Media Impact & Future Expectations Of Children In The Light Of Modernization, Cultural Change And Democracy

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***Abstract*— Turkey has seven different regions, each having different climate and culture. Marmara Region has 29% of the whole population and Black Sea Region 15%, Aegean Sea Region 13%, Mediterranean Sea Region 11%, Central Anatolia 16%, Eastern Anatolia 9%, South-East Anatolia 9%. On one hand, mostly the negotiated problems of the country stem from the regional differences, access to the sources or inequalities of education. On the other hand, 'Democracy' is believed to be a concept of adulthood, yet, the basics of the democracy understanding is established during the childhood. That's why this paper concentrates on children, childhood and aims to bring together different communication dynamics regarding the different regions of the country.**

The World Values Surveys were designed to measure all major areas of human concern, from religion to politics to economic and social life. Happiness is one of the most important issues to be discussed in almost all countries for many years. It is not certain if modernization or democracy bring enough happiness to people or not. What creates happiness or unhappiness is still not known concretely. How do the children see happiness and how they position the concept of peace in their lives is very important in every country. Yet, it is more important in Turkey because the country seems to be positioned in the very center of the conflicts. In this case, it is difficult to be a child and it may be very difficult to dream positively about the future. The research puts forward the findings of an interesting study evaluating the Turkish society and the concept of happiness, as well as comparing and contrasting the future expectations of the Turkish children regarding their future expectations.

Keywords: Peace, Future Expectations, Children, Journalism

I. INTRODUCTION

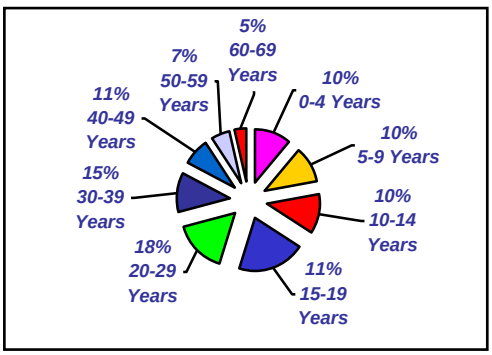
Turkey stands in the middle of the questions. Its geopolitical position gives her a certain responsibility as a bridge between Asia and Europe, between tradition and modernity, between peace and conflict. Turkey has a very young population compared to many other European Countries. The clusters between the ages are so near to each other that many age groups have similar problems. Considering the health, education and social problems of the youngsters, there seems to be a great debate for the following years.

A. Questioning Childhood and Modern Dynamics of the Society

The country has a very young population generally 59% is over 18 years old. This brings up many questions such as the facilities, problems of equality, working conditions and modern dynamics of the society. The education of the children, the working mothers, the number of the children for each family, IVF babies and even the abortion becomes important issues to be discussed at the general social level. These also have media reflections not only in the form of news but also in the form of discussions, panels, television programs, polls, etc. That's why Turkey also has a new ministry of 'family and social polices' wholly devoted to these dynamics. Most Crucial Problems occur as Education, Working and Politics.

The seven different regions of the country, each having different climate and culture stand as the representatives of different life styles, different expectations and understandings. Marmara Region has 29% of the whole population and Black Sea Region 15%, Aegean Sea Region 13%, Mediterranean Sea Region 11%, Central Anatolia 16%, Eastern Anatolia 9%, South-East Anatolia 9%. Each region having its own geographical qualities has something contradictory to the others. While one is yearning for water the other looks for more sunshine, or some invite the tourists to the mountains and the others to the beaches. Again, the equality of the access becomes very important.

TABLE I. AGE PERCENTAGES OF THE COUNTRY



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On one hand, mostly the negotiated problems of the country stem from the regional differences, access to the sources or inequalities of education. On the other hand, 'Democracy' is believed to be a concept of adulthood, yet, the basics of the democracy understanding is established during the childhood. That's why this paper concentrates on children, childhood and aims to bring together different communication dynamics regarding the different regions of the country.

B. Childhood Values

The meanings attributed to childhood and the concept of child is getting more and more important in the modern world. A child is a child between 0-18 and mobility at early ages is very important. The child/youth is restricted and limited within the given society and as followed through the media they are usually the victims of these problematic surroundings. To the adults, the outer world is blamed to be dangerous for the kids. Doesn't matter if they live in a small city or big town the danger is the same: The children have little chance to experience the outer world and the society they live in; they have very little chance to discover themselves, their abilities and enrich their skills. They have just a few encounters with the 'other' and very few opportunities are provided to discover 'the other' as well as to understand or tolerate them. Yet, the society expects them to become 'active citizens' in future.

