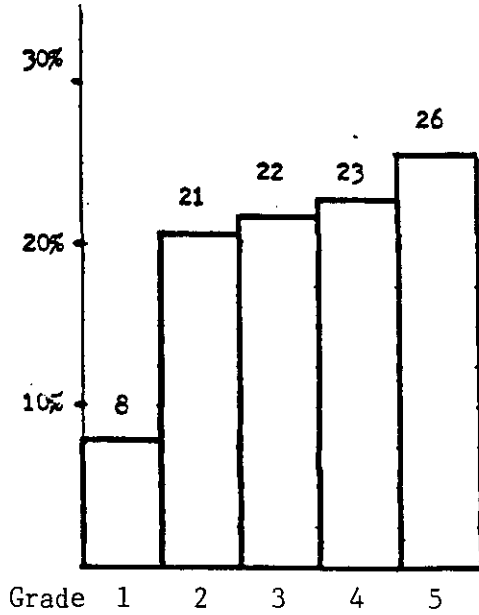N = 392   N = 268

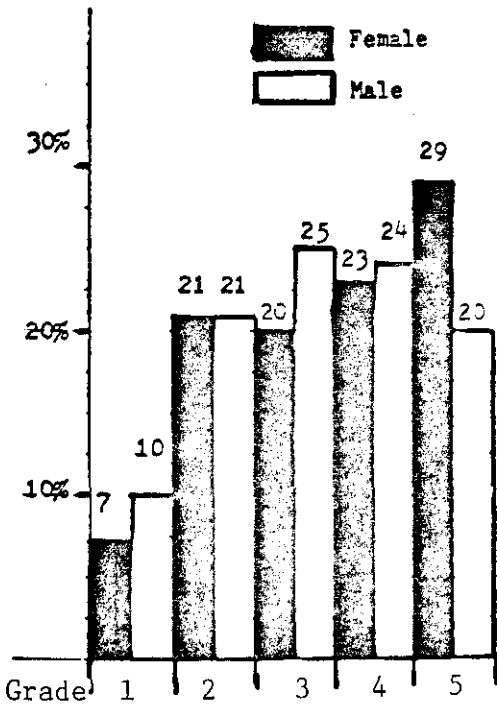Figure 1a. The distribution of the letters by grade
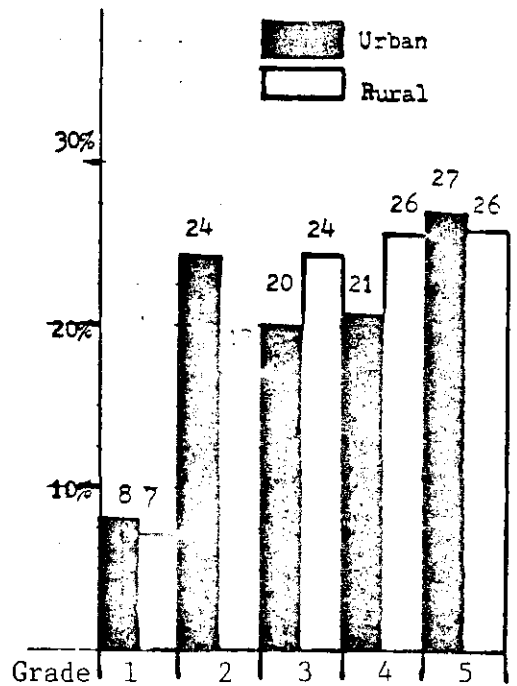

Figure 1b.

The female and male distribution by grade

Figure 1c.

The urban and rural distribution by grade

ANALYSIS OF NEEDS, PRESS, CONCEPTION OF THEIR ENVIRONMENT AND
ANXIETIES

Variable Need

The percentage distribution of 24 needs among subjects
is presented in Figure 2. The analysis will be limited to the
most frequently appearing top 10 needs. Table 2 shows the
occurance percentages of these 10 needs for urban female and
male subjects, and rural female and male subject.

Need Affiliation (nAff)

The findings for nAff showed that the appearance of
the need was high, 78%, reaching a peak value at grade 2 (81%)
(see Figure 3a).

The female and male subjects showed similarity, 79%
and 76% respectively, in expressing the need. Although there
was a decrease in the appearance of the need by grade in
female subjects, the male subjects did not exhibit such a
trend (see Figure 3b).

The occurence of the need presented dissimilarity when
analyzed by location (see Figure 3c). In order to test whether
urban and rural samples significantly differed from each other,
difference of proportions test was applied; a significant
result was attained: the need was mentioned more in rural
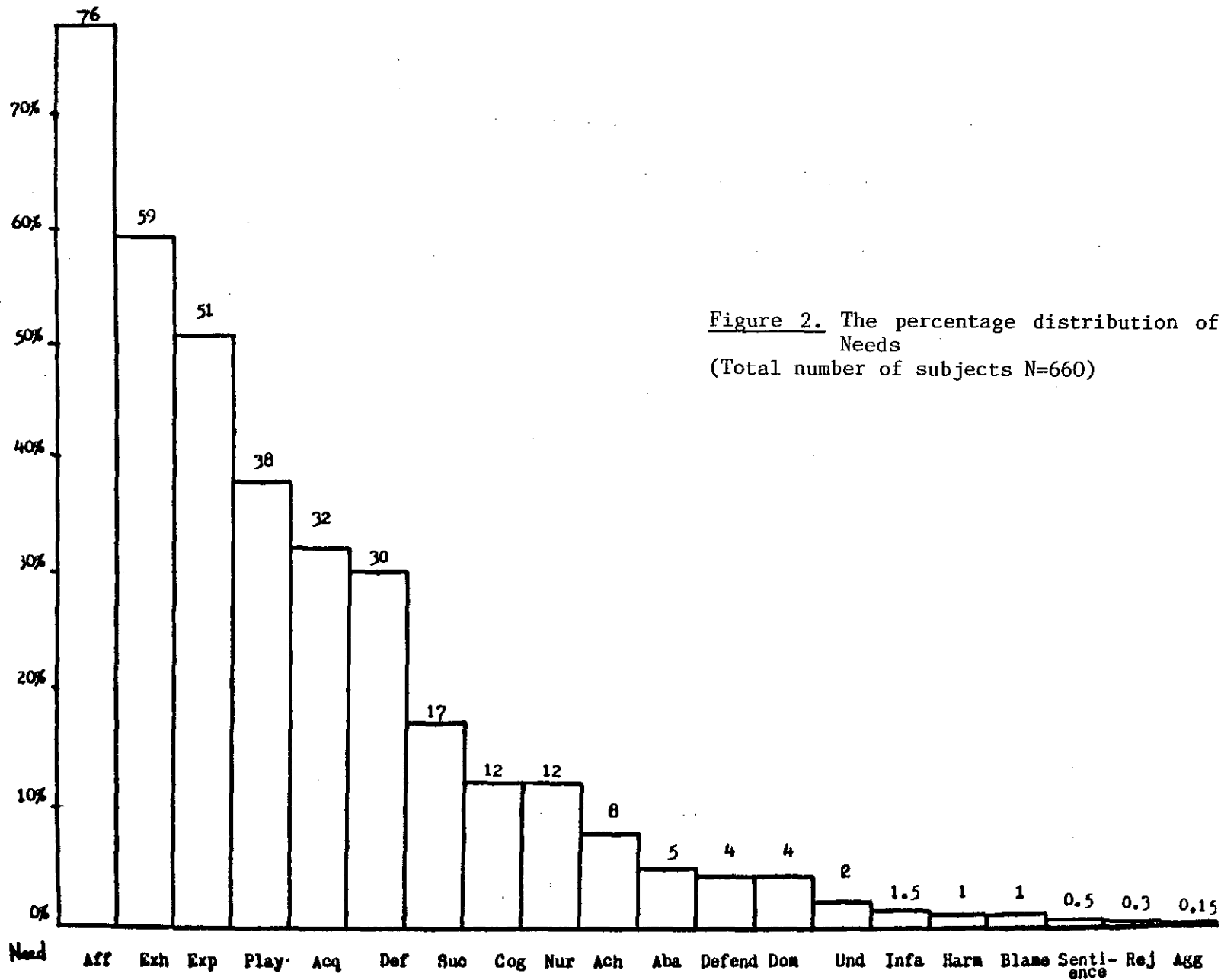locations than in urban locations (Z = 2.813, p<0.005).

Figure 2. The percentage distribution of
Needs
(Total number of subjects N=660)

Table 2
The Occurance Percentages of Needs for Urban
Female/Male and Rural Female/Male Subjects

Needs	Urban		Rural	
	Female	Male	Female	Male
Aff	75	73	85	79
Exh	60	61	59	57
Exp	53	55	45	47
Play	35	42	42	32
Acq	32	30	38	25
Def	29	31	31	31
Suc	21	16	13	13
Cog	13	9	13	13
Nur	13	10	13	11
Ach	6	9	8	10
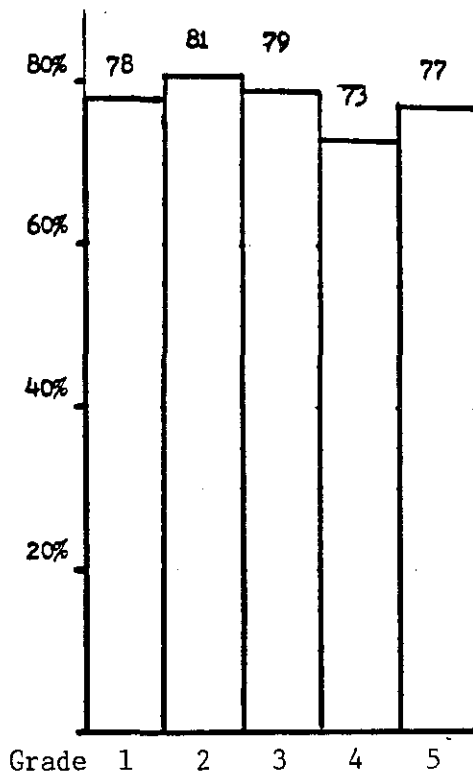
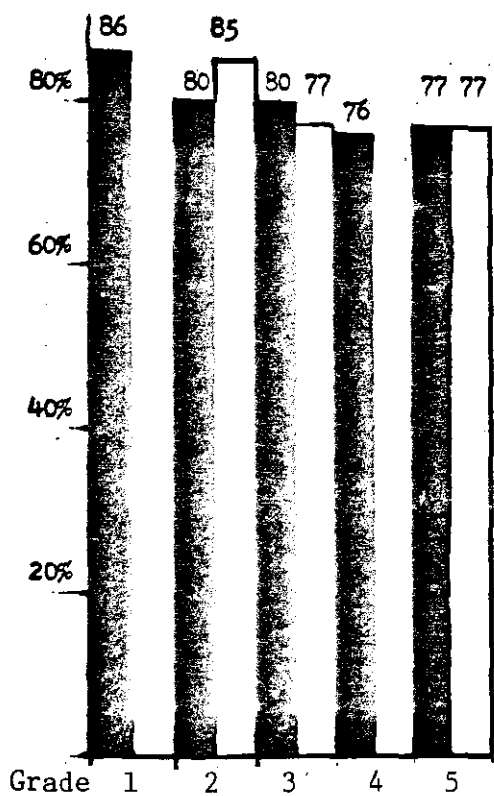**Figure 3a.** nAff distribution by grade
(nAff% = 78)
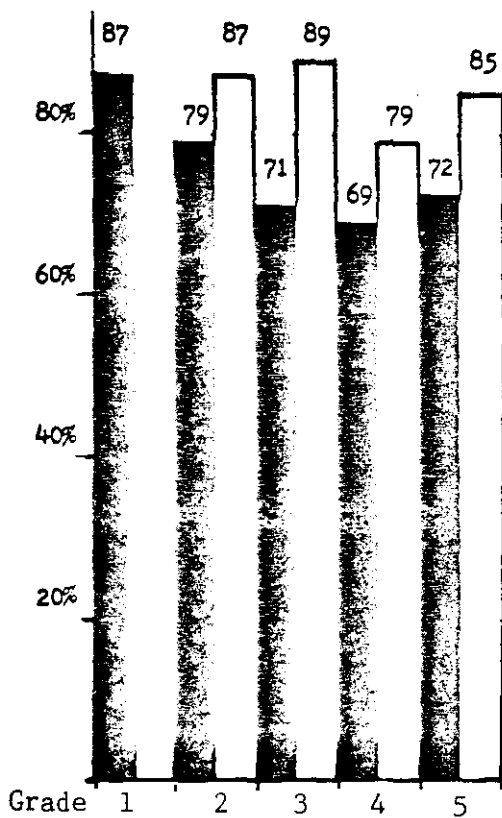
Figure 3b.

nAff female/male distribution

Figure 3c.

nAff urban/rural distribution

The percentage variations of groups urban female, urban male, rural female, rural male are presented in Table 2. The difference of proportions test was applied to compare UF and RF. The nAff appeared at a significantly higher rate among rural females ($Z = 2.512$, $p<0.01$). The influence of location was weaker among the male subjects ($Z = 1.034$, $p<0.1$).

Need Exhibition (nExh)

This need was present in 59% of the subjects (Figure 4a). Its appearance displayed similarity in females and males, rural and urban areas (see Figure 4b and 4c) as well as in rural female and rural male (see Table 2). Even the greatest difference which was observed between urban male and rural male did not have a strong significance ($Z = 0.604$, $p = 0.27$).

Need Exposition (nExp)

The need exposition was found in 51% of the letters (Figure 5a).

The results of the analysis by grade, sex and location can be found in Figure 5b and 5c. There was no significant difference between males and females ($Z = 0.485$, $p = 0.31$).

When urban and rural subjects were compared, urban subjects showed a higher incidence of nExp and the difference was significant ($Z = 2.019$, $p<0.025$).

