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Academic journal of economic studies

Provided in Cooperation with:

Dimitrie Cantemir Christian University, Bucharest

Reference: Trkeş, Mirela Cătălina (2019). The impact of media consumption on students : a transversal study on the influence of tv effects on education students of Bucharest. In: Academic journal of economic studies 5 (2), S. 84 - 93.

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The Impact of Media Consumption on Students. A Transversal Study on the Influence of TV Effects on Education Students of Bucharest

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Abstract

In contemporary society, media play a particularly important role in the development of human beings. The media exert a strong influence on the ability of knowledge that defines the personality of the young person and later of the adult. Beyond the special attraction offered to young people in particular by sharing experiences, by determining individual and group interests, mass-media and TV shows strengthens the motivational basis that opens up, develops or strengthens attitudes and behaviors. There are also a multitude of negative effects generated either by spending a long time in front of the TV or by watching shows that promote verbal and / or physical violence. In this sense, a cross-cutting research was carried out which sought to identify the opinions and behaviors of the Bucharest students regarding the influence of TV effects on their own education. Quantitative marketing research was based on a survey-based survey based on face-to-face interviews, based on a complex questionnaire of 17 questions. This survey was conducted in May 2018. The results of the study indicate that: having a long time in front of the TV has the consequence: boredom, followed by a state of drowsiness and aggression, agitation, nervousness. The positive effects of viewing TV shows on them are: information, relaxation, communication, education and learning. While the negative effects were: attention difficulties, learning issues, and imitation, violence/aggression, and communication difficulties.

Key words

Students, TV, education, consequence of spending time in front of the TV, the positive and negative effects TV has on students in Bucharest

JEL Codes: I21, M31

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Received: 15 March 2018

Revised: 30 March 2019

Accepted: 10 April 2019

1. Introduction

The insistence on conceptual determinations and methodological clarifications related to lifelong learning as well as on the need to implement the new vision that it brings into the sphere of education is explained by the tight relationship between the issue of permanent education and that generated by the media. At an international level, the forums and the specialists agreed that permanent education must cease to be a philosophical principle and become a social reality. In the vision of the concept of permanent education, the place where the educational process takes place is no longer of such a strict importance and is no longer related to a specific institution as this relationship has manifested in past societies.

The child is subjected, from the earliest age, to a continuous process of socialization, which happens, with the aging, to a process of socio-culture, the transfer of rules, rules, customs and values. Family is the first educational environment. Some habits and minimal living behaviors as well as the first attitudes that will develop later begin to form in the family from an early age. In the home, the child is in contact with the radio, with the television and other electronic devices, learning to use them, as they will be in a group, certain skills and attitudes can be strengthened more easily and in the long term in the formal framework that activates the process socialization.

1.1. Media as a resource of permanent education

In contemporary society, since birth, the human being is surrounded by a diverse informational environment in which electronic devices play an important role. The role of trainer rests with the parents and the adults with whom the child comes into contact, but also with this electronic environment in which he discovers idols (cartoons are a good example) and which, unintentionally, begins to become more and more dependent. From the period of 6-7 years we can talk about the influence of the extra-family environment, in which the most significant educational dimension is the school.

In the perspective of lifelong learning, the role of the school is noticeably nuanced. It will no longer impose a certain volume or type of information, and the teacher will no longer be the only depositor of this information, being competing with a multitude of information possibilities that will be at the expense of the interest. The radio, television, books and alongside them, the information stored on CDs, DVDs, USB sticks, etc., with large prints, complex content and accessibility, databases accessed by personal computers, constitute an educational environment informally, which, alongside the non-

formal one made up of clubs, reflexive groups/discussions, etc., based on common knowledge interests, could gain even more weight in the individual's training than school (Buzumet, 2002).

The means of mass communication have become means of information and training, so of education. It is the school that has the responsibility to train young people to search for, select and capitalize on the information they need, to facilitate their access to their own training, and at the same time avoid the consumption of "by-products", even developing a detrimental addiction to their own system values. The fact that the media is not limited to its educational function, it is often eluding it, the mass media is a commodity that sells, it drives the proliferation of mediocre media products that have a negative impact on the values and the moral and aesthetic standards of significant population groups, including the young. Often, the media is broadcast alongside by-products and kitsch with artistic claims.