The children are left to spend more time with the media and they are under the impact of media, media-reality and its stereotypes. Especially, with the new media opportunities, they are more at risk. On one hand, the number of the early deaths in childhood, poverty, disadvantaged groups and the number of the children who could not have any access to health and education services increase dramatically, but on the other hand, children have better access to media and screen technologies, lacking appropriate media literacy skills. This entire infrastructure does not help them shape their identities, expectations and beliefs for future in the ideal way.

Consequently, for the beginning of the democratic active citizenship, we need to improve the quality of the childhood, we need to equip them with appropriate skills and we need to give them opportunities to choose and apply. One of the main aims is to give a chance to the media audience to be mobile and not only physically, but also intellectually, socially and virtually. Thus, they would find a chance to see the world in a different perspective and build up themselves for a better and democratic future depending upon the implications not only given by their limited sources or virtual images provided through the media but also through their own experiences. In Turkey as well, just like in Europe with lower population increase rates, the children in the average families got better standards at home, at school and in all over the society not only in big cities but even in small towns. As a consequence of these developments, on one hand most of the children have better opportunities, better roles and perhaps a higher status in the family and society, but on the other hand they mainly lack the care and time the older generations were provided just a generation ago. Nevertheless, we need the future citizens with correct skills and angles to question the society, to develop their empathy and understanding for the others.

II. AIMS AND METHODOLOGY

The modern world is full of media and usually the media reflects the examples giving the individuals and the society a kind of insecurity through millions of events. In each example, the agenda is set in a way to isolate the self from the society, to break the bridges between the individual and the society.

The individual is trapped in the alienated world of the media and the false representations bringing forth the problem of freedom and isolation, as well as security and happiness. Many people start to believe that socialization causes more problems than ever in nowadays and a kind of primitive lifestyle could be preferred instead of the complex society in which there is no peace.

The paper concentrates on the data collected throughout different surveys. One of them is on the university students participating into the study from different cities of Turkey. The main concepts of peace are questioned throughout ten open ended questions. The collected data is compared and contrasted mainly depending on the differences stemming from different lifestyles through the cities, regions, etc. The results of the study involve the comparative analysis of the data collected from those having high hopes for peace and those lacking it.

The replies to the questionnaire were also combined with the survey results of the other studies just to make sure if they are compatible or not. Different surveys and different ways of handling the same question yield similar results. One of them is the British Council and Ankara University survey, the other is a European Union Collaborative Research Project Results, and the latest one is the RTUK Media Literacy 2011 survey. Thus, overall, the paper aims to give a picture of how youngsters are affected through the media and how they make use of the media implementations for their world to make up their future expectations.

Turkey, on the way to EU membership, is one of the countries to be discussed more due to its popularity as one of the historically, politically, geographically, economically leading countries of its position. Since the very beginning, the main goal of Turkey is being a modern democratic country and among the leading democratic societies and institutions. This goal was reflected in many ways via films, programs throughout many years. Apart from the governmental efforts made till to the date, now, many NGO's are initiating peace programs and activities. National and international reflections of the concept of peace and peace education in Turkey are getting more importance and the impact of these reflections was collected throughout the paper.

III. **FINDINGS**

The concept of peace is a very interesting one. On one hand it is totally related with the 'self' something inside the personality, but on the other hand, it is something 'social', which is not in the hands of the individual but related with the

'others' in the society. According to Pembecioğlu, "Creating And Confronting 'The Other' is becoming an art and a kind of human engineering in the new age. With the help of the technologies and new media, it is much easier and efficient. The impact of the media and the visuals are always more powerful than the ordinary press. 'Social' and 'society' have become key concepts in social studies. Citizenship - often seen as positive - also ties the individual to a state with boundaries that limit mobility. "When "society" and "social facts" lose the weight once attributed to them in today's "liquid modernity the individual needs the others to establish himself/herself. The self or identity has a psychological dimension such as feeling the self as a part of a greater body, sense of security, belonging to a social, emotional, political body or community with affective bonds of solidarity." [1].

