



T.C
BİNGÖL UNIVERSITY
GRADUATE SCHOOL OF SOCIAL SCIENCE
DEPARTMENT OF SOCIOLOGY

THE ROLE OF TELEVISION ON CHILDREN'S
SOCIALIZATIONS PROCESS

Prepared
Amin Khdir AHMED

MASTER'S THESIS

Supervisor
Assist. Prof. Dr. Ahmed Emin OSMANOĞLU

Bingöl -2017



T.C

BİNGÖL ÜNİVERSİTESİ

SOSYAL BİLİMLER ENSTİTÜSÜ

SOSYOLOJİ ANABİLİM DALI

**TELEVİZYONUN ÇOCUKLARIN SOSYALLEŞME
SÜRECİNDEKİ ROLÜ**

Hazırlayan

Amin Khdir AHMED

YÜKSEK LİSANS TEZİ

Danışman

Yrd. Doç. Dr. Ahmed Emin OSMANOĞLU

Bingöl – 2017

TABLE OF CONTENTS

TABLE OF CONTENTS	i
BİLİMSEL ETİK BİLDİRİMİ.....	iv
THESIS ACCEPTANCE AND APPROVAL	v
DEDICATION	vi
ACKNOWLEDGEMENT (ONSOZ)	vii
ABSTRACT	ix
List of Tables.....	x
INTRODUCTION.....	1
CHAPTER ONE: METHODOLOGY OF RESEARCH.....	3
1.1. Topic of the Research.....	3
1.2. Importance of the Research.....	4
1.3. Aims of the Research	6
1.4. Hypothesis's of the Research	6
1.5. Research Methodology.....	7
1.6. Literature Review	8
1.7. Limitations of Research	14
1.8. Research Community	15
CHAPTER TWO: CHILDRENS SOCIALIZATON PROCESS	17
2.1. Definition and Functions of Socialization.....	17
2.2 The Importance of Socialization	19
2.3 Socialization Mechanisms.....	20
2.4 The Purpose of Socialization	20
2.5. Actors of Socialization.....	21
2.5.1. Family	21

2.5.2 School.....	22
2.5.3 Peers and Friends	23
2.6 Other Sources of Socialization.....	27
2.6.1 Congenital Abnormality.....	28
2.6.2 Environment.....	29
2.7 Types of Socialization.....	29
2.7.1 Formal Socialization “Intentionally”	30
2.7.2 Informal socialization “Unintentionally”	31
2.8. Stages of Socialization	31
2.9. Socialization Styles	33
2.10. Definition and Development Stage of Child.....	37
2.11. Definition of Television	41
2.11.1. Characteristics of Television.....	41
2.11.2. The Tasks of Television in the Society	43
2.11.3. Television and Child	45
2.11.4. Television and Children Development.....	46
2.13. Salafizm.....	49
CHAPTER THREE: THEORY OF SOCIALIZATION.....	52
3.1. Psychological Analysis Theory.....	52
3.2. The Theory of Erick Erickson.....	55
3.3. The Theory of Social Learning by Albert Bandura	57
3.4. Symbolic Interaction Theory.....	59
3.5. Gender	61
3.6. The Theories of Communication and Media	67
3.6.1. Media Dependency Theory	67
3.6.2. Theory of Media Violence	69
CHAPTER FOUR: FINDINGS	71

4.1. Social Demographic Profiles Of The Participants.	71
4.2. Children and Television.	75
4.3. Children Socialization Process.....	81
4. 5. Negative Impact of Television.....	95
4. 6. Positive Impact of Television.....	101
4. 7. Role of Television on the Children Lives.....	106
CONCLUSION.....	109
REFERENCES.....	112
Appendix.....	117
Research survey form.....	117
ÖZGEÇMİŞ.....	120

BİLİMSEL ETİK BİLDİRİMİ

Yüksek Lisans tezi olarak hazırladığım “Televizyonun Çocukların Sosyalleşme Sürecindeki Rolü: The Role of Television on Children’s Socializations process” adlı çalışmanın öneri aşamasından sonuçlanmasına kadar geçen süreçte bilimsel etiğe ve akademik kurallara özenle uyduğumu, tez içindeki tüm bilgileri bilimsel ahlak ve gelenek çerçevesinde elde ettiğimi, tez yazım kurallarına uygun olarak hazırladığım bu çalışmamda doğrudan veya dolaylı olarak yaptığım her alıntıya kaynak gösterdiğimi ve yararlandığım eserlerin kaynakçada gösterilenlerden oluştuğunu beyan ederim.

/08/ 2017

İmza

Amin Khdir AHMED

THESIS ACCEPTANCE AND APPROVAL

This thesis entitled “The Role of Television on Children’s Socializations Process” presented by Amin Khdir AHMED under the supervision of Assist. Prof. Dr. Ahmed Emin OSMANOĞLU in the Sociology department has been accepted as a Master Thesis according to the rules of Higher Education Institution of Republic of Turkey on / 08 /2017 with unanimity of the member of jury.

Chair: Asst.

Signature:

Member: Asst. Prof. Dr.

Signature:

Member: Asst. Prof. Dr.

Signature:

This thesis has been approved by the committee of the institute of science on /.../..... with decision number/.....

Signature

Assoc. Prof. Dr. Yaşar BAŞ

DEDICATION

Before everybody this thesis presented to who are trusted to humanity.I present this thesis and efforts to Assist. Prof. Dr. Ahmed Emin OSMANOĞLU, and my family, whom they continuously encouraged and backed me during my life.



ACKNOWLEDGEMENT (ÖNSÖZ)

I most sincerely wish to express my gratitude to all people who in one way or another presented the help me of any kind when conducting this study.

I would like to express my profound gratitude to my study supervisor, Assist. Prof. Dr. Ahmed Emin OSMANOĞLU for her intellectual guidance that she enabled me to work through the thesis and to complete this thesis successfully. Really she is so tired with me and she wanted me succeed.

My sincere appreciation is extended to close friends Jutyar Fatah for his continuous support me and everybody who is help me and supported me if by one word.

I would like to thank all my family members for their generous encouragement and support. I want say before everybody this thesis presented to who are trusted to humanity. I present my thesis and efforts to my beloved parents, whom they continuously encouraged and backed me during my life. I also present it to my special people's mother and father. My lovers: My wife, my children's Alya and Asa.

ÖZET

Bu çalışmanın amacı, televizyonun çocuk sosyalleşme sürecindeki rolünü araştırmak ve analiz etmektir. Araştırma makalesinin önemi, selefi aile çocuklarında televizyondaki rolünün hiçbir Selefi çocuğuna kıyasla gösterilmemesi nedeniyle modelinde gerçekleştirilebilir. Bölgede kendi türünün ilk teşebbüsü olarak sınıflandırılabilir. Araştırma topluluğu Irakın Kürdistanı. Dokuz ila oniki yaş arasında 200 çocuğu kapsıyor. Katılımcılar Selefi ve Selefsiz olmayan çocuklara ayrıldı. Bu süreçte televizyonun rolünü gösterir ve Selefi ve Selefsiz ailelerde bu rolü karşılaştırır. Selefi aileleri çocuklarına tüm televizyon programlarını izlemelerine izin vermediğinden, televizyon etkileri Selefsiz çocuklar için Selef'e kıyasla daha güçlüdür. Ayrıca Selefi ailelerinde izleme süresi daha kısadır, Selefsiz aileler ise izleme periyodunu ve televizyon programlarını kontrol etmemektedir.

Sonuçlara ve akademik analizlere göre genel olarak zayıf eğitim programları ve özellikle aile eğitimi, her iki ailede de çok fazla zaman harcıyor. Bu normal toplumsallaşma ile örgütsüz televizyon izlemesinin sonucunda ortaya çıkan bir toplumsallaşma arasında farklılık yarattığı için, çocuk sosyalleşme süreci için büyük bir engel teşkil etmektedir. Televizyon, sosyalizasyon sürecinin etkili bir aracı ya da aktörü olarak görülmeyle birlikte, bunun sürekli etkinliğini teyit etmemektedir. Televizyon izlemenin çocuk sosyalleşmesi üzerinde olumlu etkileri olduğu halde, olumsuz etkiler özellikle cinsiyet ayrımcılığına ve okul başarısızlığına neden olurken daha fazladır. Ayrıca, tüm televizyon programlarını izleyen çocuklar, saldırgan ve şiddetli olmasını sağlayan televizyon kahramanlarını taklit ediyorlar.

Anahtar Kelimeler: Çocuk, Televizyon, Sosyalleşme.

ABSTRACT

The aim of this study is to investigate and analyze the role of television in child socialization process. The importance of the research paper can be realized in its model as it shows the role of television on Salafi family children comparing to non-Salafi children. It can be classified as the first attempt of its kind in the region. The research community is Iraqi Kurdistan. It has included 200 children between the ages of nine to twelve years. The participants have divided into Salafi and Non-Salafi children. It shows the role of television in that process and compares that role in Salafi and Non-Salafi families. The television impacts are stronger on Non-Salafi children comparing to Salafi as the Salafi families do not allow their children to watch all the television programs. Also the watching period is shorter in Salafi families while the Non-Salafi families do not control the watching period and television programs.

According to the results and academic analysis, the weak educational programs in general and family education in particular have caused wasting too much time of children in both types of families. That is a big obstacle for child socialization process as it differentiates between the normal socialization and a socialization which is the result of unorganized watching television. Television is considered as an effective tool or actor of socialization process but that does not confirm its constant effectiveness. Despite the fact that watching television has positive impacts on child socialization but the negative impacts are greater especially in causing gender discrimination and poor school performance. Furthermore, children who watch all television programs imitate the television heroes, which make them to be aggressive and violent.

Key words: Child, Television, Socialization.

List of Tables

Table 1: Sexes Of The Participants of the Research.....	71
Table 2: Ages Of The Participants of the Research.....	71
Table 3: The School grades Of The Participants	72
Table 4: The School types Of The Participants.	73
Table 5: Working place Of The Mother’s Participants.....	73
Table 6: Duration of Children’s Hours Playing Of The Participants.....	74
Table 7: Hours of Watching Television Of The Participants.....	75
Table 8: Interest in Watching Television by The Participants.....	76
Table 9:Interest in Watching Television by The Participants.....	76
Table 10: Children Watching Television Situation.....	77
Table 11:Children’s interested Television Channels.	78
Table 12: Children and Parents Shared Watching Television.	78
Table 13: Children’s Opinion on Television’s Advantage.	79
Table 14:The Effect of Television on Children’s moving away from Their Daily Life	80
Table 15:The Role of Television in Social Norms Adaptation.....	81
Table 16:The Role of Television in Recognizing Kid’s Games.	82
Table 17:The Role of Television on Children to Knows Their.	83
Table 18:The Effects of Television in Children’s Behavior.	84
Table 19:Role of Television in Teaching Children to Help Others.	85
Table 20:The Role of Television in Showing Children’s Rights.....	86
Table 21:The Role of Television in Teaching Children not to lie.	87
Table 22:Role of Television in Teaching Children to Give Apologize	88
Table 23: The Role of Television on Children in Ignoring their Home work.	89
Table 24:The Effect of Television on Children in Doing their Homework.....	90
Table 25:The Effect of Television on Teaching Children to Respect Guests.....	91
Table 26:The Role of Television in Teaching Children to Respect Teachers.	92
Table 27:The Effect of Television on not performing Religious Duties.	93
Table 28:The Effect of Television in Expressing Words.....	94
Table 29:The Effect of Film Cartoons on Teaching Children to Fight others.	95
Table 30:The Role of Television on Children Cheating.....	96

Table 31: The Effect of Television on Children to Overcome others.....	97
Table 32: The Effect of Television on Children to like to be Braving like Drama actors.....	98
Table 33: The Effect of Television on Children’s learning to Revenge upon Other People.....	99
Table 34: Effect of Television on Children’s tricky Actions Toward Teachers and Family.....	100
Table 35: Whether Children Prefer to Watch Television or Play Games.....	101
Table 36: The Effect of Television on Children to Hide Secrets.....	102
Table 37: Effect of Television on Teaching Children to Protect their Environment	103
Table 38: Effect of Television the Children’s desire to be leader like movie actors.	104
Table 39: Children’s Happiness during Watching Television.....	105
Table 40: The Effect of Television on Children to Imitate Scenes they See in Dramas.....	106
Table 41: Children get angry during Watching Television when they are told to go to bed.....	107
Table 42: The Role of Television on Teaching Children How to Pray.....	108

INTRODUCTION

Socialization is the most critical psychological process; it starts from the birth stage to death. The purpose of the socialization is to educate an individual who can cope with his/her society. An individual from his childhood gets introduced with the social forms and implement them. Socialization is the processes of changing someone from a biological person to a social one. In that process an effective societal individual manifests himself. In sociological perspective, television is an important canal of socialization, the children shows and programs play a great role for children thinking and intellectuality. Television has several tasks for children including teaching and socializing. It teaches children scientific principles and it develops the children mind and imagination through social programs. These help the children to understand the society expectations and perceptions about them.

Conducting academic research in sociology is important for society especially when it deals with the relevant subjects to current life and people. Globalization and the current wave of technology such as television and media have made significant changes in people's lives especially in terms of socialization and social development. Researching on television is an interesting field of study.

In sociology, the process of child socialization and identifying the role of effective factors on individuals are significant subjects to be focused on. Television is the second most effective actor of child socialization coming after family. This actor does not only play the role of transferring information but it directs the child behavior and thinking. In addition, it involves in classifying the positive and negative identity of children.

Choosing such a topic was based on the fact that watching television as an important toll of socialization has become a daily habit. The impact of that tool has created insecurity and fear for parents as they think that their role as head of family has changed over their children. Also, academically the research sample is a new topic in

Middle East on the role of television in child socialization of Salafai and Non-Salafi families. This research consists of two main gates which are theoretical and practical. It has divided into four chapters. In the first chapter is research methodology, it talks about research objectives, importance, questions and hypothesis are handled. Two methods have been used, the comparative and descriptive methods. The research community is Iraqi Kurdistan and the research sample is between (9-12) years among Salafai and Non-Salafai families.

In the second chapter, the process of socialization has been defined and the importance of it is clarified, also the socialization actors are identified which are family, schools, peer groups, friends and mass media. The theories of television are articulated and the concept of Salafism has been explained in relation to other Islamic groups in Iraqi Kurdistan.

The third section is dedicated to describe the theories of socialization including psychological theory in the perspective Freuds and Ericson. Also, the theory social learning of Bandure and the symbol interaction theory are used. In addition, the issue of gender and its relation with socialization is emphasized on. Also, in this chapter the theories of communication and media are described.

The finding chapter focuses data of field study. The questions are set aside for the child socialization process and television. Each question has its own analysis with comparing the results from participants in both Salafi and Non-Salafi groups of children. The researcher has concluded with some remarks which are resulted from the research findings. At the end, the research presents some recommendations.

CHAPTER ONE: METHODOLOGY OF RESEARCH

In the first chapter we have talked about the importance of the research and the main aims of the research concerning the determination of some different hypothesis of the research, in addition of explaining research methodology and both descriptive method and comparative method, we have also taken some researches that have common features with our research, the research community has been explained by giving the example of the research in which children in Non-Salafi and Salafi families have participated in the research.

1.1. Topic of the Research

Due to the modern technology and the hegemony of media in general and television in particular, watching television has become a phenomenon and a daily routine especially among children. They have a big desire in watching Television and as a result television has a great impact on directing their behaviors.

Although most of the times, families decide on choosing the television channels to be watched by their children but the level of the impact has caused concern for the families that it may affect their children deeply because children can easily be influenced. The fear starts when the directions of the television channels are different with the family education, as a result the child will face two different educational orders and finally the child chooses one path from the two.

Choosing this topic refers to the role of television on the individuals and the process of child socialization, especially when television has a great impact on that process and the consequences afterwards. The research problem in this paper is to reveal the role of television on children in Salafi and non-Salafi families. The research tries to identify the common and different points among the participating children. That may help the research to academically and scientifically investigate the role of television

in directing the children and how families control the television preference for their children. Also it helps to show the Television role in child socialization process either in positive or negative. The research answers whether the children's' behavior is affected by family education or Television Shows influence.

The research problem is the relationship between two variables or more .sometimes is a hidden question about an attitude or phenomenon that the researcher tries to answer. Identify the research problem is the most important step of the research.

Thinking about the process of child socialization is multi-dimension topic; especially the role of that television plays in it. Nowadays, television is not an entertainment tool it is rather a source of education. Choosing “the role of television on the child socialization process” is a new topic and that has made it difficult to find academic resources on the Salafisim as an Islamic group. That is despite the fact that Salafi families are conservative and intensive in controlling and that made the process difficult to take samples. As the result, the researcher depended on the primary schools and filled the survey forms by Salafi pupils.

1.2. Importance of the Research

This research process as it is in a social filed has its own importance because it is directly related to society and individuals' life. The research probably solves a problem for people and at the end it will be a scholarly asset to the academic legacy.

The research has several variables including (television, socialization and child). Scientifically speaking the media and television role in today's life is not only delivering news and information, but it tries to share out an educational message as well especially for children. Generally speaking, the importance of this research theoretically and practically can be identified as following.

Theoretical importance: that manifests itself in several aspects as the socialization process is very crucial in societal and individual life as general and children life in particular. It has impact in all life phases from personality to daily needs and receiving new norms and social values in order to organize the societal structure. The purpose of socialization process is to preparing the child to cope with the environment and social atmosphere which he/she lives in. Also, the importance of the research is to address the theoretical messages that the researcher wants to investigate on through examining the literature review and relevant researches that have been conducted in the field. Theoretically, this paper is a new and untested attempt in Iraqi Kurdistan; there is no research paper on this subject although the child socialization is an importance social phase in all societies.

This research is a clear view and direction in sociological media; it will be an advantage for the researchers in the fields of media, sociology, psychology that they want to conduct researches on television and children.

In terms of empirical significance, it is very crucial that this project can reveal the role of television on children in Salafi families that is through answering how and what influences can television put on children, whether the results of television role is the same for all children or it differs according to the social, religious and economic environment. The sample of the research not only for Kurdistan or Iraq but it is new for the rest of the Middle East and world and that helps the research to be effective scientifically. Therefore, it is very important to study the role of television through an empirical method and that is to understand the child socialization process and the function of television in that Process.

1.3. Aims of the Research

Each scientific research has its own particular aims. The characteristics of a scientific debate are having several tools that the researcher wants to reach them through the researching. The aim of this research is to identify the role of television in child socialization in terms of quality and quantity. This role of television has divided into two groups of children, here it can be said that there are several aims behind this research.

1-Determining the time that has been dedicated to watch television by children in general and the participating children in particular.

2-Understanding the level of television impact on the child socialization process.

3-Determining the side effects of watching television too much.

4-Determining the positive and negative roles that television plays in the children socialization and how it affects their future.

5-Explaining the different points between the family and television education.

6-Explaining the common and rare points that television plays on the children of Safali families and non-Safali families.

1.4. Hypothesis's of the Research

Hypothesis is one of the specifications of a scientific research especially in the human sciences. The hypothesis is used by the researcher to prove the research purpose. It is usually used in the empirical studies which are mostly a possibility that needs to be supported or rejected. The hypothesis is mostly a relationship between the two variables that may occur but there is a scientific condition for any hypothesis which is the ability to be tested. That is because the hypothesis has not been proved yet and it is not a fact but after testing and supporting it may transfer to a truth.

Hypothesis is a set of necessary possibilities that should be accepted or rejected. They are connected with social life and they have a theoretical and logical foundation. the researcher can think about them but he cannot prove them immediately as they are too general.

The researcher has formulated the hypothesis for this research as following:

- 1-The television has direct and strong impact on child socialization.
- 2-Family factors and religious views have impact on children to choose the Television shows to watch.
- 3-Television has a stronger impact on children comparing to families, as a result parents are concerned.
- 4-Due to a weak education process form parents, children spend too much time watching television and that made them to be addicted.
- 5-Salafi families have a stronger control on their children to watch the children television shows.
- 6- The children watch television according to their families' preferences.
- 7- watching televesion has negative impact on implementing homeworks performance.

1.5. Research Methodology

The research methodology means the general path to reach the scientific truth, research results and hypothesis testing. The methodology may be some general rules that the researcher uses to organize ideas and information in order to reach a scientific goal.

The research nature determines on the television on the child socialization process which is a descriptive and comparative research between children of Salafi

families and Non-Salafi families. The task of any descriptive and comparative research is to identify the role of something on another which is here is the impact of television in terms of quality and quantity on both groups of children; therefore the two methods of description and comparison have been used.

The descriptive method is the most famous method of researching in human and social sciences, especially in education, psychology, and sociological media. It includes all the researches which insist on current incidents and phenomenon. It means that this method works on any phenomenon which affects individuals and society. The method does not only depend on description but it tries to analyze, compare and assess the phenomenon.