As it can be seen from Table 2, both urban female and urban male mentioned nExp more often than rural   and
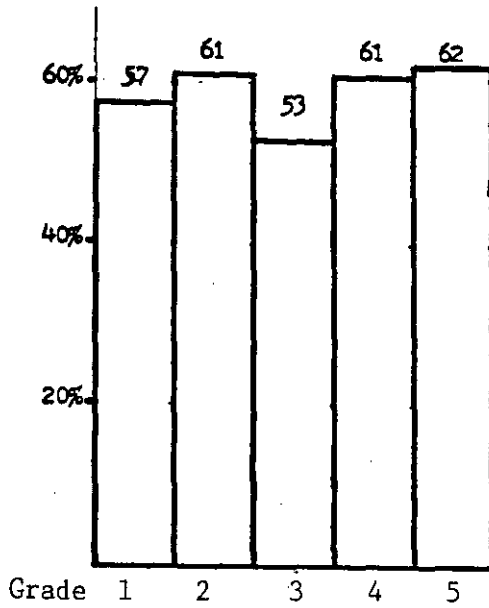
Figure 4a.

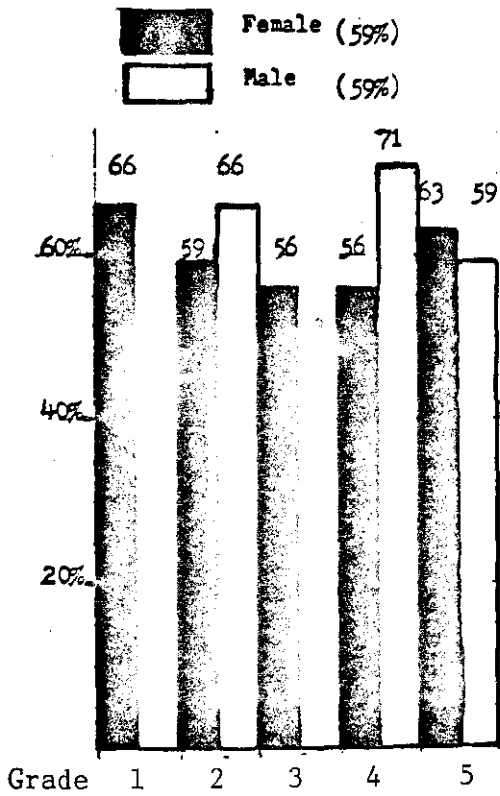nExh distribution by grade

(nExh% = 59%)

Figure 4b.
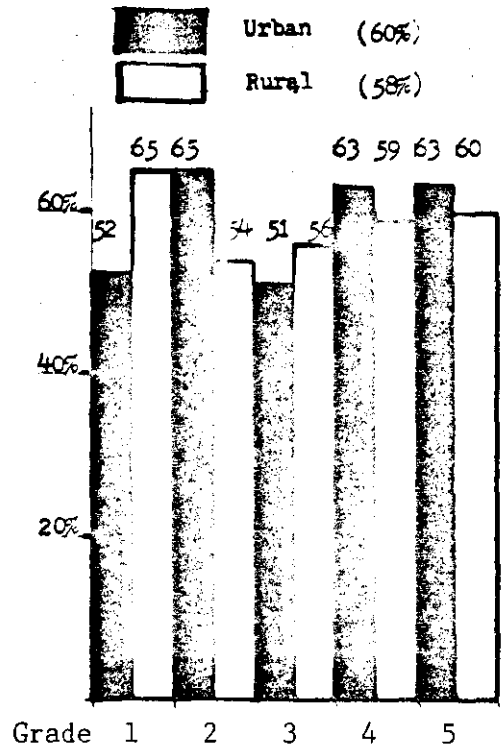
nExh female/male distribution by grade
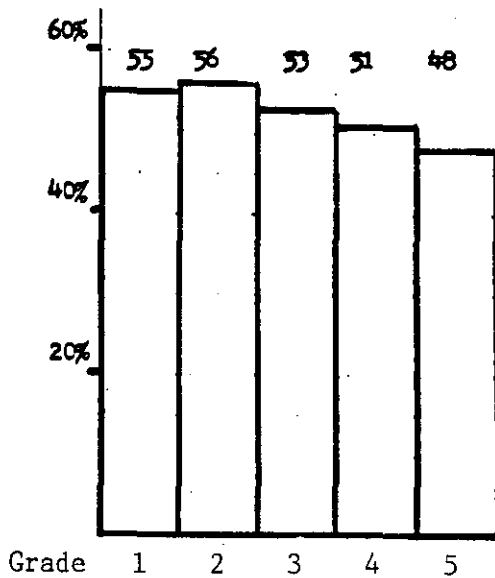

Figure 4c.

nExh urban/rural distribution of grade

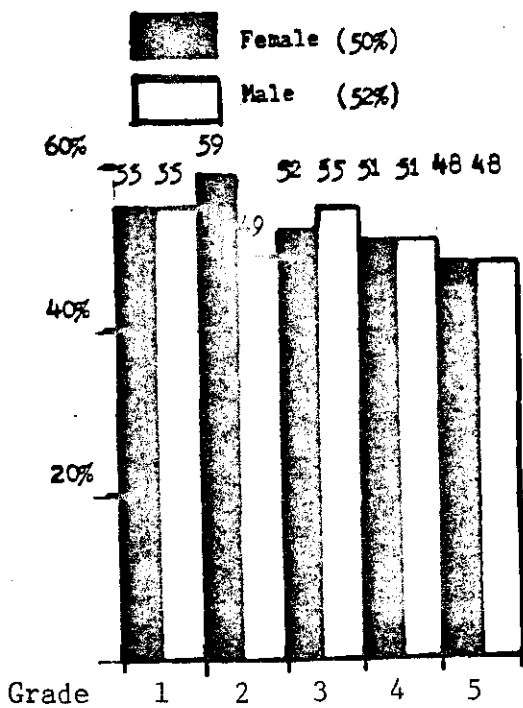Figure 5a. nExp distribution by grade
(nExp% = 51%)

Figure 5b.
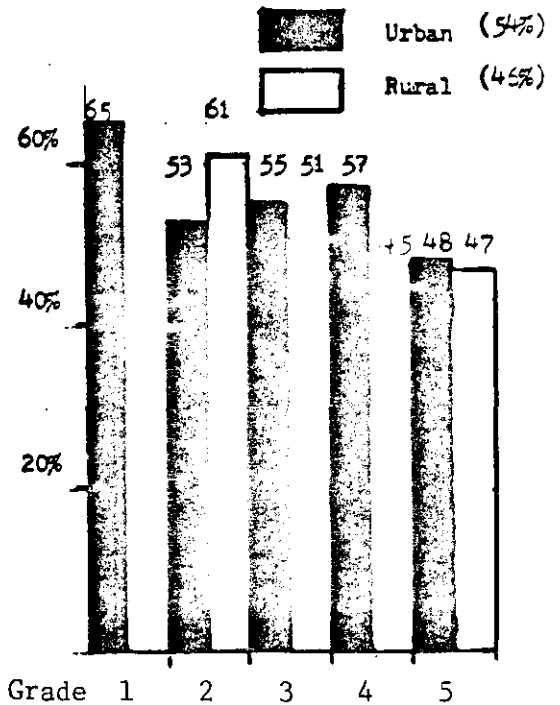
nExp female/male distribution by grade

Figure 5c.

nExp urban/rural distribution by grade

rural male. The difference of proportions test applied to urban female – rural female and to urban male – rural male yielded significant results ($Z = 1.633$, $p<0.1$ for UF – RF; $Z = 1.143$, $p<0.1$ for UM – RM).

Need Play (nPlay)

Figure 6a shows that 38% of the subjects expressed nPlay. The distribution by grade shows a maximum around grades 2 and 3. A further analysis by sex (Figure 6b) or location (Figure 6c) showed the peak to be at grade 2 for the female sample and the rural sample, and at grade 3 for the male sample and the urban sample.

On the other hand, from Figures 6b and 6c, it can be seen that almost equal percentages of subjects expressed nPlay in the female, male, urban and rural samples. However there was a net distinction between urban male and rural male and urban female and rural female (see Table 2). Among males the need was stronger in urban areas ($Z = 1.515$, $p<0.1$), while among females it was stronger in rural areas ($Z = 1.458$, $p<0.1$).

<u>Figure 6a.</u>

nPlay distribution by grade
(nPlay = 38%)
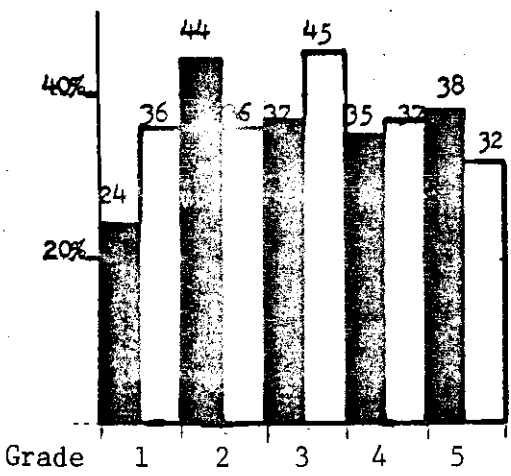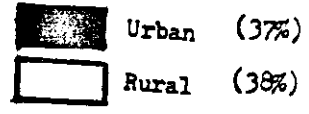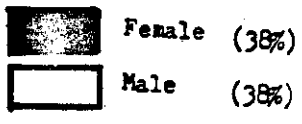
Figure 6b.

nPlay female/male distribution by grade

Figure 6c.

nPlay urban/rural distribution by grade

Need Acquisition (nAcq)

This need was found in 32% of the letters.

There was a tendency of increasing expression of nAcq with grade regardless of sex or location of the subjects (Figures 7a, 7b and 7c).

Figure 7b also shows that the appearance of nAcq was significantly higher in females than males ($Z = 1.542$, $p<0.1$). This was mainly the result of a much more significant difference existing between rural female and rural male ($Z = 2.203$, $p<0.025$) (see Table 2).

Figure 7a. nAcq distribution by grade
(nAcq = 32%)
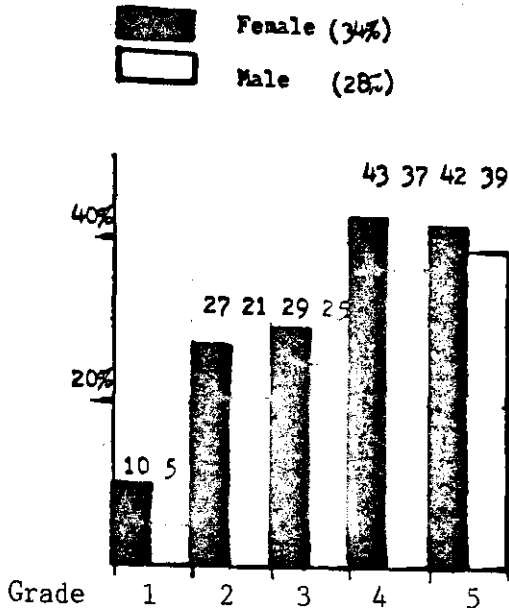
Figure 7b. nAcq female/male distribution by grade
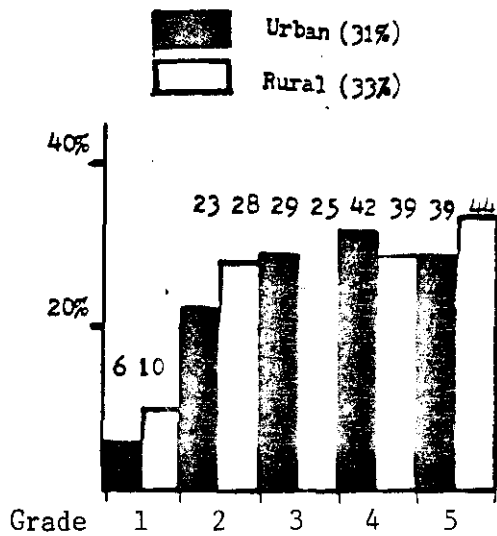
Figure 7c. nAcq urban/rural distribution by grade

Need Deference (nDef)

The appearance of nDef was 30%. This need was found to be relatively uniformly distributed regarding sex and/or location (Figures 8a through 8c). The comparison of the groups did not yield significant results ($Z < 0.380$, $p > 0.35$).

A sharp decrease in the expression of nDef was observed at grade 4 for all groups. When the whole sample was considered (Figure 8a) this decrease was significant at the 0.005 level ($Z = 2.910$, obtained by comparing the average percentage for grades 1, 2, 3 and 5 with the percentage for grade 4).
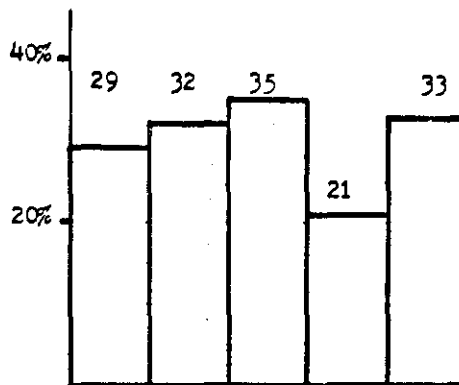
Figure 8a. nDef distribution by grade
(nDef% = 30%)
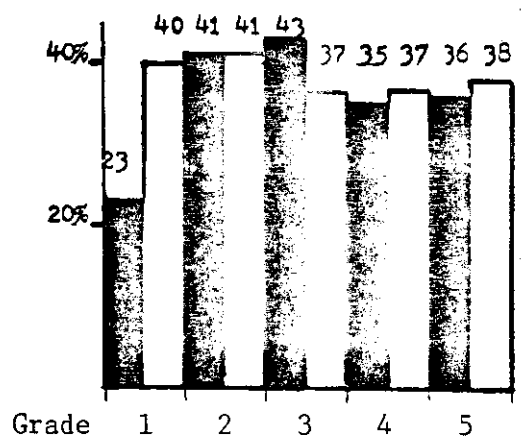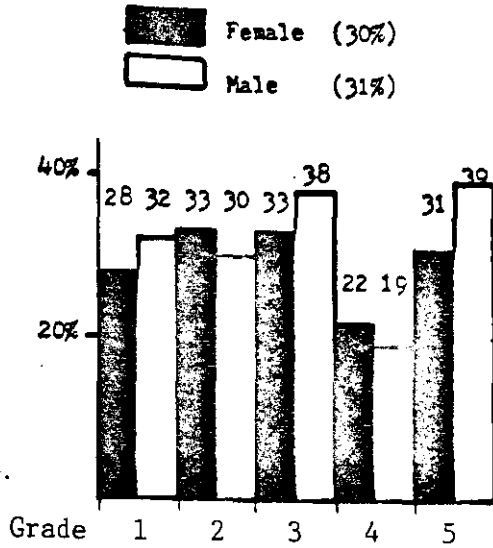
Figure 8b. nDef female/male distribution by grade
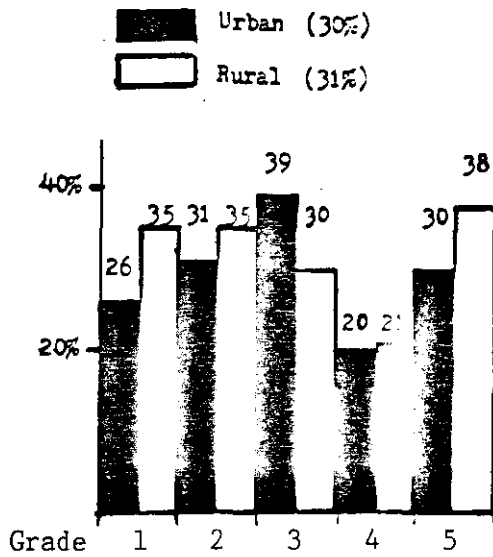
Figure 8c. nDef urban/rural distribution by grade

Need Succorance (nSuc)

This need was observed in 17% of the subjects (Figure 9a).