A. Concept Of Peace

Identities also bring diversity: each new identity has its compatibilities and incompatibilities. Individuals might reflect themselves differently in unexpected conditions and layers of communication. Each new layer of communication seems to require a different identity; each new grouping will blur or clarify, depending upon the others in the communication. Virtual networks create diversity in society, so reflexive society creates reflexive identities. The risk of stereotyping also has impacts, and there will be many identities resembling each other in the same community. Thus, it is a never-ending battle between the self and the other. If the individual would be successful in designing his/her own way or would be forced to obey the rules of the society is the dilemma for centuries.

Due to these main efforts the change in the concept of peace and the perception of the civil society are reflected in a deeper sense. The struggle also aims to have some observations regarding the changes in the society. Peace, is an important issue in Turkey as well as in other countries. In this respect, the given culture, the children learn many things starting from the very early ages and many things are registered in their brains even before they realize. That's why it is important to know the culture and cultural changes in the society, how the people live, love, hate, and do the things in their own lives in Turkey.

The people who have no idea about Turkey could get ideas and impressions through the data. Long established structure of the Turkish image and the behavior patterns are changing within the Turkish society as well as the other societies. These changes are reflected in the television and media as well as in the new generation films. All these are seen as the main changes of the conflict-resolution processes. Throughout the changes in the world order, nowadays, the concept of Peace in Turkey is getting more attention than the other countries because what we understand from peace and how we position it in our society, in our daily life is important.

Basically, the main concepts are questioned throughout ten open ended questions. The collected data is compared and contrasted mainly depending on the differences stemming from different lifestyles through the cities, regions, etc. The results of the study involve the comparative analysis of the data collected from those having high hopes for peace and those lacking it.

Peace is a simple and neat term defining the security and state of dignity. However, when talked about the insecurity, political, economical, social, moral or linguistic versions could arise. When insecurity is mentioned, some terms come to mind such as weak, incapable, sensitive, unknown and blank, ordinary or little, silent and in need.

On one hand, having a very young generation is sometimes accepted as an advantage but it also has disadvantages. It is difficult to decide if it is a strength or weakness. On the other hand, a new understanding of structure and security occurred. Within the new complex situations, there are different understandings of security and communication. Whereas freedom to everyone is accepted as democracy at one point, the question of who is secure, who secures the security are some of the questions to be dealt with. If permanent security is possible or not could be discussed as well as learning to be different within the same society.

The concept of "Peace" is also a very complicated one. It's usually valued in different ways in different regions and social layers. One other important concept is "Security". As the citizenship education gained more importance, the perception of peace and security gained an equal perhaps more importance. Regarding the replies to the questions, some students tried to define peace in its basic form. Here are some of these peace definitions from children:

- We can have sports only in the peaceful environment
- Peace is love
- Peace is to respect to our friends
- Peace is not to fight with our friends
- Children can only live in a peaceful world
- Peace is sharing
- Peace is playing with the other children
- Peace is not to say bad words
- Children are the colours of the world
- All children has the right to live within peace
- Peace is running freely
- Peace is loving the nature and animals
- Peace is the combination of the music with the children laughters.

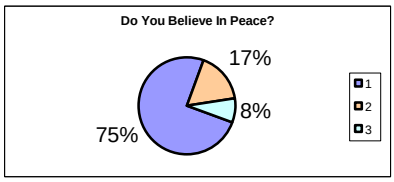
Even if communication is given importance at all levels, the common values of the European Union and the European Values for the Future are not still certain. The concepts of peace or security are still somewhat vogue. Regarding the survey, 265 people were questioned and these represent the 25 cities out of 81 of the whole Turkey. (Adana 3, Amasya 5, Ankara 2, Antalya 2, Aydın 1, Çorum 3, Erzurum 2, Gaziantep 1, Giresun 1, İstanbul 1, İzmir 1, Kahramanmaraş 1, Kars 65, Mardin 1, Mersin 3, Samsun 7, Sivas 5, Tokat 112, Trabzon 1, Unknown 20, Van 1, Yozgat 1, Zonguldak 1) The questions were open ended and as follows:

- Do you believe in Peace?
- Dou you believe that people could maintain Peace?
- Do you do something (individual / social) to maintain peace?
- What do you think there is in the core sense of Peace?
- Where is the most peaceful place of the world for you (social)?
- Where is the Peace for you (individual)?
- In your opinion which country is in peace (socially)?
- If you need to fight (go to war) what would be your reason?
- In your opinion why do the people fight with each other: to win something or not to loose something?