The comparative method is one of the researching methods to compare between the phenomenon's, two situations or tow societal classes to understand the differences through scientific results.

The method can be used between two creatures or two groups in a specific society or two different societies. The comparative method is used to solve the phenomenon which are difficult to be analyzed with other methods. In this method the researcher compares the situation with other situations or the same phenomenon but in different times. Emile Durkheim who was a famous sociologist had used the comparative method. In this research that method has been used to understand the differences between the two sample groups form the role of television in the child socialization process.

1.6. Literature Review

Due to the fact that in Iraqi Kurdistan which is the research community there was not even a research on that topic, our duty was more difficult. We had to depend on the works that are relevant or close to our research especially the researches that have been conducted outside Iraq as following.

Arif is study (2011), “The role of children magazines in social developing” It is an analytical research as a part of master’s thesis for department of Media at The University of Sulaimania. The researcher has tried to talk about the role of children magazines in social developments. As the research was an investigative work; the research sample was children magazine in Sulaimania province. The researcher has worked on three magazines (Mndali Sardam, Mshka, Kapr).

The lining point of that research is its subject which has worked on “The Role of children magazine on socialization”. It is true that magazine is classified as readable media while television is visionary media but still there is a strong link between them as both of them have impact on socialization.

The unique point of that research with ours is the research methodology. It has analyzed the content of the magazines while our research has conducted the survey with children directly. At the end of his research the researcher has concluded with eight points and he believes that the magazines do not consider the children’ ages therefore the do not target their educational and social goals. The researcher thinks that in the magazine stories the male gender is dominant and that results in gender discrimination. In addition, most of the people who work in magazines they are not specialist in child education therefore he suggests to have sociologists and psychologists in magazine’s staff.

Ali is study (2016), “The role of television advertisement on the kindergarten kids”. this is a theoretical and empirical study on the researcher has talked about the role television advertisements on children at the age of kindergarten. The questionnaire has been conducted among the parents of those kids and the number of participants was hundred people.

The common factor between the study and our research is the role of television which is the common variable for both. The different points between both studies are (Research samples and communities). Furthermore, the age of sampled children are different form our research. Finally, the questions were directed to the children parents.

The researcher has concluded that the television advertisements have positive and negative impacts on children that directly or indirectly affect their desires. The research content has mainly focused on the negative impacts. The researcher recommends further investigations and researching on this significant topic, which needs the efforts of academicians and sociological specialists to explain the role of television on children.

Qadir is study (2013), “The role of socialization on adults’ social problems” the researcher thinks that there are links between socialization process and social problem. The research purpose is to reveal the problems that adults face during the socialization process. The research sample is random among the ages of (14-18) years old. The researcher has used the tow research methods of empirical and comparative to reach the objectives. The mutual point between this research and our research is the process of socialization, research location and the comparative method that is used. Both researches have used the survey form. The different point between that research and our research project is the age of sampled children and adults. Also, the time of the two studies is completely different and far from each other.

Alwna, hijab & Abdulfani are study (2011), “The role of television in the child socialization” The researcher has tried to reveal the time of watching television by children before he/she goes to school. The television as an information source for children, it has factors that make a child to watch it. The research sample contains (400) children.

The researcher has come to the point that the television has a big role as same as family and school in the socialization process. Sometimes the role is positive and some other times it is completely negative. At the end of his study, the researcher suggests that there should be more family care and consideration to the television message especially for pre-school children. And the researcher thinks that there should be more control and censorship from parents on their children. Families should decide on the Television programs and show for their children to watch in a way that fit to their psychology. In

addition, the researcher believes that the Television stations should commit to the ethical principles when decide on having any program and avoid violence shows.

The mutual point between that study and our study is the “Research Title” that they are close to each other. The different point is that our research focuses on the school children while that research emphasized the pre-school children and kindergarten.

Al-Shbul is study (2010), “Television drama series on child violence” The research aim is to identify the satellite television channels that promote and increase violence on children at the age of primary school. The study has used survey form and distributed among (526) children to obtain their feedback, and the sample is random.

The research outcomes concluded as there are many factors that affect a child’s study. television shows that are somehow violent have a great impact on children especially on their behaviors that can be received and learned through imitation. The research recommends that the television watching time and the type of television shows should be completely controlled and censored by parents and families. Furthermore, the parents should allocate sometime to watch the television shows with their children and that is to help them in identifying the suitability of any television show and program.

Ibrahim is study (1979), “The role of television in social development in Egyptian rural community” The research aim is to focus on the role of media in social development and how media effects on the development as a process. The research was empirical and a random sample of (1265) people has been chosen.

The research has explored that in that rural community people were watching television too much and women are the majority of those who spend their time in watching Television. It also has revealed that because of television the roles of radio and cinema have dropped off.

Al-jarjawe is study (2004), “The role of children television shows on helping the Palestinian children”. The research aim is to reveal the directions of some Islamic

educational scientists. Those scientists and sociologists believe that the education source for children is the Islamic education.

The research explores that an educational community should depend on science and information and it focuses on Islam as the most essential foundation of education. The research sample consists of (110) mothers. The research conclusion shows that television has a great role in promoting Islamic, national and scientific values.

The researcher has recommended some points and the main one is that the families should emphasize the television shows which are about educating the children. The families should help their children in choosing the programs with valuable contents such as love, respect and loyalty to nation. The study advises the television stations to depend on university researches.

Nghimish is study (2010) “Programs and shows of (MBC3) on kids”.The study has taken the programs for one week.The research aim is investigating type and structure of MBC3 shows regarding the time and content of each program.The research has used analytical method with survey form and the sample was from expert people. The researcher recommends that the television shows should be specified according to the different ages of children. The research conclusion shows that television shows have a positive impact on children especially to reduce their stress and discomfort. The research confirms that television shows have impact on children desire to love, imagine, think and take adventure.

Samia is study (2013) The research is specified with “the impact of direct television shows on family development” the research purpose is to understand the television and its developments in family and child behavior. The study has worked on kid’s shows to comprehend the level of impact on children. The research sample is between (8-11) years. The researcher concluded that television has direct positive and negative impact on developing and educating children.

Kurdr & Bulz are study (1978), “The role of television on child behavior and social development”. The research aim is to know the relationship between television

and children with the Television impact on child socialization and behavior. The research sample consists of (250) children in both genders at (8-12) years old. The survey forms have been used to check the child social behaviors.

The research findings show that television has impact on child development in both positive and negative directions. The negative impact appears with some television shows that lead to bad behaviors imitation, adventure and violence. On the other hand, the positive impacts are getting information and knowledge which eventually affects the behaviors. The mutual point between that research and our research are using the survey forms and the sample age. The research community and the timing are different.

Hirold is study (1992), “The watching television and its impact on children “The research aim is to know the impact level of watching television on child behavior especially the rival and appalling behaviors. Also, to know the child’s feelings on hoping for a behavior or a desired future that received from television. The researched has articulated that the more a child grows the more he differentiates between truth and imagination. On the contrary, children are small in age can not differentiate between the truth and imaginations. The do not know what is the meaning of pretending by Television actors and that makes him sad and upset. The researcher thinks that Television shows has a stronger impact on younger children and that differs according to the shows.

Ahmed is study (2012), “The role of television in child development”The research tries to know the television position in socialization and development. It is the question of how children react to the television image and how it affects their personality positively and negatively. The researcher has made a scientific and academic analysis for the content of television shows and he has revealed that children are more affected by entertaining programs in terms of personality and emotional reactions. Some Television shows are effective for children especially if they are presenting a good attitude within the program, that attitude will be the role model for the children and they follow them.

Diksa is study (1992), “Role of television in the process of social development and social behavior” from This study is about the parents’ perspectives. The research aim is to evaluate the parents understanding on how Television shows affect their children. The researcher has used survey forms among (200) parents to assess the social development from parents’ perspectives. The research sample has been chosen from Saudi Arabia community. The researcher has come to the conclusion that television has a critical impact on children in terms of promoting respect of elders, love of homeland and honesty. The research findings claim that these objectives can be achieved if the Television shows are controlled and censored by parents otherwise the Television programs will have a reverse impact on children.

1.7. Limitations of Research

The human aspect or human sample for the research (it means taking a sample from society, to be a sample for the scientific method). The researcher has chosen the children of Salafi families and Non-Salafi families.

This research has been conducted on children between (9-12) years old. All researcher have a limitons of the research i started this research in the from /1/9 /2016 and ends in 13/6 / 2017. The research location is in Iraqi Kurdistan/Sulaimani province.

During the survey, we challenged some difficulties such as Salafi families were not ready to let their children to participate in the survey, this made the researcher to try to look for some other families who permit their children to participate in the survey, it was also very difficult for us to leave home and travel to turkey, dealing with Turkish culture was something different especially in terms of behaving with people who have different cultural backgrounds, because we do not know much Turkish language and Turkish people do not understand English well, furthermore studying in English language was a new experience for us, studying masters is a different stage of studying compared to bachelors because it is a gate leads to the academic study.

There are few resources about the socialization process in Kurdish Language, there has not been any previous master or PhD research in Kurdish universities about the effect of Television on children's socialization process, this made us to depend more on Arabic and English resources for the research, it's worth mentioning that we have been challenging more difficulties during completing this research.

1.8. Research Community

The research community is a determining and scientific tool in academic research. The success and being scientific of any research project is linked with the community that has been chosen. The community of research consists of the people and partners that are targets for the research. Through the target groups a result will be achieved and then it will be generalized to the rest of the community.

The research community is the area which is located in the researching zone and it has its own significance. In any research the type of the project decides on the community that is needed. The research community includes all societal elements in a way that when the researcher takes a sample it should represent all the community so as the final results can be generalized at the end of the process.

The Role of television on the child socialization process is a theoretical and empirical study which has been conducted in Iraqi Kurdistan/Sulaimani province. The research is specialized to the children of Salafi and Non-Salafi families.

The research zone is Iraqi Kurdistan/Sulaimani province, the reason behind choosing that area is because most of the Salafi families reside in the Sulaimani province and their activities are mostly reflected in Sulaimani.

The research sample is a part of the society that represents all. It includes all the characteristics and specifications that society. The research sample must represent the research community.

The research sample for this research consists of Salafi families, the children who have extremely been controlled by their families. The Television programs that they should watch are measured in terms of religion and culture. On the contrary, there are some families who are completely open and they do not put any control on their children in terms of time and television show types.

In this research which is specified to the role of television on the childrens Socialization process, a target sample has been taken from the Salafi and Non-Salafi families. The ages of total participants are between (9-12) years which the last years of childhood. The purpose of choosing this age is to get better responses from participants.

CHAPTER TWO: CHILDRENS SOCIALIZATON PROCESS

The second chapter is about introducing socialization and those actors who have played the role in socialization process, the main types of socialization process has been explained, in addition of talking about the importance of socialization, it includes the definition of children and their development stages, we have also given a definition of Television and the relation between Television and children, the last topic in this chapter has been specified to talking about Salafism.

2.1. Definition and Functions of Socialization

The process of socialization is constant and long in a way that covers the whole life of individual but it differs according to the life phases (childhood, adolescence, elder). Also, it differs according to the society that he lives in. Socialization as all sociological concepts does not have a proper definition but it takes different definitions in terms sociology, psychology, media and education. Talking about socialization is an important topic, as it is related to other aspects of sociology, psychology and culture, in which socialization is known as process that matches with social customs (Alzubedi, 2003, 87).

The concept of socialization is the reflection of all the experiences that the individuals learn the culture of theirs societies. It is a process that the individuals obtain norms, values and traditions from their societies. People learn what does their society requires from them, what is accepted and what is not. In the process of socialization a framework will be formulated for the human behaviors so as the human beings act through that framework. (Muhsiny, 2002, 131)

Psychologically speaking, socialization is the most critical process that individuals face, and it starts from the birth to death and that is in order to become a socialized person in the environment where he lives. (Khalil 2007, 77). Through

socialization, the individual from childhood gets familiar with the societal norms and follows them and that is to be able to cope with various groups (Wsuqi, 2013, 139). Socialization is the processes of transforming someone from a biological creature to a social creature through taking the societal principles and measurements (Salih, 2014, 17).

Socialization is a process in which the human beings learn how to live in their society as an active individual. It is a sequence process when the children learn from the elders and expect the behavior that they should perform. If the child acts as it is required by society then he will be accepted if he acts oppositely he will be rejected (Kuhin, 2010, 120). Socialization depends on social components when a child learns the values and measurements within a group, in a way that he could live and act within the group (Al-Awamila & Mizahira, 2008, 270). Ibn Khaldun thinks that socialization is a process when individuals can obtain the knowledge, religion and behaviors either through science or imitation or direct rejection (Baali, 2016, 65). However Parson believes that socialization is the process of teaching when it depends on teaching with the types of thinking, behavior and emotion of children (Sdiq 2015:45). Socialization is a mixed social process, when the individual builds his/her personality and that personality will be the reflection of its society which changes the human beings from biological entity to sociological character (Aziz, 2012, 141).

Socialization is the act of teaching and learning and that needs the interaction of individuals hoping that the children receives the suitable behaviors and measurements and practice them in their society (Osman, Omed and Baban, 2014, 19). The practical definition of socialization is the process of taking and learning the present and past cultures, it is the transferring of child from an organic creature to a social creature. It is the directing of behaviors within the norms and social forms so as to be fit with the social environment. The researcher concludes that socialization is a significant and complex process for individual life as it is a step know the traditions and norms and implementing them. That will have reflection on the individuals' thinking and

personality. Through socialization the child learns the life that his family has practiced and preferred.

2.2 The Importance of Socialization

Socialization is the process of preparing children for social life, training them on obeying traditions and social rules in a way that is preferred by society and family. The importance of child socialization can be identified in the following points.

The importance of socialization manifests itself in preparing individuals, the process of how children handle with culture with the society he lives in. Also, giving the social characteristics to individuals as they live with other people therefore it is very important to be a sociable person and connect with other people. In addition, it gives a collection of social values, that helps him to differentiate between what is important to do and the behaviors that should be avoided and that is achieved through socialization. Nevertheless, socialization helps individuals to cope with society through learning languages, traditions and being familiar with significant social values. Finally, socialization is a tool to control the individual behaviors in a way that the parents and societies prefer, and that is to protect the social rules (Arif, 2011, 57).

2.3 Socialization Mechanisms

In general five mechanisms are used for socialization as following.

Mechanism	Description
Admiration	admiring parents and other influential people form television or peer groups.
Motivation	this comes from family members and other people who live around someone.
Imitation	imitating behaviors and acts of other people, especially by children. For example, dressing like other people.
Teaching	educating and training someone to behave in a positive way that could be carried out by parents and teachers.
Reward and punishment	using reward and punishment system for teaching and training good behaviors.

2.4 The Purpose of Socialization

In the process of socialization there are some goals and purposes but the main aim is to educate a child and present him/her to society as preferred. The aims of socialization can be shortened as following:

- ✓ Transferring children from biological entities to social character in which he can cover all societal requirements.
- ✓ Controlling the children behaviors, through socialization the children learn languages and traditions of society. That helps the children to know his cultural limitations and he soon realize what should he do and what is rejected by society.
- ✓ Learning the social roles, the aim of that is to protect the societal rules and achieving the individuals' desires, which set a framework of social roles that an individual should play (Osman&Baban, Omed, 2014, 22).

- ✓ Socialization is an organized process and that helps children to follow and organized set of rules and values within the social measures.
- ✓ Building personal identity for individuals that encourage them to deepened on themselves and face the challenges alone without families.
- ✓ Achieving enough knowledge and values with the directions of human behaving that directly or indirectly linked to that society.
- ✓ Learning the social roles, through the socialization the social roles will be enforced on individuals according to the society he resides in.
- ✓ Building national identity, form childhood to elder the children go through being taught how to be nationalistic and have intimacy to their nations (Shaswari, 2013, 101).

2.5. Actors of Socialization

In the socialization process several institutions play their role, the researcher does not talk about all of them but he talks about the most relevant institutions such as (Family, school, friends,types of media).

2.5.1. Family

Family is being created through a legal process in order to preserve the social and biological developments of life. In other words, families are direct relatives to each other and parents supervise them. One of the roles that each family should play is to socialize their children and help them to be stable. A family is a group of relatives who is responsible in child socialization and providing the essential needs for the children (Kohn, 2010, 119). Family is a social entity and life without families cannot be prolonged. A family consistes of brothers and sisters with their parents, they share the same social education (Wsuqi, 2013, 189).

Emanuel Durkheim defines family not as a natural condition for gathering parents with their children but rather as a social entity to socialize in a normal way. But

Auggeshtin Kont thinks that family is the first societal unit and it is the foundation of society when the coordination and collaboration are taking place (Shaswari, 2013, 180). Family is considered as the most significant factors of teaching children to be socialized as it is the first life station and stage (Sdiq, 2015, 51). Family is the first environment that embraces that child preparation by receiving him as a baby then trains him to speak and socialize as it is required by the society and cultures (Al-Hassan, 2012, 83).

The family members play a critical role in developing the child, life within family is a crucial pillar to teach that child as babies and children look at their family members to follow the social procedures (Al-awama& Muzahir, 2008, 271).The child socialization starts within family as family is the representative from society to the child. The child understanding and imagination are completely formulated on the parents influence. The values that children take or the role that they play are based on the family education (Kohin, 2010, 73).

The child socialization of the beginning of life is regarded as the most important part of socialization. It starts form family, kindergarten and school and it extends. It helps the individuals to understand the culture, norms and traditions (Ghalafi, 2010, 119).

2.5.2 School

School is a formal institution and its responsibility is to teach and educate the children with the help of their parents to prepare an individual who believes in society and follow its rules (Al-Zahab, 2002, 185). After families, schools play a great role in socializing the children to be able to deal with social norms (Abdulla, 2010, 57). Schools are the combinations of all society children and each child represents a special education. When they come to the school, the cultures and educations crash or match together. That will have a great impact on child socialization positively or negatively. The school role is to provide a united education based on high values. The school tasks

as an educational and governmental institution is to transfer intellectuality and culture to help the children develop (Aziz, 2012, 146).

From the age of six years, schools are the alternatives of families as in schools children are formulating groups and any child finds his/her personality within the group. The relationships circle will be expanded (Awaaz, 2012, 78). Although education and educating process are formal in schools, there is a structured program that should be taught but still the schools are considered as the most effective style of child socialization (Giddens, 2009, 123). Schools have their own roles in society as they educate values and behaviors in children and the direct them so as to deliver to another generation. Schools encourage students to interact with society and act in a preferred way. Not only schools, but kindergartens, institutes and universities have their role in educating individuals (Shaswari, 2013, 189).

Generally speaking, it can be said that schools are formal social entities that transfer and deliver education form a generation to another generation with providing proper environment that could be flexible with mental and social levels of children. The role of school is to educate children in order to achieve some goals which are parallel to the social measures. That helps the society to direct the child in a way that can cope with social and traditional measures (Sdiq, 2015, 52).

2.5.3 Peers and Friends

Another method of child socialization is the groups of peers and friends that play an important role in child socialization and the effects of that process can be realized easily. The groups of peers and friends are children who are at the same age and education level (Gedniz, 2009, 122). Groups of peers and friends are children who have the same education and understandings towards different things. A child before goes to school plays alone then he joins teams and at that age the child feelings develop (Awamila& Mizahira 2008, 288).

Friendship is an effective way in psychological and social developments of children that affects values and norms. As their interests and desires are close to each other the group members have a kind of equality among them. Peer groups have an effective role even in biological developments as the group members participate in activities and movements and that helps them even to learn some social behaviors and customs. The groups of friends make the children to have common values and traditions as learn from each other through imitation.

Media Institutions

Media has a direct impact on socialization developments, as it influences the imagination and feelings of children especially the television shows which are interesting for children. They have impact on children's' imaginations and it eventually activate their thinking (Khalil, 2007, 125) The media such as (newspaper, magazine, television and radio) all together have influence on building the child personality and behavior. All media tools play their role in achieving the social values and measures and the children thinking development. Children consider television stars as their role models and they follow their styles. If media shows a good image of something or habit then eventually it will affect the children perceptions.

Media in general can provide the needs and tools for socialization of children in a responsible way. Also, it has a great role in increasing the national intimacy and unity of nations. In addition, media is a good entertainment tool (Gidinz 2009, 126).\

2.5.4 Types of Media

Media in terms of classification , classified for some parts one of them (written media or print media) that includes (newspaper, magazine .. etc.) in terms of history it is the first kind of media (Audio media) includes (Radio) it is the second kind of media

after (print media) magazine and newspaper (Visual Media- Television) however it appears after (print media and Audio media) but it supposed as the most effective media, people said that it lacked the influence of the (print media and Audio media). However the influence of each typed of media is different , that it changes depends on the age of the human beings, a lot of children likes reading and listening story at night , so that all kinds of media have an effective role in the process of socialization . Nowadays people said that after family media is the most effective part in the process of socialization, for this purpose we explain the types of media individually on the process of child socialization. Written media (print media) consists all types of subjects that looks like book, magazine,newspaper and book for children.