Its appearance was significantly higher among urban subjects compared to rural subjects (Z = 2.335, p<0.01) (see Figure 9c). This influence of one's location on his/her nSuc was much more pronounced in female subjects (Z = 2.162, p<0.025) than male subjects (Z = 0.612, p = 0.27) (see Table 2).
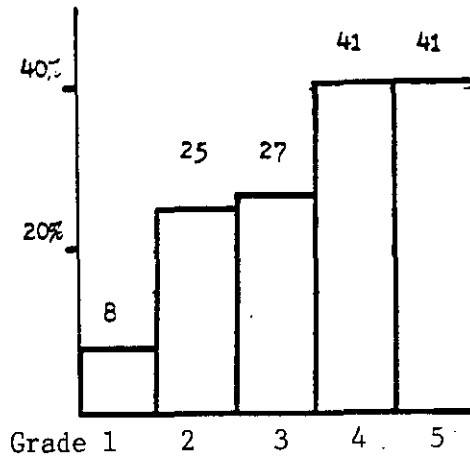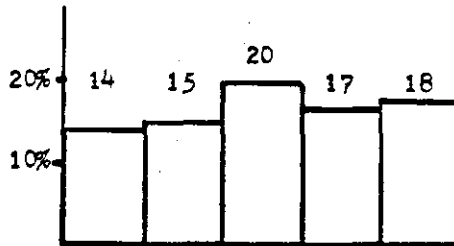
Figure 9a. nSuc distribution by grade
(nSuc% = 17%)
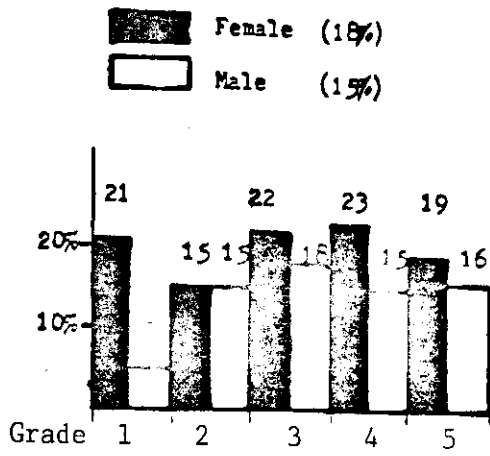
Figure 9b. nSuc female/male distribution by grade
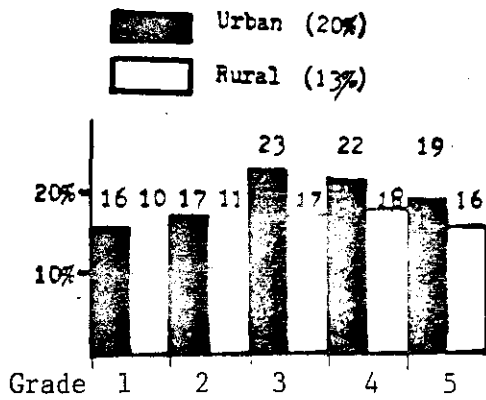
Figure 9c. nSuc urban/rural distribution by grade

Need Cognizance (nCog)

Need Cognizance was expressed by 12% of the subjects (Figure 10a).

The only relatively significant result about nCog was that UM expressed it less when compared to other groups of subjects ($Z = 1.240$, $p = 0.11$) (see Table 2).
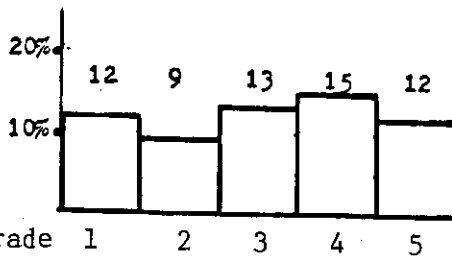
Figure 10a. nCog distribution by grade
(nCog% = 12%)
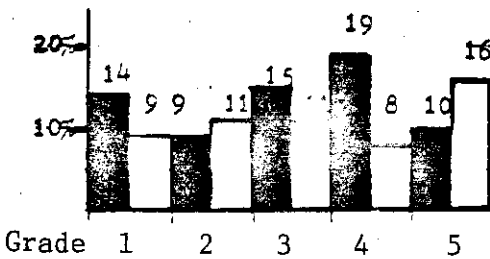
Female (13%)
Male (11%)
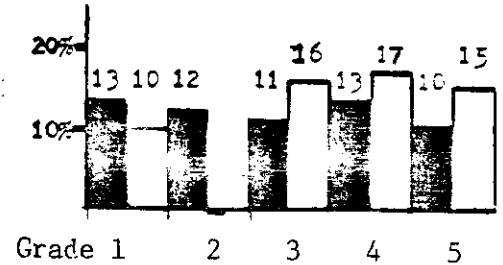
Urban (12%)
Rural (12%)

Figure 10b. nCog female/male distribution by grade

Figure 10c. nCog urban/rural distribution by grade

Need Nurturance (nNur)

The rate of appearance of nNur was also 12% (Figure 11a).

Its distribution by sex and/or location was fairly uniform (see Table 2). Indeed, even for the most apparently dissimilar groups UF and UM, the difference's significance level was poor (Z = 0.850, p = 0.2). The only striking point was that the male and rural subjects did not express nNur at the firs grade. For rural male, they did not mention it even at grade 2.
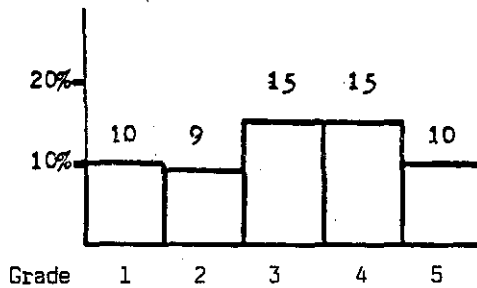
Figure 11a. nNur distribution by grade
(nNur% = 12%)

Female (13%)
Male (11%)

Figure 11b. nNur female/male distribution by grade
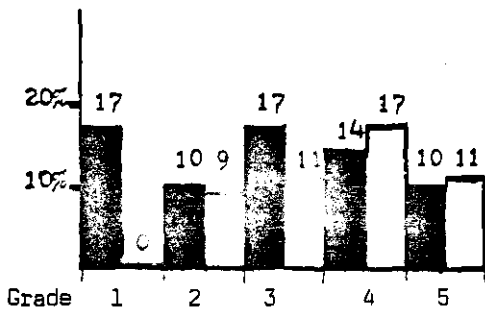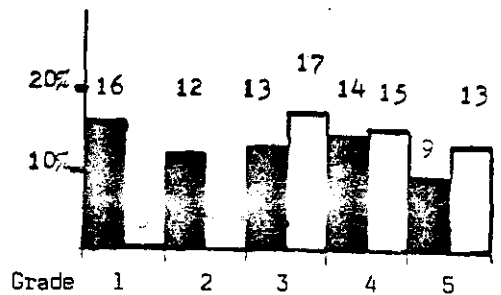
Urban (11%)
Rural (13%)

Figure 11c. nNur urban/rural distribution by grade

Need Achievement (nAch)

Need Achievement was encountered in 8% of the subjects (Figure 12a).

The percentages by sex showed significant difference, male subjects expressing higher nAch ($Z = 1.364$, $p < 0.1$) (see Figure 12b).

Although there was higher incidence of nAch in rural areas, the difference between urban and rural subjects did not have strong significance ($Z = 0.909$, $p = 0.18$) (see Figure 12c).

As it can be noticed from Table 2, urban female group expressed 6% nAch, presenting the lowest percentage amongst the groups.
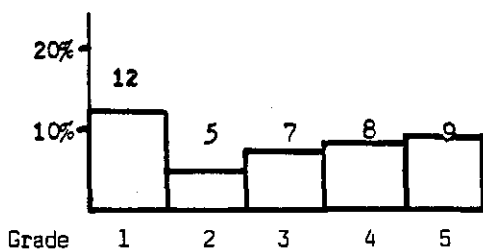
Figure 12a. nAch distribution by grade
(nAch% = 8%)
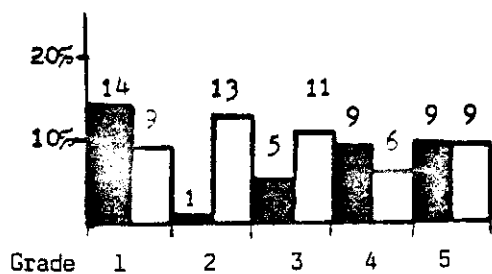
Female (7%)
Male (10%)
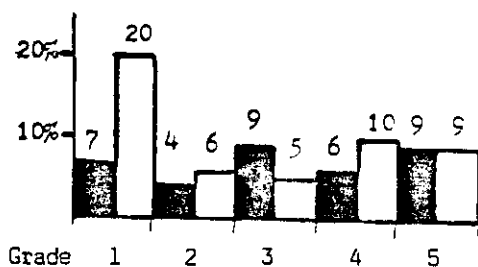
Urban (7%)
Rural (9%)

Figure 12b. nAch female/male distribution by grade   Figure 12c. nAch urban/rural distribution by grade

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Interrelation of Needs

The needs were seldom expressed alone. In some letters up to 8 needs could be recorded. Figure 13 shows the percentage distribution of the number of needs encountered per letter. An average of 3 to 4 needs were expressed in each letter (mean = 3.63). The percentage distribution of the number of needs per letter in female, male, urban and rural samples are respectively presented in Figures 14 and 15.

For a better understanding of the child's behavior and experience a look upon some of the interrelations of needs will be useful. Among the top ranking 6 needs with highest percentages, those interrelations which are believed to provide meaningful information will be analyzed. The role of sex and location in these interrelations wil be explored.
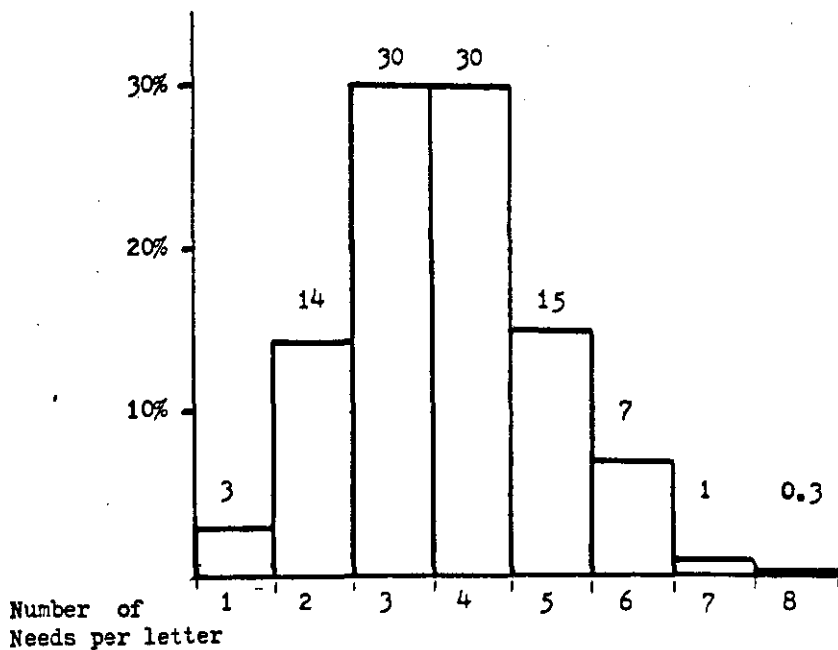
Figure 13. The percentage distribution of the number of needs encountered per letter.
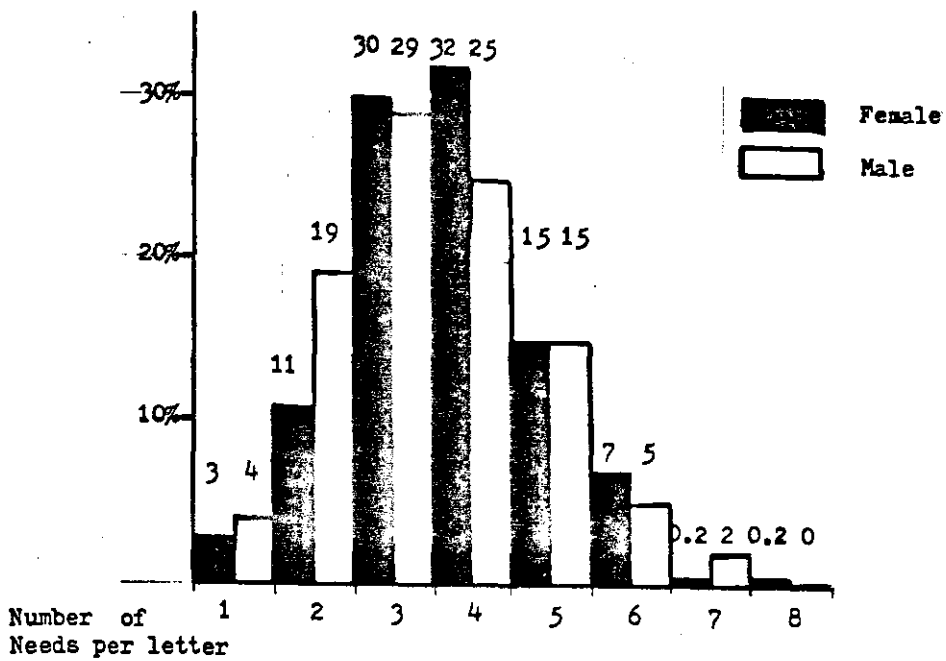
Figure 14. The percentage distribution of the number of needs per letter for female/male subjects.
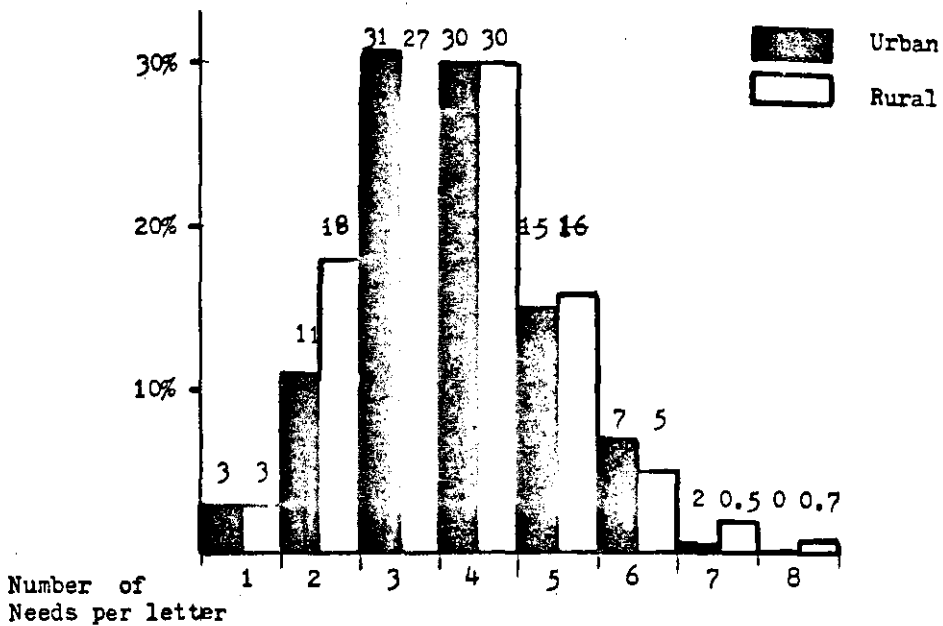
Figure 15. The percentage distribution of the number of needs per letter for urban/rural subjects.