- Do you believe that there will be war of religions in the following ten years?

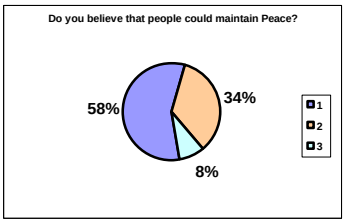
One of the striking points is that the replies for the statement 'Do you believe in Peace?' were mostly accepted by the participants. 17 % of the participants declared that they do not believe in Peace at all and 21% of them believed that they do not know. 75% of the participants believe in peace.

TABLE II. THE REPLIES FOR HE QUESTION "DO YOU BELIEVE IN PEACE?"



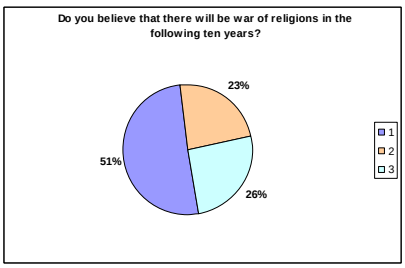
'Do you believe that people could maintain Peace?' The second question was assessing the tendency of the people to make up a peaceful environment. 8 % of the participants had no idea if they could maintain Peace or not. Yet, 34% of them believe that they could not do anything for Peace. However, 58% of the participants believe that they could maintain Peace.

TABLE III. THE REPLIES FOR THE QUESTION "DO YOU BELIEVE THAT PEOPLE COULD MAINTAIN PEACE?"



'Do you believe that there will be war of religions in the following ten years?' was the most striking question of the survey. While 26% of them gave the reply 'Don' t know', some 23% of them replied as 'No'. However, 51% of the participants believe that there will be war of religions in the following ten years.

TABLE IV. THE REPLIES FOR HE QUESTION "DO YOU BELIEVE THAT THERE WILL BE WAR OF RELIGIONS IN THE FOLLOWING TEN YEARS?"



B. *Concept Of Mobility*

Mobility and children are inseparable two concepts. Every child is expected to be mobile, physically, intellectually, socially, culturally, linguistically, economically and virtually. The physical mobility of children will be depending on their healthy physical development. The intellectual development of children will be depending upon much more on the flow of intellectual information around him/her.

The children develop 80% of their intellectual capacity during the first eight years and the 20% is left to develop up to the adulthood around 20. Thus, the intellectual mobility of children will be developed through the first images curved into their brain and these images are usually implemented through the media. However, media has a side effect as to prevent the children to be kept by those images so much that the child could sit in front of the television for hours. This fact implies the underdevelopment of the children both physically and intellectually. The lack of physical mobility might cause a kind of physical weakness, which will affect the child in the upcoming years. On the other hand, the brain of the child easily getting used to the high frequency of the images and the bombardment of changing scenes will need to be alerted in real life situations as well. The hours locked by the viewing activity will mutate the children's brain as to cause some permanent underdevelopment risks in some cases. The children having heavy load of images and getting used to the frequents alerts sent by the television program will be seeking this similar amount of frequent alerts in almost every activity and the lack of it would be causing unwillingness to take part in, reluctance to be a part of it or uneasiness, attention disorders etc. Thus, the television viewing is causing terrible and non-reversible impact on them both physically and intellectually. Economical mobility is a new concept for the children, with their mobility; they could also enlarge their interests regarding their choices and possible future planning.

Social mobility is also encouraged throughout childhood. This period is the one in which most of the friendships and values are established, attachments develop and re-structured. That's why the socialization period of children would mean a lot to them not only in their childhood but also in adulthood.

The linguistic mobility of the children is important and to many linguist and television is one of the sources of information that could help the children develop appropriate linguistic structures and functions. However, the children consuming so much media could have a handicap of not producing their own messages using the right concepts, vocabulary and appropriate language skills; namely reading, listening, speaking and writing.

Cultural issues are getting more and more bounded to the virtual mobility in the age of technology and everything is perceived through the news. This is a part of a cultural mobility that would lead the participants to be virtually mobile as well. The images of the 'self' and the 'other' are the key steps for the 'identity development' and the democratic citizenship. The self is expected to develop a better self and different visions of the 'other' and thus the self will learn to 'produce' or 'formulate' their own messages.

C. *Concept Of Motivation*

The exposure to the message and the popularity of the message becomes more effective with the media combinations

and multiplied effects. Motivation cannot be observed directly. There might be individual or intrapersonal factors influencing the people to have a certain tendency.