Child desires for print subjects (book, magazine and newspaper) They construct the basic needs for children this is named (need for information) So that improving reading desires for children is one of the important educational, cultural needs in modern world.

When a child start to near with magazine or book feels like it is the detail of his thinking and his imagination , child reading is full of pleasure and spending time , it is useful for scientific and social side , especially child magazines can learn children about different social behaviors and comport their social life and teach them how they behavior and how they face their social attitudes and it is the duty of child magazines, child magazines can participate the process of socialization by preparing children in moral power ,help them to face future and makes them feel respect and their ability above thing and it makes social value for the children(Mustafa, 2011, 74)

Generally reading and listening story for the children is a kind of desire and its important for the process of socialization , reading and listening story make children that compare the stories to real life and it makes them thinking widely and recognize things better and feel that what's possible and what's not and what kind of behavior is valuable in terms of social and what behavior should aware about, directly it's the goal of education and it causes to fix children and happening the process of child socialization.

Audio Media also nowadays because of appearing television the role of radio like (print media) is slight, but the influence of radio is ample because of this important role that radio has in constructing mind by using the ways of direct and indirect convincing by conversation and dialogs that has sound affect. Nowadays in many places educational radio exist ,that presents those programs which specially related to education and learning also for students teaching programs were presented that goes with education system which presents different teaching skills.

Using radio at schools make students listen better and it makes children to listen after that let the children to talk about the subject and explain his opinion on the subject that he/she listened before, it makes them to became an open minded person and try to talk with the others and accept different opinions and persuade on the others rights. It is the important section in the process of education and child socialization.

Also like magazines, newspapers and television radio has special programs to children that managed depends on the child's understanding and their needs. Sometimes these programs are educational and sometimes presented just for pleasure. Presenters are children and the have main role , listening to radio programs ,teaches them to recognize sounds and also rolled in a place that show child's needs of life and direct them to real life to be familiar with good and bad sides of behaviors and learn them how they behave and how they persuade others and how to defend his/her opinion and talk about those subjects that he/she likes (shaswari,2013, 279)

Generally because of the messages and directions that published there radio has a great role in the process of child socialization , it has a great role in personal structure and improve child's thought and thinking. It makes children to listen and familiar with the rules of dialog also it rolled in recognizing the needs of child's daily life.

Visual media(television) is one of the direct factors of media that is more effective on person's soul, because it exists every where more than the other factors that has positive and negative influence on the individuals. Nowadays television become a part of children's life because it presented cultural, scientific and educational programs

that reflects on child's soul , television attracts them in all ages and children feel pleasure that gets what they want in happiness and pleasure from television that it fills child's desires and attracts them .

Television nowadays has an educational responsibility because it affects directly on their opinion and behavior because their ability to rejection and evaluation is weak, when they saw things on television they formed like real life , because of that the messages of television can be educational , suitable with child's age .It makes knowledge be wide and gives the information then it fills their needs and desires , television becomes a close friend of children that advice them and help them for choosing good and bad things and make differentiate between each others behavior (shaswari, 2013, 241).

Nowadays because the influence of television people said that television is the main reason that created a difference between today's children and ones in the past, they said that changing child's thinking, thoughts and behaviors all related to the degree of watching television.

2.6 Other Sources of Socialization

The sources of socializations are groups or institutions that play a crucial role in the socialization of an individual and shaping his/her personality. The socialization that we receive in childhood has a lasting effect on our ability to interact with others in society. Generally there are two groups of agents or factors of socialization. First, primary agents which they are family, friends and media. There are other factors which they play their role in socialization process which they are called Secondary agents. During this secondary stage, children have to learn to make decisions on which social group they want to fit with and make choices accordingly. This stage of conformity can occur more than once through a child's growth phase. As they change schools, change environments, the requirements to fit into the social circles they desire will change as

well. This means that social skill need to be reached at an early age so that a child can be socialized enough to adapt as situations present themselves. There are other agents of socialization process such as sports-teaching social skills and values. In addition, workplaces- learn a set of skills and perspective on the world. They are not general and common for all children but they exist in some case. Sometimes, these rare factors are out of human beings control especially if they are natural. Moreover, religion is another agent of socialization in which affects the socialization process directly. Furthermore, factors related to environment are difficult to change due to the cultural and economic barriers, although they are mankind factors but still they take time to fix them.

2.6.1 Congenital Abnormality

It is an abnormality in body structure or function that is present at birth, ranging from a minor Non-life threatening condition seen at birth to metabolic disorders not seen immediately and life threatening. This is the characteristics that have been received from parents through the chromosomal system. Some characteristics are related to body and organic structures such as color of eyes, weight, length, skin color. That is despite some diseases that refer to parents such as Down syndrome or brain disorders come from congenital disorders. Factors that cause congenital abnormality are usually chromosomal defect, genetic defects , Teratogenic substances, infections and maternal diabetics(Qarachatani, 2006, 42).

Therefore it can be realized that congenital problems have a great impact on child developments positively or negatively, and that will have impact on their behaviors as well. For example, the child who has down syndrome is slow in thinking process . Sometimes when a child is naturally handicap he/she feel unconfident and that affects his/her behavior. The ideal psychologists think that the socialization process is highly linked with parenting system. They believe that a child's life is determined and the congenital system establishes the personalities and each personality copes with values and measures within a society (Al-Abid, 2014 , 22-23).

2.6.2 Environment

Socialization is strongly correlated with exposure to a stimulating environment. It is considered as the second factor of child socialization; environments include all the natural and unnatural circumstances and have impact on the thinking process of children. Environment is regarded as the second positive factor for socialization. Access to a variety of toys including blocks, dolls and games encourages children to develop a variety of skills that can improve social interaction. Keeps your child's environment interesting, varied and she is more likely to develop strong social skills. When it comes to environment, it includes family environment and parenting system. It has a correlated impact on each other the more flexible and sociable the environment the stronger character and personality will appear (Qasibat, 2002, 17).

2.7 Types of Socialization

Socialization is the process of being raised within a culture and acquiring the characteristics of that group. Human infants are born without any culture. They must be transformed by their parents, teachers, and others into cultural and socially adept animals. The general process of acquiring culture is referred to as socialization. Socialization is known as the process of inducting the individual into the social world. The term socialization refers to the process of interaction through which the growing individual learns the habits, attitudes, values and beliefs of the social group into which he has been born. Socialization is the process by which human infants begin to acquire the skills necessary to perform as a functioning member of their society, and is the most influential learning process one can experience. Unlike many other living species, whose behavior is biologically set, humans need social experiences to learn their culture and to survive. . Many scientists say socialization essentially represents the whole process of learning throughout the life course and is a central influence on the behavior, beliefs,

and actions of adults as well as of children. In general socialization consists of two types and each type has its own characteristics. The characteristics and nature of socializations are sometimes crashing each other due to the methods of delivering these beliefs and norms. There is a fact that children cannot be excluded from none of the socializations types, each plays their own role in building the child personality. Socialization is needed to enable us to adapt into our society. It also, turn us into conforming members of society.

2.7.1 Formal Socialization “Intentionally”

This type depends on families and schools. Family is the first center of socialization that teaches the child how to speak and how to treat. The family is rightly called the cradle of social virtues. Family being a mini society acts as a transmission belt between the individual and society. The family plays an outstanding role in the socialization process. The family is the most important agent of socialization because it is the center of the child's life, as infants are totally dependent on others. Not all socialization is intentional, it depends on the surrounding. After family, schools are formal centers of learning, in schools children learn the specified styles, and schools are the not the teaching centers but they are the educational axis as well. That education helps the children to cope with the societal cultures and traditions. As children get older, going to school brings them into regular contact with other children of their age. As early as first or second grade, children form social groups. In these early peer groups; children learn to share toys and other scarce resources (such as the teacher's attention). Children also tend to believe that their own country and language are superior to others. This bond may be the most critical socialization feature relating to the political life of the nation. The family helps provide this basic loyalty to country, but the school also shapes the political concepts that expand and develop children's early feelings of attachment (Al-Maieta, 2007, 69).

2.7.2 Informal socialization “Unintentionally”

This type of socialization is usually performing through mosques and religious centers, Media and television in particular, groups, parties and NGOs when individuals learn how to be efficient, professional, successful and responsible (Al-Shnawe 2001, 171). This type of socialization is usually performing through mosques and religious centers, Media and television in particular, groups, parties and NGOs when individuals learn how to be efficient, professional, successful and responsible. The mass media include many forms of communication—such as books, magazines, radio, television, and movies—that reach large numbers of people without personal contact between senders and receivers. Since mass media has enormous effects on our attitudes and behavior, notably in regards to aggression, it is an important contributor to the socialization process. Reports may vary, but children in the fifth to eighth grades view an average of 4 to 6 hours daily .Most of the research on the effects of television has been on the cognitive and behavioral results of television watching. The topic most often studied has been the influence of television on antisocial behavior, especially violence. Current research supports the view that seeing violence on television increases the chance that a child will be aggressive. Publicly available studies unambiguously relate changes in behavior (such as food habits or drug use) to exposure to television advertising. Research also suggests that young children obtain considerable political and social information from television (Al-Shnawe 2001, 171).

2.8. Stages of Socialization

The socialization process is a lifelong process that starts at the very beginning of life and ends with the end of human beings life. In general human beings life passes through various stages during the process of socialization, according to Talcott Parsons every person passes through four stages during their process of socialization.

Stages of Socialization	The characteristics and the functions of the stage
Childhood Stage	Children's social norm adaptation of within their family and under the social stress, love and psychological needs.
Adult Stage	Children social adaptation in schools and training them to be ready for social changes.
Elderly Stage	The difficulties of social learning for elder people throughout the different stages of social changes.
The Re-Socialization Process	The aim of re-engaging in the socialization process concerning the unhappy situations they pass through.

Childhood Stage this stage starts within the family, when children start to communicate with people around by using words, the family also directs children to inherit values and norms that the society agreed upon by all members of society, in this process the children are not under any kind of social stress except the physiological necessities to be provided, they need psychological and social needs such as, care, contentment, love, language acquisition, logic and social norm determination and social adaptation, the main aim of this process is to make the children adapt social norms.

Adult Stage children in this stage try to be adapted to the society as a whole not only acting within the family, this stage starts first at school in which the teacher extends the family role and the children learn new role that is part of the socialization process. This stage ends in the studying stages which is determined as the second stage of socialization process, in this stage schools play a vital role in the process of socialization, children are well trained on taking specific social role. Male teachers at the primary schools play the same role of mothers at home, they become the same educational source for the children, this stage continues till the individuals can adapt and

follow the social changes. In this stage children pass the learning role and play the acting role (Shaswari, 2013, 130).

Elderly Stage Every person is in the process of learning throughout all the stages of life, although the learning scale decreases during the old ages, but despite family the other main socialization factors such as friends, schools, media, mosque and religious institutions have their great effect on older age's social and cultural adaptation as they have in childhood stages. Modern life is full of quick changes, the socialization process for old ages is the most significant issue, in every socialization stages individuals try to change their social role to another one, the childhood socialization process may not be adequate to prepare the individual to adapt new life style such as marriage.

The Re-Socialization Process in some situations elderly people may try the socialization process for the second time, this may happen when there is lack of social norms and values that the society has agreed upon, and after that these norms and values will be accepted in different ways, one of these situation that may happen is when someone has been put in temporarily jails, or other similar places such as psychological hospitals, prison, military bases, ...etc., or they have been put in other places that individuals are separated from the outside world and they have been put under hard disciplines and regulations, In this situation some changes happen in individual's behavior and personality (Muhsnee, 2002, 138).

2.9. Socialization Styles

Styles of socialization can be identified in which children adapt lifestyle and behaving with people around and with their own personality in addition of determining vice and virtue. In general the process of socialization determines the future of children and plays a great role in building his or her personality, the way of thinking and adapting and disapproving all the habits and norms they face. In general we can classify the types of socialization as bellow.

Styles of Socialization	Characteristics of Socialization Styles
Democratic Style	Giving total freedom to children in their life and taking their opinion into the consideration. □
Authoritative Style	Children's life is controlled by their parents, children have limited freedom and parents adopt their only opinions.
Neglective Style	Children are ignored and the parents do not look after their wishes this will make the children to have a weak personality.
Hesitant Style	Random behaviours by the parents, they do not know when to reward and when to punish their children.
Firming Style	Parents oblige their children to obey what their order, they direct their children to act according to the limited rules in the family.
Cognitive Style	Parents behave with their children according to their age and their social stages needs.
Sentiment Style	Parents surrender to their children, they do whatever their children ask regardless what's bad or good for them.
Laissez-Faire Permissive Style	Defines the parents' ignorance to their children's attitude in families who have low economic and social scale.

Democratic Style in democratic style children are given freedom in giving their opinion and they have been given chance to participate and decide what's related to their life, listening to them and showing love to them, guiding them, motivating them to practice their idea, this style motivates children to express their opinions about all the different subjects related to their life, despite giving children total freedom in this style of socialization they have been monitored by their parents and guided, most of the times

parents use punishment and reward in order to adapt moral values and get rid of bad norms .

Authoritative Style in the authoritative style parents give their children obligatory rules to adapt, they treat their children in a tough and violent way, children feel that their freedom is very limited and their behaviors are totally restricted, parents want to draw a red line for their children's action, in this style children are not allowed to say their opinion on any subject, they have to be what their parents want to be, this style is more common in educating children in the villages, because of the parents being busy to earn their living and hardworking, parents are mostly believed to be tough and dominant in their family.

Negligence Style negligence style is where parents are very weak in observing and protecting their children, in addition of interfering their issues and neglecting their problems and needs, ignoring and not solving children's problems is one of other characteristics of this style of socialization, in this style parents are busy with gaining their own needs and ignore their children, neglecting children is the worst style of education because they cannot gain moral values and it gives them a weak personality to control their wishes.

Hesitant Style this means using various styles for one attitude if it was repeated by the children, and suspending one plan to treat their children during reward and punishment, when the parents are not stable on one way of treating their children and educating them, when the parents behave randomly such as, different opinion on their children's attitude for example rewarding their children on specific act and punishing them on the same act in different situations, in addition of using the same style for different ages of their children, sometimes the parents have different opinion on their children's attitude and the way of educating them, sometimes they are different while other times they are against each other (Shaswari, 2013,110-112).

Firming Style in this style parents try to conclude what their children may acquire that is adequate to their children's demand, they always try to force their

children to put a limit to their attitude, they are very keen on that their children must obey them at the same time they show love to them and listen to their opinions and demands, in this style parents motivate their children to have their role in family decision making, this style acknowledges parent's rights and their children respect together.

Cognitive Style pays a great attention to the intellectual aspect and attitude in the fields social education process and observing children by their parents in which they play a vital role in determining special way of behaving their children, parents practice this style in different attitudes of socialization process according to the children's age, intellect, health and needs, this style is identified as cognitive style by their response to the children's attitude and behaviors (Othman, Baban, Omed, 2014, 49).

Sentiment Style this style is identified by parent's total surrender to their children's demands, regardless of whether their wishes are acceptable or not in the society, ignoring children's wrong attitude may conclude in children's being dominant in the family, the other members of the family will be under the child's control, all the other members of the family have to act according to his or her demand, in case of rejecting one of his or her demand by the parents the child starts to shout and act violently such as throwing things away or breaking things around , in this situation the parents quickly try to satisfy their child, this style is identified when the parents are very extravagant in protecting their children as a result of fear of their body and psychology, the mother gives food to their children by herself and putting them to bed till the age that they can do this by themselves.

Laissez-Fairte Permissive Style this style could be identifies that skips eye on what children do that has little punishment and the parents are mostly very flexible, children depend on themselves and they are poorly self-dependent, when the children do good or bad thing, the mother does not have any response, this style can be found in families that have a low economic, cultural, and social scale, it is also founded in those families that need religious and moral values (Shaswari, 2013, 115).

2.10. Definition and Development Stage of Child

Children Development stage is a specific stage of every human life that starts from the first day of being born and ends at the day of becoming adult. Child is an individual that depends on others during the development stages of life, especially they depend on what their parents can do for them till they get to the stage of being self-dependent, concerning the psychological and social promotion process, the child's development process is changed according to what the society may acquire, this stage starts from the early days that the child can go on foot to the age of being adult between the age 14-18 years old (Qutami & Brhum, 1997, 17).

According to the United Nation's Children Rights Agreement, the first article in 1990 specifies the age of children under 18, they need taking care in every aspect, during this age the physical and rational changes are developed. A child is someone who is under the age of eighteen, and depends on other people's help and care, in addition of depending family members during the development stages (Wali, 2009, 14). Child in terms of age is someone who is born till gets to the age of 12 and become adult, from the social point of view; a child is someone who still depends on the people around for psychological, social and physical aspects (Muhammad, 2008, 19).

Sociologists believe that "childhood is a stage that the child goes through; in this process the child is always a receiver to be adapted to the socialization process. In this research the word child has been used to represent those who are affected by other people and they are still acting inside the learning process, the families, schools and media play a vital role in directing children and creating their personality.

When we talk about children development, we do not only mean the physical aspect, but we also focus on all the changes that happen during the development stages of each child in terms of, physical, rational, psychological and social development stages that the child goes throughout the childhood stages of life, i.e. the child's development stages include all the biological, rational, physiological and social arousal developments (ZhaZhlayie, 1984, 9).

The Child after birth is a biological creature, but many social centers such as family, schools, district, religious places and Television, make the child a social creature, this process is called the socialization process. The development of child is mostly related to the elder people that the child has contact with them, they learn from their daily attitude and behaviors and this make the child to grow up. (Kalhor, 2010, 23).Child is a creature that has the essence of life and sensibility; it holds all the main aspects and motivations of life, after the egg has been fertilized by sperm, and becomes zygote then become a baby, after that the baby comes to life and passes some other phases of life (Abdulqadir, 2005, 31).

The age of child is divided into some phases, each phase has its own characteristics, and these phases are different from each other in terms of, social, psychological and educational aspects. There are different opinion and researches on characteristics of child development stages (Zhazhlayie, 1984, 24).

Educational Scientists divide the children development stages

Children Development Stages	Age of the Stages
First stage	Infants (first day of birth to 2 years)
Second stage	Toddlers (3-5) years
Third stage	School Age Children (5-7) years
Fourth Stage	Adolescents (6-12) years
Fifth Stage	Teenager (12-18) years

There are different opinions on children development stages, these special characteristics have been focused on and it has been researched by Granville Stanley Hall, he has divided the children development stages as follow:

From the first day of birth, usually takes 5 years, infants in this stage only try to fill their stomach and nothing else. From 4-12 years, in this stages the child moves a lot, he or she spends most of the times with games that contain a lot of movement. From 9-14 years, in this stage the child tries to control every nice thing in the house, such as rooster or nice chicken, or they try to collect nice pictures and photos. From 12- 19 years, in this stage beautiful natural views interest the adults, they also like to plant and look after roses or other plants (Zhazhlayie, 1985, 12). As we talked about the different opinions on determining the stages of children development, this includes more classification. We believe that the following classification goes deeply into the details of the stage which made the classification more suitable that could be determined as follow (Majidi, Khali, 2008, 11).

From birth to 2 stage years is the most sensitive educational age, in this age changes and developments are happening faster compared to other stages, depriving children in this age from getting what they admire is very dangerous and this may affect their, motion, sense, imagination, awareness and speaking ability very badly, disabilities in motion and walking may not be very dangerous, they may be compensated in the future, but for other development features such as imagination, mind, they could not be compensated easily, this stage is very sensitive and it may make many troubles for us, because the development is very fast, from the other side it affects the other coming years.

In this stage the child does not speak and does not understand the language of people around, he or she cannot make a good contact, these facts define this stage as sensitive in general. The first two years of child growth are the most important stage for child education on the contrary of those who believe that it does not make a great effect.

From 3 to 7 years stage one of the basic elements of development is related to the children's feeling of safety through providing their necessities and showing love to them, in contrary to the previous stages, in this stage the child can walk on foot, the nature of relations have been changed, he or she can utter and ask for what he or she needs, in this stage the child is affected by the same aged children, in addition of the

elder people, despite all the above subjects, but the educational process has not started yet, the child is educated indirectly, in this stage the child must be free, he or she should not be over directed or deprived, but they have to be given chances to get interested in specific issues.