Need Affiliation-Need Exposition

As noted previously, nAff was present in 78% of the letters. Children who were attracted by Naşit were also eager to tell about themselves. The expression of nExp in conjunction with nAff was investigated and 52.4% of the subjects who mentioned nAff also showed nExp. For females the percentage was 53.8% whereas for males it vas 49.7%, pointing out a slight difference ($Z = 0.986$, $p = 0.16$). The urban and rural samples displayed a stronger difference: 55.2% for the urban sample against 48.9% for rural subjects ($Z = 1.590$, $p<0.05$) (see Table 3).

Table 3
The Relation of nAff-nExp for
Female/Male and Urban/Rural Subjects

	Female	Male			Urban	Rural
%	53.8	49.7		%	52.2	48.9

Need Exposition-Need Exhibition

If nExp is expressed with nExh, the child's interest indicates a concern for his name to be called out by Naşit. Therefore, nExp was analyzed in terms of its relation with nExh. The nExh was found in 57.5% of the letters in which nExp was mentioned. In females this percentage was 59.6% whereas in males it was 53.5%, showing a significant difference $Z = 1.480$, $p<0.1$).

In urban and rural subjects the percentages were 61% and 55.4% respectively. The difference was significant

$(Z = 1.423, p<0.1)$ (see Table 4).

Table 4
The Relation of nExp-nExh for
Female/Male and Urban/Rural Subjects

	Female	Male
%	59.6	53.5

	Urban	Rural
%	61	55.4

Need Affiliation-Need Exposition-Need Exhibition

In order to see how these three needs were interrelated, subjects who had expressed nAff and nExp were divided into two categories: those who had also expressed nExh and those who had not. The following percentages were obtained by taking the ratio of the number of subjects expressing nExh in addition to nAff and nExp to the number of subjects expressing nAff and nExp: The relationship existed in 51.7% of the letters. The percentages for female and male and urban and rural subjects are presented in Table 5. The difference by sex was not significant $(Z = 0.800, p = 0.21)$, while the difference by location was $(Z = 2.070, p<0.025)$.

Table 5
The Relation of nAff-nExp-nExh for
Female/Male and Urban/Rural Subjects

	Female	Male
%	52.7	49.4

	Urban	Rural
%	55	46.8

The main features of the television program that pre-sumably attracted and provoked children to write letters were related to the Naşit's calling out names of the children, stories she told and the cartoons shown.

The percentage of the letters where nExh and/or nPlay were expressed was 74.7%. There was virtually no difference related to sex or location of the subjects: 74.7% for females, 74.6% for males, 74.7% for urban subjects, 74.6% for rural subjects (see Table 6).

The occurence percentage of nAff among these letters displaying nExh and/or nPlay was 76%. Interestingly, nAff appeared at a sensibly higher rate (82.6%) in letters where neither nExh nor nPlay were present. This difference was determined to be significant ($Z = 1.754$, $p < 0.025$).

In the letters with nExh and/or nPlay, nAff was ex-pressed at a percentage of 78% for the females, 71% for the males, 70% for the urban subjects and 85% for the rural sub-jects. The impact of both sex and location was important ($Z = 1.977$, $p < 0.025$ and $Z = 4.437$, $p < 0.0005$ respectively) (see Table 7).

Table 6
The Relation of nExh and/or nPlay for
Female/Male and Urban/Rural Subjects

	Female	Male			Urban	Rural
%	74.7	74.6		%	74.7	74.6

Table 7
The Relation of nAff-nExh and/or nPlay for
Female/Male and Urban/Rural Subjects

	Female	Male
%	78	71

	Urban	Rural
%	70	85

When analyzing these letters without nExh and/or nPlay, the appearance percentage of nAff was: 80.2% for females, 87.5% for males; 85.9% for urban subjects, 77.9% for rural subjects. It could be deduced that again both sex and location have a significant effect on this nAff-nExh-nPlay relationship ($Z = 2.385$, $p<0.01$ for the female/male comparison; $Z = 2.638$, $p<0.005$ for the urban/rural comparison) (see Table 8).

Table 8
The Occurence of nAff in Letters without nExh and/or
nPlay for Female/Male and Urban/Rural Subjects

	Female	Male
%	80.2	87.5

	Urban	Rural
%	85.9	77.9

Need Acquisition-Need Exhibition-Need Deference

Studying this relationship will bring out how nDef is perceived by the child as a means of achieving goals related to the television program and Naşit, namely of satisfying his nExh and/or nAcq.

Need deference was encountered only in 27.2% of the letters where nExh and/or nAcq were present.

By analyzing the nAcq-nDef and nExh-nDef relations separately, the following results were obtained:

a) nDef appeared in 26.4% of the letters where nAcq was mentioned (25.2% among females, 29.5% among males – Z = 1.198, p = 0.12 – ; 24.4% among urban subjects and 29.2% among rural subjects – Z = 1.375, p<0.1) (see Table 9).

Table 9
The Relation of nAcq-nDef for
Female/Male and Urban/Rural Subjects

	Female	Male			Urban	Rural
%	25.2	29.5		%	24.4	29.2

b) nDef appeared in 27.6% of the letters where nExh was present (27.6% among females, 27.5% among males; 26.7% among urban subjects and 28.9% among rural subjects – Z = 0.607, p = 0.27) (see Table 10).

Table 10
The Relation of nExh-nDef for
Female/Male and Urban/Rural Subjects

	Female	Male			Urban	Rural
%	27.6	27.5		%	26.7	28.9

Variable Press

The press perceived by the child will be analyzed in four categories according to the elements of his environment: parents, siblings, peers and others.

Press from Parents

The content analysis of the letters showed that the following press were felt by the child regarding parents: family support; family insupport - death of a parent- ; family insupport - capricious discipline- ; family insupport - poverty- ; family insupport - absence of parents- ; rejection, unconcern and scorn ; dominance, coercion and prohibition - discipline - ; aggression, dominance and punishment ; family insupport - unsettled home - ; deference, praise and recognition ; deception or betrayal ; family insupport - parental separation ; family insupport - family discord ; dominance, nurturance -over sollicitous parent- ; family insupport-parental illness.

The press from parents were expressed in 10.5% of the letters. The percentage distribution within this category of press is given in Figure 16.

When the most frequently appearing press "family support" was analyzed by sex and location, it was found that: urban and rural subjects showed a significant difference in the presence of the press urban locations had expressed the press more ($Z = 1.480$, $p<0.1$); the location had a more pronounced effect in the male sample than in the female sample ($Z = 1.787$, $p<0.05$; $Z = 0.591$, $p = 0.28$ respectively).
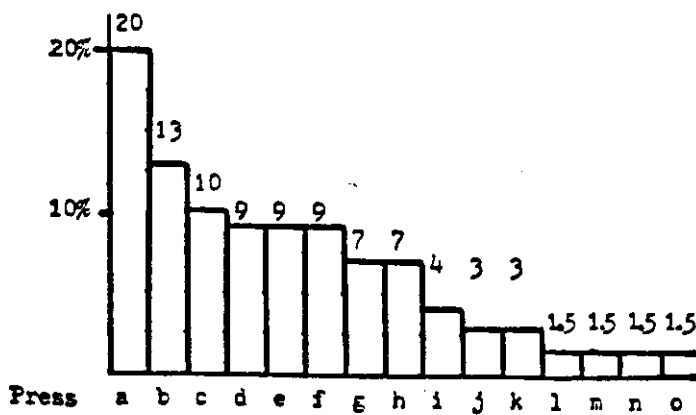
Figure 16. Distribution of press from parents ((a) family support, (b) family insupport-death of a parent, (c) family insupport-capricious discipline, (d) family insupport-poverty, (e) family insupport-absence of parents, (f) rejection, unconcern and scorn, (g) dominance, coercion and punishment, (h) aggression, dominance and punishment, (i) family insupport – unsettled home, (j) deference praise and recognition, (k) deception or betrayel, (l) family insupport – parental separation, (m) family insupport – family discord, (n) dominance nurturance – over solicitous parent, (o) family insupport – parental illness).

Press from Siblings

The press perceived from siblings were: aggression – quarrelsome siblings – ; rival, competing siblings ; affiliation, friendship ; aggression – maltreatment by siblings ; birth of a sibling.

The press related to siblings appeared in 7.7% of the letters.

Figure 17 shows the percentage distribution of these press within the category.

As it can be seen from the graph, the press of aggression – quarrelsome siblings – was the most frequent. A close examination of this press showed that in its expression female

subjects exceeded male subjects at a significant level (Z = 2.104, p<0.025). On the other hand subjects' location had almost no effect (Z = 0.550, p = 0.3).

The second most important press in this category was rival, competing siblings. It only existed among urban subjects, females clearly outnumbering males (5 to 1).

Press From Peers

In the childrens' letters, the following press were found to be related to peers: affiliation, friendship ; aggression - quarrelsome peers ; aggression - maltreatment by peers ; rival, competing peers ; rejection, unconcern and scorn.

This kind of press were encountered in 8.6% of the letters. Their relative percentages are presented in Figure 18.

Press "affiliation, friendship" which was recorded as one of the most frequent displayed an interesting distribution by grade, 0%, 22%, 26%, 39%, 13% from first through fifth grade respectively. The difference between females and males on one hand and urban and rural subjects on the other was not significant (for both groups Z<0.3, p>0.4).

A similar distribution by grade was also encountered for the press "aggression - quarrelsome peers -", 11%, 22%, 34%, 22%, 11%, from first grade through fifth grade respectively. Female/male and urban/rural subjects did not show any difference in the existence of the press (for both groups Z<0.15, p>0.44).
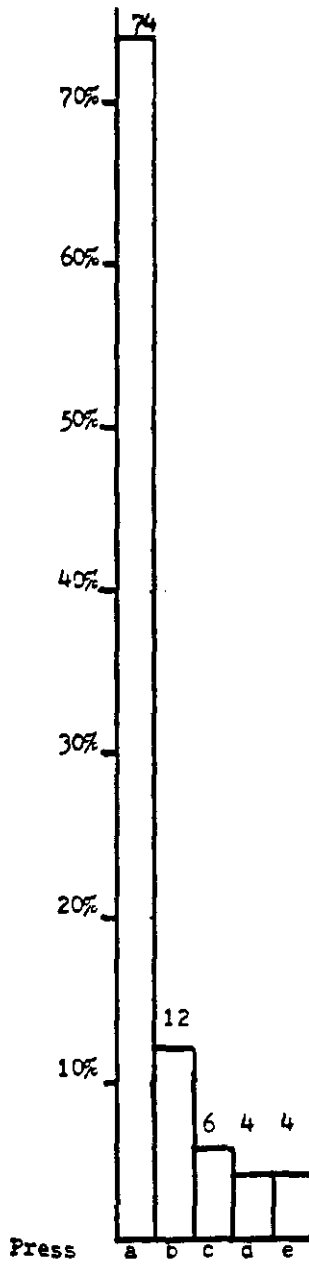
Figure 17. Distribution of press from siblings ((a) aggression –
quarrelsome siblings, (b) rival, competing siblings,
(c) affiliation, friendship, (d) aggression – maltreat-
ment by siblings, (e) birth of a sibling).
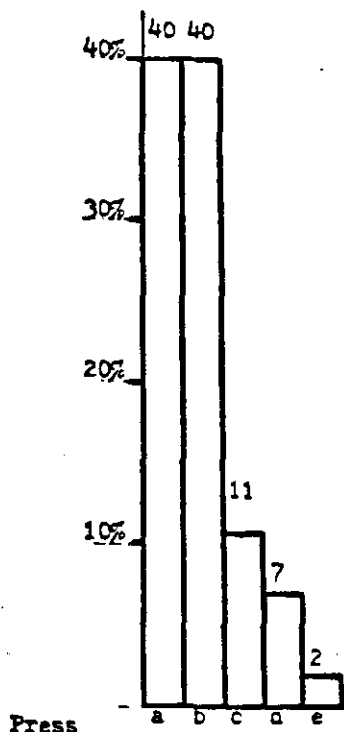
Figure 18. Distribution of press from peers. ((a) affiliation, friend-
ship, (b) aggression-quarrelsome peers, (c) aggression-mal-
treatment by peers, (d) rival, competing peers, (e) rejec-
tion, unconcern and scorn).