Media culture, in many cases, contains: clichés, repetitive, comprehensible formulas, to the average man, giving him the comforting sense of "cult man," "sensible," "informed." Against the background of a lack of readiness to receive these messages, they can influence, by their force of constraint, negatively the receiving public. Influences are channeled not only to a certain type of consumption (buying certain products or participating in certain actions: contests, raffles, etc.), but it disrupts the individual's system of choice, induce some less desirable attitudes and behaviors, such as unexposed individuals or advised, would not develop. Author B. Schwartz affirmed that "the media inform, entertain, cajole, and at the same time permanently violence the individual in his private and social life, and it is absolutely indispensable for him to benefit early from an education that will prepare him to subject to a selection of messages, to exercise the critical spirit, with the benefits that flow from it, instead of letting them alienate"(Schwartz, 2005).

The school intends to take into account this training, which would set as specific goals those that allow the young man:

- learn to "watch" and understand documents or programs, judge them, read them;
- learn to form through these means, that is to become able to deepen their knowledge, to create a certain perspective and a reflection capacity that favors judgment;
- to develop an active attitude of approaching the message and not of docile submission.

Education for the media is inseparable from communication education and vice versa. At present, the new media, in their assertion and penetration, are dependent on the cultural level of society. Media education involves preparing for the knowledge of the functioning of these means and especially for the reception of their messages.

Author Laurențiu Șoitu said that each receiver should know:

- to see what is being presented to him;
- to express himself, by his own means, what he has received;
- be able to take appropriate decisions and attitudes towards the idea issued;
- to fulfill, following reception, actions that support the cultural and educational process of his and of others.

The same author argued "that education for the media is an education in action. New media have the capacity - when used by school in its own interests - to report processes not to an individual but to the mass of people, proving the most appropriate means by which culture can generally address its true recipient and through which the (re) generating dialogue can be achieved". The media is placed in the sphere of methods and techniques of promoting an educational approach. The latest experimental studies have demonstrated that the techniques used by the media are imposed by "the potential of the audio-visual image to mediate the process of knowledge". A well-documented film material about the mysteries of human birth, the infinite universe, or the infinite galaxies make the individual live the act of knowledge more intensely than other traditional means. Audio-visual illuminates with specific objective, of great expressive force, the paths of knowledge and thought.

1.2. Effects of media sub-products

In contemporary society, the media is part of the natural environment of human being since birth, whether we want it or not. The media exert a significant influence on the ability of knowledge that defines the personality of the young person and later of the adult. They exert a particular attraction, especially on young people, by giving them the experience they have not directly acquired but, above all, it determines individual and group interests, strengthens the motivational basis that opens the options, develops or strengthens attitudes and behaviors.

Both audiovisual media and written media, in an apparently inexplicable consensus, persevere in offering in particular to young "products" whose messages induce a certain philosophy of life, certain exhortations which, taking the personality of the young person into training, reach out to the background the dissolution of the educational role of the school and the exacerbation of the "neighborhood" culture, to structure and organize, forming an ensemble, a system of opinions, beliefs, "key" attitudes to which I fully adhere, their role being to serve as a "filter" for the new attitudes that will be formed.

This kind of "filter" acts especially on moral values, reinforcing in the individual the conviction that a "rebellious" ostentatious attitude, practiced within the "mafiot" group, in which vulgar, peripheral and sub-mediocre texts are approached, allows deliberately ignores moral norms, making him more receptive to aggressive, violent, deviant behavior. For example, I chose a quote from an article published in "Unica no.7/2012": "B.U.G. -Mafia, one of the band members explains -I'll reveal the truth about human misery. We do not do it badly. Anyway we are a people of thieves and delinquents".

Youthful promotion of such a mentality makes us asking serious questions. Influencing centers can use mass media to transmit carefully designed messages, the purpose of which would be to:

- feeding the young individual with false values, preparing him for the era of globalization by deleting certain norms, cultivating the passive attitude toward the disappearance of the nation, receptiveness to the various deviant behaviors of the individual (transsexualism homosexuality, aggressively motivated messianic behavior - terrorism) and their inclusion the accepted rules of the group;
- replacing the myth of the Romanian pupil cultivated, not too superbly, with that of the young "normal", superficial, vulgar, engaging his future according to the values of the neighborhood world, whether called Ferentari or Pantelimon;
- annihilation of the critical and reactive sense of the majority of the population in order to transform it into a socially manageable and easily maneuverable mass.