Child in this stage does not understand the given causes and examples and this is a natural issue. One of the most important subjects for children in this stage is learning language, every child likes speaking, Television, radio, same aged children, story and epic, using these techniques and talking to children most of the times are the main reason for their development, in this age children like crowds, they always like to see a lot of children around them, the most clear characteristic of this stage is shouting.

Another characteristic of this stage is that the child likes to be always in contact with others, he or she likes to play with them, and also tries to be considered as very important and valuable, in this stage the child does not do anything except playing, sleeping and watching Television, (Fredrick Witham), its recommended that every step of teaching should start through some kind of games, because arranged games will pave the way for a better and easier work, if the games were arranged correctly they will go in a good and natural way (Saeed, 2004, 11).

The most important character of this stage is that the child is ready for learning, children in this stage has arrived in the stage to be directly educated, before the age of 7 children were educated indirectly, in this concern this age was defined as the preschool age, in this stage children usually listen they pay a great attention to the natural laws, children in this age consider the parent's and teacher's speech as totally true that they should follow them. Two important characteristics of this stage are that children in this stage are ready for learning they listen and follow as well, the most important task in this stage is to help the children to be adapted to the variety of scientific subjects, moral and religious values should be also explained, in this stage children try to learn eagerly and this should be highly considered, loosing this chance leads to incomplete and unsuccessful education especially in teaching them science and moral values (Majidi, Khali, 2008, 23). The timing point is important as the child enters a new world which

consists of schools, there should be a match and connection between the school knowledge and family education so as the child does not get confused.

2.11. Definition of Television

Television is an instrument which changes moving pictures with the sounds to electric signals, and then transfers these signals through a receiving tool to the seen and heard pictures. The television is a tool which collects the moving pictures and this differs from others medias that can transfer the facts and seeing the events as there are.

The word television is a compound word comes from the Greek words *television* and the word *(vision)* which means (seeing, watching), the two words means in Kurdish language (seeing in the distance). In the past, we received the news very slowly because they happened very far from us, but today the television is that wide gate we get all the information on the events. As this instrument is very spread nowadays, it affects all individuals in the society.

Technically television is a mean to spread and transferring pictures and sounds, from a place to another place, in the electric-magnetic waves shape, through . Also the age of television is shorter than the age of other Medias, but the effect of television is very clear on the education and other aspects of life (Mahmood, 2003, 133).

Television is the most important media that has a great statue among other mass media. Television has two main features which are sound and picture, so we can say that television attracts and warns people. Concerning the importance of television, we can say it looks like a university to publish science through its message and programs, everyone takes it according to his level of understanding (Karkuki, 2008, 55).

2.11.1. Characteristics of Television

Television as a viewable and movable media has many characteristics which differ it from written and heard media. These characteristics make television has more

effects to send its message to the people. Here we can express some characteristics of television, they are:

- ✓ Picture, Movement and Sound the most important characteristic, which differs television from other media is that it depends on seeing and then hearing. There should be coordination between these two senses. Although the television pictures are important factors to attract the audiences, the messages sent via television are very leave direct effect on the audiences. There is no difference what the contents of messages are. But the process of understanding in these messages differs according to the level of education in the society. It is known that television owns the audiences and touch their feelings. Movement gives television another ability and it is another characteristic which depends on the experience of the cameramen. As they can show the audience movement very clearly so as not to be bored. The purpose is to attract the audiences and giving information (Makawi, Alshareef, 2011, 112).
- ✓ Television has the Ability to Repeat, it is very clear that man cannot remember all the information heard but the television is the media that has the ability to repeat differently and this is a characteristic of television.
- ✓ The Ability of Television to Reach People, the most important purpose of mass media is to reach people and theoretically television is the corporation can reach all people, but the level of the messages that television send and the ability to understand them widely, interaction and the ability to attract people id reaching the purpose. It is worth to be mentioned that television is the instrument which is widely spread and in a very short time among people and has a big effect on people (Yusif, Yunadim, 2011, 59).
- ✓ Television is Role in Showing Culture or its Effect to Educate People, television is considered as the most important invention in the twentieth century which has a great effect on the life, the future and imagination of people. There is very rarely to find a home which does not have television. It became a necessary instrument, and so the effect of this instrument became very wide on the mind and education on people, even it has roe on the psychology side of people.

Television makes our picture to the individual and public identification. It became a dominant instrument on the mind, feelings and even dreams of people (Karkuki, 2008, 64).

2.11.2. The Tasks of Television in the Society

There are different researches about the role of the mass medias in generally and television especially. The purpose of these researches is to show the importance of media and television and their tasks and roles in changing the attitude of individuals in society. Generally television has many tasks in the society.

- ✓ News and information an individual in the society try to get accurate and subjective information on the events, thoughts, problems and phenomenon in his society, so as to find himself through this way, and try to find a suitable attitude goes with his society and his own world. Media is the best instrument for this purpose, and among media , television is the best instrument to clarify the situation of people's life and all the aspects connected to the life of individuals. These explanations are done through only two bases: news, it means that people have information about all the events concerned them, and discussion, it means how people analyze and understand the news. News is an important and main base in all the television nets and takes over a wide range from their programs. Nowadays the news are published very faster and more accurate because of globalization and developing technology, whether the news are internal, regional or global (Makawi, Alshareef, 2011, 112).
- ✓ Guidance and Analysis, the importance of this task starts from the trouble and difficulties of today's life, especially when the individual cannot say his point of view on the important subjects. This task is considered when the individual is confused from getting news and understanding it. Most countries want to help their political people through this way, to discuss the aims especially during war and peace. We can say that the importance of this task appears during referendum of elections, id is performed by the thinkers and politicians in the

television programs, either it is done through the interviews or expressing their point of views on the general issues.

- ✓ Culture and Education, there are many important tasks of the media which is not very clear, but they appear step by step, which support the great values and habits. It reflects the education aspect and asks to save them repeatedly and shows them to the individuals for the purpose of social and educational side. Most of the television programs try to widen the culture and education, either directly or indirectly. Television can be the most important style of general education and culture because of two reasons, they are cheap in price and easy to get. Television is one of the basic things in every home nowadays. A few people can live without television. Television has a large and variety number of programs. There is no media like television which has a wide boarder in publish. The programs of television are variety and they are fit for all kind of people (Shaswari, 2013, 244).
- ✓ Spend Time and having Fun, television has to decrease the violence and all the difficulties, problems faced the audiences daily, so as to make facilities for them to save them from these difficulties. Giving fun is a basic task of television and it should be clear from its purposes. This is the reason why most televisions have the program for competition, singing..... Among their programs. Television is recognized as it is giving fun to its audiences in its new meaning. It is true that all media can give fun to people but no one is like television for this purpose, because television is sound and picture at the same time. The boarder of its spread is not known as compared to other media. We can collect all the tasks of television in two main tasks which they are spending time and news. All the televisions have specific program for this purpose, even they are different, because spending time is magic but news is concerned with truth (Karkuki, 2008, 58).

2.11.3. Television and Child

The relation between television and child is a continuous and daily issue, children watch television many hours a day, thus, television has a great effect of people from the first days of childhood, according to some recent researches children watch television about 25 thousand hours till they get to the age of 18. Nowadays television is on the top of the most effective channels that has a great effect on individual's life, because television broadcasts sound and image at the same time and this made television to be interesting especially for children, because they like movable and living things. Nowadays, televisions are considered as school in which all the teachers, intellectual, psychologists and journalists show their experience and opinions (Mandub, 1983, 9-10).

Another characteristic of television is that it enters all the houses and children and adults watch television without being able to restrict children to watch, many researches show that television can educate children and adults on new moral and behaviors, it changes ideas and social thoughts, because of that the effect of education given by television is very clear on the children (Rashti, 1977, 98). From the very beginning of life, children who are in age of 2 years are affected by television, the American association for research has published that children under the age of 2 years should not watch television in any way, because children in this age cannot think and evaluate what's good or what's wrong, they have a great ability to get information they see in a bad way (Shareef, Kalari, 2014, 57).

Most of the researches say that children are satisfied to watch these television programs, especially those programs that are specified for limited ages, they may have a complete awareness, but for understanding what's going on the screen it may be very difficult. Children before the school age only watch television without understanding what they see or hear, but when they go to school, if they were given chances to get answers for questions raised during watching television by their parents and people around, for instance when a child watches a television program that was not interesting, they forget this kind of television programs, they cannot talk about it later on, because

the ability of school age and Nursery children is very weak to remember (Shareef, kalari, 2014, 29).

Television has become an indispensable necessity for every home, all the family members watch television, it has interested children by its sound, picture and motion, television has become a great channel for educating and providing information to children, they enjoy it, when children watch a television program, they will not only get information from it, but they also get pleasure from seeing the program, in so far as we can say that children watch television programs eagerly, and this usually makes the parents to complain about.

2.11.4. Television and Children Development

The children development process is a dynamic process that passes through different stages, in terms of the speed and direction of this process these elements of effect start to appear during the development process during this stage of the process, this will make a great effect on the children's social characteristics, television channels play a significant role to deliver the best and easiest qualified techniques to teach children.

Nowadays, all over the world and especially in Europe children have been paid a great attention in all the fields, the media plays the same role for the children as it plays for their parents, based on a scientific principles many channels are specified to publish specific programs for the children, this will help the parents play a vital role in educating their children, and this makes the task easier for the parents (Ali, 2007, 110).

Television helps children to get information and adapt good behaviors during getting experience and getting ready for the future, television can be considered as one of the factors that affect the children's intellectual development. When a one year child watches a cartoon movie on television, for instance when he or she sees a bicycle, it's the first time that the child sees this kind of game, at the same time it's a driving tool, the

image of this bicycle will save in the child's brain and adds it to the similar images in his or her mind such as his driving toy wheel or his father's car, both of them move and give him pleasure, the child will find the differences at once and make it adequate with the previous idea that are closer to each other (Qarachatani, 2006, 123).

Television leaves a wide effect on social development, altogether with other effective factors inside the family, along with mental and physical ability factors and inherent factors from the living situation to nurseries and following the educational process in which the educational and playing facilities are supplied. Children are affected by cartoon film characters, through this they learn many social terms such as friendship, honesty, playing, community life, tolerance and helping they try to imitate (Jamal, 2006, 70).

Friedrich Stein-1975, has proved that children, who watch television programs talking about social relations, are affected by positive direction and behaviors such as helping and cooperating others, those children who watch television programs before the school age, are well educated and familiar with a lot of words and meanings compared to those who have not watched television before the school age (Jamal, 2008, 209).

In general, it can be said that Television has a fast and effective role on the children's development stage, children are affected by the real actions inside films and songs shown by television, this sometimes may make the parents worry about, because sometimes what the television programs offer for education is totally different from the education given at home, most of the times children would like to imitate what the characters act in the films and this is what the parents are worried about.

2.11.5. Television and the Children's Socialization Process.

The socialization process has been identified in many resources as one of the basic tasks that the media have to carry out. media experts see the process of socialization as one of the duties of media. media expert and researcher william Schram believes that media has

three main duties; one of them is the process of socializing individuals. Unisco says that the process of socialization is one of the tasks of media and defines it as providing a cooperative support in knowledge and intellectual issues, that could lead people work very effectively in the communities they live in (Snu, 1999, 48).

Paul Lazor Sfilido Mirton says that, the main task of socialization process is to strengthen the social mores, this could be gained through media by presenting crimes, and social scandals, the main aim of presenting these types of social disorder is to give a negative image for these types of bad morals for the purpose of preserving the society and individuals to get away from bad habits and preserve the social security (Hjab, 2003, 133-134). Media techniques play an effective role in the process of socialization and developing the society, channels work on social unity and cultural integration between the social classes in modern communities to transfer cultural heritage from one nation to another nation (Shaswari, 2013, 243).

From the sociological and psychological point of view television plays a vital role in the process children socialization, Television shows that present kids program play an effective role in children's future rational and thinking, television considers the process of children's social development as the most effective type of media, because its interested by the children and they watch a lot of hours, these television shows present educational programs in which they include teaching subjects and children spend most of their times by watching these television programs (Hassan, 2013, 35).

Television has many tasks concerning the children education, including education and socialization of children, it teaches them the essential scientific subjects, it works on developing social understanding and expanding their imagination and thinking about culture, social behaviors, social mores and daily social necessities. Parents should not let their children to watch these television programs that hold violent element that lead violent indication to appear, and this will make a bad and negative effect on children's psychology that makes them to act violently with friends during playing, children who watch films that contain violent actions play a negative role to make children live in privacy and not to play with other children (Sharif, Kalari, 2014, 122).

Children feel relaxed and comfortable when they watch television and this gives a great chance to the parents do their works, families can make television as the best school for their children and they can get benefit from for educating their children, and to fulfill children's free time by watching beneficial and educational programs (Sharif, Kalari, 2014, 119).

Television as an effective educational body has its bad and good effects on children, the bad effects can be determined that television often makes the child to be out of the social life, they will be step apart to hold family and social values, they learn violence, their imagination are mostly unrealistic, it leads to a do a little of sport activities and this will make him not to mix with other children (Jaafar, 2009, 96).

Positive Effects of Television on Children's Social Education

- ✓ Enhances the lingual dictionary of children and it develops their awareness and imagination, it also increases the way they look at things.
- ✓ Television becomes a school for children that show the ideal attitude that the children will be trained on to adapt moral values and behaviors and social mores.
- ✓ Television helps the children to choose what they like and to improve their abilities and access their hobbies.
- ✓ Television plays a social role by putting itself in the place of children and making imitation (Al-Awama, Mazhara, 2008, 274).

2.13. Salafizm

The word Salafism means (forefathers of Islam), the path of salfi means to deal with Quran and Sunna, the method of Salfi is that one used by Salafis, in Islam there are three groups (Companions, Followers, Follower of the Followers), Salafis consider themselves as the followers of the Followers of Islam Salafism means understanding of Islam and implementing it as it was done by the prophet "PBUH" and the companions and the followers Imam Shafii'e, Bukhari and Muslim (ALhanabi,2014, 6).

According to salafis, salafism means all the muslim people who go on the encroachment of Islam, their way of thinking and attitude has not been changed. salafizm has been appeared during the age of Khilafat in Islam followed by various faiths and understanding for the religious verses and the Islamic ruling system, they consider themselves as the protector of the holy and encroachment path

Salafizm in the Kurdistan region is called to this group of Muslims who reject any kind of political activities, in contrary to other groups and Islamic parties, they mainly focus on any change made in the religion and call it heresy, they reject the administrative and political activities by the Islamic parties and they support other national parties (Mardan,2009, 14) That mentality of Salafi groups has affected the mentality of their individuals. The differences of salafi individuals with other groups appear in their behaviors and life style. The main specification of a Salafi man is long beard and short dresses with short mustache. Their women wear Niqab and black gloves so as their skin cannot be seen.

In terms of socialization and gathering with other people, they are very restrictive and conservative. Any kind of gender gathering and combinations are refused and they prefer their privacy protected. The family control is very rigid, for example the parents decide on any movement of their children including playing time, watching television and even the television channels that should watch are identified.

After completing the primary schools, Salafi children are usually sent to religious studies so as to learn Islam law and Arabic language as it is the language of Quran. Sometimes the Salafi students continue their study to university or institute level but still they go to Islamic study department or Arabic language.

Regarding the worshipping style, Ssalafis have their own mosque in all Kurdistan cities. The name of the mosques is (Bahasht) which mean Paradise. All Salafi members perform their religious activities in those mosques and theses mosques have their own Salafi Mula. In addition, they have their own television channel which is called (Amozhagary) which means “advice”. The main mission of the channel is to

broadcast the speeches of Salafi religious men and you can never see a woman on that channel. Furthermore, any kinds of music, Drama, news and songs are prohibited as they believe that such things are Haram.

In terms of performing funerals, Kurdistan society performs funerals by visiting each other to express their condolences and read the (Sura) verse of Fatiha. Salafi groups refuse to perform funerals and receive guest as they say that it is something heresy. In addition, they refuse almsgiving in the name of dead people and they refuse to visit cemeteries to remember the missed loved ones.

The Salafi groups encourage and prefer polygamy as they think they are implementing an Islamic law when it says a man can marry four women. Many Salafi men have more than one wife, even their wives encourage the men to marry another woman and find the woman for their husbands. Furthermore, salafi men prefer having many children, and the Salafi women dedicate their life to serve the children at home, they do not accept their women to work in office and markets.

CHAPTER THREE: THEORY OF SOCIALIZATION

The third chapter is about socialization theories including Psychological Analysis Theory according to Sigmund Freud and Erick Erickson's opinion about this theory, the Theory of Social Learning by Albert Bandura has been also discussed, in addition of explaining the Symbolic Interaction Theory by George Herbert Mead. Gender issues and the main theories related to the socialization process and the Theories of Communication and Media including Media Dependency Theory and Theory of Media Violence were discussed in the chapter.

3.1. Psychological Analysis Theory

The founders of psychologic analysis school are emphasizing anxiety and factors behind human disorders. They also consider dreams, imaginations and fear as significant elements to understand someone's behavior and personality but they have rarely focused on human development and intelligence.

Sigmund Freud is the founder of psychological analysis network; he thinks that child development is related to physiological factors on one side and traditions on the other side. If a human being can satisfy his desires without violating the traditions and norms then he will be able to cope with the society and environment.

The sexual development of human beings and children in particular divided in five phases (oral stage, anal stage, Phallic stage, genital stage, real sex). Freud thinks that children in each phase enjoy sex from some body organs (Shaswari, 2013, 152). He considers two stages of human beings which they are life and death. Human beings have two hidden contradicting factors. Freud emphasizes the first five years of childhood as the foundation of human personality. He believes that the relationships of parents and their emotions and feelings in the first five years will directly affect the child development. If the parents' relationships are normal and friendly then the child develops normally if there is violence and threat between the parents then the child development will not be

normal (Qarachatani, 2006, 302). In Freud's analysis, the personal character has been symbolized as the human behaviors are the products of (Id, Ego, Super ego).

(Id) It is the attitude element and aggression which human beings depend on at the beginning. This stage is considered as anarchist and lack of law without wisdom. That becomes the powerful factor (Id has no ethical foundation but it depends on satisfying joy and happiness).

Freud assumes that the element of (Id) comes with any child from birth, and it needs to be satisfied. In this stage, the human capacity feels environment but without making impact on it. Human beings and children in particular cannot attain happiness alone therefore they depend on other people especially mothers to assure their physiological and social needs such as food, shelter, love, respect and security which they are the beginning of socialization.

(Ego) It is the regime of laws by society, the individual development is being developed and changed to feeling the surrounding environment so as to be able to notice and control the individual behavior. In the second year of child life the (Ego) manifests itself and tries to deal with subjective realities such as teaching a child how to eat, stop breastfeeding and how to use toilet. Ego is the societal laws and regimes, Ego controls (Id) and it delays the desires to a stage when it fits to society.

In that stage, human beings can be effective in society and depend on themselves to attain the happiness. That can be done through social reactions towards external environment and that will be the second phase of socialization (Shaswari, 2013, 155).

(Super Ego) The super ego begins when the individual interacts with outside family and he thinks that society can take away his happiness by traditions and social values. And there are social controls which they are barriers in satisfying individual needs. According to Sigmund Freud the Super Ego is an organized personality towards typical personal development, the super ego can determine on good and bad things based on individual education and socialization. Freud assumes that socialization elements from naming (Super Ego) are developing (Qarachatani, 2006, 308).

Freud thinks that the ordinary desires of human beings are combined in (Id) including sex and biological needs and they can be attained in society and human surroundings. The human desires and wants form one side and the societal traditions in other side create human biography (Faruq, 2013, 246).

Form Freud's' classification to human development stages, there will be a clear understanding of socialization process.

Oral Stage starts from birth till second half of first year; the child emphasizes on feeding his hunger and tries to feed himself and that can be via mouth. The depending source for children is mother; his mother plays a great role in creating the child personality. Stopping a child from breastfeeding is the challenge in that stage.

Anal Stage starts in the second and third year; the child feels joy as he learns how to control his anal bowels. Also, the child gains the parents' love and that affect his development and personality. The conflict of this stage is the happiness factor of the child and society and the conflict makes him anxious. The child often tries to act oppositely to make his parents happy.

Phal ice Stage starts in the fourth and fifth years, the child feels joy due to taking care of his sexual organs. The conflict and challenge of that stage is the male children who love their mothers to satisfy their needs and they hate their fathers but they never do something bad so as not lose the parents' love and care. As a result, he changes his personality and imitates his father so as to be like him. In addition, the baby girls hate their mothers and they love their fathers as they think that their gender is relevant to mother. The girls are like boys in imitating their mother so as to drag the parents' attention.(AL-Hawama,Muzahar, 2008, 62)

Latency stage starts from six years and continues till teenage years. Freud believes that the basic needs are passive and during these seven years there is no challenge or conflict. The child impersonates of his/her parents and the super ego plays the role of directing.