Press from Others

The analysis of letters showed that the "Other" category
included illness, teachers, operation, headings mentioned
under lack or loss, inferiority, and finally Naşit.

The press from all others except from Naşit were found
in 5% of the letters. Their distribution is shown in Figure
19. The leading press among them was the press illness, present
in 22% of the letters. Its appearance was significantly higher
in urban subjects compared to rural ones (Z = 1.425, p<0.1).

On the other hand, Naşit was an object of press in most
of the letters. She was found to exhibit primarily press
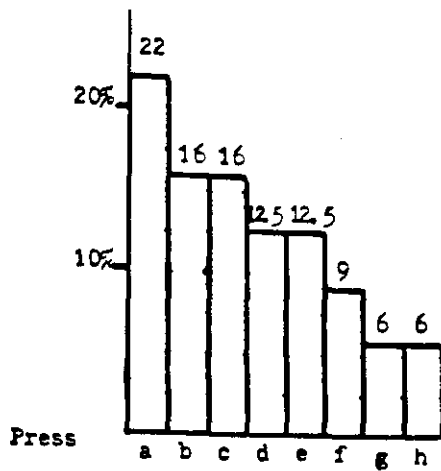
Figure 19. Distribution of press from others (except from Naşit).
((a) Illness, (b) rejection, unconcern and scorn-from teachers,
(c) lack or loss-variety, i.e. T.V., (d) lack or loss-posses-
sions, (e) lack or loss-companionship, (f) inferiority-physi-
cal, social and intellectual, (g) operation, (h) lack or loss-
nourishment).

nurturance, indulgence (64% of the letters) and dominance,
nurturance - parental ego idealism - (37% of the letters).
Other types of press mentioned regarding Naşit were retention,
withholding objects (6% of the letters), lack or loss of
variety, i.e. television (3%) and rejection, unconcern and
scorn (2%).

    The analysis to determine differences between female/
male and urban/rural subjects yielded following results:

    a) for press "nurturance, indulgence", males were sig-
nificantly higher in expressing the press (Z = 1.312, p<0.1).
There was no significant difference found for urban/rural sub-
jects (Z = 0.527, p = 0.29);

b) regarding "press dominance, nurturance" - parental ego idealism - females mentioned it significantly more than males ($Z = 1.287$, $p < 0.1$). Urban and rural subjects did not show any significant difference ($Z = 0.331$, $p = 0.37$).

c) for press "retention, withholding objects", the existence percentage was slightly higher in urban subjects ($Z = 1.137$, $p = 0.13$).

d) for the remaining two press, no significant results were attained ($Z < 0.770$, $p > 0.22$).

Variable Conception of the Environment

The letters sent to the program were grouped under three categories in the assessment of the conception of the environment. If the child presented a rewarding, enjoyable, pleasant picture of his environment in his letter he was scored under "positive" category, whereas if he presented an unpleasant, quarrelsome, restraining environment, he was scored under "negative" category. On the other hand, if neither of these pictures of environment was determined from the letter, the conception of the environment was considered to be "not present" for that subject.

The distribution of the letters in percentages was found to be 12.7% in positive, 8.7% in negative and 78.6% in not-present category. There was no noticeable difference by sex (13.4% vs. 15.8%; 6.6% vs. 8.2%; 80% vs. 76%) (see Table 11). In letters from urban locations 10.5% were scored under the "positive" category and 10.4% under the "negative". In the

case of rural subjects the letters were 16% "positive", 6% "negative". The non present category was higher in both groups, 79.1% and 78% respectively (see Table 11). Therefore, from the letters the conception of the environment was largely un-determined.

Table 11
The Distribution in Percentages of the Concep-
tion of the Environment in Letters for each
Female/Male and Urban/Rural Subjects

		Female	Male
Conception of the Environment	Positive	13.4	15.8
	Negative	6.6	8.2
	Not Present	80	76

		Urban	Rural
Conception of the Environment	Positive	10.5	16
	Negative	10.4	6
	Not Present	79.1	78

Variable Anxiety

It was noticed that, subjects were mostly anxious about being deprived of the program and/or Naşit. Hence, the anxiety commonly expressed in the letters was the anxiety of depriva-tion, 93%. Figure 20 shows the appearance percentages of the anxieties within the letters.

Anxiety deprivation was found to be similarily distri-buted among female/male and urban/rural subjects (94% of the females vs. 92% of the males; 94% of the urban subjects vs.

93% of the rural subjects showed anxiety deprivation.
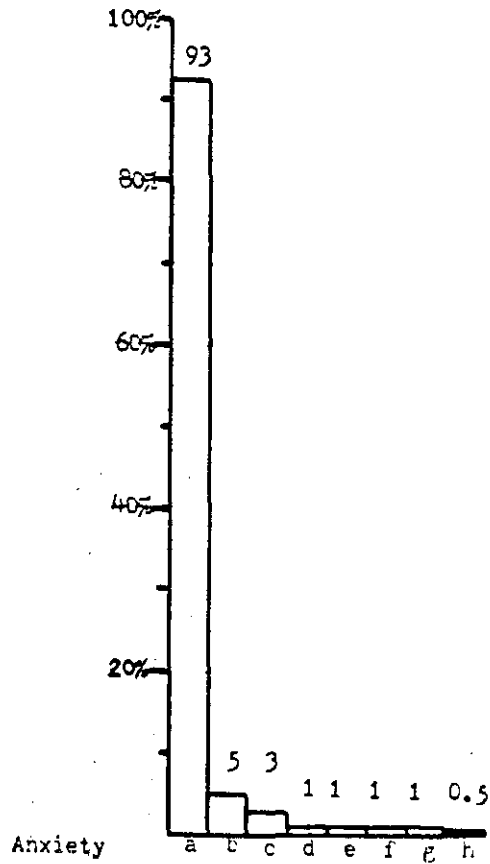
Figure 20. Appearance percentages of anxieties encountered in the letters
((a) deprivation, (b) disapproval, (c) other-"fear of rejec-
tion", (d) being overpowered and helpless, (e) illness or in-
jury, (f) physical harm and/or punishment, (g) being deserted,
(h) lack or loss of love).

DISCUSSION

It has been demonstrated that television has a great impact on the child. The characters presented via television are apt to take the role of significant others and present models which the child values and trusts. These significant others have a strong influence on many aspects of his behavior and development. The large number of letters and the characteristics of the program support our view that "Uykudan Önce" with its main figure Adile Naşit served as a significant other to the child who watched the program. This study investigated the kinds of needs, press, conception of the environment and anxieties provoked through the program and/or the significant other, in the person of Adile Naşit.

When the occurence of needs was explored, need Affiliation was found at a higher percentage than other needs. It has been pointed out that the child is craving for affection and attention in school years (Hurlock, 1956; Saul, 1979). His social environment has broadened to include many people other than his family where he can experience this affection and receive attention. Naşit attracted the child by being attentive, exchanging words of affection with him and by showing cartoons. We may conclude that with these qualities

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Naşit gained the friendship and affection of the child who actually needed to be near an allied object that liked him.

The needs that will be discussed according to their appearance also showed similarities or differences across ages i.e. grade in school, between females and males, between urban and rural locations. As will be seen from Table 1. 67% of the letters were from female and 33% were from male subjects. The development of sex differences and the maintenance of acquired roles is an important aspect of socialization during this age period. An appropriate type of behavioral pattern is to be pursued by a child. Many behaviors has been studied thoroughly and there were differences observed. For example, it has been noted earlier that in play activities boys' and girls' groups are clearly indentified (Martin and Stendler, 1959). Moreover Mischel (1970) reports that a boy was consistently been rated as more aggressive, and liked manual tasks whereas a girl is more socially passive, less active, conforming and liked verbal tasks. The interest patterns are also related to the sex appropriate behavior of a child (Mischel, 1970). Therefore, one can expect that masculine interests of a boy will be reflected in his letter writing behavior. Thus we can conclude and claim that since a boy is expected to be more interested in outdoor activities he will associate less with people in his environment that are related to indoor activities. In terms of location the findings showed that the letters were from mostly urban locations. Urban areas are known to have more access of television sets and more experience with pen and paper activities, therefore, it can be

said that urban children will engage more in writing a letter.

Furthermore, Figure 1a shows that percentages of letters from children between grades 2 and 5 were rather uniformly distributed with a slight rise by grade. At grade 1 we observe a low percentage regardless of sex and location. This can be attributable to the inexperience and unfamiliarity of a child with writing due to early school years where he has just started to learn to read and write. The concentration of letters and the grade of the child are also consistent with research results showing that reality perception and amount of "television viewing also correspond to elementary school years (Schramm et.al., 1961; Liebert et.al., 1973; Greenberg and Reeves, 1976; Eron et.al., 1983). Most of the studies agree that in adolescence the amount of viewing decreases due to the shift of interest and uncertainty as to the reality of television programs (Himmelweit et.al., 1963; Liebert et.al., 1973).

So far we have discussed need Affiliation regarding its appearance in the letters. As to its variation between urban and rural subjects, it was mentioned more in rural locations. It was determined that this effect was mainly due to the difference between urban female and rural female subjects (see Table 2). The affiliative attitude of these girls towards Naşit can be related to a number of factors. First, the feelings of love and liking was directed to Naşit because she provided such an object outside the child's environment. From the point of view of child rearing practices one can suspect that rural females were facing rather strict and less

warm attitudes from their parents, thus, leading them to express high need affiliation. Secondly, Naşit's qualities for gaining the friendship and affection of the child also involved providing play for the child. It becomes obvious that rural females were mostly attracted to that when we proceed to discuss need play and interrelations of certain needs that imply the satisfaction of play activity.

The needs Exhibition, Exposition, Play, Acquisition, Deference in order followed need Affiliation with the highest percentages.

The occurence of need Exhibition can be explained first, interms of Naşit's calling out names in the program and secondly by the child's eagerness to gain recognition. Since his attempts of taking initiatives, efforts to do grown up things are often obstructed in adult society the child seeks recognition in peer groups. To be seen and/or heard in a television program can be said to indicate a satisfaction for the child's need Exhibition and thus may have activated him to express this need.

Need Exposition is characterized by Murray (1938) as one of the needs that occur mostly in social life. We know that school age child is becoming more mature in his personal relations. For instance, in these years he is aware of other people and of his relations to them. He is learning, internalizing rules that enable him to relate with peers and others more progressively. The activities he is involved contribute to his real accomplishments. On the other hand, we also know

that the child is very much concerned with demonstrating his competence. In the letters pointing out his capacities, portraying his personal characteristics (physical and social) can be related to the fact that the need to tell about oneself is an oppotunity to exercise his sense of identity.

Both female and male urban subjects exceeded female and male rural subjects interms of need Exposition. The difference between urban and rural subjects can be explained in terms of their cultural environment. Studies conducted in Turkey has revealed that the status of a child was low in the family and that the parents were emphasizing control and love as a child rearing practice (Okman Fişek, 1983). As Öztürk (1969) states, in a child docility, compliance, respectfullness are rewarded whereas activity, curiosity, initrativeness, talk and autonomy were punished (Gürkaynak, 1981). Since the values favored by a culture effect the behavior pursued by the members of that culture it can be said that subjects from urban locations were more blocked or restricted in demonstrating their abilities, personal characteristics or telling about themselves, thus, leading to high expression of need Exposition. This result is not consistent with other studies in which it has been asserted that with the changing cultural values of Turkey urban, especially urban families, give more freedom and more autonomy to their children (Okman Fişek, 1983). But the inconsistency may be due to the lack of information about the attitudes adopted by the families of our subjects.

The appearance of need Play can be attributed to the

child's devotion to television. For example Schramm et.al. (1961) has suggested that the child gets the passive pleasure of being entertained through watching television. Furthermore, they have also pointed out that the child prefered animated cartoons, puppets and animal stories for viewing. The finding of this research support the fact that television entertains and provides fun and enjoyment to the child who is intrigued by comics and thus he expresses the activated need Play.

The peak of activating need Play through television program "Uykudan Önce" was found to be more at grade 2 for girls, grade 3 for boys. Interestingly the need was expressed more in urban males than rural males and morein rural females than urban females. Boys are more interested in outdoor acti- vities and the rural areas have more outdoor spaces for children to play. So the urban subjects are relatively deprived of their most favored activities thus feel the need for play more extensively than rural males. On the other hand, for girls the fact that over populated city's lack of play grounds does not impose a burden. In rural areas girls lack interesting materials such as dolls, magazines etc. which contribute to the expression of need Paly in girls from rural areas.

We have claimed that Naşit as an allied object wen the affection of the child and drew him near her. 32% of the sub- jects have further expressed need Acquisition. That is, the child wanted to gain possesion and property of Naşit interms of autographed pictures or letters mailed to himself. Need Acquisition was expressed with need Affiliation in 59% of the letters therefore, it can be put forward that relatively high

percentage of subjects who showed need Affiliation also in-
dicaed their wish to gain a property of Naşit. In studying
need Acquisition it was found that its expression increased
with age regardless of sex and location. This finding may in-
dicate the fact that the younger child is more satisfied with
what he is offered. Girls in this study has expressed the
need more often than boys probably due to the sex of Naşit.
It can be said that Naşit appealed same sex child more and
that child was more eager to posses or gain something that
belonged to Naşit. Any property would have enabled the child
to be closer to her. To support this view in a related study
about sex preferences of a child conducted with preschool
children Slaby and Frey (1975) have found that both a boy and
a girl who was certain that his gender will not change spent
more time watching a some sex model. Moreover Perloff (1982)
has found that a child who had higher gender constancy imitated
the same sex model no matter his task was pleasant or not.
It shows that the child has a greater desire to be like the
model. If the early and definite sex role identification
situation in Turkey is brought into the picture the idea that
same sex child would be more eager to ask Naşit for autographed
pictures or letters will be supported.