Companies that deal with radio, television or magazine publishers are traders. They produce products that are sold on the basis of orders, needs or expectations of groups. Educational and aesthetic factors are the last of the factors that are taken into account by designers when developing the media's "commodity", even though consumer influences are disastrous, affecting the basis of their own system of individual and social values. In general, we can say that all these companies are guilty of identifying two factors: the profit-seeking, the limited level of education and culture of the masses of individuals to whom the media are addressed and who often buy without discernment, but persistently, its products. At national level, there is already a growing number of cases of total loss of "compass" by more and more young people: the adoption of violence as a way of life, drug use, the lack and even the refusal of any ideals, the habit of experiencing" and so on.

At the macro-social level, action can only be taken through education, a proper level of middle-level education, gymnasium-high school, a schooling period for which a large proportion of the population remains, and where essential skills will have to be built between which also decodes and receives informed messages, to be a conscious participant of various communication acts, to make an informed choice for those sources of training and information that can help you to raise your level of knowledge, understanding of the world. And the role of bodies with regulatory and supervisory functions in the field should also not be circumvented. The National Audiovisual Council, insofar as it grants licenses and operating permits, is responsible for promoting or stopping messages that may be considered dangerous to the nation's moral health. The difficulties of such approaches - educational at the receiver level and coercive at the level of the transmitter - consist, on the one hand, of the right to freedom and diversity of expression invoked by the media, the risk that any interference will be considered as censorship, and another part, in the decentralization of education, which may in fact mean the impossibility of determining the responsibilities of the educational factors.

1.3. Impact of media consumption (TV) on pupils and students in Bucharest

In Romania, monitoring, surveys and studies on the influence of the media, especially on TV, on the public, including children and young people, have been carried out in recent years, with the emergence and development of specialty university studies - indicating an acknowledgment of the importance in this field also in Romania. The National Audiovisual Council, following monitoring, has applied public announcements to TV stations for violating child protection regulations in program services, because they broadcast movies and shows with wrong framing at inappropriate hours. Monitoring in 2010-2018 of press articles dealing with education relevant issues and monitoring of TV apathy dealing with education relevant issues by different market institutions has led to the following findings and conclusions:

- the interest in topics relevant to the field of education is minimal (in TV) and relatively sufficient in the press;
- the interest is mainly directed towards "sensational" education (both in TV and in the press);

- the teacher's image and the student's image are predominantly negative (both in the press and especially on TV, the teacher appears violent, corrupt, protesters).

Teachers' opinions about Internet teachers monitored in the press are often critical, even sarcastic, and sometimes express the need for affective security students, identity and, of course, autonomy.

2. Literature review

In recent years, many studies have been conducted on the effects of television on individual behavior. Some studies refer to the effect of television violence on the aggressive behavior of children. These studies show the positive and significant correlations between television violence and aggressive behavior exposed to varying degrees (Paik, and Comstock, 1994). Other research has examined the capacity of entertainment-education programs to influence the behavior of individuals, causing a variety of health and social issues (Moyer-Guse and Nobl, 2010). Another descriptive, transversal, questionnaire-based study assessed the nightly habits of watching television and using the internet during the week and perceived sleep quality among students (Mesquita, Reimao, 2010). An American study investigated how students view TV shows and their subsequent perceptions of ethnic minority groups in the United States (Moon and Shannon, 2009). In Romania, there are few studies related to the impact of television on young people. For example, a study focuses on displaying the physiological reactivity of the young Romanian exposed in the short term to aggressive news and television that involve blood (Anitei and Chraif, 2011). Another research by the same author's points out that violence and aggression in certain cartoons is perceived and processed at an unconscious level of students. In this context, it was considered necessary to carry out a quantitative marketing research on the highlighting of TV effects on the education of young people in high schools and university centers.

