

Research: TV media- Formal and Non-formal education



Preface

Theoretical background of the research

The research on the present condition of the children's program on the television media is the first serious research of the NGO Institute of Project Management and Development IPMD-Skopje, which covers the aspects of the educational process, content, quality, the audience of children's TV programs in Republic of Macedonia.

*The research and analyzes are part of the activities of the Non-Formal Education Project - TV Show "**Nena Schema and Robotko**" for strengthening the capacities of children's television programs in Macedonia and their impact on the development of children, which IPMD started actively during 2017, and includes activities, approaches and methodologies aimed at improving and enriching the children's television program.*

The research and other activities included parents, children, psychologists, educators, informal educators and journalists.

Within the project, in addition to the research and analysis, a training course was participate from the Erasmus + Education and Mobility Program "The Power of Non Formal Education", Budapest, Hungary, with a representative from the association, with whose participation, contributed to taking action in the definition of methods, approaches (with adjustments), logistics, preparations and activities that already lead to the final activity for setting the project in terms of research. Also, the exchange of knowledge and experience with the other participants contributed to the planning of the activities and goals of our project to develop into a regional project, as a need to develop an appropriate children's program in the surrounding countries.

We hope this research will benefit all professionals who directly or indirectly participate in or contribute to the creation of children's media space, from the television media themselves, journalists and educators.

IPMD-Skopje is grateful to all individuals who through the discussions and the public survey contributed to the formulation of the contents of the research, as well as to the Agency for Community Rights Realization and the Agency for Audio and Audiovisual Media Services, whose analyzes were undertaken.





Introduction

TV programs can positively and negatively affect children's development. Although television programs are fun, they automatically become part of the environment that affects the growth and development of the child.

The positive impact of television programs

Quality TV programs have good effects on children. In fact, TV shows for children on some channels like Discovery or National Geographic Channel can increase the child's knowledge. There are also some television programs that help children understand the importance of proper nutrition, health and exercise. In addition, children also learn many things that are useful in their academic and future lives. They can also watch contests or quizzes that increase their general knowledge.

The negative impact of television programs

Together with the positive effects, TV programs can also have a negative impact on children, and it concerns the behavior of the child.

Most of the children watch cartoons, but they also watch programs for adults.

Often these concepts are based on crime, violence, murder, etc. which can have a very bad influence on the development of children. It can create anxiety in the child's life and make his or her life stressful.

The area of children's media space is quite unknown in Republic of Macedonia. There are no relevant studies showing and indicating the effects and development of children.

The results of this research are the foundation for improvement as well as for designing the children's series/shows, through which the standards and quality of the children's TV program, on the national and local television stations, will be recognized and raised.

In the course of the research on the state of the children's television program, several goals were set: to give an overview of the current state of displaying the children's program; to make an analysis of the children's program of the past and the development; to learn the views of parents, children, people involved in this issue; and to determine whether it is and what is needed to be done to improve the situation and what would be the preferences.

In order to respond to these objectives, deep research, methodological procedures for collecting primary data, thorough interviews, online survey-questionnaire, and analysis of the content of the TV media websites were used in this research. In addition, an analysis was made of secondary data obtained and taken over by the Agency for the Exercise of Community Rights and the Agency for Audio and Audiovisual Media Services.

The discussions were completed with journalists, teachers, informal educators, psychologists as well as a focus group of parents and children.