Two types of motivation are sometimes distinguished: Instrumental and Integrative. Media literacy, democracy and human rights education aim to have exposure for certain "instrumental" goals. However, integrative motivation, basically, wanting to do something in order to communicate with people of another culture is also very important as to know more about the "other" culture, the "other's experience". To associate or integrate the self to that "other" is also important. Integrative motivation could also show itself as to lead the individuals to be a respectable member of a smaller group, which has an "intragroup communication". In this case, the communication among members of a group could be shaped through their own experiences and products. This is a kind of belongingness to a specific group, which is rather closed to the other members of the society. Once you're in the group, you need to have some effort to stay in the group. In this case we could also talk about the 'Intrinsic motivation' as the inner motivation of the individual leading him/her to his/her choices and consumptions. Yet, the participants would also have some 'Extrinsic motivation', as the outer force putting some pressure on the individual as to lead him/her through a previously predetermined path when they are making their choices, giving their decisions or developing their attitudes.

D. Media Literacy

Regarding all these facts, this paper concentrates on the idea of first implementing appropriate media literacy skills for the youth, preparing and putting them in a situation in which they could be mobilized in all senses and be productive as they could. Mobilizing them, there could be more awareness rising activities and the impact of the messages would stay longer and even for a lifetime. Breaking their barriers, outreaching their goals and deciphering their self the participants would go beyond their limits and would be questioning and productive citizens of the future. We expect the audience would have higher expectations, greater ambitions and better motivation as well as optimism and power in their re-established skills contributing to their self-confidence. Thus this kind of readership will have a temporary or permanent impact on the audience.

With their mobility, come the choices they make to help them to BECOME themselves. Becoming is a concept of inclusion and exclusion and the importance of being IN TOUCH WITH THE OTHERS. This helps them to be in touch with their productive self, self-reflections and their audience as well. Their values and expectations could find a place in such circumstances.

What would be the impact of this change on the society, system, culture and on individuals? Each new visit, each production and in touch with the others would establish a little "camp in the society". In this part of the given society, the values and the actions have a different code and the ones watching this piece of virtual reality share all these values. Thus, the made up one, the created culture or the culture of exception in their lives turns into reality throughout the time. Becoming a member of the group is important however, what is also important is staying as a member of the group. This new metaphor brings the ideas such as 'encouraging inclusion' vs. 'discouraging exclusion'. In today's world it is easy to be somebody.

It is believed that effective media literacy develops the thinking functions of the individuals. So that, they may have higher level thinking skills, selective attention, better listening skills and memory capacities. They could also improve their symbolic functions such as imagination, innovation and envisioning as well as empathy and compassion. When the individuals do not develop these skills, their expectations for future would be not their own expectations but what the media gives them to consume.

In 2008 and 2011 RTUK and MEB had a collaborative research on media literacy and how the media affects the children. According to the 2011 Research took place in 100 schools in 26 counties. 2.515 students of 7th and 8th grade students took the survey. 51% of the participants were girls and 49% of them were boys. Mostly the students were from families having 1-3 average number of children and 90% of them were having nucleus families. The parents were above the level of education regarding the Turkey sample. 10% of the mothers and 20% of the fathers were university graduates.

What do they do in their spare times? The rate of the children who were sharing with their friends was only 31%. That shows how much importance and time the children give to the media. The deeper analysis show that the students sharing their spare time with their friends are playing between 1-3 hours and the children of Marmara and Aegean regions are more tend to spend more time with their peers.

Some 8% of the participants reflected that they are working children and apart from the school hours they need to work and earn money. Out of the working group 37% of them are working during the weekdays either before or after the school. Mostly the working group is located in Central Anatolia and Mediterranean Regions. Out of the working group 60% of them are working for their own work in the household and 40% are working for other business. Among the media Internet is found very important by the 74% of the participants and 60% of them found computers and mobile phones as the most important means. 52% of the participants declared that television is an important means and 41% of them emphasized the importance of the periodicals, magazines and newspapers. Radio is found important around 15% mostly for music.

The students reflected their trust to the media in different ways. The statement 'Television serials and cinema films reflect the truth' got 60% approval whereas another statement 'internet has only advantages' got 63%. The statement 'Newspapers are preferred more than television and computers' convinced 55% of the participants. According to the survey, the students are watching television an average of 2 hours and 50 minutes on the weekdays. By the weekend this rate goes up to 3 hours 8 minutes. 16% of the students watch television alone. Regarding the Internet usage, each student is spending an average of 2.36 hours in front of the computer.