3. Methodology of research

In the study, the delimited decision-making issue refers to "What are the effects and consequences among pupils and students in Bucharest who spend a long time in front of the TV?" The main objective of quantitative research is to identify the influence of broadcasts broadcast on TV on the education of Romanian pupils and students.

The main objectives of the study were:

- identifying the time spent by students and students in front of the TV;
- knowing the amount of school-related information disseminated on television through news;
- identifying the main consequence of spending time in front of the TV;
- knowing the positive effects TV has on pupils and students in Bucharest;
- Identifying the negative effect that TV has on pupils and students in Bucharest.

Quantitative marketing research was based on a survey-based survey based on face-to-face interviews, based on a complex questionnaire of 17 questions. This survey was conducted in May 2018. The interviews were conducted by two previously trained interviewers. The sampling frame to which this research relates is represented by students and students from Bucharest aged 14-25.

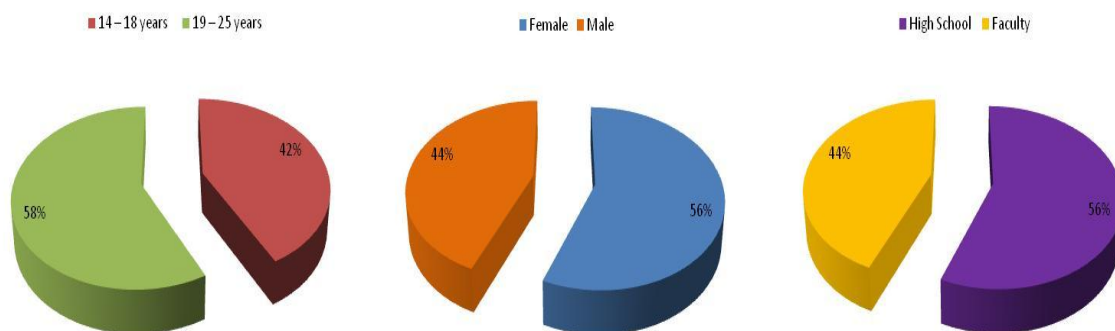


Figure 1. Distribution of pupils and students in Bucharest according to age, sex and education

In determining the sample size, random sampling was taken into account both in the estimation accuracy (tolerance error) and the confidence interval. For administrative considerations, a tolerance of $\pm 5\%$ was upheld, with a confidence level of 95%, finally obtaining a sample size of 71 people. The data collection was conducted in face-to-face interviews, based on a questionnaire of 15 questions. The research was conducted by a team of 2 interviewers in May 2018. The data taken from the questionnaires was processed with the SPSS program.

4. Results and discussions

Survey results show that 9 out of 10 pupils and students like to watch TV as shown in the following Table 1:

Table 1. Number of students and students watching television

Do you enjoy watching TV?		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	No	5	7.0	7.0	7.0
	Yes	66	93.0	93.0	100.0
	Total	71	100.0	100.0	

50.7% of students and students over the age of 18 look at TV, while those aged 14-18 watch 42.3% of TV shows. Only 5 out of 71 respondents admit they prefer to do other activities and do not watch TV (Table 2).

Table 2. Correspondence between age and TV viewing

			Age of the respondent		
			14 - 18 years	19 - 25 years	Total
Do you enjoy watching TV?	No	Count	0	5	5
		% within Age of the respondent	.0%	12.2%	7.0%
		% of Total	.0%	7.0%	7.0%
	Yes	Count	30	36	66
		% within Age of the respondent	100%	87.8%	93.0%
		% of Total	42.3%	50.7%	93.0%
	Total	Count	30	41	71
		% within Age of the respondent	100%	100%	100%
		% of Total	42.3%	57.7%	100%

In the case of this question, the distribution of frequencies indicates a concentration on the negative side of the scale, which is a low influence of behavior due to the time spent in front of the TV. More than 54.9% of the valid responses indicated that the influence is to a small extent and not at all. The intermediate level (not small/high) was indicated by 32.4% of those who answered this question, while only 5.6% considered the influence to be largely the same (Figure 2).