The condition of the television children programs

National Televisions	Children TV shows and series	Schedule (with changes)
MRT1	Голем Одмор (Golem Odmor)	monday-friday / 10:30
	Од А до Ш (Od A do Sh)	monday-friday / 11:25
	Пет + Фамилија (Pet+ Familija)	monday-friday / 10:15 & 18:45 saturday-sunday / 10:20
	Дора Истражува (Dora the Explorer)	monday-thursday / 11:30 & 19:05 saturday-sunday / 07:10
	Напред Диего! (Go, Diego, GO!)	friday / 11:20
	Македонски Народни Приказни (Makedonski Narodni Prikazni)	every day / 11:45
	Си било еднаш (Si bilo ednash)	monday-friday / 10:15
	Супер крила (Super Wings)	monday-friday / 10:50 & saturday-sunday / 19:10
	Детска драма не е празна слама (Detska drama ne e prazna slama)	every day / 11:05
SITEL	Македонски Народни Приказни (Makedonski Narodni Prikazni)	every day / 11:50
	Калимеро (Calimero), Винкс (Winx), Гоуст Рокерс (Ghost Rockers)	saturday-sunday / 10:00-10:30
	Пинкови Свезди (Pinkovi Zvezdi)	?
KANAL 5	Македонски Народни Приказни (Makedonski Narodni Prikazni)	every day / 12:00
	Некои Нови Клинци (Nekoi Novi Klinci)	monday / 21:00
TELMA	Горе-Долу (Gore-Dolu)	saturday / 16:10
ALFA	none	/
ALSAT-M	none	/
24 VESTI	none	/
TV NOVA	Мини Вести (Mini Vesti)	monday-friday / 12:00 & sunday / 17:45
NASHA TV	Бушави Глави (Bushavi Glavi)	every day / 07:40/ 16:30/ 21:45
TV SONCE	None specific children program	monday-friday / 08:00 & saturday-sunday / 09:00

Through the completed analysis of the program part for children and young adults offered by the TV media - national televisions, with emphasis placed on them due to the full coverage and follow-up in the country, the conclusion was reached that there is a lack of a program that will enrich the knowledge of children, starting from the educational and scientific sphere, to the cultural, social and informational spheres.

Today, the general picture of the TV program on TV channels is unfortunately composed from the early hours to late at night with an adult program (politics, news, health and nutrition, synchronized foreign series in native language, folk and amusing music). Only half an hour is spent for children - with synchronized animation in mother language or educational show/serial. From this aspect of analysis, children are exposed to programs that do not offer quality features for their age.

As a television medium that stands out with quality and quantity of children's program is the national service MRT. They include program from the morning to noon, as well as the children's program of OXO production, "PET + Family", which includes the afternoon, which means that children can follow a program depending on school shifts and educational programs and series of different character.

Regarding the monitoring of children's TV program in the mother language of the communities in the Republic of Macedonia, we contacted the Agency for the Exercise of Community Rights, which provided their analysis of the right to use the language through the media, which according to the Constitution of Republic of Macedonia, the right to freely express is guaranteed, nurtured to develop their identity, through the contents of their mother languages.

The general picture, in general with regard to any category of TV program, intended for all spectators, from the analyzes is that the Albanian community has the largest number of TV media (in the analyzes, they include also the local televisions), unlike the other communities that are faced with serious deficiency on TV programs, especially children's TV programs.

According to data taken by the Agency for Audio and Audiovisual Media Services of Republic of Macedonia, dedicated to removing barriers that prevent people with sensory disabilities access to information and to enjoy the audiovisual services available to other users in the society and who understand communication as a key to the development of identity, socialization and the inclusion of a person in society, and access to information is a key precondition for access, participation and contribution to the community, point out the legal obligations of the public service provider that must anticipate.

The Law on Audio and Audiovisual Media Services stipulates obligations for the public broadcasting service, Macedonian Radio Television to create and broadcast programs intended for all segments of the society, including persons with disabilities.

MRT1 broadcasts programs such as Дневник (Dnevnik), Петтиот Ангел (Pettiot Angel), Светот на Тишината (Svetot na Tishinata), Од наш агол (Od nash agol), TV programs intended for adult population. Children's programming part is not covered.

Regarding other national televisions, TV 24 VESTI broadcasted two seasons of program "Otvoreno" as a social-political debate with guests. Again the children's programming part is not covered.

We also mention the informative and debate programs that are fulfilled as an obligation during the elections.

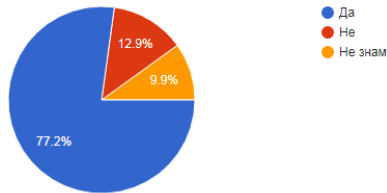


Public survey and analysis

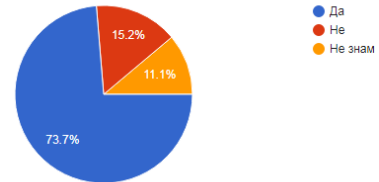
In the framework of this survey, an online questionnaire was conducted, which was answered by 171 respondents. The questions were intended for all television channels (domestic and foreign) that broadcast children's program.

Дали родителите се вклучени во гледањето на детската програма? Дали родителите со децата ја разговараат содржината на детската програма која тие ја гледаат?