One of the characteristics of the program was that Naşit
gave advice to be child in things she thought the child should
or should not do. A school age child was said to begin to
accept limitations of adults, has an understanding of rules
and others. Exhibiting need Deference i.e. supporting the
advice given by Naşit as a superior adult, yielding to the

influence of her was not a very frequently evoked need by the program. So, the so called moral aim of the television program "Uykudan Önce" can not be said to be fulfilled. The child was more activated by Naşit to take affiliative attitude. Besides the need was expressed even lesser at grade 4 than other grades. Lesser conformity can be associated to higher degree of individuality. In other words when the child learns and internalizes the rules he b gins to create his own rules and consequently conforms less. For the nature of need Deference one might suspect that a child of younger age is relatively more influenced by high status persons. There are conflicting results in the literature on conformity and age level (Constanza, 1970). Although the relation may be more complex than assumed it can be asserted that the conformity pressure involving peers and higher status people such as Naşit might have had diverse effects on the subjects.

In studying the occurence of different needs it has been observed that needs Succorance, Nurturance, Cognizance and Achievement had lower percentages with respect to the needs mentioned above.

As· Murray (1938) states when a need is active there will be some responses evoked which are directed to satisfy the activated need. Since a need is satisfied with the activity initiated by the individual, the telvision content as a source of evoking needs should be considered interms of evoking the needs that were relatively deprived of achieving that satisfactory end state.

Continuing the analysis with the least mentioned needs, it has been observed that the child needed a supporter, protector or an aid of a sympathetic object. We know that a child should be helped through his developmental stages to learn socially effective skills and attain emotional maturity (Hurlock, 1956), Saul, 1979). The occurance of the need supports the idea that a child is nevertheless deendent on parents or other substitutes for social and emotional support. Although females had expressed the need slightly higher than males possibly related to the fact that females are generally more dependent than males (Mischel, 1970), the more significant results showed that urban subjects exhibited the need more than rural subjects and that urban females had expressed it more than rural females compared to males. When the more traditional customs of rural areas are considered it can be concluded that the child in rural areas benefits from the patterns of extended family. The extended family through its larger size and availability of persons, functions as a source of support and security (Okman Fişek, 1983).

Need Nurturance, in other words, need to support a helpless object requires the child's empathic understanding. Research findings have pointed out that the child in middle childhood age span grows in his ability to understant others' opinions and their personal identities beyond their immediate self (Hoffman, 1979). The study of need nurturance revealed that except in urban females none of the subjects exhibited the need in first grade. Rural males did not exhibit it even in the second grade indicating that feeling of needy others

was not comprehended by the child. This finding is also consistent with Hoffman's (1979) arguement who states that the child's awareness of others' independent inner states develops gradually by age 8-12. However, urban females did not exhibit such a trend. This may be due to the occurance of nurturant behavior more often in females (Mischel, 1970). As Howard, Bornet (1981) suggests it can also be argued that the adults were more attentive emphasizing the feelings of others to the child thus enhancing the expression of empathic behavior.

Among the needs discussed so far need Achievement, ambition to master a difficult task or successfully exercise a talent appeared the least and it was found to be more among male subjects. Mc Cleland, Atkinson (1976) asserts that cultures that stress competition with standard of excellence or insist that the child be able to perform certain tasks well by himself tend to produce a child with higher need achievement motivation. When female and male differences are considered researches also point out that need achievement is higher in males. For example some results reported by Atkinson, Raynor (1978) showed that need achievement imagery was projected more to male as compared to female picture in TAT stories. But under achievement arousal conditions the females elicited as much need achievement images as males. As these studies illustrate, the achievement needs reflected in the letters can be attributed to cultural values. It seem plausible that the particular context the child is in consequently effects his need achievement. Moreover, low need achievement found in girls is consistent with sex appropriate behaviors

in a system where achievement orientation is considered to characterize males.

The interrelation of needs were also studied since several need were often exhibited together.

The findings for need Affiliation-need Exposition suggest that slightly more than half of the subjects who loved and liked Naşit were also eager to tell about themselves to her. This result may indicate the fact that love-oriented relationship with children activate need Exposition i.e. encourage them to disclouse themselves. There were dissimilarity between urban and rural samples. The urban sample displayed a higher rate of need Affiliation-need Exposition. On the other hand, when need Exposition-need Exhibition was studied the findings again showed that the rate was higher in the urban sample. This relationship was claimed to indicate that child's concern was mainly directed to Naşit's calling out names on television. Thus the need for telling about oneself is for the purpose of satisfying his need Exhibition.

The interrelation of need Affiliation-need Exposition-need Exhibition expectedly showed a higher percentage for urban sample supporting the analysis above and indicating that need Affiliation-need Exposition in urban sample were indeed expressed for the purpose of satisfying need Exhibition.

The percentage of subjects expressing need Exhibition and/or need Play were high. This finding is consistent with the content of television program. There were considerably

high rate of need Affiliation expressed with the two needs. It can be said that the child was interested in the program, enjoyed it and was also attracted to Naşit. The trend was more common in females than males as well as in rural locations than urban locations. It is very likely that the play implication of the program satisfied the child.

However, need Affiliation appeared more in the letters where need Exhibition and/or need Play were not expressed supporting our earlier claim that the child was drawn to a love-oriented relationship with Naşit. In other words, the entertainment and amusement or the most popular part of the program involving calling out names not necessarily evokes need Affiliation. To the contrary of previous need interrelation this trend was more common in males than females and in urban locations than rural locations. That is, these subjects were activated not only in consistence with the features of the program but basically loved and liked Naşit.

In the relationship of need Acquisition-need Exhibition-need Deference it was searched for whether need Deference was exhibited for satisfying need Exhibition and/or need Acquisition. According to the findings, expressing compliance or praising Naşit can not said to be serving as a subneed since the interrelation occured in 27.2% of the children. That is, need Deference was not perceived by the child as a means of achieving goals related to the television program and Naşit. Nevertheless, in all of the letters need Deference appeared more where need Exhibition was present.

The kinds of press as perceived by the child was mostly related to Naşit. Besides being a restraining and prohibiting object in terms of the advice she gave Naşit was a friendly companion, protective and sympathetic ally to the child who watched the program. According to Murray's formulations she exhibited press dominance, press affiliation and press nurturance. The content analysis has revealed that Naşit exhibited primarily press nurturance, indulgence and press dominance, nurturance-parental ego idealism for the children. The Gürkaynak study (1981) pointed out that the adults in Turkey mostly showed dominance, nurturance and resistance towards a child in order to frequency. In the program Naşit's behavior towards the child can be concluded to be similar to Gürkaynak's findings plus other researches in Turkey which report that parental attitudes towards a child is mainly one of control and love (Okman Fişek, 1983). It can be claimed that since Naşit as a significant other exhibited a press which most of the socializing adults in the child's environment also presents, she will make a contribution to their socialization.

Male subjects had expressed perceiving press nurturance, indulgence more than females whereas female subjects had expressed press dominance, nurturance more than males. That is, girls had perceived Naşit as a figure trying to transmit values or behavior that are appropriate for this age span than the boys.

The press perceived from parents was the second highest encountered in the letters. Among the press felt by the child regarding parents family support was the most frequent. The

parents or the family in general was perceived in harmony, united and sharing many aspects. The press however appeared more in urban subjects. Press rejection; dominance; and aggression in the family appeared to be moderately expressed in the letters.

The press affiliation, friendship and press aggression, quarrelsome peers were found to be the most frequently appearing press as felt by the child related to peers. As the child starts a group activity with peers a cooperative and competitive group spirit begin to flourish. These two press indicate a cooperative, intimate and a competitive atmosphere existing in the play groups of the child. Since a child engages with more outside agents, being in a group activity will increase either kind of press. Thus, the fact that the appearance of these press increases with age can be related to the child's beginnings of playing in a group.

The press perceived from siblings were mostly aggressive, quarrelsome siblings and rival, competing siblings in order or frequency. This findings is consistent with the assertion that jealousy is frequently observed among siblings. Many authors (Martin, Stendler, 1959; Gesell, Ilg, 1946; Mussen et.al., 1929) aggreed upon the view that school age children, whether first born or not, experience feelings of jealousy. Although it is claimed that jealousy exists for both sexes the results of this study showed that mostly female subjects have expressed that they felt press aggression, quarrelsome and press rival, competing siblings. Press rival, competing siblings only appeared in urban locations. Contrasting to the

press affiliation, friendship felt from peers, the subjects more frequently perceived aggressive, quarrelsome press from siblings.

As has been claimed the subjects were anxious about being deprived of the program and/or Naşit. The threat of being deprived casted an uneasiness in almost all of the children who responded with letters to "Uykudan Önce".

Since their conception of their environment was largely undetermined from the letters, it is virtually not possible to make any conclusive statements about children's conception of their environment.

The present work portrays that the child was activated by stimulus presented on television "Uykudan Önce" with its figure Adile Naşit serving as a significant other to the young viewer. The excitement aroused through the medium of television has lead him to reveal his needs, press and anxiety.

CONCLUSION

This study shows that television activates a child, who under this arousal condition, reveals his needs, press and anxieties elicited by the program. Furthermore, the child may even disclouse his idiosyncrotic experiences. In this work, a child's needs, environmental pressures, his conception of the environment and the nature of his anxieties were investigated through a content analysis of letters he sent to a television program "Uykudan Önce". The subjects were from seven to twelve years old, attending elementary school. The content analysis of needs and press was based on Murray's formulations (1938). Mainly the literature that point out characteristic features of a child in elementary school years was reviewed in order to present major issues surrounding a child. On the other hand, the review of research works on television and children showed that television had a great impact on a child as a socializing agent. It is influential in changing values, behavior, and/or emotionally leading to passivity. I provides escape for a lonely frustrated child especially when he is a heavy viewer in his vulnerable elementary school years.

The results of the present study suggests that the model

Naşit's nurturance and rewardingness as in providing play to the child facilitated the need Affiliation. However, according to Erikson's conception of development these years mark initial experience with work, learning to produce things, doing well in school tasks. The child in this study tended to be more concerned with play activity even though the content of the program also involved topics related to school work and advice in that regard.

Another finding indicated that, the child was not deferential to Naşit but there was a strong emotional bond, he was attracted by her, loved and liked her, was anxious of being deprived from her and was significantly attached to her.

As the pressures of the environment was concerned, it was observed that the child expressed rather negative pressures as perceived by himself. It leads one to predict that the child who was provoked through the program and Naşit was rejected and lonely and aimed at a fantasy relation.

Naşit's pressure was perceived as one of love and control by the child which is in line with the role of socializing adults in Turkey. If the above mentioned characteristic of the child, his being lonely and rejected is analyzed in conjunction with the property attributed to Naşit, it is very likely that she will Play an important role as a socializing agent. Therefore, if a program content would be geared to be complementary to the child's needs, i.e. based on the viewers identity as his developmental stage predicts, the beneficial

effects of the television would have been enhanced.

Of course, making more general statements about the lives of these children i.e. their needs, press and anxieties pertaining to their immediate environment, would require further in-depth investigation. Since the present study is limited to the facts obtained from the letters children wrote in response to a television program, one should be cautious in making large, all embracing generalizations.

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APPENDIX A: NEED LIST

Abasement.

To surrender. To comply and accept punishment. To apologize, confess, atone. Self-depriciation. Masochism.

Achievement.

To overcome obstacles, to exercise power, to strive to do something difficult as well and as quickly as possible.

Acquisition.

To gain possessions and property. To grasp, snatch or steal things. To bargain or gamble. To work for money or goods.

Affiliation.

To form friendships and associations. To greet, join and live with others. To co-operate and converse sociably with others. To love. To join groups.

Aggression.

To assault or injure an object. To murder. To belittle, harm, blame, accuse or maliciously ridicule a person. To punish severely. Sadism.

Autonomy.

To resist influence or coercion. To defy an authority or seek freedom in a new place. To strive for independence.

Blamavoidance.

To avoid blame, ostracism or punishment by inhibiting a social or unconventional impulses. To be well-behaved and obey the law.

Cognizance.

To explore. To ask question. To satisfy curiosity. To look, listen, inspect. To read and seek knowledge.

Counteraction.

Proudly to overcome defeat by restriving and retaliating. To select the hardest tasks. To defend one's honour in action.

Defendence.

To defend oneself against blame or belittlement. To justify one's actions. To offer extenuations, explanations and excuses. To resist "probing".

Deference.

To admire and willingly follow a superior allied object. To co-operate with a leader. To serve gladly.

Dominance.

To influence or control others. To persuade, prohibit, dictate. To lead and direct. To restrain. To organize the behavior of a group.

Exhibition.

To attract attention to one's person. To excite, amuse, stir, thrill others. Self-dramatization. To be seen and heard.

Exposition.

To point and demonstrate. To relate facts. To give information, explain, interpret, lecture.

Harmavoidance.

To avoid pain, physical injury, illness and death. To escape from a dangerous situation. To take precautionary measures.

Infavoidance.

To avoid failure, shame, humiliation, ridicule. To refrain from attemting to do something that is beyond one's powers. to conceal a disfigurement.

Nurturance.

To nourish, aid or protect a helpless object. To express sympathy. To "mother" a child.

Order.

To arrange, organize, put away objects. To be tidy and clean. To be scrupulously precise.

Play.

To relax, amuse oneself, seek diversion and entertainment. To "have fun", to play games. To laugh, joke and be merry, To avoid serious tension.

Rejection.

To snub, ignore or exclude an oblect. To remain aloof and indifferent. To be discriminating.

Sentience.

To seek and enjoy sensous impressions.

Sex.

To form and futher an erotic relationship. To have sexual intercourse.

Succorance.

To seek aid, protection or symphaty. To cry for help. To plead for mercy. To adhere to an affectionate, nurturant parent. To be dependent.