Hetero- sexuality stage appears in the adolescence of children and the human concern is to satisfy the basic needs. Because of lack of super ego, the human beings can differentiate between bad and good and control their behaviors. The human beings try to satisfy their needs and build relationships with their surroundings in society. The challenges and conflicts of this stage are anxiety and stress that are resulted by social measures. It can be said that this stage reveals the role of social development. (AL-Hawama, Muzahar, 2008, 60)

3.2. The Theory of Erick Erickson

He is one of the analytical psychologists who is known as (Ego psychology). He considers (ego) as a significant pillar but he put considers (Id and Super ego) less important. He believes that human personality is linked with the beginning years of age. Any child development and expansion of relationships between the child and society will end as a disadvantage for (ego). he believes that the basis for a normal personality creates the feeling of faith and when a child feels safe he feels the world as stable and comfortable.

Erickson divides the life stages as eight stages.

✓ Stage of self-confidence vs. lack of self confidence

This stage form the very begging of birth till eighteen month, the child feels lack of confidence. This stage is the Freud's oral stage when the more the mother feeds the baby the more he gains self-confidence. On the contrary, when the child is being deprived from mother's love he/she feels lack of confidence (Shaswari, 2013, 158).

✓ Stage of independence vs. shyness and doubt

The stage starts in (2-3) years old. The child should be taught how to control anal bowels, if parents confer love and attention to their children, it help the children to feel independent otherwise the children face shyness and doubt.

✓ **The stage of initiation to guilt**

This stage starts in (4-6) years old before kindergarten and school. Children start to do actions and gain information and skills through doing them. Parents play a great role in that age as children question too much and they do not receive answers then they feel guilty.

✓ **Stage of trying vs. feeling lack of confidence**

It happens during (6-11) years old, the child goes to school and it is known as the age of efforts. The challenges of the period are lack of self-confidence and that feeling should be controlled.

✓ **Stage of feeling identity**

This stage starts during years of (12-20), the adults ask themselves (who am I? what do I do? What should I do?). Individuals try to have their identity and when they cannot answer those questions then they face the identity crisis.

✓ **Stage of intimacy and cooperation vs. depression and loneliness.**

The stage takes between (20-35) years old; it is also known as the stage of youth in which all social roles are practiced. There is a strong social relationship and all the previous experiences are used to practice the roles. At that stage, the individual tries to find his/her partner. (AL-Hawama, Muzahar, 2008, 63)

✓ **Stage of production**

The stage happens during (35-50) years old; here the individual feels his productivity. He makes decisions and he has complete relationship with family and society. He has his own personality and he cares educating his children that make him to have social responsibility.

✓ **The stage of perfection and disappointment and ruining**

This stage starts from 50 years old to death, the human being should be satisfied with his/her life. His integrity and values should be respected. If an individual could be able to solve his problems at past then he would be comfortable otherwise he will not be comfortable at all and start to ruin.

The theory of Eric Ericson for psychological development is the same as Freud; but Eric emphasized more on child development. He focused on social and biological aspects which they are important in individual's development. He believes that in all human stages there are conflicts and challenges but there should be solution for each of the, and solutions can be negative or positive. .(AL-Hawama,Muzahar, 2008, 64)

3.3. The Theory of Social Learning by Albert Bandura

The content of theory says that every individual sets a collection of possibilities on how to behave in different circumstances. Those possibilities take the individuals to some objectives but the quality of these objectives depends on the possibilities results in terms of rewards and punishments. The theory assumes that most leanings come from observing others behaviors, especially due to the fact that human beings are affected by other peoples' behaviors. That leads the individuals to learn accepted behaviors and repeat them. Children learn the behaviors from their parents, families and friends (Shaswari, 2013, 158).

The foundation of the theory is social learning and it is based on two ideas, the first one is narrating and imitating social behaviors. Aristotle believes that imitating is a habit starts form childhood. The second idea is reward and punishment; these have a great impact in socialization process.

According to the principles of that theory, children through observation and imitation develop themselves and increase their information on life phenomenon. Children always imitate the people's behaviors and they try to be like others. According to the theorists of that method, the child after birth ties emulates other people, learning imitation does not come from society but it is an inner desire and depend on tow important factors.

The first one is the position and status of the person who becomes a role model for the child. The more the person is important in society the more will be admired by children. The second one is related to child's capacity, children try to imitate behaviors which are doable to them in terms of their ability and development stages.

Bandore considers reward and punishment as a significant method on developing human attitude and learning. He believes that the rewarded behaviors will be repeated by children, and these behaviors will be part of the child. On the other hand, punishment will make children to stop doing unwanted behaviors (Qarachatani, 2009, 41). The theory of observation and role modeling has four basic elements.

- ✓ Observation: according to Bandore individuals cannot learn from observation alone if they do not notice and realize the existed model. In other words the individuals should understand the noticed models and make a harmony with them.
- ✓ The process of reminding: this plays a great role in learning especially the time and period of reminding the model in which the individual was under impact. When an individual notices a model, an image will be created. When something happens for the individual the protected image will manifests itself again.
- ✓ The process of reproducing repetition and movement: the third element of learning in observation process, it is the reverse of memories for behaviors. It is the process of practicing memories into action.
- ✓ The process of influencing: it is the fourth element of learning by observation and it is related to empowering factor. Children always do something which is preferred by their parents, rewarding form their parents come. This is one of the most powerful methods of learning in which children learn by others appreciations for their acts. Parents use the method of reward and punishment to educate their children and that affects the behavior of individuals (Shamo, 2010, 179-180).

Bandore has conducted a research on media impact on child socialization, the research focused on the impact of action movies on children behaviors. The research concluded that after watching action movies the children repeat the same aggressive acts. That proves that children learn violent behavior from movies and media in general (Shamo, 2010, 164). Bandore also talks about the children magazines in socialization

process; he explains that the children learn many things by reading and looking at the magazines photos. From that perspective, the role of journalists and people who work in magazines is crystal clear, they have to be professional in choosing the photos of influential people so as to be role models for children (Shaswari & Adil, 2013, 163).

3.4. Symbolic Interaction Theory

The basic element of this theory is to emphasize the human investigation and social contacts through social contracts among individuals by using language as a communicating tool. Language consists of some symbols and signs which they have different meanings for people to clarify factors and desires. It is also significant in leading social orders. The language is not something natural but it comes through nurture and socialization actors. Family is considered as the first actor to transfer language from society to children, and the first thing which is learnt by the children is symbols and signs (Alkhuly, 1984, 236).

Jorge Herbert Mad talks about the relation between human psychology and mind; he believes that they cannot develop unless society helps them. The human behavior creates through interaction and human psychology is related to nurture rather than nature. Regarding socialization process he says children gradually receives some random movements and signs, they understand these movements when they are meaningful for other people and then they learn and repeat the accepted behaviors (Krib, 1999, 132). Every society consists of gathering individuals, and these individuals interact and socialize together. This theory insists on socialization when it comes to identify the role of individuals through two main methods.

Social interaction with other individuals on the basis of presenting important individuals so as to be followed by children, and that can be done by how to act and how to express. Mothers can play that role for their babies when she feeds or dresses him/her. Children also can be affected by having relations with family members.

The role of any socialization actor is related to a special social role, in which works as a controlling tool among individuals. The child socialization starts from the very

beginning of childhood stage due to interacting with family and societal environment. Children try to learn how to play their roles like elders; they want to be admired as they have already admired other people. For example, they want to be helpful when people are in need. Children always think inside themselves on how to react as a child when something happens, what is expected from them.

The role of self development, Med believes that self development is resulted by socialization and it is something doable. According to Med childe development can be classified as three sages:

- ✓ Readiness Stage: in that stage the children imitate what they see form their surroundings without realizing what other people are doing.
- ✓ Game Stage: in that stage the children play their mother's role if they are girls such as (washing clothes, singing for baby etc.). On the other hand, the boys play the role of their fathers.
- ✓ Playing stage: at that stage the child plays real game, for example he plays the role of a football player in defending or scoring goals.

The essence of the theory consists of that every individual has a center of socialization in which he can play his/her role. The learning center is interaction with other people especially the important people and persons who are emotionally linked with (Shaswari, 2013, 165-166).

Charles Hirton is another scientist who played a great role in this theory. He believes that the human society is a combination of relations and imaginations between individual mind and peoples' mind. The individual's role is weak as long as he lives in society; he is obliged to imagine other's thinking and mind. The human psychology is an idea which interacts with others through relations. On the other hand, in behavior and attitudes human beings are committed to watch and analyze other people. "The human psychology is not being created from isolation and separation but it is being created within society and people through interaction and socialization"(Omer, 1991, 231-232).

3.5. Gender

Ann Coli was the first person who used this concept, in the year 1972; this concept was used for the first time in the sociological field. Coli differs between the word (sex) which is a biological division between male and female, and the word (Gender) which indicates the inequality between woman and man. It means that gender clarifies the relations between man and woman according to social, political, culture, religious...etc. In another expression gender points to the manmade differences between man and woman which are made by human beings themselves.

With working continuously on the word gender but it is noticed that the words gender and sex are confused in the Middle East, when we talk about sex we mean the biological differences in body and when we talk about gender we mean the spiritual characteristics of individual which concerned the society. So we can say that the concept of gender is not concerned with the biological differences but it is the outcome of some habits and laws which are done by society. It means that it is the culture that determines the man and woman characteristics and determines the part of each sex in authority.

Britanica Enciclopedia defines the word gender as the feeling of being male or female is not concerned to having the male organ or female organ and the gender identity, whether male or female is not determined since birth, but the psychology and social aspects are the reason to make gender identity for this child and it grows with him (Gidenz, 2013, 126). Gender feminism started in 1990. Those who had a great role in this wave are (Michele Foko) and (Zhak Drida). Genderists claim the equality between man and woman and they refuse all the differences, in the way they declare the fight against the biological nature of woman. They do not believe in any biological and social inequality between man and woman. They say: even the strength and power of man's body is made because of social education.

The beginning of this word goes back to the years 1819-1820 in Chicago in United States of America as the result of the unfairness with some women workers in a

factory of textile, because the women were obliged to work more the manager of te factory was a man and there was a big difference in the time of work between men and women. The revolution of women started and they asked the equality between men and women in the time of work. In the other side most of the countries in the world and global organizations work on gender as they work to stop and remove the differences between male and female in the economic, social, political and justice aspects. The English thinkers by (Ann Awlley) and his friends explain that the work on equality in gender was done since the beginning of the seventies in the last century.

From the beginning of the ninties in the twentieth century, the word "gender" came to the culture of the third world from the European culture by the international organizations through NGOs and private corporations (Jwanmard, 2006, 163).

In sociology and psychology gender is an important subject and there are many sociology and psychology theories. Here some sociology theories are shown as an attempt to explain the differences of the role of male and female in society. The share hypothesis in all theories is that there is no equality in the role of the two genders. The following are the most obvious theories which explain the gender differences in the biology, psychology, feminist social point of view.

Biological Theory

This theory pays attention to the explanation of effects of genderic hormons. Theorists of this school believe that as the male and female have different harmonic system, it is very normal they have different identity and behavior.

This theory focuses on the brain to clarify the gender differences. This theory belives that man and woman, each uses a part of their brain, thus men use the right part which is for logical thinking and analyzing, and women use the left part which is for talent and imagination (Ahmed, 2010, 14).

Informational Growth Theory (Social learning)

This theory believes that all the surrounding things are unclear for a child who comes to birth and he does not understand their meaning, the family and society education gives the meaning to the things for him. The (Makobi and Jaklin) search, it is clear that the parents have a great role in showing and making the genderic differences big, in the time of buying clothes they are buying pink colour for girls and blue colour for boys. They choose the toys which are suitable with their sex for example train and cars for boys and doll and soft toys for girls.

The owners of this theory believe that social learning is a part of gender growth, but they are arguing. The model of social learning believes that the gender growth is a slow process, but the owners of informational theory believes that child notes very actively, repeat the things and control the things easily.

This information as a childish process, make the boyish behavior towards the girlish behavior. On the base of these rules they create a mental picture and take the role. Thus a little boy plays with building blocks because his parents laugh with this work agreeably and he saw boys and not girls do this play. But his interior thinking share him in this choosing (men game), he knows that he is a man and he was educated that men should love the boyish game and not a doll or washing the dishes (Ahmed, 2010, 17-19).

The Social Role Theory

This theory starts with the definition of society to the role of each man and woman. This theory defines the social role as (it is a group of expected behavior related to the values). One of the leaders of this theory (Elizabeth Genwi) thinks that the society classified the suitable roles according to the genders, for example the role of nursing and growing children is expected from woman, if the child is sick it is expected from woman to take off from her job and look after the child (Jwanmard, 2006, 58).

The supporters of this theory focus on the noticed behavior in growing the role of gender. They show the girls how to be (female) and the boys how to be (male), watching the behavior of others especially the parents. The boy who wants to wear his father's tie, his parents receive his action happily and with laugh, but expect what will happen if he wants to wear his mother's sleeping poppy or her lip balm. Parents, teachers and friends generally reward or punish the behaviour's of the boy and the girl. Thus children "socially" know what is male and what is female. Inside this opinion some sociologists, especially (Talkot Parsonz) tried to base the social factors to being male and female. Parsonz thought that the society has two main tasks which are produce and reproduce. These two tasks need two different system, they are official system and relative system, and these two systems need two kinds of roles that leads to succeed the society. Parsnoz thinks that the society needs male and female so as to make them take the two different roles.

In my opinion this theory pays more attention to the society that gives the womanish describe to the female (woman as she is weak in society) and make her not have a great role especially in education, politics, economic and social. This makes man the main source and decision maker to all the issues. Then the differences between men and women are made (Hardi, 2006, 104).

Psychoanalysis Theory

This theory focuses on the internal factors instead of external factors. This theory thinks that the biological power determines the future of human beings because men have some motivations from the birth. These motivations grow with the growth of men and gives the psychology power to the individual.

Sigmond Froid thinks that a child passes through five stages from the birth, teenager and the adult, the five stages are:

- ✓ The mouth stage: it starts from birth to the age of one year. In this stage the child knows the sense of taste through mouth, lips and absorbing the tongue.

- ✓ crawling stage: this stage continues till the age of three and which is considered as the source of taste. Male and female are the same in this stage.
- ✓ Reproductive member stage: This stage is between 3-6 years old, the sexual abilities depend on the reproduction members, because of the body changes, Oedip nodules in males and the Electra node in females appear.
- ✓ The stage of hide: This stage is between the age of 6-12. Children pay more attention to his external world in this stage and learn the social experiences.
- ✓ The stage of sexual maturity: It starts from the age of 12 and more, the child leaves the psychological problems and pays more attention to the other sex. The identity of gender is built in it.

Ericson who is considered as a new Freud, thinks that the experience of each sex male or female are different about the body of other sex. In this way the body feeling starts from outside world by the male but it starts from inside by the female. The male feels envious towards the female because she can birth a child, and the males think that there are many things in the outside world they should do, and the females go into their own internal world. Thus the generic differences are made between male and female (Ahmed, 2010, 16).

Gender Skima Theory

The growing of information and social learning theories had a great role in making the gender skima theory. This theory has a unique explanation on the growth of the roles of genders. Sandra Ben grew the information theory under the name of gender skima. Skima means the initial ideas which include the physical and moral characteristics, for example economic and social aspects. Also the skima which helps us to understand the social condition. So he thinks that skima leads a child to form his point of view about gender and helps him to arrange his information about his own sex and his around. Thus human beings treat each other and their surroundings according to their gender. Meanwhile the kind of skima determines the suitable and not suitable for both genders and how they treat each other.

This theory believes that there are many raw materials in our world and we build it through the genderic meaning. A child chooses what is suitable for his gender and save himself from inappropriate things.

Bim tells that the adults can learn their children new skimas about the classic role which gender have, and this can be done through doing housework by fathers and giving classic gifts as dolls to their boys and balls to their girls. This makes the environment to grow children to have a nitrogen characters personality. This personality is between male and female, this personality tries to connect the characteristics of male and the charateristics of female according to the society. The nitrogen personality is the best personality according to Bem to suit him and being clever (Jwanmard, 2006, 74).

Gender Differences Theory

This theory returns the shortness in education to the conflict between culture, school and education in one side and female culture in the other side. The supporters of this theory focus on rational knowledge to prove themselves. They think that the school should be the place where female can understand the world in their own way. This theory insists on the vlues of female in school and in curriculum. This is so as not to consider the successes of female as the repeat of the successes of male.

In the society which are under the control of male , the education system is one of the channels to make genderic differences in the child's mind, many times in the curriculum of schools consider father as the owner of power and mother the house worker and nurse children. And this has the direct effect on the child's mind in the next stage.

This theory believes that the rationality measure and inventions in the public sides is not a male measuer only, but the women can invent and prove themselves with out repeat the males. It means that being the same is not accepted in this theory, but thinks that women have their own values which are different from those of males.

Being social Theory

The supporters of this theory are (Robert Hall, David Sadker and Mira Sadkar) and they think that a female knows herself through her relations with her surroundings; either this relation is in the family or in the outside as in the school or other places, especially in the media centers because woman is mentioned as a negative, nonactive and not sure of herself person.

The theorists in this theory believes that if the parents wait the same quality and quantity in the female as they wait from the male, and if the teachers in the school treat girls in the same way as they treat boys and give them the same chance, then shy and hide are disappeared among grils. At this time the girls are more productive and more confident as the boys. This theory believes that the generic equality and practicing it in the society brings equality. This justice is especially done through education system and schools (Jwanmard, 2006, 112).

3.6. The Theories of Communication and Media

There are different theories of communication and media, the best theories used for our research which is entitled “The role of the Television in the children's socialization process” are “the Media dependency theory and Theories of Media Violence” Since most of family depend on media tools particularly television channels to gain information and according to the scholars there is too much amount of violence we gain it through the media channels particularly via television channels, consequently, Media is a great tool of socialization process of children.

3.6.1. Media Dependency Theory

Dependency theory is a mass communication theory that seeks to explain the long term effects of media on the audiences and a society. This theory states that the more dependent an individual is on the media for having his or her needs fulfilled, the

more important the media will be to that person. The originators of this theory are Sandra Ball-Rokeach and Melvin Defleur.

The theory of media dependency came about because the inventors saw the need to integrate the findings of a large body of media effects research that had been done at that point. DeFleur and Ball-Rokeach (1975) suggest that a “general theory” of the effects of mass communication is lacking and that it is vital to move toward “a higher level of abstraction in order to understand where our research and analyses appear to be leading us. This need came about because “the majority of scientific evidence” gathered through lab and survey research show that media have “little direct influence on people,” yet many notable scholars and most people know that “the coming of new media to a society makes a tremendous difference in the lives of people. So DeFleur and Ball-Rokeach (1975) purport that the kinds of effects that occur and are measurable are not those “that are easily detected in laboratory experiments, or in before-after studies of people who have been exposed to specific messages. Instead these effects are the kind that enlarge people’s belief systems, change people’s attitudes, motivate delicate shifts in individual or collective sentiment as well as other kinds of society-wide changes (Makawi & alsharif ,2011, 247).

Sandra Ball Rokeach and Melvin Defleur in their dependency theory assume that the degree of dependency on media is directly proportional to:

- ✓ The capacity of a medium to satisfy the needs of an individual as much as possible. A person society will be highly dependent on a medium if it meets a greater percentage of his needs than if it meets a smaller percentage.
- ✓ Social stability. During a period of an extreme social change, such as elections. People are called to reassess their values, beliefs and practices and consider other new choices. In such instances, the degree of dependence goes up drastically because there is need for strong advice. Therefore, media becomes a focal point for getting such information to

guide its audience. When the situation stabilizes, people reliance on medium decreases.

- ✓ As an active component of the communication process. Audiences select their ideal media based on individual needs and other external factors such as culture, social political and economic conditions.
- ✓ The psychological traits of an individual may also determine the level of dependence on media. The media are aware of their ability to create a dependent relationship with their target audience; hence they use this power to achieve their goals (Makawi & alsharif, 2011, 248).

3.6.2. Theory of Media Violence

One of the significant theories of mass communication is media violence and over the years, one of the areas that have attracted the attention of scholars in the field of mass communication is media violence. That is violent television content and their impact on the society and audiences as well. According to (Kirsh, 2011, 2); television and film most particularly, have been suspects of:

1-Encouraging real-life violence by the frequency and enthusiasm with which it presents violence in its program.

2-Encouragement of delinquencies (both adult and children) through unabashed reports and demonstration of sex and anti -social behaviors in addition to other negative effects of television to the audience.