171 responses



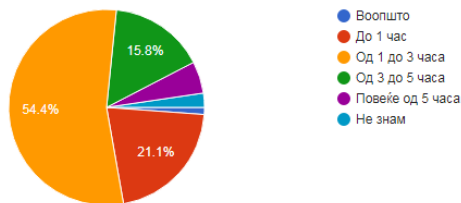
171 responses



These were the first questions asked in the survey where we came to see the great pleasure that 77% of parents / adults are involved in watching the children's program so they can give an objective opinion about the quality and what changes, if any, are needed and that the contents are discussed, which emphasizes the educational, psychological and communication development of the children. Parents also pointed out the factors that are important to them when choosing a television channel or a program for their child to follow. Almost all respondents consider the adequacy of the child's age program to be very important to them. Additionally, they consider it is also very important for their child / children, TV channels with the program they show, to be followed at the right time, appropriate for children.

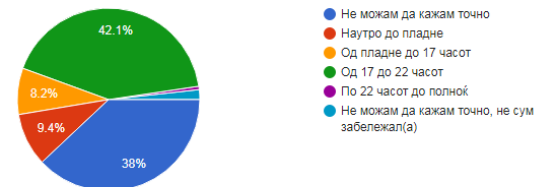
Колку време децата поминуваат гледајќи телевизија?

171 responses



Во кој период од денот децата гледаат телевизија?

171 responses

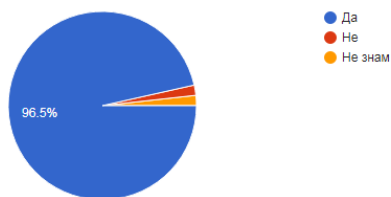


The following analyzes are replenished by the previous ones and show with the time spent on monitoring children's programs, as it reflects on them. 54.4% of the respondents stated that the children follow a television program of 1 to 3 hours. Through the discussions, it is concluded that children aged 0-4 years on average follow the most television programs for up to 2 hours (it covers the TV channels of the cable operators), at the age of 5-12 years, an average of 1 hour and 20 minutes and at the age of 13-17 years, 1 hour.

Within which period of the day they watch television, the question and analysis of the real time for monitoring children's TV programs is raised. The period from 9:00 to 12:00 and the period from 5:00 pm to 7:00 pm, are the optimal covering for both school shifts.

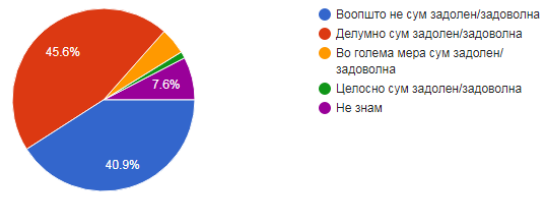
Дали сметате дека треба да има поголема застапеност на детска програма на националните телевизии?

171 responses



Дали сте задоволни од содржините опфатени со детските програми?

171 responses



From the state of the media and the children's programming part previously analyzed, it is only confirmed by the analysis of the respondents that a greater representation (96.5%) of the children's program of national televisions is needed. Therefore, the quality of the content of children's TV programs is generally negative in relation to the content that is broadcast on TV channels. Consequently, in conversations with parents, from the point of view of the programs, 55% declare the positive influence of the child program 45% negatively. Positive aspects include: inspiration, research, socializing, developing their intellect, empathy and education, problem solving and different ways of learning.

The negative aspects are: there is no impact on what they are following, there is no education and upbringing that corresponds to the appropriate age, within some world standards, to which our country should be spoken; there are contents with violence; that domestic children's programs reduced to "it is nice to help and share" and do not respond to their dilemmas, issues and ambiguities (lack of adventure and tension, emancipatory messages, etc.); foreign children's channels are much more prevalent, so children lose their native language and culture, and those few who have them seem to be without a concept and without any special didactic or educational character and at the same time be entertaining and appealing to the young audience.

Questions- What kind of TV programs do children watch? (refers to any type of TV program)? Please list the three most popular children's programs that children follow on TV in Republic of Macedonia?

On these questions, 73 respondents answered that children see animated cartoon (with and without violent content), 56 respondents answered that children follow educational children's shows and 42 children's series. Among the most popular children's programs (both domestic and foreign TV channels) were: Pet+ Familija, Dora The Explorer, Golem Odmor, Bushavi Glavi, Si beshe ednash, Kalimero, Super Wings and Foreign Channels - Da Vinci Learning, Nickelodeon Jr., Baby TV, Cartoon Networks, Boomerang.