Understanding.

To ask or answer general questions. To be interested in theory. To speculate, formulate, analyze and generalize.

Family Insupport-Cultural Discord.

The parents practice and teach a culture that is different from that of the locality in which they live, or there are differences between the parents in respect to the culture which they represent to the child.

Family Insupport-Family Discord.

Disagreements and quarrels between the parents that confuse and shake the balance of the child. The child gets emotionally involved, takes one side or another and has a feeling of insecurity.

Family Insupport-Capricious Discipline.

The child is exposed to an unpredictable and irrational discipine, severity alternating with indulgence.

Family Insupport-Parental Separation.

Separation or divorce of parents.

Family Insupport-Abscence of Parent.

One or both parents away from home (the child left with a relative).

Family Insupport-Parenthal Illness.

One or both parents chronically ill.

Family Insupport-Death of a Parent.

One or both parents dead.

Family Insupport-Inferior Parent.

One of the parents inferior to the other in one or more respects (physical, economic, social, intellectual).

Family Insupport-Dissimilar Parent.

Nothing in common with parents - interests, sentiments, aims,
....

Family Insupport-Poverty.

The family in strained circumstances, a great deal of worry about the financial situation.

Family Insupport-Unsettled Home.

Frequent changes of environment.

Family Support.

The parents, as well as the children and near relatives are consistently in harmony, offering the child a solid structure of good will.

Danger of Misfortune-Physical Insupport Height.

Unstable ground, an earthquake, an icy slope or crevass to jump across, a narrow bridge or log across a stream, all conditions that unbalance the body.

Danger or Misfortune-Physical Insupport Water.

All situations in which there is danger of falling into water.

Danger or Misfortune-Aloneness, Darkness.

All situations that are strange, weird or desolate in which the child is disoriented or alone away from a protecting allied object.

Danger or Misfortune-Inclement Weather.

Being exposed to storms, lightning, high winds or cold.

Danger or Misfortune-Fire.

Being exposed to fire.

Danger or Misfortune-Accident.

Collisions of vehicles (automobile, train) and injuries resulting from these accidents.

Danger or Misfortune-Animal.

An animal threateningly approaching, pursuing, attacking or biting the child.

Lack or Loss-Nourishment.

Receiving insufficient food or drink.

Lack or Loss-Possessions.

Having or apperceiving a lack may be of toys or variety (a valued object).

Lack or Loss-Companionship.

Lack of playmates or being in an isolated region.

Lack or Loss-Variety.

Conditions that provide little change, gaiety or stimulation; being subjected to a boring environment (the source of gaiety or stimulation was the television program in this study; therefore variety is considered to be the television set).

Retention, Witholding Objects.

Instances of witholding, depriving the child of the objects or anything of their desire including gifts, allowances.

Rejection, Unconcern and Scorn.

Instances in which the child is disregarded, neglected, scorned, repulsed or abandened.

Rival, Competing, Contemporary.

The provoking presence of another person who frustrates the child's desire for affection, for acquisition or for recognition. Another person may be a parent, sibling or peer.

Birth of a Sibling.

A birth of a sibling.

Aggression-Maltreatment By Elder Male/Female.

Unjust and harsh treatment by adults. Severe whipping, prolonged confinement and all forms of crualty, injustices.

Aggression-Maltreatment By Contemporaries.

Physical and verbal aggression. Bulling, picking a fight, hazing, ridiculing, belittling and teasing, either by siblings or peers.

Aggression-Quarrelsome Contemporaries.

A quarrel between the child and the sibling or peer. Squabbles and arguements provoked by the other person.

Aggression, Dominance, Punishment-Striking, Physical Pain.

Occasional spanking or beating, threats of mutilation.

Aggression, Dominance, Punishment-Restraint, Confinement.

Limitation of actions enforced by adults, especially by parents.

Dominance, Coercion and Prohibition-Discipline.

Imposing ethical standards, definiteness and rigidity, consistency of application.

Dominance, Coercion and Prohibition-religious Training.

Inculcation by act or percept of religious ideals.

Dominance, Nurturance-Parental Ego Idealism.

Attempts of a parent (or an adult) to influence a child by suggestion and persuasion toward the certain goal of high achievement. Common forms of achievement upon children are physical, economic, vocational, cast, intellectual, aesthetic.

Dominance, Nurturance-Possessive Parent.

Parents tenacious of their child's affection, jealous of his playmates and later of those upon whom he or she bestows his/her love.

Dominance, Nurturance-Over-Solicitous Parent.

Parents anxious about the well being of their child. Limiting activity of the child. Fearing physical injury, sickness, bad influences.

Nurturance, Indulgence.

Cherishing, affection, leniency, sympathy, generous bestowels and encouragement (from parents or an adult).

Succorance, Demands For Tenderness.

Controling the child by playing upon his/her tenderness and chivalry with tears, illness and recitals of the sacrifices. Making bids of recognition, gratitude, devotion.

Deference

Giving a child a great deal of recognition and praise by parents. Enjoying obedient respect of siblings or peers.

Affiliation, Friendship.

Companionship with congenial children. Unsolicited friendly advances.

Sex-Exposure.

A parent or child of the opposite sex exposing his/her naked body.

Sex-Seduction, Homosexual.

Active sexual advance made by a member of the same sex.

Sex-Seduction, Heterosexual.

Early introductions to sexual practice by members of the opposite sex.

Sex-Parental Intercourse.

Overhearing or witnessing the sexual activities of parents.

Deception or Betrayal.

Adult deceiving child by concealing facts or telling lies, disappointing him or her by betraying his/her affection or not fulfilling promises they make. The child skeptical or cynical, disbeliever in the honesty and good intentions of others.

Illness.

Frequent or prolonged illness. In this category are included general prolonged and frequent illness, nervous, respiratory,

cardiac, gastrointestinal, infantile paralysis, convulsions
(In this study the press Illness is considered as a general
heading including minor respiratory deseases and childhood
deseases).

Operation.

A surgeon or dentist removing a part of a body.

Inferiority-Physical.

Smallness of stature, lack of physical strength and agility,
awkwardness, athletic ineptitude, inability to defend oneself
in a fight.

Inferiority-Social.

General unattractiveness, lack or loss of social talent,
inability to get on with others and establish enduring friend-
ships.

Inferiority-Intellectual.

Low general intelligence, dullness, poor scholarship, flunking
examinations and failure to be promoted in school.

APPENDIX C: MAIN THEMES

1. Name to be mentioned on television. Asking to be included in the namelist.

2. Expression of admiration and affection. Showing goodwill, love, liking, exchange sentiments.

3. Complaints. Expressing dissatisfaction in an unacceptable manner of mischiefs, faulty acts, wrong doings, poverty.

   3.1. From: a) parents

   b) siblings

   c) peers

   d) parent substitutes

   e) economic situations

   f) environmental settings (school, home, neigh-bourhood, etc.)

   g) him/her self

   h) others.

   3.2. Solutions to complaints:

   a) found by him/herself (realization of the wrong doing)

   b) asking from: - Adile Naşit

                    - Others.

4. Attention to the advice given by Naşit. The subject agrees with, accepts, supports what Naşit dictates or suggests, expressing conformity.

5. Pointing out material needs.

    5.1. Requests from Naşit.

    5.2. Economic requests.

    5.3. Food requests.

    5.4. Requests for clothing.

    5.5. Luxurious requests.

6. Introduction

    6.1. Family.

    6.2. Environmental Settings.

    6.3. The self.

        a) physical characteristics

        b) personal characteristics

        c) pieces of work

        d) other.

7. Suggestions to the program.

    7.1. Suggestions for the existing program.

        a) stories (like/dislike)

        b) cartoons (like/dislike).

    7.2. His/her contributions.

8. Desires. Expressing wishes.

    8.1. Mere statement of a desire.

    8.2. Statement of efforts to attain a desire.

        a) by self
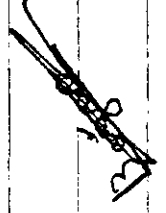
        b) asking Adile Naşit's help

        c) asking others' help.

APPENDIX D: A SAMPLE OF CHILDRENS LETTERS

Sevgili Adile Teyze

Sevgili Adile Teyze bir kaç dakikasını bu mektupu okumak için yayınlarsanız çok sevinirim. Benim adım Boğuşhan Çocuk Çocuklar bana sınıfta adım içinde Boğa geçtiği için bana Boğa derler buna çok üzülüyorum ama bunu hiç kimseye söylemedim.

Bunları bir kenara bıraktığ) size birazda ailemden söz edeyim. Benim Mustafa ve Aslı diye iki kuzenim var ikisinide çok seviyorum. Mustafanın bir huyu vardır ama her göğsümden ondan ya bir tekme yada bir yumruk yerim. Onu çok sevdiğimden hiçbirşey yapmam fakat hiç okula gitmeden kendi adını ve benim adımı yaza yaza biliyor. Aslıysa benimle benimle aynmak ayamak istiyor onunda çok sevdiğimden kızamıyorum oynuyorum. Beni çok büyük zannmaym daha 9 yaşındayım. Okul hayatıma gelince öğretmenimden çok memnunum. Size selamlarım.

Sevgili ve saygılı Adile teyzeciğim tonton ailelerini seyre
diyoruz birbirlerine yardımcı oluyorlar masalları da din
liyoruz listeye adımızı yazıyorsunuz ve de oku yor
sunuz usludur diyorsunuz duruyoruz sizin söz
ünüzü tutuyoruz bize çalışkan diyorsunuz aslında
bizim içimizde tembeli de var. Sizi biz sayarız din
leriz sizde bize masal anlatırsınız cuma günleri tekvuz
yona çıkmıyorsunuz aslında. Her zaman çıkıyorsunuz
bizim için her şeyi yasıyorsunuz bundan yorulmuyo
r musunuz. bizi çağırıp televizyonun yanına topluyor
sunuz birkaç güldürüşlü kelime söylüyorsunuz bu da
bizi eğlendiriyor, çok güzel ve çak güzelde çizgi
filim seyrediyoruz. çok eğlenceli ve güldürüşlü,

Sayın Abla Nafiz ... Beni ... okutunuz ... çok iyi ...

Ben 10 yaşında ... gidiyorum. Adım ...

... bir aile oluyoruz. Annemin adı ... Babamın adı ...

Kardeşimin adı Ahmet. Benim ... Öğretmenimin adı Mustafa Kemal ... Öğretmenimin adı Behice ... çok iyi bir öğretmendir. Bize hep güler yüzle davranır. Ben size ilçemi, evimizi, ilimizi tanıtayım.

Size ilkönce evimizi tanıtayım. ...

...

İlçemizin adı ... Doğusunda ... batısında Bergama ... Güneyinde Manisa, Kuzeyinde ...

...

Uykudan önce programda sizi izliyoruz. Çok güzel masallar söylüyorsunuz. ...

...

1. Sizin ...
2. ...
3. Aynur, Ahmet, Bülent, Levent isimlerini söyleyin. ...

...

TROLEYBÜS HAKI

taşıyorum, biliyor musunuz?

Öğrencilerime

Ötekiler hep bir ağızdan

Ne olmuş yani diye bağırdılar.

Ne olacak? zaman işçiler, fabrikatörler, veliet, doktor, konu
tan, subayı, öğretmendir. Ben taşıyorum. Sizde
sizin gibi torunlarım

Kimse söyleyecek söz bulamadı.

YAZ GÜNÜ

Aynur Bircik
4/A sınıfı
öğrencisi

Lüks Otel
Mehmet Kaya

Lüks Lokanta
Aslan Köroğlu

Benim gibi çocukların
ben tam 8 yaşındayım
çok kızıyorum seni
hep televizyondan
seredıyorum tontonları
seredıyorum benim
izmimi yaşemin Seyh
Annemin güzeli
babamın hasan biz
on bir kişiyiz
ödüllerini sayma
çok sor
senin televizyondan
...nin saçların
...yorum
...seni sevdiğim için
ölüyorum
benim deslerim peki
sınıfın en çalışkanı benim
bizim öğretmenimizin
adı manik
yılmaz abim hep
beni dövüyor
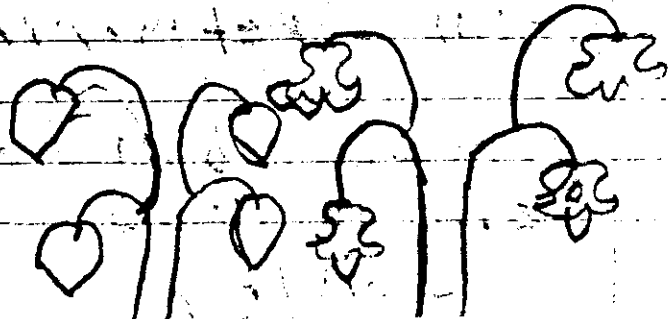Sonlar
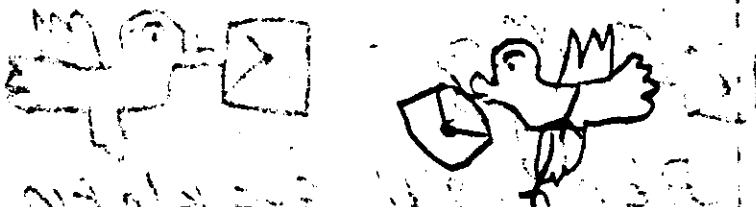
Yasemin Sert
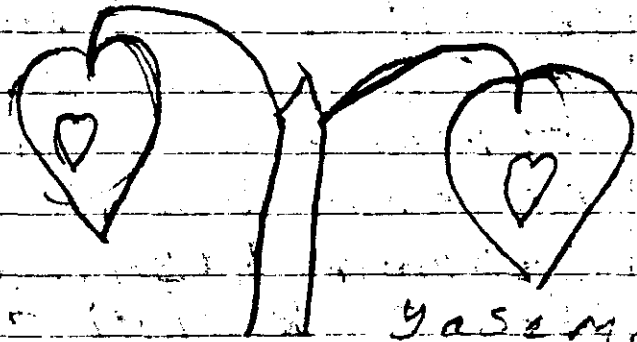
Adile
tasc