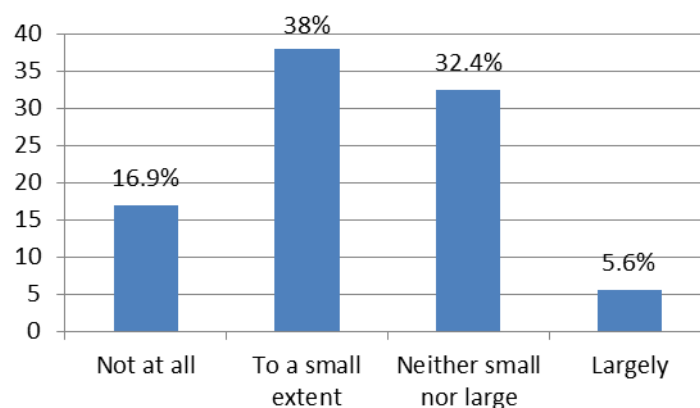


Figure 2. The measure of the influence of the behavior of the time spent in front of the TV

Taking into account the TV shows, the students surveyed in Bucharest reported that they prefer: sports programs (71 responses), movies (49 replies), entertainment programs (30 replies), documentary films (27 replies). The least responses, representing 4.44% of the total number of valid responses, recorded educational cultural programs (Table 3).

Table 3. Frequency Table for Analysis of Preferred Broadcasts Broadcast on TV

Which TV shows do you prefer?	N	Percentages
Cultural education	9	4.44
Documentation	27	13.30
Cartoon	17	8.38
Movies	49	24.14
Entertainment	30	14.78
Sports	71	34.96
Total	203	100%

Out of the 71 pupils and students (respondents) responded 66 people, who indicated they preferred comedy films (35.9% of the total valid answers), followed by action films (25.4%), documentary (14.8%), romantic (14, 1%). The lowest responses, respectively 5.6% and 4.2% of the total of valid answers, received the SF films (Table 4).

Table 4. Frequency table for the analysis of favorite TV broadcasts

		Responses		
		N	Percent	Percent of Cases
For movies running on TV, you like the most:	Comedy	51	35.9%	77.3%
	Action	36	25.4%	54.5%
	Documentation	21	14.8%	31.8%
	Romantic	20	14.1%	30.3%
	Fantastic (SF)	6	4.2%	9.1%
	Historic	8	5.6%	12.1%
	Total	142	100.0%	215.2%

Analyzing the 65 valid responses, we see that students and students improve their general knowledge (45.2% of the total of valid answers) and have access to new information (32.3%) after viewing documentaries. Only 6.5% of the total responses indicate that documentary programs help them by giving them ideas for designing and implementing projects for school (Table 5).

Table 5. Frequency Table for analysis of the effects obtained viewing documentaries on TV

		Responses		
		N	Percent	Percent of Cases
In the case of documentary programs broadcast on TV, you like the most that:	It helps me to design and implement projects for school	6	6.5%	9.2%
	I am improving my general knowledge	42	45.2%	64.6%
	It gives me access to new information	30	32.3%	46.2%
	I develop my creativity	15	16.1%	23.1%
	Total	93	100.0%	143.1%

In Table 6, we can see how pupils and students assimilate 33.3% of extra-school and cultural events by broadcasting newscasts. Information about school events received by pupils and students in Bucharest represents only 20%.

The level of satisfaction of pupils and students in Bucharest is neither high nor low compared to the information provided by the cultural-educational programs presented on television.

Table 6. Frequency Table for Analysis of Effects following watching TV news

		Responses		
		N	Percent	Percent of Cases
In the case of news broadcasts on television, I note the following:	He provides me with information for the school	15	20.0%	22.7%
	It gives me information on extracurricular events (competitions, excursions, etc.)	23	33.3%	37.9%
	It offers cultural information (museums, theaters, cinemas, etc.)	23	33.3%	37.9%
	He gives me more information	10	13.3%	15.2%
	Total	71	100.0%	113.6%

Table 7. Descriptive statistics - The assessment of the level of satisfaction obtained with the information provided by cultural-educational programs broadcast on TV

N	Valid	66.000
	Missing	5.000
	Mean	2.909
	Std. Error of Mean	.107
	Median	3.000
	Mode	3.000
	Std. Deviation	.872
	Variance	.761
	Skewness	-.537
	Std. Error of Skewness	.295
	Kurtosis	1.152
	Std. Error of Kurtosis	.582

The studied students and students in Bucharest (66 valid answers) spend an average of 3, 31 hours daily in front of the TV, the minimum number being 1 hour minimum/day and the maximum number of 9 hours/day. An amplitude of 8 hours/day resulted, as the difference between the maximum and the minimum.