Question - What kind of character should children's programs have that you think should be most common on TV?

50% responded that shows / series of educational-scientific and competitive character should be included, and 50% said that there should be a children's program intended for children 0-4 years of age for the acquisition of speech and motor skills.

Regarding the programs of educational, scientific and competitive character, the following aspects were taken out as the submissions that the content should be of a fun, informative and creative character.



TV media- tool for formal and non-formal education

Television is an audio-visual medium so widespread that there is no single household without a TV. There are numerous studies to examine the impact of this medium and all of them have shown that even in cultures where computers occupy a prominent place, the popularity of television is not diminishing.

Watching TV is a major activity delivered to home, something that parents accept and approve, regardless of the age of children. According to the survey, children usually watch television with their brothers and sisters, as well as with their friends and children of the same age. In such situations, content-related interaction is richer and serves as a source of information and knowledge of the numerous phenomena that children normally perceive on television.

The media are one of the most important agents of socialization of children and youth. None of the media, nor television, is an inherently good or bad agent of socialization. The quality of this effect depends on the objects offered. It is important to note that television is a very present and powerful medium and that it greatly influences the perception of reality in children, including the understanding of children about the phenomena to which they are exposed.

According to the undertaken study carried out in the United States (Fish, 2004, and according to Lemish, 2007 and 2008), the consistency between seeing certain series that showed benefit, cooperation, empathy and participation in the creative game was analyzed. One of those series is "Mr. Roger's Neighborhood" dominated by affirmative values presented to children through everyday situations in which the main character shares his emotional experiences.

There are several different terms used for modeling learning as one of the learning methods (Bandura, 1961): imitation, viewing, observation-learning and identification. These different terms describe a unique learning method: learning through the observation of something new (behavioral behavior) displayed by others that can, under appropriate conditions, be repeated and adopted, which will lead to new learning.

Studies show that the probability of accepting the behavior of the model is greater if the following conditions have been met:

a) High frequency models: it is more likely to accept the dominant model of behavior, the one with which children often meet. Thus, behavior patterns that are more likely to be adopted are those shown in programs that are repeated often, or programs that have a large number of episodes and seasons;

¹ Fisch, S. (2004). *Children's learning from educational television: Sesame Street and beyond*. Mahwah, NJ: Lawrence Erlbaum.

¹ Lemish, D. (2007). *Children and Television: A Global Perspective*, Malden, MA: Blackwell Publishing.

¹ Lemish, D. (2008). *The mediated playground: Media in early childhood*, in International handbook of children, media and culture, Sage.

¹ Bandura, A. et Huston, A.C. (1961). *Identification as a process of incidental learning*, Journal of Abnormal and Social Psychology, 63 (2), pp.311-318.

b) A culturally embedded model: models that are consistent with the characteristics of the culture models where they are performed will be adopted faster;

- c) The existence of social support and rewarding of certain behavior patterns: if the character in the series has no consequences due to a bad act, even benefits from such behavior, it is more likely that children will imitate the similar behavior;
- d) Estimate of a person learning by a model to gain some benefit (reward, social acceptance) if he/she adopts a particular model of behavior;
- e) Motivation of the learner to adopt a given model: children want to look like, or be like some of the characters from the TV programs;
- f) Social reputation (power, prestige) of a person who displaying a certain pattern of behavior: it is more likely to adopt the behavior of a person who is powerful, respectful and prominent in a particular environment, than of a person of lower social status (which is why it is important that the characters belonging to marginalized groups have the status of leading, main characters, as well as that all the main characters exhibit a positive attitude toward the characters that belong to the marginalized groups);
- g) Closeness of the model behavior to the one who adopts it by gender, age, social status: the probability of modelling will particularly be increased by 5 intergenerational closeness, which is why it is important that the characters in children's programs are as versatile as possible.



Conclusion and recommendation

In the research period, it was noted that the public service MRT, as part of their program for children and youth, had the smallest percentage of animated films / animations with synchronization in their mother language. The public service invests most with children's content (series and shows in mother language), which is broadcast in the morning and afternoon blocks of several hours, which in turn gives a satisfactory part of the children's programs in full to their broadcasting program.