But against these serious accusation, exponents of television claims that the media especially television;

3-Impact society positively through the provision of harmless entertainment to ease the daily stress,

4-Expose the audience to refinement and culture which they might otherwise have no access to, among other roles of television in the society.

There are different views of scholars about the violence through the media and most of them they consider that there is hidden violence in television programs which called indirect violence. Most of the notification explains that for making television programs journalists depends on using violence in all the programs, thus it can be seen that most of the journalism genres such as film, drama, news , television programs and film cartoons (animations) use a large amount of violence directly or indirectly. Correspondingly, most of the effects of media violence are among children since media can certainly effects children because most of the programs are not appropriate for their age (Kirsh, 2011, 44).

CHAPTER FOUR: FINDINGS

The fourth chapter is about the empirical study of the research in which the questionnaire form answers were explained that was combined of forty two questions, the researcher has given his understanding for every question, in the end of the chapter the researcher has given the conclusion and recommendations of the research in addition of showing reference list and research survey form appendix.

4.1. Social Demographic Profiles Of The Participants.

Table 1: Sexes Of The Participants of the Research.

Sex	Number of persons	Non-Salafi rate	Number of persons	Salafi rate
Male	52	%52	68	%68
Female	48	%48	32	%32
Total	100	%100	100	%100

Salafi families the number of male consists %68 and the number of female consists %32. The main reason of laching number of the female , because they do not ready. Speak to the researcher this case was see more from girls from salafi families. They thought that girl should not be close with men. And should not participate anything except studding .

Table 2: Ages Of The Participants of the Research.

Age	Number of persons	Non-Salafi rate	Number of persons	Salafi rate
9years	32	%32	26	%26
10years	33	%33	35	%35
11years	25	%25	22	%22
12years	10	%10	17	%17
Total	100	%100	100	%100

In this research %57 of the participants are the children of salafi families and they are 9 years old. %32 of the participants are 10 years old , and %6 of the participants are 11 years old and %5 of the participants are 12 years old . but the age of the %24 salafi families are 9 years old ,and %22 of the participants are 10 years old, and %26 are 11 years old ,and %28 of the participants are 12 years old.

Table 3: The School grades Of The Participants .

School Grade	Number of persons	Non-Salafi rate	Number of persons	Salafi rate
Class 4	37	%37	27	%27
Class 5	28	%29	34	%34
Class 6	25	%25	22	%22
Class 7	10	%10	17	%17
Total	100	%100	100	%100

In this table we can see that the sample of the research includes %37 of fourth grade basic school students, %28 of fifth grade basic school students, %25 of sixth grade basic school students, %10 of seventh grade basic school students of Non-Salafi family children, but for Salafi family children the percentage is different which shows %27 of fourth grade students and %34 of fifth grade basic school students, %22 of sixth grade basic school students, %17 of seventh grade students.

The different rates of the results is mostly referred to the students at grade seven that a few number of them show their interest to talk, especially the female students of Non-Salafi families were shy to talk, and Salafi female students believed that they do not have to participate in any such activities and they kept themselves away from talking .

Table 4: The School types Of The Participants.

School type	Number of persons	Non-Salafi rate	Number of persons	Salafi rate
Public	79	%79	90	%90
Private	21	%21	10	%10
Total	100	%100	100	%100

Here we can see that %79 of the participated students of Non-Salafi families studying at the public schools and %21 of them studying at the private schools. For Salafi families %90 of the participated students studying at the public schools and %10 of them studying at the private schools.

The researcher has taken the sample of the survey in both public and private schools to be more subjective in his survey, most of the participated student are at the public schools because the private school studying system is new in the Iraqi Kurdistan Region, there are few number of private schools and they charge students money which is the main reason that most of the families cannot send their students to study at the private schools, because of their high fees they get from the students every year.

Table 5: Working place Of The Mother's Participants.

Mother's Working place	Number of persons	Non-Salafi rate	Number of persons	Salafi rate
Employed women	58	%58	4	%4
House wife	42	%42	96	%96
Total	100	%100	100	%100

In this table we see that %58 of participated children of Non-Salafi families their mothers are working outside their house, %42 of Non-Salafi family mothers are housewife and they are not working outside. But for children of Salafi families who

participated in the survey %96 of the participated mothers are housewife and %4 of them work outside.

This shows that women in Non-Salafi families work more and they have more freedom to go out and work in public and private sectors, compared to the women of Salafi families who are not allowed to go out and work outside their houses, this is mostly considered as “Haram” and disobeying the religious rules when a women works in any institution and mix with men while in the working place, according to the researcher’s opinion these %4 women who work outside are supposed to be previously employed at the governmental institutions and they admitted Salafi believing after their employment, or they may have been allowed to work outside due to their bad financial condition that they are obliged to work, or there may be men in Salafi families who believe that women are allowed to work outside.

Table 6: Duration of Children’s Hours Playing Of The Participants.

The Duration of Children’s Hours Playing	Number of persons	Non-Salafi rate	Number of persons	Salafi rate
Less than half an hour	5	%5	6	%6
1-3 hours	34	%34	73	%73
4-6 hours	42	%42	21	%21
More than 6 hours	19	%19		
Total	100	%100	100	%100

%42 of Non-Salafi family children play 4 - 6 hours a day with their friends, %34 spend 1-3 hours a day with their friends, %19 play with their friends more than six hours, % 5 of them play less than half an hour with their friends. But for the Salafi family children %73 of them play 1-3 hours a day with their friends, %21 play 4-6 hours a day spend their times with their friends, while % 6 of them are with their friends less than half an hour a day.

Here the researcher believes that children’s staying a lot with their friends makes the effect of families on their children’s attitude to be less effective. Although it has an

effect in the process of socialization, but children's staying a lot with their friends makes them busy with playing shows the parents being careless about their children, despite of the significant role that the socialization process can get from children playing with each other, but this should be restricted and limited in time.

4.2. Children and Television.

Table 7: Hours of Watching Television Of The Participants.

Watching Television	Number of persons	Non-Salafi rate	Number of persons	Salafi rate
1hour	22	%22	41	%41
2hour	35	%35	30	%30
3hour	12	%12	18	%18
More 4 hour	31	%31	11	%11
Total	100	%100	100	%100

As a result of this survey we can see that %35 of Non- Salafi children are watching television 2 hours a day and night, %31 of these children are watching four hours a day and night, %22 of them are watching one hour and %12 of them are watching television a day and night. But for Salafi children the rate is changed in which %41 of the participated children watch television one hour a day and night, %30 of these children are watching television two hours a day and night and %18 of them are watching television, while %11 of them are watching television four hours or more a day and night.

This shows that hours of watching television in Non-Salafi families is more than in Salafi families, watching television a lot is a negative matter and usually happens when the parents ignore their children pretending that they are busy with work outside and inside their houses, they see television as a good source for keeping their children silent, because when the children watch television they always keep silent and do not make trouble for their parents and other family members.

Table 8: Interest in Watching Television by The Participants.

Interest in Watching Television	Number of persons	Non-Salafi rate	Number of persons	Salafi rate
Film Cartoons	42	%42	43	%43
Child songs	31	%31	12	%12
Drama	12	%12	18	%18
Children shows	15	%15	27	%27
Total	100	%100	100	%100

The result of this table shows that %42 of Non-Salafi family children like to watch film cartoons, %31 of the children like to listen and watch children songs and %15 of them like to watch children shows, while %12 of these children like to watch social drama. The answer of Salafi children is closer to the Non-Salafi children, in the survey Salafi children answered that %43 of them like to watch film cartoons, %27 like to watch children shows, %18 like to watch social dram and %12 of them like to listen to children songs.

The result of this table tells us that most of the children like to watch film cartoons, and for Non-Salafi children listening to children songs come in the second level, but for Salafi children they like children shows most, this is a positive result shows that children mostly like these television shows that are children shows.

Table 9:Interest in Watching Television by The Participants.

Freedom of watching	Number of persons	Non-Salafi rate	Number of persons	Salafi rate
Yes	71	%71	24	%24
No	29	%29	76	%76
Total	100	%100	100	%100

This table shows that %71 of children in Non-Salafi families decide by themselves which television Channel to watch, their parents do not select which channel to watch, and %29 of the parents decide which television Channels their children must watch, their children are not free which television Channel they like to watch but their parents decide on this. For children in Salafi families the answers are opposite, %76 of the children in Salafi families are not free which television Channel to watch but their parents decide on this, their parents select which television Channel they have to watch, %24 of the Salafi family children are free to watch television Channels they like.

The result of this table shows Non-Salafi families have given their children a lot of freedom to watch television Channels they like and this has made a negative impact on their children, because children in this age do not know which channel is good for them and for their future, the only motivation for watching these television Channels is their wishes and interest, it clarifies that the social control by Non- Salafi families in watching television Channels is weaker than social control in Salafi families, from the sociological point of view parents must control their children and they have to decide which television Channels and shows their children may watch.

Table 10: Children Watching Television Situation.

Watching Situation	Number of persons	Non-Salafi rate	Number of persons	Salafi rate
Alone	74	%74	46	%46
Family	26	%26	54	%54
Total	100	%100	100	%100

The result of this negative question shows that %74 of Non-Salafi children watch television alone while %26 of them watch television with their parents, brothers and sisters, for the Salafi children the answers are closer to each other in which %54 of the children are watching television with other family members, and %46 of them watch television alone. Sharing parents with their children during watching television is a sociological issue and it's better to watch television with their children, in case of arising

any question on the programs the parents can answer their children in order not to let their children feel loneliness and lose their social nature.

Table 11: Children's interested Television Channels.

Interested Channels	Number of persons	Non-Salafi rate	Number of persons	Salafi rate
Kurdish channels	58	%58	32	%32
Foreign channels	42	%42	68	%68
Total	100	%100	100	%100

The result for Non-Salafi family children shows that % 58 children are watching Kurdish channels for the purpose of learning Kurdish language, and %42 of them watch Arabic or foreign language channels to learn Arabic and other foreign languages, for Salafi families %68 of their children watch Arabic and other foreign language channels to learn Arabic and other foreign languages, while %32 of them watch Kurdish channels. The Salafi families prefer watching the Arabic and other foreign language channels for their children, they motivate their children to watch Arabic channels to learn the Arabic language, since the language of the holy Quran is Arabic they like their children to learn the language of Quran and get familiar with other religious duties and the Arabic language is the most important language for this concern.

Table 12: Children and Parents Shared Watching Television.

Shared Watching	Number of persons	Non-Salafi rate	Number of persons	Salafi rate
Yes	38	%38	12	%12
No	15	%15	49	%49
Sometimes	41	%41	5	%5
Never	6	%6	34	%34
Total	100	%100	100	%100

The result of this survey shows that %48 of Non-Salafi families children sometimes watch these television shows that their parents watch such as news, drama, movies and other television Shows that are non-children shows, %38 of the participate children answered yes that they watch adult television shows, and %15 of them answered that they do not watch adult shows, %6 of them reject to watch these television shows. For Salafi families %34 of their children answered that they do not watch these adult television shows that are Non-children shows ever, %12 of the participated children pretended that they watch these Non-children television shows, %5 of them believe that sometimes they watch with their parents.

This shows that a great number of Non-Salafi children watch these television shows that are not suitable for children to watch, and it makes a bad effect on these children, it will develop the negative feelings of the children to act violently and fearfully, they may break the social norms as well.

Table 13: Children’s Opinion on Television’s Advantage.

Television advantages	Number of persons	Non-Salafi rate	Number of persons	Salafi rate
Yes	76	%76	40	%40
No	8	%8	26	%26
Sometimes	10	%10	24	%24
Never	6	%6	10	%10
Total	100	%100	100	%100

The table shows that %76 of Non-Salafi family children who participated in the survey believe that they get benefits from television, %10 believe that sometimes it’s useful, %8 of the children answered No, %6 of them do not see television as a useful source. This rate is changed for the Salafi family children in which %40 of their children believe that television is beneficial, %26 answered No, %24 of them say sometimes they can get benefits from it, while %10 of them believe that they cannot get benefits from television in any way.

Children have different opinion on television, but it's very clear that both groups of children see television as useful, and this proves that television has drawn the children's attention as an effective and significant foundation that plays a vital role in the process of socialization, television has made a great impact on children's opinion and they see it as a good source for them, those who believe that they cannot get any benefit from television are very few in number.

Table 14: The Effect of Television on Children's moving away from Their Daily Life

Daily life	Number of persons	Non-Salafi rate	Number of persons	Salafi rate
Yes	30	%30	11	%11
No	8	%8	39	%39
Sometimes	52	%52	28	%28
Never	10	%10	22	%22
Total	100	%100	100	%100

The result of answers by Non-Salafi family children shows that %52 of them believe that sometimes television plays the role of their children's moving away from their daily life, %30 of them believe that it has such kind of effect, %10 believe that television does not have any kind of effect on their children's moving away from their daily life, %8 of them believe that does not affect, For the Salafi family children %39 of them believe that television does not have any effect on children's moving away from their daily life, %28 believe that sometimes it has such kind of effect, %22 believe that television does have any effect on children's moving away from their daily life, while %11 of them see television as a source of children's moving away from their daily life.

Watching television for a lot of hours has a bad effect on children; it makes them to move away from other daily issues in life, what can be noticed from both of the groups answer is that both of them believe that television has an effect on children's moving away and this makes them to live in a loneliness life and will be deprived from other pleasures in life.

4.3. Children Socialization Process

Table 15: The Role of Television in Social Norms Adaptation

Social Norms Adaptation	Number of persons	Non-Salafi rate	Number of persons	Salafi rate
Always	21	%21	21	%21
Frequently	37	%37	23	%23
Sometimes	19	%19	34	%34
Rarely	14	%14	14	%14
Never	9	%9	8	%8
Total	100	%100	100	%100

The result of questioner form shows that % 37 of Non-Salafi family children believe that most of the times television has had the role in social norms adaptation, %21 believe that television has had its role in this field, %19 believe that sometimes it has had this kind of role, %9 believe that television does not had any role in helping the children to be familiar with social norms. For the Salafi groups %34 of them believe that sometime television has had the role in helping the children to be familiar with social norms, %23 believe that most of the time television has played this role, %21 believe that it has always had this kind of role, while %8 of them believe that Television has never had any kind of such role in children's getting familiar with social norms.

The answers show that television has had the role of making the children to be familiar with social norms, and this is considered as the most significant part of the socialization process, which is the main goal to reach, and it could be considered as an appropriate role that television has played for the socialization process.

Table 16: The Role of Television in Recognizing Kid's Games.

Kid's games	Number of persons	Non-Salafi rate	Number of persons	Salafi rate
Always	20	%20	12	%12
Frequently	49	%49	38	%38
Sometimes	14	%14	29	%29
Rarely	6	%6	12	%12
Never	11	%11	8	%8
Total	100	%100	100	%100

In Non-Salafi families %49 of Participated children believe that most of the times they have known kids games and they realized that which type of the games are their games, %20 believe that television has always played this role to teach children kid's games for boys and girls, %14 believe that sometimes television has had such kind of effect, %11 believe that television has never had this role to help children recognize games that are relevant to their gender, %6 believe that television has rarely played this role in helping children to know games that are relevant to their gender.

Salafi children who participated in the survey % 38 of them believe that most of the times they have learned from the television what kind of games are their relevant games for boys and girls, %29 believe that sometimes television has had this role to know their relevant gender games, %12 believe that television has always had this role, %12 believe that television has rarely could teach children to know their relevant gender games, %9 say that television has never played this role.

The researcher believes that despite the positive role that television plays in teaching children their relevant gender games, at the same time the participant's answers show that television has played a negative role and has been a source for making gender differences between the children, it has made the children to be different and to only play these games that are relevant to their gender, this is the initial start of gender differences in the society.

Table 17: The Role of Television on Children to Knows Their.

Gender Knowledge	Number of persons	Non-Salafi rate	Number of persons	Salafi rate
Always	12	%12	62	%62
Frequently	47	%47	15	%15
Sometimes	13	%13	3	%3
Rarely	9	%9	8	%8
Never	19	%19	12	%12
Total	100	%100	100	%100

For children in Non-Salafi families %47 of them believe that most of the times television has showed them to have same gender friends, %19 believe that television has never played this role, %13 believe that sometimes television has played this role, %12 believe that television has always played this role to know that their friends have to be from same gender, %9 believe that television has rarely played this role.

But for children in Salafi families %62 of the participants believe that television has always played the role in teaching children that their friends should be from the same gender, %15 believe that most of the times television has played this role, %12 believe that television has never played the role in teaching them that their friends have to be from the same gender, %8 believe that television has rarely played this role, %3 believe that sometimes television has had the role in teaching them that their friends should be from the same gender.

The researcher gets to the result that sometimes television has played a negative role and it has been a reason for making gender differences, especially from this answer it will be clear that television has played the role that children have to make same gender friendship and get away from their opposite gender, the result will be bad for the relation between both genders.

Table 18: The Effects of Television in Children's Behavior.

Children's behavior	Number of persons	Non-Salafi rate	Number of persons	Salafi rate
Always	12	%12	13	%13
Frequently	29	%29	29	%29
Sometimes	24	%24	23	%23
Rarely	21	%21	30	%30
Never	14	%14	5	%5
Total	100	%100	100	%100

According to Non-Salafi children group %29 believe that most of the times they learn from television shows how behave with their family members, %24 believe that sometimes television has played this role, %21 believe that they have learned from television how to behave with their family members rarely, %14 of the participate children believe that they have never learned from the television how to behave with their family members, While %12 of them believe that television has always played this kind of role for them. According to the Salafi Family children group %30 of the participants believe that television has had a rare effect in teaching them how to behave with their family members, %29 believe that most of the times television has had the role of teaching them good behaviors, %23 believe that sometimes television has played this role, and %5 believe that television has never had any effect to teach them how to behave with their family members. In general, the table shows that both groups of the children believe that television has had the role in helping children to be familiar and sociable during their behaviors with other family members, this has made the television to play a vital role to be a tool for educating children and holds part of the family responsibility in teaching and direction children to adapt good behaviors with their family members.

Table 19: Role of Television in Teaching Children to Help Others.

Children's teaching	Number of persons	Non-Salafi rate	Number of persons	Salaf irate
Always	28	%28	25	%25
Frequently	32	%32	29	%29
Sometimes	15	%15	20	%20
Rarely	16	%16	12	%12
Never	9	%9	14	%14
Total	100	%100	100	%100

For Non- Salafi children group %32 of the participants believe that most of the times television has played the role in teaching children to help other people, %28 of them say that television has always played this role to teach children to help others, %16 believe that television has rarely played this role, %15 believe that sometimes television has played this role, %9 believe that television has never played the role to teach children to help others.

For Salafi children %29 of them believe that most of the times television has played the role in teaching children to help others, %25 believe that television has always played this role, %20 believe that sometimes television has taught them to help other people, %14 believe that television has never played this role, %12 believe that television has rarely played the role in teaching children to help others.

Table 20: The Role of Television in Showing Children's Rights

Children's Rights	Number of persons	Non-Salafi rate	Number of persons	Salafi rate
Always	17	%17	38	%38
Frequently	41	%41	42	%42
Sometimes	27	%27	12	%12
Rarely	9	%9	4	%4
Never	6	%6	4	%4
Total	100	%100	100	%100

Among Non- Salafi children group %41 of them believe that television has taught them many times that they have their own rights, %27 believe that sometimes they have noticed from the television shows that they have their rights as children, %17 see that television has been always a source for teaching them their rights, %9 believe that they have rarely noticed from the television shows that they have their rights, but %6 of the participated children believe that they have never been taught from the television that they have their own rights. For Salafi families %42 of the children believe that many times television has taught them to know their rights, %38 believe that television has always been a tool to know and understand that they have their rights, %12 believe that sometimes television has taught them to comprehend that they have their own rights, %4 believe that television has had this role rarely, %4 of these children believe that they have never realized their rights from the television.

When the researcher asked the participated children what are their rights that they have learned from the television? Most of the children answered “we have a special day” they mean the children's day which is on June1, they also talked about the freedom of expression and studying.

Table 21: The Role of Television in Teaching Children not to lie.

Children's lying	Number of persons	Non-Salafi rate	Number of persons	Salafi rate
Always	17	%17	29	%29
Frequently	21	%21	16	%16
Sometimes	41	%41	26	%26
Rarely	14	%14	12	%12
Never	7	%7	17	%17
Total	100	%100	100	%100

From the answers of this table we see that %41 of children in Non-Salafi families believe that sometimes they have learned from the television that lying is a bad habit, %21 believe that most of the times television has taught them that lying is a bad habit, %17 of these children believe that television has always had this role in teaching children that lying is a bad habit, but %7 of these children believe that television has never taught them that lying is a bad habit.