Table 8. Descriptive statistics on the average number of hours, spent the day in front of the TV

	N	Range	Minimum	Maximum	Mean		Std. Deviation	Variance
	Statistic	Statistic	Statistic	Statistic	Statistic	Std. Error	Statistic	Statistic
How many hours you spend in average, per day, in front TV?	66	8.00	1.00	9.00	3.3182	.20952	1.70212	2.897

At the level of all students and students in Bucharest, we can guarantee with a 95% probability that the average number of hours spent in front of the TV can take values within [2.89 hours, 3.73 hours]. The sampling error being ± 0.23 hours/day after calculating the confidence interval.

Table 9. Descriptive statistics indicators on the average number of hours spent per day in front of the TV

			Statistic	Std. Error
How many hours you spend in average, per day, in front TV?	Mean		3.3182	.20952
	95% Confidence Interval for Mean	Lower Bound	2.8997	
		Upper Bound	3.7366	
	5% Trimmed Mean		3.2088	
	Median		3.0000	
	Variance		2.897	

In order to have a better picture, I divided the sample of students and students into two groups, based on the sex criterion. 90.3% of valid boys and 95% of girls were obtained.

Table 10. Descriptive statistics indicators and average estimation of pupils and pupils in Bucharest based on sex

	Respondent gender		Statistic	Std. Error
How many hours you spend in average, per day, in front TV?	Male	Mean	2.6786	.17857
		95% Confidence Interval for Mean	Lower Bound	2.3122
			Upper Bound	3.0450
		5% Trimmed Mean	2.6984	
		Median	3.0000	
	Female	Mean	3.7895	.32038
		95% Confidence Interval for Mean	Lower Bound	3.1403
			Upper Bound	4.4386
		5% Trimmed Mean	3.7076	
		Median	4.0000	

The analysis of the two sub-samples shows that the average for boys is 2.67 hours/day, while for women it reaches 3.78 hours/day. The main reasons students and students choose to watch TV shows are: relaxation (34.2% of valid answers), boredom (26.7%), fun (15.8%) and interesting educational/documentary programs 14.2%).

Table 11. Reasons to watch TV on TV

		Responses		
		N	Percent	Percent of Cases
	I'm relaxing	41	34.2%	62.1%
	Bore boredom	32	26.7%	48.5%
	I'm interested in educational/documentary programs	17	14.2%	25.8%
	I quickly provide information	9	7.5%	13.6%
	I'm having fun	19	15.8%	28.8%
	Other	2	1.7%	3.0%
	Total	120	100.0%	181.8%

The reasons invoked by students and students about the impossibility of watching TV shows are: meeting with friends (28.8%), spending time in the family or doing other activities (such as sports, dance, music, etc. - 21.2%). For the least invoked reasons, 9.3% of the total valid answers are the one for solving themes.

Table 12. Reasons for not seeing TV programs

		Responses		
		N	Percent	Percent of Cases
	I have many issues to solve	11	9.3%	15.5%
	I use other means of the media	23	19.5%	32.4%
	I meet with friends	34	28.8%	47.9%
	I spend my time with my family	25	21.2%	35.2%
	I perform other activities (sports, music, dance, etc.)	25	21.2%	35.2%
	Total	118	100.0%	166.2%

Students and students appreciate that having a long time in front of the TV has a consequence on them: boredom (32.1% of all valid answers) followed by sleepiness and inattention (18.8%), aggression, agitation, nervousness (15.2%).

Table 13. Consequences of spending a long time in front of the TV

		Responses		
		N	Percent	Percent of Cases
	Boredom	36	32.1%	54.5%
	Addiction	11	9.8%	16.7%
	Sleepiness	21	18.8%	31.8%
	Obesity	6	5.4%	9.1%
	Aggression, agitation, nervousness	17	15.2%	25.8%
	Inattention	21	18.8%	31.8%
	Total	112	100.0%	169.7%

Analyzing the results obtained for the given variable, it is noted that "information" is ranked first in terms of top 5 of the positive effects of television on students and students, "relaxation" is ranked second, "communication" education "in fourth place, and" learning "in 5th place.