TABLE V. THE PERCENT OF THE POPULATİON İN TURKEY REGARDİNG DİFFERENT REGİONS

Regions	% of the population
Marmara Region	30,90
Aegean Region	11,3
Mediterannean Region	14,9
Central Anatolian Region	14,5
Black Sea Region	13,0
East Anatolian Region	5,8
Southeast Anatolian Region	9,6

E. Creating / Resisting Commercial Culture: You Are What You Eat!

Regarding the communication environment in Turkey, most of the things are getting more and more globalized specifically for children as in anywhere. Mass Media is full of examples: Magazines of Barbie Babies, blockbuster films, cartoons on TV, etc. Questioning 'Childhood' and Modernizm concepts, children seem to have everything, yet, they have less natural and real care. Regarding the Children and the Media Access in Turkey not every child has the TV in the bedroom yet, but this is the general tendency. Mobile phones, PC's are also problematic. More and more children are becoming addicted to Internet and game world. Digital Media is more influential than the books and traditional media. Mass Media in Turkey is becoming more and more dominating especially for children: It is setting the agenda among the children and youth; it is setting the habits and consumption attitudes in the society; it is becoming more and more irresistible, because there is the fear factor of social exclusion. Where at the national and international level including the local television channels in Turkey reaches up to the number of 1400 the children are spending around 900 hours at school and 1500 hours in front of TV. According to statistics this means that an elementary school kid watches more than 100.000 violence scenes of which 8.000 of them includes murders. This starts a period of normalization for the child seeing the violence as a solution. So, how can you teach peace or conflict resolution techniques or democracy and ethical issues to these children they already become what they are, violated forever.

According to the statistics, [2] every one out of five child in Turkey has a TV in the bedroom. 82% of children decide what to watch on their own and usually they sleep with the TV or computer within the same room. This means that they may watch it until late hours at night. They start watching TV by the age of 2-2.5 years old. This is illegal in some of the countries such as France. An adult is spending 5 hours, whereas a child is spending 3 hours in front of Television. Regarding the ethics and language use in programs there seems to be many handicaps. Having a rich media environment may have many disadvantages for the little kids. Apart from the television, the papers, computer also has an exposure emphasizing that of the television. Regarding the overall exposure and peer impact, the children are really in danger of the popular culture just in the structuring period of their 'values' and 'self'. More media consumption causes the media behavior. That means people start to forget about the real world and real perceptions but start to perceive the world as it is portrayed via the television and other media. Yet, these reflected portrayals could be somewhat wrong. Media usually have a kind of neutralization effect, or minimizing effect that real problematic issues are presented as if they are normal or minimal details. Sometimes, the media has a kind of maximizing effect that exaggerates the event or situation so that the details become so important and something very crucial. Very seldom the media is neutral and provides just the information and no comments about it. These 'Contradictory Messages of the Media' create a conflict society in which nobody has trust to each other or feel secure.

British Council has started a project named "The Role of Media in Social Inclusion" in cooperation with various institutions. The project, which was initially developed with the collaboration of BBC WST and a consultation board, consisted of the representatives of pre-eminent Turkish media institutions. Guideline development stage is being carried out with the partnership of the Turkish Journalists Association.

The aim of the project is to support media professionals in their efforts for promoting responsible and principled journalism that protects public interest towards less advantaged groups through sharing European values with UK experience and developing ethical principles. According to the survey, media representations are rather falsified through various occurrences.

TABLE VI. FACTORS MENTIONED IN THE NEWS

ACTOR	NUMBER OF TIMES
Women	13776
Gays / Lesbians and others	121
Children	2874
Handicapped	173
Culturally Different ones (Ethnic, religious, etc)	1366

The Geographical Boundaries of the News are rather centralized into the cities rather than the villages. The media search proves that only cities were mentioned in most of the news. Regarding the accessibility and democracy issues mentioned widely, the cities have more customers for the news perhaps that's why they are mentioned mostly.