For the Salafi families children group %29 of the children who participated in the survey believe that television has always had this good role, %26 believe that sometimes television has taught the children that lying is a bad habit, %17 of the children believe that television has never had such kind of role to teach them not to lie other people, %16 of these children believe that most of the times television has had the role in identifying lie as a bad habit, %12 of them believe that television has played this role rarely.

Lying is a bad habit it has been totally rejected by religion and society, the role of media institutions especially Television is to keep the children away from bad habits, from the children's answers we can say that television shows has had the role in teaching children that lying is a bad habit.

Table 22: Role of Television in Teaching Children to Give Apologize

Children apology	Number of persons	Non-Salafi rate	Number of persons	Salafi rate
Always	33	%33	43	%43
Frequently	41	%41	12	%12
Sometimes	17	%17	28	%28
Rarely	2	%2	9	%9
Never	7	%7	8	%8
Total	100	%100	100	%100

In this table children in No-Salafi families answered that %41 of them believe that most of the times television has taught them to apologize after doing something wrong, %33 believe that television has always played this role, %17 believe that sometimes television has played this role, %7 believe that television has never played this role, %2 say that television has rarely played this role. For Salafi family children who participated in the survey %43 of them believe that television has always been a source in teaching them to make apology for mistakes they have made against others, %28 believe that sometimes television has played this role, %12 believe that most of the times television has played this role, %9 believe that television has rarely played this role, %8 believe that television has never played this role to give apology for mistakes they have made.

It's very significant to accustom children to make apology for people to whom they have made mistakes against, because they will adapt a calm personality and will behave tolerantly in the future, it will develop the tolerant ideology and less violent actions will be seen in the society.

4.4. The Effect of Television on Children School Sucees Doing Home work.

Table 23: The Role of Television on Children in Ignoring their Home work.

Children and homework	Number of persons	Non-Salafi rate	Number of persons	Salafi rate
Always	39	%39	29	%29
Frequently	36	%36	8	%8
Sometimes	12	%12	11	%11
Rarely	4	%4	24	%24
Never	9	%9	28	%28
Total	100	%100	100	%100

From the result of questions asked we can see that %39 of children in Non-Salafi families believe that they always cannot do their homework during watching television, %36 believe that most of the times television has its effect on ignoring their homework, %12 believe that sometimes television has this role, % 9 say that they have never ignored their homework because of watching television, %4 say that this is rarely happen for them.

For children in Salafi families who participated in the survey %29 of them believe that by watching television they cannot do their homework, %28 have the opposite believe that watching has never been the reason to ignore their homework, %24 believe that Television has rarely had an effect on ignoring their homework, %11 believe that sometimes Television has had this role, %8 believe that watching television sometimes is a reason for ignoring their homework.

The researcher comes to the result that most the children in both groups believe that television has a role in ignoring their homework, this is usually makes the parents to get angry and the children will lose in their study and homework as well, they may get accustom to laziness and ignoring their homework in the future, this situation explains the role of television on children, during watching television children usually forget that they have homework to do, they enjoy watching television and forget to do their homework.

Table 24: The Effect of Television on Children in Doing their Homework

Children Doing their Homework	Number of persons	Non-Salafi rate	Number of persons	Salafi rate
Always	22	%22	22	%22
Frequently	26	%26	12	%12
Sometimes	23	%23	19	%19
Rarely			15	%15
Never	29	%29	32	%32
Total	100	%100	100	%100

Children in Non-Salafi families who participated in the survey %29 of them believe that they never pretend that they have done their homework when they watch Television, %26 believe that most of the times they pretend that they have done their homework when they watch television, %23 believe that sometimes when they watch television they pretend themselves that they have done their homework, %22 of the participated children believe that when they watch television they always pretend that they have done their homework.

Children in Salafi families who participated in the survey %32 of them say that they have never pretended themselves that they have done their homework during watching television, %22 believe that they always pretend that when they watch television, %19 say that sometimes they pretend themselves that they have done their homework in order not to be deprived from watching Television, %15 say that they rarely do this, %12 believe that sometimes they face this situation to pretend that they have done their homework when they watch television.

According to the researcher's opinion watching television will affect children to ignore their priority works such as homework, television should be a supportive tool for education not playing negative role in children's studying life, this is mostly referred to the parents when they do not take care for their children, because children do not know what's good or what's bad for their future, therefore, the parents should use specific techniques for their children to watch television and their studying time and homework must be planned .

Table 25: The Effect of Television on Teaching Children to Respect Guests.

Children and respecting guests	Number of persons	Non-Salafi rate	Number of persons	Salafi rate
Always	29	%29	29	%29
Frequently	22	%22	8	%8
Sometimes	38	%38	11	%11
Rarely	11	%11	24	%24
Never			28	%28
Total	100	%100	100	%100

In the group of Non-Salafi family children %38 of them believe that sometimes television played the role to teach them how to respect guests, %29 believe that television has always played the role of teaching them to respect guests, %22 believe that most of the times television has played the role of teaching them to respect guests, %11 say that they have been rarely learned from television to respect guests. For children in Salafi families %29 of them believe that they have been learned from television to respect guests, %28 believe that television has never taught them to respect guests, %24 say that television has rarely played this role, %11 say that sometimes television has taught them to respect guests, %8 believe that most of the times television has taught them to respect guests.

Teaching children to have a sociable personality is very essential, concerning that respecting guests is a great family and social issue in the Middle East societies, most of the families teach their children to show great respect to the guests and treat them in a very respectful way. From this point it's clear that television has played the role in teaching children to respect guests.

Table 26: The Role of Television in Teaching Children to Respect Teachers.

Children and Respect Teachers	Number of persons	Non-Salafi rate	Number of persons	Salafi rate
Always	47	%47	42	%42
Frequently			17	%17
Sometimes	26	%26	13	%13
Rarely	23	%23	19	%19
Never	4	%4	9	%9
Total	100	%100	100	%100

Participated children in Non-Salafi families %47 believe that most of the times they have been learned from television to respect their teachers, %26 believe that sometimes television has played the role in teaching them to respect their teachers, %23 believe that television sometimes has had the role to teach them to respect teachers, %4 believe that television has rarely played this role.

For children in Salafi families %42 of them believe that they have been learned from television to respect their teachers, %19 believe that they have rarely been learned from television to respect their teachers, %17 believe that most of the times television has played the role in teaching children to respect their teachers, %13 believe that sometimes television has played this role, %believe that television has never played this role to teach children to respect their teacher.

The researcher believes that television has played a positive role in teaching children to respect their teachers, showing respect to teachers is great educational duty that will have a positive effect on children's learning and their intellectual growth; this will help the students to like school and studying and see it as an intellectual source for their future life.

Table 27: The Effect of Television on not performing Religious Duties.

Children and religious duties	Number of persons	Non-Salafi rate	Number of persons	Salafi rate
Always	12	%12	6	%6
Frequently	33	%33	10	%10
Sometimes	15	%15	19	%19
Rarely	19	%19	12	%12
Never	21	%21	53	%53
Total	100	%100	100	%100

Participated children in Non-Salafi families %33 of them believe that most of the times children cannot perform religious duties because of watching television, %21 say that watching television has never had an effect on performing religious duties, %19 believe that it affects rarely, %15 believe that sometimes watching television may be the reason for not performing religious duties, %12 believe that watching television has always had an effect on not performing religious duties. For Salafi families %53 of the participated children believe that watching television has never played a role in not performing religious duties, %19 believe that sometimes television affect performing religious duties, %12 believe that television has rarely played the role of affecting performing religious duties, %10 believe that most of the times television has played this role, %6 believe that television has always had an effect of performing religious duties.

The researcher gets to the point that teaching children religious duties especially how to pray and take fast, for children in Salafi families who watch television few hours can help them to perform their religious duties, but for children in Non-Salafi families watching television for a lot of hours will make them busy and they may forget to perform their religious duties. Although children are not required to perform a lot of religious duties, but what the researcher has noticed is that most of the children know how to pray and take fast.

Table 28: The Effect of Television in Expressing Words.

Children expression	Number of persons	Non-Salafi rate	Number of persons	Salafi rate
Always	36	%36	42	%42
Frequently	13	%13	12	%12
Sometimes	26	%26	27	%27
Rarely	27	%27	19	%19
Never	8	%8		
Total	100	%100	100	%100

From the answers by children in Non-Salafi family it seems that %36 of the participants believe that television has always had the role in teaching children the way of expressing words, %26 believe that sometimes television has played this role, %17 believe that television has rarely played the role of teaching children to express words, %13 believe that most of the times television has had the role in word expression teaching process, %8 believe that television has never had the role of teaching children how to express words.

For Salafi children %42 of them believe that television has always played the role of teaching them to express words, %27 believe that sometimes television has played this role, %19 believe that television plays this role rarely, %12 of them say that most of the times television has been a source for teaching them how to express words

4. 5. Negative Impact of Television

Table 29: The Effect of Film Cartoons on Teaching Children to Fight others.

Impact of cartoons	Number of persons	Non-Salafi rate	Number of persons	Salafi rate
Always	59	%59	29	%29
Frequently	12	%12	17	%17
Sometimes	19	%19	5	%5
Rarely			7	%7
Never	10	%10	42	%42
Total	100	%100	100	%100

In this table we can see that %59 of participated children in Non-Salafi families believe that television has always played the role of teaching children to fight other people, %19 believe that sometimes children have learned fighting during watching film cartoons, %12 believe that most of the times television has played this role, %10 believe that television has never played this role. For Salafi children group %42 of them believe that they have never learned fighting from watching drama and film cartoons, %29 believe that some television programs has always taught them fighting, %17 believe that most of the times television has played this role, %7 say that television has rarely had this role, %5 believe that sometimes drama and film cartoons have taught them fighting.

The researcher believes that violent television programs make a negative effect on the children to repeat these violent actions they see on television and fight with others, educating children to have a violent personality leads to behave negatively and do some violent actions in the society, this shows that these television programs that children watch are not suitable for their ages, there should be some kind of restriction in the families to differentiate what television shows are good for their children to watch and what is bad not to watch, in addition of obligating television channels not to broadcast any program without doing social and psychological studies, in order not to lead violence and fighting to intensify between members of the society.

Table 30: The Role of Television on Children Cheating.

Children Cheating	Number of persons	Non-Salafi rate	Number of persons	Salafi rate
Always	43	%43	22	%22
Frequently	12	%12	4	%4
Sometimes	18	%18	6	%6
Rarely	10	%10	31	%31
Never	17	%17	37	%37
Total	100	%100	100	%100

The result shows that % 43 of children in Non-Salafi families believe that watching television and seeing different programs has the effect of learning how to cheat their friends, %18 believe that sometimes Television has had the role of learning children to cheat their friends, %17 believe that television has never played this role, %12 believe that most of the times children learn from the television programs how to cheat their friends, %10 believe that television has rarely played this role.

Children in Salafi families who participated in the survey %37 of them believe that television has never taught them to cheat their friends, %31 believe that television has rarely played this role, %22 say that they have always been learned cheating from the television, %6 believe that sometimes some television programs has this kind of role, % 4 believe that television has always played this role.

According to the researcher's opinion the effect of television makes the children to imitate what they see from the television programs without thinking whether they are bad or good attitude, form the result of this question we can understand that television programs sometimes has been the reason of cheating between the children, cheating has been considered as a bad attitude from the religious and social point of view, and it has never been allowed to be done, continuing children on cheating will be a reason for adapting more bad attitudes and they may commit crime or brake law in the future.

Table 31: The Effect of Television on Children to Overcome others.

Overcoming others	Number of persons	Non-Salafi	Number of persons	Salafi rate
Always	29	%29	19	%19
Frequently	13	%13	8	%8
Sometimes	26	%26	11	%11
Rarely	17	%17	15	%15
Never	15	%15	47	%47
Total	100	%100	100	%100

The result of the answer from the questions have been asked the participant children in Non-Salafi families %29 of them believe that they have always been learned from television how to overcome their friends, %26 believe that sometimes television has played the role in teaching them how to overcome their friends, %17 believe that they have rarely learned from television to overcome their friends, %15 say that television has never taught them to overcome their friends, %13 believe that most of the times television has played this role.

For children in Salafi family group %47 of them believe that watching television has never played the role of teaching them to overcome their friends, %19 believe that watching television has always played this role, %15 say that television has rarely played this role, %11 say that sometimes television has played the role in teaching children how to overcome their friends, %8 believe that sometimes television has played this role.

The researcher believes that some television programs have negative effect on children to have the desire of fighting and overcoming others, this may practically motivate the children to think how to overcome their friends, these children will develop their violent and negative feelings and attitudes to be stubborn and hit other children and oppress them, in addition of violating their rights, the oppressor will feel enjoyable while the oppressed children will feel painfully heartbroken, it will make the children to face psychological problems and feel frightened .

Table 32: The Effect of Television on Children to like to be Braving like Drama actors.

Impact of dramas on children	Number of persons	Non-Salafi rate	Number of persons	Salafi rate
Always	23	%23	13	%13
Frequently	27	%27	8	%8
Sometimes	30	%30	4	%4
Rarely	12	%12	12	%12
Never	8	%8	63	%63
Total	100	%100	100	%100

Participated children I Non-Salafi families %30 of them believe that sometimes they wish to be brave in fighting as much as the movie actors, %27 believe that most of the times they wish to have such bravery that they see in movie actors, %23 believe that they always desire such bravery that the movie actors have, %12 believe that they rarely desire brave in fighting as much as the movie actors,%8 believe that they have never desired to brave in fighting as much as the movie actors.

For children in Salafi families %63 of them believe that they never desire to be brave in fighting as much as the movie actors, %13 believe that they have always desired to be brave in fighting as much as the movie actors, %12 believe that they rarely desired this, %12 believe that they sometimes they desire to be brave as much as the movie actors.

It will be clear that a lot of children in non-Salafi families desire to be brave as movie actors, but this desire is less noticed for children in Salafi families who participated in the survey, having the desire of fighting leads the children practice their desire upon their friends, this will make the children to behave violently with other children and oppress them to be the superior and to deny their rights as well.

Table 33: The Effect of Television on Children’s learning to Revenge upon Other People.

Revenge learning	Number of persons	Non-Salafi rate	Number of persons	Salafi rate
Always	12	%12	12	%12
Frequently	36	%36	8	%8
Sometimes	34	%34	12	%12
Rarely	10	%10	5	%5
Never	8	%8	63	%63
Total	100	%100	100	%100

According to the results from the answers asked %36 of children in Non-Salafi families believe that they have learned from television how to revenge upon other people, %34 say that sometimes watching television has affected them to revenge upon other people, %12 believe that television has always played the role in affecting children to revenge upon other people, %10 believe that they have been rarely learned from television how to revenge upon people, %8 believe that television has never taught them the revenge upon people.

When it comes to Salafi children %63 of them believe that they have never been learned from television to revenge themselves upon other people, %12 believe that Television has always played this role to teach people to revenge upon other people, %12 say that sometimes television has played this role, %8 believe that most of the times television has taught them to do that, % 5 believe that television has rarely played this role.

The researcher believes that the essence of making revenge upon people is a negative issue for children and leads violence, television programs should show peaceful and positive programs to teach children to be tolerant to other people, and not to use violence, children should be taught that violence and revenge are bad habits in the society and will harm other people, finally they will put themselves in trouble.

Table 34:Effect of Television on Children’s tricky Actions Toward Teachers and Family.

Children’s’ actions	Number of persons	Non-Salafi rate	Number of persons	Salafi rate
Always	12	% 12		
Frequently	10	% 10	4	%4
Sometimes	19	% 19	13	% 13
Rarely	32	%32	12	% 12
Never	27	%27	71	%71
Total	100	% 100	100	% 100

From the answer of this question %32 of children in Non-Salafi families believe that they have been rarely learned from Television to deceive their teachers and family, %27 believe that they have never been learned from Television to deceive their teachers and family, %19 believe that sometimes they have been affected by Television to deceive their teachers and family, %12 believe that television has always played this role, %10 believe that most of the times they have been learned from television how to deceive their parents.

For children in Salafi families %71 of them believe that they have never been learned from television to deceive their teachers and family, %13 believe that sometimes television has played this role to do this, %12 believe that television has rarely played the role to try for deceiving their teachers and family, %4 believe that most of the times television has affected their action to deceive their teachers and their parents.

The researcher believes finds out that most of the children in Non-Salafi family and Salafi family group are less affected by television, Television has not been a reason for them to deceive their teachers and family, this is a positive result, deceiving other people has been recognized as a bad and forbidden habit by society, law and religion.

4. 6. Positive Impact of Television

Table 35: Whether Children Prefer to Watch Television or Play Games.

Children preferences	Number of persons	Non-Salafi rate	Number of persons	Salafi rate
Always	12	%12	10	%10
Frequently	24	%24	4	%4
Sometimes	45	%45	33	%33
Rarely	15	%15	12	%12
Never	4	%4	41	%41
Total	100	%100	100	%100

For children in Non-Salafi family group %45 of them believe that sometimes they prefer watching television rather than playing games with their friends, %24 believe that most of the times watching television is more interesting than playing games, %15 say that they rarely prefer watching television, %12 believe that they enjoy watching television, %4 believe that they do not prefer watching television, in contrary they would like to play with their friends. For children in Salafi families who participated in the survey %41 of them believe that they would never prefer watching television rather than playing with their friends, %33 believe that sometimes they prefer watching television, %12 say that they rarely prefer watching television, %10 believe that they always prefer watching television, %4 believe that most of the times they prefer watching television rather than playing with friends.

The researcher realizes that children enjoy watching television in so far as they prefer watching it rather than playing games with children, In Salafi families children watch television a lot this is may be one of the reasons that they have been addicted to watching television, in this case children would like to watch television and they do not like to play with children, form the other side Salafi families do not permit their children to go out for playing that's why they prefer watching television, however they may not like it but they have no other option, this is may be the alternative to compensate their playing times with other children.

Table 36: The Effect of Television on Children to Hide Secrets.

Children and secrets	Number of persons	Non-Salafi rate	Number of persons	Salafi rate
Always	12	%12	13	%13
Frequently	24	%24	8	%8
Sometimes	31	%31	4	%4
Rarely	11	%11	12	%12
Never	22	%22	63	%63
Total	100	%100	100	%100

Children in Non-Salafi family group who participated in the survey %31 of them believe that sometimes drama and films taught the children to hide secrets during the incidents, %24 believe that most of the times television has affected children to hide secrets, %22 believe that drama and films has never had an effect on them to hide secrets during the incidents, %12 believe that they have always been learned from dram and film to hide secrets, %11 believe that drama and films has rarely played the role to teach them to hide secrets during the incidents.

Children in Salafi families who participated in the survey %63 of them believe that drama and films have never had an effect on children to teach them to hide secrets during the incidents, %13 believe that watching drama and films has always had the effect of teaching children to hide secrets during the incidents, %12 believe that drama and films rarely play the role in teaching children to hide secrets, %8 believe that most of the times drama and films has had the role in teaching children to hide secrets, %4 believe that sometimes drama and films play this role.

The researcher gets to the point that hiding secrets during the incidents makes the children to learn unwanted habits such as lying, because when a child participate in an action and hides the secrets during asking questions, this means that the children do not say truth or just keeps silent, this may be a good thing to hide secrets, but from the other side it may be bad in terms of sociological point of view, because this will harm other people to be sacrificed and charged with punishment as a result of some actions, for this purpose children should not be allowed to lie and they have to be truthful and not to hide bad things.

Table 37:Effect of Television on Teaching Children to Protect their Environment

Children and environment	Number of persons	Non-Salafi rate	Number of persons	Salafi rate
Always	40	%40	45	%45
Frequently	12	%12	12	%12
Sometimes	32	%32	16	%16
Rarely	11	%11	10	%10
Never	5	%5	17	%17
Total	100	%100	100	%100

From the answers we can see that %40 of participated children in Non-Salafi families believe that television has always played this role to teach children to protect their environment, %32 believe that sometimes television programs have made an effect to teach children to protect environment, %12 believe that most of the times television has taught them to protect environment, %11 believe that television has rarely played this role, %5 believe that television has never played the role of teaching children to protect environment.

Salafi children who participated in the survey %%45 of them believe that watching television has always taught them to protect environment, %17 believe that they have never been learned from television to protect environment, %16 believe that sometimes television has had this role,%12 believe that most of the times television programs have made the effect of teaching children to protect environment, %10 believe that television has rarely played this role.

The researcher believe that learning environment protection from television programs is an educational an television education duty, children should be adapted at their early ages to protect environment and keep it clean, they should be also learned to love their land and keep all the areas around they live in.

Table 38:Effect of Television the Children’s desire to be leader like movie actors.