Yasemin
sert

SON

Adile Nineciğim   3-3-1992

Ben Burdur ilinin cemil mahalle
Ağıl Sokak No=42/A da oturuyorum
Adım mehmet Karatay cumhuruyet
İlk okulu 2=A sınıfındayım Derslerim
iyi Karnemde zayıfım yoktu
Derslerimin iyi olması öğretmenime
Borcluyum sizin sözlerinizi dinledim
Dersime calıştım ninecim biz üc
Kardeşiz en büyükleri benim babam
bana ve kardeşlerime bağırıp cığırıyor
Duruyor sen hemen sokakta oynuyor-
sun Derse calışmıyorsun diyor beni
az oyun oyna diyor hemen derse
calışmak kafamı ağrıtıyor benim
oyun hakkım yokmu babama oradan
Anlat bana bağırmasın oyunu cok
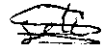Seviyorum selem eder Ellerinden
öperim iyi sağlık dilerim cok yaşa

Sevgili Adile teyzeciyime. Selam ederim ellerinde öperim. Ben kendimi tanıtayım. adım: Selim Çadır. okulumun adı: kemalkaya ilkokulu. sınıfım 3/H. Güngören. Bakırköy. Sevgili teyzeciyim bu mektubu sana Benim ismim televizyonda Söylenmesi için yazmıyorum. sen televizyonda yardım ederim diye ilk aklım sana geldi. Adile teyzeciyim Bu mekt bu evden abarsiz yazıyorum. teyzeciyim ne olur. bize yardım et. teyzeciyim benim beraber 3 kardeştik. Dünyaya ikiz kardeşiniz geldi. ololuk. 5 kardeş. Annem babam ve Bobannem var olduk. 8 kişiye bir babam bakıyor. babam terzilikle uraşıyor Dükkanı vardı Bobannem Şeker hastılığı vardı. Dükkanı sattı. elinden hiç parası kalmadı. Babam biyerde ddığı ücret 2c bin lira alıyor. teyzeciğim 8 Nüfusa bu para yetermi her gün Annem babam kavğa ede ede. Babamın çok acıdığını için sana bu mektubu yazmakta karar verdim. teyzeciğim Babam jandarma dikim evine kayıt oldu. ama teyzeciğim oraya girmek için torpil olmadan ~~girilmez~~ girilmez Senin vastanla Belki babama torpil edipte babamı o işi ~~~~ Sokorsan çok menmun olurum teyzeciğim Bu iyiliği yaparsa çok çok sevinirim Seninde Bunu yapacağından bu mektubu Sana yazdım. teyzeciğim işanla birgelir Bizim Aile durumuz kurtulur. Selam ederim ellerinden öperim.
Aile durumumuz ve Kurtulur veya Aile dağılır. Acele Cevap gönder.

teyzeciğim evin adresini yazıyorum: Bu MEktubu yazan:
~~SOGANLI~~   ~~CADDESİ~~   Selim Çadır.

ismim selim çadır.
SOGANLI CADDESİ
MARAŞAL SOKAK
No: 15 ~~Güngören.~~
      Bakırköy.
      İSTANBUL.

Adile teyzeciğim Neden ben
nin adımı söylemiyorsun.
Hiç aklına gelmiyormu eo
ru diye çır ısım açlı
mı hiç söylenmediğin için
Şura hatırlatırık istedim
Bakıyorum isim istedle
kardeşinin adı da geçmiyor
Bunun için kardeşin Volkan ve
ben çok üzülüyoruz
Annem ve babanda ikimizin ï
adın istedle geçmesini istiyor
lar ve geçpeeliğ için Maada
üzülüyorduk kardeşim ve ben se
nin eyrada yeni IZMIRDE olman
çok istiyoruz. Ben zor gele
ceğini Oliyordum Ama Sinede
şenin ızmıre gelmeniistiyordum.
Şimdi bile ben senin ourt
açlı yeni taşınızda olman
istiyorum. Adile teyzeciğim Se
nin gazetede resmini açtın

yorum. Tabii okula gittiğim
için senin yazılarında oku
yorum Kardeşim gazeteden
resmini kesip saklıyor
Ben hergün gazetede senin
yazının çıkmasını istiyorum.
Sana iyi günler Adile tey-
zeciğim

Ebru Atalay
1A Sınıfı
Dicletepe İlk okulu

Sayın Adile teyzeciğim Ellerinden öper
şükran ederim. Adresini verdiğin için
sana teşekkür ederim. Sen benim adımı
söylemeyince sana darılmıyorum. Senin
her dediğini yapıyorum. derslerimede çok
iyi çalışıyorum. Adile Teyzeciğim senin
masallarını çok seviyoruz, ama sen ma-
halledeki çocuklar Orada hayvanlara taş
atıyorlar deyince çok üzüldüm. O günden
beri hep yaralı hayvanları görünce
bir parça bez getirip yaralarını sarıyorum
geçen gün bir çocuk elinde bir bıldır
kuşları vuruyordu. Ona ne vuruyorsun
hayvancıkları dedim ama hiç aldırmadı.
Öğretmenimizde hep hayvanları vurma-
yın diyor neyse bu konuyu kapatalım.
Benim bir yaramaz kardeşim var.
biz ne deyince hep ağlar
yemek yemez, Sen adını söyleyince
ce uçarır ağlar.
Öteki kardeşim çok usludur

yazanının adı zeynal Abidin
Uslunun adı Erdal Adile teyze
ciğim UYKUDAN ÖNCE PROGRAMI
Çıkınca ikisi birden Adile teyze
diye bağırırlar Senin bizi sevdiğini
biliyoruz ama bizde seni seviyoruz.
Hoşçakal Adile teyzeciğim.

5-3-1982
Cuma

Adile Teyzeciğim.
Öğretmenimiz tasrada en çok sevdiğinize mektup yazın
dedi. Benimde aklıma ilk gelen siz oldunuz.
Çok uzun düşündükden sonra yazmağa basladım. Bizleri
tatlı sesiyle rüyadan rüyaya götüren hayaller alemine
daldıran tatlı Adile teyzeciğim. Allah seni korusun biz
küçüklerden ayırmasın canım teyzeciğim,
Benden sana uzun ömür, Neşeli yıllar, Sağlık dolu bir
ömür geçirmenizi dilerken hoşçakal der enderin, Saygı sevgilerimi
hürmetlerimle ellerinizden öperim.

Saygılarımla
Demet Şenkal

İNKILAP İLKOKULU

2/D Öğrencisi   ADANA

BİZ ÇOCUKLAR
İKİNCİ ANNESİ OLAN
SEVGİLİ BAYAN ADİLE NAŞİT TEYZE

Önce sana karşı sonsuz selamlarımı sunar ve boynuna sarılıp doya doya öpmek isterdim. Bunun için çok üzgünüm. Çünkü, İstanbul'la gelmek imkanım olmadığına göre ancak sana bizler büyüyene kadar Allah bol bol, ömür versin demekle yetineceğim.

O anlattığın kendin kadar güzel olan masalların ve, o güzel öğütlerinde bizi çok etkiliyor.

Evde annemiz, okulda öğretmenimiz Televizyonda siz varsınız onun için bizler çok şanslı ve sevinçliyiz. Mektubumu burada istemeyerek keserken bizleri haydi iyi uykular benim yavrucuklarım deyişinle devamını ve sonsuz sevgilerimle selamlar ve karşıdan bol bol öpücükler hoşça kal.

Nuray Koparan
Devrim İlkokulu 2. B sınıfı
Çivril

Ey benim cani candan cani gönülden benim çok kıymetli Adile teyze
ciğim daha nasılsın iyimisin inşallah sorduğuma göre iyisindir. Sende
Benden yani bne masal dinleten çocuklarından biride benimdir. Benim
Adım Hava soyadım büyük. Adile teyzeciğim seni her akşam televizyonda
Görüyorum. Ama benim kendi televizyonumuz yok ama ev sahipleri.
Mize seni izlemeye gidiyoz. Ve seni izleyip geri geliyoruz. Adile teyze
Ciğim. sana bir şey söyliyeceğim ama çok üzülürsen benim babam
Ceza evinde yatıyor. Annem köyde yalnız kalıyor. Beni sorarsan bende
ilkokul son sınıfa gidiyorum. Annem köyden bizim ilk karne aldığımız
Gün geldi. Ve sizi o günün akşamı dayım gelde gördü ve dediki şu kadın
Ne kadar güzelmiş dedi. ve ondan sonra bizim ev sahibimize
çıktı. Oradada gene seni izledi. VE, ondan sonrada dahada izle
Medi. Adile teyzeciğim siz neden hiç Türk filimlerine çıkmıyorsunu
Bir keren televizyonda izledim senin filmini izledim. Dahada izledim
izmedim Adile teyreciğim senden bir ricam daha var. Sen bir keren
Altın bilerik adlı masal anlattın ya o masalı bir kez daha izleme
Anlatmanı Rica ederim. Adile teyzeciğim. Senin hiç çocuğun
Yokmu bana yaz Adile teyzeciğim bizler çok fakiriz.
Ama ne yapalım. Bir gün olurda bizde zengin oluruz.
Adile teyzeciğim Burada başım fazla ağrıttık.
Burada Mektubuma Son verirken selam eder ellerinden ve
gözlerinden öperim. Annem selam eder. Ellerinden ve gözlerinden
öper. Yengem kardeşim yenim selam eder ellerinden öperler.

SON YAZAN HAVA BÜYÜK

Bu adres Evimin adresi

Adres: ceza evi caddesi
Tetne pınar köyü
şentür geçidi no 7-
Samsun.

Haydi güle güle güle güle.

Sevgili Adile teyzeciğim.

Nasılsın iyimisin inşallah iyisindir.
Ben çok iyiyim Adile teyze sizin
programınızı her gün seğrediyorum.
Sizin masallarını çok seviyorum.
Bazen öğretmenimiz çok ders verince
uykudan önce programına bakamıyorum.
Adile teyze ben 5. sınıfa gidiyorum.
Adım Nurten Durak. Biz dört kardeşiz
Benim en küçük kardeşim çok sevimli.
Bir huyu var, ayak temizlemeyi çok
sever. Siz çıkınca hemen başına bir
yastık koyup, Adile teyze çıktı diye
söylüyor. Adile teyze siz isimleri söylediği-
niz zaman can kulağıyla dinliyoruz. En
küçük kardeşim Nâlan Adile teyze
beni söylemedi diyor. Bizde yarın
söyler diyoruz. ~~~~ Peki diyor ve susu-
yor. Adile teyzeciğim siz saçınızı topuz
yapıyorsunuz. Küçük kardeşim Nâlan'ın
saçını topuz yapınca ben Adile teyze

oldum diyor. Bir türlü banyo yapmayı
pek istemiyor. Gözüme sabun kaçan diyor.
Sonra banyaya girince ağlamıyor. Adile
teyze biz ilkönceden İstanbulda oturduk.
12 sene kaldık. Sonra babamın tağini çıktı.
Eskişehir'e geldik. Burada fazla bir kış
olmadı. Karneleri aldık. Hiç birimizin zayıfı
yoktu çok sevindik. Adile teyze küçük
kardeşim Nalan meme emiyor. Bir defa
söyleyiverin. Meme emmesin. Biz emme
deyince ağlıyor. Adile teyze eğer bana
yazdığım bu mektubun cevabını iki
satırla yazarsanız ve bir tane resminizi
gönderirseniz çok memnun olurum. Şimdi
mektubumo son verirken ellerinden öperim.
                    Selâmlar.
      Sepet sepet yumurta
      Sakın çocuklarını unutma
      Unutursan küseriz
      Mektubumuzu keseriz

                    Nurten Durak
Kardeşlerim. Nermin, Nalân, Nazan.

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5-Mart-1982
Cuma

Adile, Teğze satırlarıma, başlarken senden bir ricam olacak,
tontonlar çok kısa, uzatılmasını isterim, senin anlattığın, masalların
okgüzel ders verici.
Adile, Teğze hergün sehbanızdaki, çiçekler değişiyor, tatillerde
seni göremiyorum çok, özlüyorum, benim adım Hüseyin Güngör. 2/B
sınıfına gidiyorum, annem, babam öğretmen.
Ablam orta ikiye gidiyor, sen orda iyiysen bende iyiyim.
Adile, teğze ilk postaneye gittiğimde, çok heycanlıydım, sınıf
başkanıyım bizim sınıfı, susturamıyorum benim derslerim iyi gidiyor
3C lerle maç yaptık 12ye 2yendik yarınız ayaklarım tutuldu.
Adile, Teğze mektubumason verirken ellerinde, öperim adresimi
vermek isterim 144 Hüseyin, Güngör No=28 p.t.t karşısı.

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Sevgili Adile teyzeciğim,

Televizyonda listelere beni yazmıyorsun bende, üzülüyoruz. Bir dahaki haftaya benide listeye yazarmısın? Yazmanı hepimiz istiyoruz. Benim adım Yasin, abimin adı Yahya, kardeşimin adı ise Yasemin bu ailedeki çocukların listesini eğer bunu yazarsan çok memnun oluruz. Çizgisiz kağatıla yazdığım için yazım güzel olmadı, bazı kelimelerim yanlış oluyor. Hergün, senin bize masal anlatıyorsunuz. Sizin bize anlattığınız masalları çok beğeniyoruz. Hde ben ençok senin bizi tzar mih etmeni çok istiyorum.

Nasılsın, iyimisin? Hergün sanki, yolda yürüyorken düşünüyorum. Acaba, Adile teyzem niçin tembih ediyor. Ama ben şöyle düşünüyorum, bence sen bizimde kurnazlık, inatlık ve dövüş yapmamamızı istiyorsun. Senin tembih ettiğini hiç unutmuyorum. Adile teyzeciğim seni çok seviyoruz. Tonton ailesinde, en çok sevdiğim şey tonton baba, tonton yavruları ve tonton annenin hayvanlara çok yardımcı olduğun görünce bende hayvanlara yardım etmek istiyorum.

İsmin : Yasin KARADEDE

Sınıfım: 2-B Numaram: 813

Okulum: İSMAİL EREZ

İLKOKULU.

Ev adresimiz
Demet gül mah.
9- sok. 72/13

Demetevten
ANKARA