There is a higher percentage of foreign content of other national media, while foreign production is part of the children's programs of commercial-cable broadcasters.

Since foreign production prevails from the statistics of content across all channels, this fact raises the issue of promoting domestic culture, language and values and only confirms the lack of television content in the mother language.

However, also were mentioned the benefits of watching English language programs as useful in language learning.

National media offer the least content for children aged 0-4 years. Most programs are designed at the age of 4-10 years, and at the age of 11-14 years, noting that commercial TVs have a very rare program for children of that particular age. Most of the cable channels are adapted to the age of 0-6 and 7-10.

Most children's broadcasting programs do not have interactive elements, nor do they encourage any consideration or participation of viewers on given topics.

The weakest point of children's TV programs is, of course, educational potential, and this is recognized by children, parents, teachers and educators. The areas for improvement include: a variety of content, the adequacy of children's age, quality, the importance of education, the appropriateness of the socio-cultural context, the educational messages they display. The other aspect of television children's programs is that they are not sufficiently developed, especially the inclusiveness of television content. It is considered that TV programs do not include completely different socially marginalized groups (persons with disability, ethnic, racial and national minorities, persons coming from poor families, people living in rural areas). This is a serious finding, especially when considering the need to create an inclusive environment, both in schools, in the media and in the children's environment, to ensure that members of society-marginalized groups are not discriminated against. Discrimination is present, i.e. none of the characters in the TV program is different in any way. Without the presence of others and the different in the middle of the child, it is impossible to develop tolerance towards diversity, understanding and respect for diversity.

From the recommendations we highlight:

- Increasing the production and broadcasting of TV's own children's program that corresponds to the socio-cultural context and children that grow in Macedonia. Custom production that offers a variety of content and genre options that individual programs can do differently, provides an integrated approach and a variety of content.
- Strengthening the educational role of children's TV programs. Respondents mentioned the requirement to have more competitive content, travel programs and programs for science, nature, animals, content to help with learning and education.
- Increasing inclusion in children's television programs. Programs for children must cover "others and different", that is, they should include different characters, representatives of socially

marginalized groups, both in support and in major roles. Children should participate in programs such as actors, researchers and guests.

- Increasing the interactivity of children's TV programs. Content produced and broadcast for children about the sensitivity of problems and problems of children and to be relevant for them development of children in relation to their educational potential. It is important that children themselves consider them to be relevant. This can be achieved by creating programs that will address the current problems of children, discuss current issues regarding children in Macedonia and the region, and the local sociological and cultural context in which children will have the opportunity to participate in their homes.

- It broadcasts various and rich children's programs. All TV stations should have a program for children of at least partly their own production and offer more versatile and higher quality.

- Improve the responsibility of broadcasters for the quality of children's programs broadcast.

- Continuity in educating parents about how they should monitor and mediate the contents of the children see on television. In many households, TV is still running all day, indicating that there is no reflection on the timing of the child's time or any conscious choice from the programs to be watched.

- Strengthen the control of violence in TV programs. Special attention should be paid to violence in TV programs that parents and children complain about. This highlights the importance of the above recommendation for the need for increased parental care when it comes to the content their children see on television, and the requirement that they act as a "filter" for threatening and inappropriate content. More importantly, systematic efforts should be made to visually identify content that is inappropriate for children and to broadcast them in lessons that will not make them readily available to children, at least to younger ages.

- Strengthening the controlling role of the regulator. The regulatory body should seek stricter compliance with the bylaws and greater responsibility of broadcasters for the content of the program. Stressing the importance of this topic when publishing competitions and in the decision-making process for the allocation of national broadcasting frequencies, is not used sufficiently as a mechanism for influencing the quality of children's programs.

- Conduct research to examine the various aspects of the phenomenon of television and children and the parental role in watching children's television; media literacy between children and young people and ways to encourage its development; the role of television in rural and urban areas; analysis of the messages transmitted by the individual and the system of values they promote; analysis of the main characters - models presented to children through popular TV programs and the like.

With the research we came to the realization that in the past in Macedonia, the level of the children's programs was on a high and quality level. Unfortunately, with years of advancement, there is regression. Past children's shows and series have made an important contribution to the creative and progressive thinking and development of children.

We hope with this research and recommendations that the situation will improve, because children and youth are the bearers of the future!