Children’s’ desire to leadership	Number of persons	Non-Salafi rate	Number of persons	Salafi rate
Always			35	%35
Frequently	37	%37	9	%9
Sometimes	12	%12	6	%6
Rarely	27	%27	8	%8
Never	24	%24	42	%42
Total	100	%100	100	%100

In Non-Salafi family group %37 of the children believe that most of the times they wish to be leaders such as actors in the movies, %27 believe that they rarely wish to be like actors in the movies, %24 believe that they have never wished to be leaders and behave like actors, %12 believe that sometimes they wish to be leaders like actors in the movies.

For Salafi group % 42 of the participated children believe that they have never wished to take leadership role like actors in the movies, %35 believe that they have always wished to be leaders, % 9 believe that most of the times they have wished to be leaders, %8 have rarely had the wish to be leaders, %6 say that sometimes wish to takes leadership role such as the role of movie actors on the television.

The researcher looks at the subject that children’s wish to be leaders is very crucial and it is related to their talents and skillfulness, those children who have the wish of leadership are more successful in life, but if the wish was only an imitation of actors in the movies and dramas it will have a negative impact on the children and their future, whenever the parents noticed that their children have such kind of wishes they have guide them to the correct way to be a famous and useful in the society.

Table 39: Children's Happiness during Watching Television.

Children's happiness	Number of persons	Non-Salafi rate	Number of persons	Salafi rate
Always	26	%26	29	%29
Frequently	10	%10	7	%7
Sometimes	27	%27	11	%11
Rarely	14	%14		
Never	23	%23	53	%53
Total	100	%100	100	%100

Children in Non-Salafi family %27 of them believe that sometimes television makes them feel more comfortable, %26 believe that television always gives them pleasure, %23 believe that they have never felt happy during watching television, %14 believe that television rarely gives them pleasure, %10 say that most of the times they feel happy during watching television.

For children in Salafi family %53 of them participants believe that television has never made them feel happy, %29 believe that they always feel happier when they watch television, %11 say that sometimes watching television gives them pleasure, %7 say that most of the times they feel happiness when they watch television.

The differences from the given answers between Non-Salafi and Salafi groups of children refers to that in Salafi families children are taught that nothing can make them happy except worshipping God, some of the participated children said that they do not spend much time watching television instead they said that they have more important works to do, but children in Non-Salafi family said that they get pleasure form watching Television and they see as good source for becoming their wishes true.

4. 7. Role of of Television on the Childrin Lives

Table 40:The Effect of Television on Children to Imitate Scenes they See in Dramas.

Children Imitations	Number of persons	Non-Salafi rate	Number of persons	Salafi rate
Always	33	%33	11	% 11
Frequently	29	%29	10	% 10
Sometimes	17	% 17	17	% 17
Rarely	8	%8	13	% 13
Never	13	% 13	49	%49
Total	100	%100	100	%100

Based on the results from the answers %33 of the participated children in Non-Salafi families would like to imitate what they see in dramas and movies, %29 believe that most of the times they like to imitate what they see in dramas, %17 believe that sometimes they like to imitate what they see in dramas and movies, %13 say that they have never liked to imitate what they see on in drams and movies, %8 believe that they rarely liked imitating what they see in drams and movies.

Participated children in Salafi families %49 of them say that they never imitate dramas and movies, %17 say that sometimes they like to imitate what they see in dramas an movies, %13 believe that they rarely like this, %11 they always desire to imitate what they see in dramas and movies, %10 believe that most of the times they have such desire to imitate things what they seen in dramas and movies.

The researcher sees the reason behind children’s desires to imitate a scene they see in drams and movies is because they spend a lot of time watching television and they will be more interested in watching television, this usually motivates children to imitate scene in drama and movies, some television scene may not be suitable for children to watch that may affect them badly

Table 41: Children get angry during Watching Television when they are told to go to bed.

Children and bed time	Number of persons	Non-Salafi rate	Number of persons	Salafi rate
Always	3	%3	11	%11
Frequently	30	%30	14	%14
Sometimes	23	%23	13	%13
Rarely			13	%13
Never	44	%44	49	%49
Total	100	%100	100	%100

Form the answer of this question we see that %44 of children in Non-Salafi families believe that they never get angry when someone tells them to go to bed during their televisions watching time, %30 believe that most of the times they get angry to be ordered to go to bed when they watch television, %23 believe that sometimes they get angry when they have been told this, %3 say that they always get angry if someone call them to go to bet when they watch television.

Children in Salafi families who participated in the survey %49 of them believe that when they watch television they will not get angry if their parents tell them to go to bed, %14 believe that most of the times they will get angry if they were told to go to bed, %13 say that sometimes they get angry in these situations, %13 believe that they rarely get angry, %11 say that they always get angry when they watch television and their parents tell them to go to bed.

The researcher believes that those children who get angry when they watch television if they were directed to got bed by their parents are usually addicted to television, children should be trained to go to bed during selected times, their hour of watching television and going to bed should be selected, this is the parents duty which is an educational duty for their children's future.

Table 42: The Role of Television on Teaching Children How to Pray.

Children and play	Number of persons	Non-Salafi rate	Number of persons	Salafi rate
Always	5	%5	37	%37
Frequently	29	%29	9	%9
Sometimes	12	%12	6	%6
Rarely	27	%27	5	%5
Never	31	%31	43	%43
Total	100	%100	100	%100

The result for children in Non-Salafi family show that %31 of the participants believe that they have never been learned from television how to pray, %27 believe that television has rarely played the role of teaching them how to pray, %25 believe that most of the times they have been learned from television how to pray, %12 believe that sometimes they have been learned from television how to pray, %5 say that television has always played the role in teaching them how to pray.

Children in Salafi family group % 43 of the participants believe that they have never been learned from television how to pray, but their family has taught them how to their praying, %37 believe that television has always played the role in their learning to pray, %9 believe that television most of the times has played this role, %6 believe that sometimes watching television has the effect of learning how to pray, %5 believe that television has rarely played this role.

The researcher sees the subject that television has a small effect in teaching children to learn how to pray, those children who know how to pray they have been taught by their parents, some of the children have not reached the age to pray. Although teaching children to pray is recommended by religion as a good and valuable issue, but it is not acquired for children who are at their early ages to learn praying, in the Islamic religion children are not obliged to pray.

CONCLUSION

Watching television as an important tool of socialization has become a daily habit for children. The impact of that tool has created insecurity and fear for parents as they think that their role as head of family has changed over their children. Also, academically the research sample is a new topic in Kurdistan on the role of television in child socialization of Salafai and Non-Salafi families.

This research consists of two main approaches which are theoretical and practical. It has divided into four chapters. In the first chapter is research methodology, it talks about research objectives, importance, questions and hypothesis are handled. Two methods have been used, the comparative and descriptive methods. The research community is Iraqi Kurdistan and the research sample is between (9-12) years among Salafai and Non-Salafai families. Survey forms and questionnaires were distributed among the participants.

After the collection of data and analyzing them, the researcher came to some findings: Television has the direct impact on the process of child socialization and the impact will be greater on children who watch television more. In the non-Salafi families children watch television more than six hours; they see television as a good and important source for their life. They are free to choose television programs and their parents do not interfere to choose programs for them.

The family and religion factors have their role to affect children on choosing a television program. The watching time period is shorter among Salafi family Children comparing to non-Salafi family children and social controlling on children is stronger among Salafi families; the parents choose the television channel that should be watched. The channels are limited in numbers with children and religious programs. On the other hand, Non-Salafi children watch whatever their parents watch including news, drama,

movies and music. However some movies or programs are not allowed for children as they leave psychological effects.

Television has a greater impact in socialization comparing to family. The family systems and programs differ from television, and those differences have tremendous impact on child personality. It causes confusion, especially when there are two reverse dimensions. Often times, the parents express their anger and disagreement on repeating some actions and behaviors which have been imitated from television.

Children whose their mother are working outside home spend more time on watching television. That reduces the family impact in child socialization. Television plays a positive role in child socialization if it is under the control of parents. On the contrary, it plays a negative role if it is out of parent's control. We know Salafi children are motivated and encouraged to watch Arabic and religious channels and that is to help them learn Arabic and religious education. The non-Salafi family children watch Kurdish television channels and they do not care learning Arabic.

The religious factor has a significant role in creating human beings thinking. Many Salafi family children prefer to have friends in same gender, but that is not a matter in non-Salafi family children. Television plays a negative role in gender discrimination, a child recognizes his favorite shows and games through his/her gender. That results in gender discrimination which is the idea of tribal societies. Spending too much time on watching television will eventually affect the student's performance in doing school homework and tasks. Although television plays a great role in socialization but addiction to television may cause bad performance in school and social isolation. Finally, Watching television has an impact on the feeling of child hegemony over other children, it teaches them how to cheat and overcome others. It also, teaches them to be violent and aggressive through repetition of television behaviours.

After all of that reasderahc there are some recommnedations that should be taken to consideration:

- ✓ Conducting more researches on the impact of television on child socialization is very important.
- ✓ The children should be taken to investigation for several months, the data and results should be put in the media.
- ✓ Conducting researches on the impacts of psychologists and social researchers in media channels, because having such experts will mainly affect the television policy and dimension especially for children psychology.
- ✓ There should be joint attempts to carry out researches in both Iraqi Kurdistan and Turkey as there are groups of Salafi in Turkey as well. That will identify the contrasts and comparison between the Salafi Groups of both countries.
- ✓ The University of Bingol may emphasize similar researches in future, the researcher from Bingol University may share their efforts with researchers of Kurdistan universities and that will have many advantages.

REFERENCES

- Abdulla&Chnar** (2010). Education and nationality. Aras Print House.Erbil.
- Abdulqadir**, Abdulhaziz Omer (2005).Peaceful Education. Hawler, ministry of Cultures Publication.
- Ahmed**, Lawlaw Abdul-Aziz (2010), Gender and inequality Capital in the kurdish society, Salahaddin univivireisty, Erbil.
- Al-Abid & Muhammad** (2014). Psychological Development Science. . Lybia.
- Al-Awamila&Habis** (2008). The psychology of child.(^{2nd} ed). Sulaimani.
- Al-Hassan & Muhammad** (2012).The encyclopedia of sociology. Translated by Mala Hassan. Sulaimani.
- Ali & Bahadin Jwan** (2016). The role of television advertisement on child behavior in kindergarten stage form parents perspectives. Erbil.
- Ali, Karwan** (2007).Featured Journal. (1st ed), Kurkuk.
- Aljarjawe & Ziad** (2004). The role of TV shows in helping the Palestinian children in some characters' perspectives. Palestine.
- Alkhuly**, Sana (1984). Family and life. Qahira
- Alshbool & Naif** (2010).The impact of TV dramas in children violence. Jordan.
- Al-Shnawe** (2001).Child social development. Beirut.
- AL-Zahab&Muhammad** (2002) The education and social variables in Arab nation. Baghdad.
- Al-Zubedi &Kamil Elwan** (2003) Social psychology. Aman

- Arif & Adil** (2011).The role of children magazines in social developments, a master thesis.University of Sulaimania.
- Awaz&Abbas** (2012) A Gate to psychology of development. Narin Print. Erbil.
- Aziz &Izaddin** (2012) The principles of general psychology. Erbil.
- All Muhaita,Khalil Abdulrahman** (2007). Social Psychology Science. Jordan.
- AL-Hawama,Muzahar, Dr.Haseba, Dr.Aeman,(2008)** Child Psychology, translated to Esmael mahruf faraj. Erbil.
- Baali&Fuad** (2016) Ibn Khaldoon and new sociology. Translated by Zerk Ahmed.Erbil.
- Faruq, Kamal** (2013). Personality. Erbil..
- Ghalafi&Saad** (2010). The analytical dictionary of sociological concepts.
- Giddens, Antony** (2013). citizen's introduction for sociology, translated to kurdish language: Aram Shwany, Erbil.
- Gidniz &Antonny** (2009). Introduction to Sociology. Translated to Kurdish by Qasim Ali. Narin Print. Erbil.
- Hardi, Rebin** (2006).Women and Difference, Rehend, number 18-19, Sulaimanyah.
- Hassan, Ghazi** (2013). Bog Screen and Little Child. Hawlre, Mukryani Publication.
- Hatam,Ezat& Mahmood(2011).** The role of television in socialization of children. Yarmook university. Jordan.
- Hijab, Muhamad Muna,** (2002). Media and Total Development, Dar- Al- Fajir for Publication, Cairo, Egypt.
- Ibrahim & Muhammad** (1979) The role of television in social development in Egyptian community. Cairo University. Cairo.

- Jahfar**, Shalaw. (2009).Children Psychology. Slemani, Roman Publication.
- Jamal**, Sozan (2008). Children Psychology and Intellect, Slemani, Roman publication.
- Jwanmerd**, Marzye (2006), Aras published, Erbil.
- Sharif**, Kalari,. & Dr.Roza Abdulla, Mohammed (2014), television and Children's Personality. Hawler.
- Kalhur**, Nawzad (2010). Children Development.Hawler, Mukryan Publication.
- Karkuki**, Habib (2008) An Introduction for Media Science Translated by Rabar Rasheed Mukryany publishing and research house, Khani press,Duhok.
- Khalil&Maan** (2002). Sociology of family. .(3rd ed). Duhok
- Khalil&Maan**, (2007). Sociology of family. Duhok
- Kirsh**, S. J. (2011). Children, adolescents, and media violence: A critical look at the research. Sage Publications.
- Kohin&Bruce** (2010).The principles of sociology. Translated by Chako Ahmedi.Erbil.
- Krib**, Ayan, (1999). Social Theory translated by,D.Muhamed Hussin, Kwait.
- Kurdr & Buliz** (1978). The impact and role of television on social development and behavior. Egypt.
- Mahmood**,Salih (2003). Media, Culture press,Erbile .
- Majidi**, Khali. & Ail Akbar, & Sardar Hassan (2008). Children Psychology, (1st ed). Slemani.
- Makawi** ,Alsharif,D. Hassan Imad ,d.Sami ,(2011). Theory of Media Translated by, Rabar Rasheed , press First Education , Karkuk.
- Makawi**, alsharif ,Hasan &. Sami (2011). Media Theories, translated by Rabar Rashed. Kirkuk-Iraq, Karo publication.

- Mandyb**, Muzafer (1983). TV and Educational Role in Children's Life. Dar Al- ShU`n for Publication.
- Mardan**, Salah Faiyaq (2009). Salafi Curriculum, translated by ,Salah Aldin Abdulkarim, kalar.
- Muhammed**, Hiwa (2008). Children exploitation and its Reflection on them. Slemani, Binayie Publication.
- Muhsini** & Manuchahr (2002). Sociological Gates. Translated by Rebwar Sewaili. (2nd ed). Sulaimani.
- Nghimish** & Hashim Ahmed (2010). The programs and shows of (MBC3) children satellite. University of Anbar, Iraq.
- Omer**, Mahin Xalil (1991). Sociology Information. (1st edition) Baghdad.
- Osman**, Omed & Baban (2014). The socialization and child development. Sulaimani.
- Otaibi**, Abdul Aziz BnNabi (2014). Who are Salafi Curriculum , translated by Osman Ahmad ,Sulimainia.
- Qadir** & Zhian Abbas (2013). The role of socialization on adults' problems. Master Thesis. University of Sulaimania. Iraq.
- Qarachatani**, Dr. Karim Shareef (2006). General Psychology. Slahadin University Press. Erbil.
- Qarachatani**, Dr. Karim Shareef (2006). General Psychology. (1st ed), Slemani.
- Qutami**, B., Dr. Nafya & Dr. Muhammed (1997). Methods of Children Research. Jordan, Shrwq Publication
- Rshti**, Dr. Jihan Ahmed (1977). Western Media Regulations. (1st ed). Dar Al-Fikr Al-Arabi.
- Saharif** & AbdulStar (2009). General psychology. Kirkuk.

- Salih&Fuad** (2013).The role of youth center in social development. Sulaimani.
- Samia & Omer** (2013). The impact of specified direct TV shows on family development in Algerian community. Algeria.
- Sdiq&Fuad** (2015). Social psychology. Erbil.
- Shaswari &Adil** (2013). Socialization among the media speacial roles. Sulaimani.
- Snu, Me Abdullah** (1999). Modern Ages Relations. University House for Publication, Beirut.
- Suaad &AbdulSallam** (2002). Psychological Science of childhood and adolescence. Cairo.
- Wali, Bistun Rahim** (2009). Human Right's Condition at Schools, Hawler,
- Willig, C.** (2008). Introducing qualitative research in psychology: Adventures in theory and method (2nd ed.). Buckingham: Open University Press.
- Wsuqi&Mansur** (2013).The principles of sociology.translated by Serwan Muhammad.Erbil
- YoussefmYonadam** (2011). Media Effects and open space ,Kuwait ,Published by the Ministry of Culture and Information.
- Zhazhlayie, Jalal Khalaf** (1984). Children development and the problems during milk feeding stage. (2nd ed). Baghdad.
- Zhazhlayie, Jalal Khalaf** (1985). Children at the stage of Adolescent, First Edition, Baghdad.

Appendx

University of Bingol
Department of Sociology
Postgraduate studies



Research survey form

About (The Role of Television on the socialization process of child)
An empirical research on children of Salafi and Non-Salafi families

Dear Participant:

This form is being filled for an academic purpose only, therefore your participation will be a scientific contribution to the process.

Note:

- The participant does not need to write his/her name.
- Tick the (√) symbol on the preferred answer.

Researcher:

Amin Khidir Ahmed

Supervisor:

Assist. Prof. Dr. Ahmed Emin OSMANOĞLU

Personal Information

- 1- Gender 1.Male ()2.Female ()
- 2- Age 1.9 years()2.10 years()3.11years ()4.12years()
- 3- School Grade ()
- 4- School type 1- Public() 2- Private ()
- 5- Mother's educational qualification?

1-Employed women () 2-House wife ()
- 6- How many hours do you watch television?
1hour () 2hours () 3hours () 4hours ()
- 7- What do you like to watch most of the times?
1-Film Cartoons () 2-Child songs ()3- Drama () 4-children shows ()
- 8- I decide what to watch 1- Yes () 2- No ()
- 9- Do you watch Television alone or with your family?
1- Alone () 2- Family ()
- 10- In terms of language, which children TV channel do you watch the most?
1- Kurdish () 2- Foreign ()
- 11- Do you watch the Non-children Television shows with your parents such as
News, Dramas and movies?
1-Yes () 2-No () 3- Sometimes () 4- Never ()
- 12- Do you think TV is useful for children?
1-Yes () 2- No () 3- Sometimes () 4- Never ()
- 13- Do you think that with the effects of watched movies on television you are
moving away from daily life?
1-Yes () 2- No () 3- Sometimes () 4- Never ()
- 14- How many hours in a day are you playing with your friends?
1-less than half an hour() 2- 1-3 hours () 3- 4-6 hours ()
4- more than 6 hours ()

N O	Statements	Alwa ys	Frequently	Sometim es	Rarel y	Never
15	Television has played its role to know social solidarities					
16	Through Television I learned how to deal with my family					
17	I learned from Television that lying to people is bad					
18	Television taught me that I have rights					
19	Through Television I recognizes plays and games which are relevant to my gender					
20	I have learned how to express my views and know the truth					
21	I learned from Television that I should have same gender friends					
22	Television taught me to help others					
23	I learned from Television to apologize when I make a mistake					
24	I learned from Television to respect guests					
25	When I watch Television I cannot do my homework					
26	I learned from Television how to cheat my friends					
27	I learned from Television how to fight with others					
28	I prefer watching Television rather than playing with my friends					
29	I learned from Television how to overcome my friends					
30	Drama and movies taught me to hide secrets during incidents.					
31	I like to be brave and strong in fighting as much as the movie actors					
32	Television taught me to respect my teachers					
33	I learned from Television to Protect environment					
34	Because of watching Television too much I cannot perform religious obligations.					
35	I love to repeat things which I see in Dramas					
36	I learned from Television how to take revenge form others					
37	When I watch Television I pretend that I have done my homework					
38	When I watch television I will get angry if someone tells me to go to bed					
39	I learned from Television how to cheat my teachers , friends and family					
40	I want to be a leader just like movies.					
41	I learned from Television how to pray					
42	I feel more comfortable when I watch Television					

ÖZGEÇMİŞ



KİŞİSEL BİLGİLER

Adı Soyadı	AMIN KHDİR AHMED
Doğum Yeri	SULAIMANYAH / IRAK
Doğum Tarihi	1.1.1981

LİSANS EĞİTİM BİLGİLERİ

Üniversite	SALAHADDİN ÜNİVERSİTESİ
Fakülte	SOSYAL FAKÜLTESİ
Bölüm	SOSOLOJİ ANA BİLİM DALI

İLETİŞİM

Adres	RANYAH / IRAK
E-mail	AMEENRANYA@GMAIL.COM
TELEFON	+9647501177397