Table 14. Top 5 of the positive effects generated by viewing TV shows on the sample

	N	Mean
Information	66	2.1364
Relaxation	66	2.6212
Communication	66	3.3030
Education	66	3.3788
Learning	66	3.5610

Primarily, in the top 5 of the negative effects of the television on the pupils and students of Bucharest, there are the "difficulties of attention" followed in the second place by "learning problems", "imitation" in 3rd place, "violence/aggression" 4, and the last "communication difficulties" are located.

Table 15. Top 5 of the negative effects generated by viewing TV shows on the sample

	N	Mean
Difficulties of Attention	66	2.7727
Learning issues	66	2.8939
Imitation	66	2.9848
Violence/aggression	66	3.1667
Difficulties in communication	66	3.1818

If they did not spend their time in front of the TV, the pupils and students in Bucharest would do the following: they would meet more often with friends (24% of the total answers), listen to more music (21.1%), s to spend more time in the park (18.7%), would rest longer (14%). Only 11.1% of them would have more time to read a book, and only 5.3% of them would use their free time to study for school (Table 16).

Table 16. Distribution of free time that is not spent in front of the TV

		Responses		
		N	Percent	Percent of Cases
	I read	19	11.1%	28.8%
	I walk through the park	32	18.7%	48.5%
	I draw	10	5.8%	15.2%
	I'm listening to music	36	21.1%	54.5%
	I meet with friends	41	24.0%	62.1%
	I'm preparing for the school	9	5.3%	13.6%
	I rest	24	14.0%	36.4%

		Responses		
		N	Percent	Percent of Cases
	I read	19	11.1%	28.8%
	I walk through the park	32	18.7%	48.5%
	I draw	10	5.8%	15.2%
	I'm listening to music	36	21.1%	54.5%
	I meet with friends	41	24.0%	62.1%
	I'm preparing for the school	9	5.3%	13.6%
	I rest	24	14.0%	36.4%
	Total	171	100.0%	259.1%

Over 50% of the valid answers provided by pupils and students in Bucharest indicated that the information obtained from viewing TV shows helps "little" or "neither small nor big" in the school activity.

5. Conclusions

The research results indicate that regardless of sex, the percentage of pupils and students in Bucharest watching TV shows is 93%. The time spent in front of the TV has little influence on their behavior. Students and students surveyed prefer sports shows and films in particular. As far as movies are concerned, the first ones are the comedy followed by action, documentary and romantic films. After studying documentaries, pupils and students in Bucharest say they are improving their knowledge and access to new information, and the newscasts provide information on extra-curricular and cultural events. The level of satisfaction obtained by pupils and students in relation to the information provided by the cultural-documentary programs presented on TV was neither high nor low. They spend an average of 3.31 hours per day in front of the TV, boys less (2.67 hours / day) compared to the girls (3.78 hours/day).

Also, a group analysis has relevant that students are watching TV programs longer than students. The main reasons students and students choose to watch TV shows are: relaxation, boredom and fun. The reasons behind the impossibility of viewing TV programs are: meeting friends, spending time in the family or doing other extra-curricular activities. Only 9.3% of them use this time for additional training for school. Having a long time in front of the TV has the consequence: boredom, followed by a state of drowsiness and aggression, agitation, nervousness. The positive effects of viewing TV shows on them are: information, relaxation, communication, education and learning. While the negative effects were: attention difficulties, learning issues, imitation, violence/aggression, and communication difficulties.

Students and students in Bucharest have noticed that the information obtained from viewing TV shows is of little help in schooling. The analysis shows that TV programs show a high influence on students' attitudes towards certain situations and their vision of everyday life. Girls agree that programs promoted on TV help promote human values such as: dignity, equity, generosity, order, freedom, while boys express their dzacord. The boys express their dissatisfaction with girls and the fact that TV programs help to integrate the auditor such as: learning civic, family, cultural and socially empowering roles.

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