TABLE VII. NEWS PERCENTAGE REGARDİNG THE ORIGIN OF THE NEWS

Geography	Number of The News	%
City	11962	92,3
Village	1002	7,7
Total	12964	100,0

TABLE VIII. CITIES MENTIONED MOST IN THE NEWS

City	Number of Times	%
İstanbul	5171	32,2
Ankara	2263	14,1
İzmir	481	3,0
Antalya	309	1,9
Adana	231	1,3
Diyarbakır	154	1,0
Muğla	177	1,1
Bursa	110	0,7
Konya	99	0,6
Trabzon	84	0,5

The cities cited most in the newspapers are around 10 and if ever the other cities were mentioned this is due to something fringe which should be maximized. Regarding the 'Socio-Economical Status of The Actors Referred' among the other classes, upper class is mentioned most. The least mentioned one is the lower one.

TABLE IX. SOCIAL CLASSES MENTIONED IN THE NEWS

SOCIO ECONOMIC LEVEL	Number of References	%
Upper	155793	95,61
Middle	5728	3,51
Lower	1425	0,87

Regarding the 'Gender Differences' in reference to their ages, it is obvious that the most mentioned group is the young girls between 18-25.

TABLE X. AGE CLUSTERS MENTIONED IN THE NEWS

Age Classes	Female Numbers	Male Numbers	Female %	Male %
Child (0-18)	1093	1006	6,8	6,3
Youth (18-35)	6467	2706	40	16,8
Middle Aged (36-55)	4305	4446	26	27,7
Aged (+55)	1185	1659	7,4	10,3
Total	13050	9817	81	61,1
Uncoded	3010	6243	18,	38,9
General Total	16060	16060	100	100

The percent of the children mentioned in the news is around 3,4 among all the other news. Mostly, once a child becomes a piece of news on a newspaper it is either the agent or the sufferer of violence. The children mostly are shown and deciphered with their photographs, names and addresses. Thus when the 'Representation Of Child' in the media is considered there seems to be many ethical issues to be discussed.

TABLE XI. REPRESENTATION OF CHILD IN MEDIA

News About Children	Number	%
Violence – The Agent	150	5,2
Violence – The Sufferer	716	24,9
News About Health	378	13,2
Success Stories	123	4,3
Orphans, Street Children	172	6
Child Worker	14	0,5
Education – School Children	181	6,3
Tragedies, Accidents, Earthquakes, etc.	454	15,8
Famous Children	146	5,1
General Children's News	540	18,8
Total	2874	100

F. The World Values Surveys And Turkey

The World Values Surveys are designed to measure all major areas of human concern, from religion to politics to economic and social life. Happiness is one of the most important issues to be discussed in almost all countries for many years. It is not certain if modernization or democracy bring enough happiness to people or not. What creates happiness or unhappiness is still not known concretely. How do the children see happiness and how they position the concept of peace in their lives is very important in every country? Yet, it is more important in Turkey because the country seems to be positioned in the very center of the conflicts. In this case, it is difficult to be a child and it may be very difficult to dream positively about the future. The research puts forward the findings of an interesting study evaluating the Turkish society and the concept of happiness, as well as comparing and contrasting the future expectations of the Turkish children regarding their future expectations.

However, according to Inglehart and Welzel, it turns out that two dimensions dominate the picture: (1) Traditional vs. Secular-rational values and (2) Survival vs. Self-expression values [3]. These two dimensions explain more than 70 percent of the cross-cultural variance on scores of more specific values.

According to the book secular-rational values dimension reflects the contrast between societies in which religion is very important and those in which it is not. A wide range of other orientations are closely linked with this dimension. Societies near the traditional pole emphasize the importance of parent-child ties and deference to authority, along with absolute standards and traditional family values, and reject divorce, abortion, euthanasia, and suicide. These societies have high levels of national pride, and a nationalistic outlook. Societies with secular-rational values have the opposite preferences on all of these topics. With these explanations and with the examples of the media Turkey seems to be a society near the traditional pole.

To Inglehart and Welzel, the second major dimension of cross-cultural variation is linked with the transition from industrial society to post-industrial societies, which brings a polarization between 'Survival' and 'Self-expression' values. They believe that the unprecedented wealth that has accumulated in advanced societies during the past generation means that an unprecedented share of the population has grown up taking survival for granted. Thus, priorities have shifted from an emphasis on economic and physical security above all, toward increasing emphasis on subjective well-being, self-expression and the quality of life.

That's why this paper aims to put forward a glimpse of youth values, how they see the future and the security problems in the concept of peace. How the adults define the concept of happiness in relation to security etc. Regarding National-Level Value scores Turkey is not among the first three countries.

TABLE XII. TURKEY NATIONAL-LEVEL VALUE SCORES

	Traditional/Secular-Rational values	Survival/Self-expression values
Turkey 1990	-0.89	-0.17
Turkey 1995	-1.13	0.28
Turkey 2000	-0.86	-0.34
Turkey 2006	-0.89	-0.33

According to the Turkey Values Survey 2011 Turkish people are happy but they lack trust, they could not or do not

want to confront with the 'different' [4]. 3.511 households were covered and 7.368 people took part in the survey. The same questions were asked to more that 400.000 people in 25 different countries. According to statistics, 77% of the Turkish people believe that they are happy. Most of the people position themselves on the right wing of the politics. The percent of them stated that they would not like to have gay neighbors reaches up to 84% and 68% seems to be intolerant to the unmarried couples.

It is surprising that the percent of the 'very happy' and 'a little happy' ones in 2001 altogether was reaching to only 59%. But after just ten years the percent increased to reach up to 80%.

TABLE XIII. TURKEY NATIONAL-LEVEL HAPPINESS RATES

Turkish People	Happiness Rates
1990	6,4
1996	6,2
2000	5,8
2001	5,0
2006	7,5
2008	6,6
2009	5,9
2011	7,3

The people generally do not trust people. The tendency was around 8-10% in 1990's however; it went up to 15% in the 2011. Regarding the trust to the people of other religions the rate is 38% whereas the trust to the other nationalities is 39% and trust to the first met people reaches to 24%. One of the striking questions of the survey is about the neighbors and whom you wouldn't like to be a neighbor. Among the first rows stand the transsexuals, 84%, People with AIDS 74%, unmarried couples 68%, Atheists 64%, fundamentalists religious people 54%, Christians 48%, somebody from another religion 39%, refugees and foreign workers 39%, the girls having mini skirts or shorts 26%, having no feasts during Ramadan 20%, other party fans 17%.

The rate of the Turkish people defining themselves as the believers and religious reaches up to 81% and feasting people reaches up to 87%. In Europe, the rates of the people who would not like to have a Muslim neighbor is around 48%. The rates of the people who would emphasize the importance of the religion in their happiness reach up to 74% in Italy, 90% in Malta, 75% in Poland and 39% in Spain. It seems that 'No Tolerance' would become a motto for the future.

Even if the modernization and democratization are reaching to higher levels almost in all the countries in Europe and in Turkey, 17% of the Turkish people do not feel themselves comfortable enough in their daily environment and 8% of them carry something to defend himself/herself for his/her security. 68% of the people have a fear of loosing their job and 15 % of the people state that they couldn't have enough food in the last year.

Considering the war issues, the people seem to be ready to be in a war. The whys and how's are not that much important because they feel like going to war. Considering the rate of the people agreeing with the statement 'If needed I'd go to war for my country' was reaching up to 97% in the past, however in 2011 it is 86%. Regarding the nationalism, only 6% of the people stated that they are not Turkish both in 2006 and 2011. Whereas the trust to the government is around 61% trust to the army and police are 75% and in its lowest level in Turkey for many years. Trust to journalists or the media is again at a very low level regarding the other values. Only 41% of the people have trust to the media.

TABLE XIV. TURKEY TRUST TO THE ARMY

Trust to the Army	Rates
1990	91
1996	94
2000	87
2001	84
2006	87
2008	90
2009	86
2011	75

IV. CONCLUSION

All the values depend upon the relationship between the 'self' and 'other'. How do the people position themselves, how do they reflect themselves are just very crucial questions. In this study, the concept of peace is considered to be the main one and within this perspective the impact of the media and the future expectations of children were tried to be analyzed. It seems the world values survey provides us some hints to observe the society throughout the years. The Turkish people seem to be very happy when they are asked, however, when we go further for deeper analysis there seems to be very crucial questions regarding the peace, security, nationality, religion, etc.

Whereas the media portrayals have the reflections of the modern people living in the city centers and having an upper standard of life, the rest of the people were not even represented in the media. Thus the falsified reflections of the media create a pseudo reality as if everything is all right. However, both the country and the people are having great and positive changes including democracy and cultural changes. One of the most important reasons is the mobility. The more the students leave their hometown for their university education, the more the people leave their cities for better life standards or working conditions the better they understand about the cultural change and needs to change.

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