

TELEVISION MADE ME CHOOSE THIS JOB

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Abstract

In this study, we researched the effect of TV series on the perceptions of 8th-grade students' job identification. The aim of the study is to analyze and evaluate the relationship between their decisions about the choice of profession and their habits of watching TV in the process of 8th-grade students' professional development. In the research, individual interview technique has been used in the process of data collection. The students from three secondary schools as part of Erzincan (Turkey) Provincial Directorate for National Education constitute the sample of the research. The existence of the students from low, middle and upper socioeconomic classes has been determined as a criterion for choosing the schools taking part in the research. The total number of students taking part in the research is 52. 44% (n=23) of the participants are female students and 56% (n=27) of them are male ones. By taking the findings coming up after the analysis of the data obtained during the research into account, it can be said that television has an effect on the perceptions of 8th grade students' job identification and choice.

Key Words: Vocational Guidance, Social Psychology, Media, Television, Choice of Profession

1. **Introductain**

1.1 Introduce the Problem

Television, one of the most important technical inventions in the last century, is the leading consumer media tool people spend their time on and face most. It is held in high esteem in family by being put in a good place at homes. And television didn't have too much difficulty in finding addicted audience by presenting every kind of alternative programs to people. Thanks to this undiscussable effect, television unfortunately has a privileged place in raising and educating children.

The most distinctive quality of the last century is to witness a quick and continuous change.

The continuously changing technological, social, economical and political structures do not only change our life style and standards to certain extents but they also make a choice of profession determining our life line a complex job. The choice of education and profession must be emphasized as they can affect individuals' lives in many positive or negative ways from their mental health to their status in the society (Basavage, 1996:92).

In different professional development theories, it has been mentioned that there are different developmental stages related with the choice of profession period. According to Ginzberg (1952), children can only associate their own interests, desires and abilities with various jobs in a realistic way when they are 11-12 years old. It asserts that they tend to have unrealistic ideas and desires related with jobs such as wishing to be an astronaut, a film star, a hero like superman or a famous sportsman before they are 11-12. On the other hand, the research on 1st, 3rd and 5th grade students in the USA conducted by Auger and his colleagues (2005:328) has shown that most of the children want to choose realistic jobs when they grow up without becoming different according to the class levels.

1.2 Explore Importance of the Problem

Choice of profession is a dynamical process which consists of the stages such as dreaming, research, crystallizing and determination. In this process, sometimes there can be returns. This shows that an individual partially has uncertainty about choosing a job. An individual sets targets and lists these targets according to the order of precedence while thinking of a job (s)he will choose; for example, prestige level, finding a job, paying too much attention to finance facilities, and etc. So, an individual chooses his/her surrounding he will lead his/her life in and people (s)he will interact with by choosing his/her job (Okobiah and Okorodudu, 2004:48). Choice of profession constitutes a continuous field of occupation for an individual and provides material and spiritual satisfaction. This situation requires his/her living through

an intramural and out of school education process.

1.3 Describe Relevant Scholarship

Various factors have a significant role in making different decisions in every developmental period where an individual focuses on choice of profession. These factors are listed as: (i) Gender and physical characteristics, (ii) His/her own desire and demands, (iii) The place of a job in society, the income it brings and the demand for job, (iv) School success and thoughts of his/her teachers, (v) Family expectation and their thoughts about him/her, (vi) Study habits and school success, (vii) Self-concept, interests, special abilities and intelligence, (viii) Peer effects and their thoughts, (ix) The socio-economic level of family, (x) The effect of environment, the economic status of the country and technological advances, (xi) The level of knowledge about the job, (xii) The level of Professional maturity (Clarke and Teague, 1996:244). All of these factors are significant determinants while an individual is choosing his/her job. An individual must know himself/herself while giving this decision. Namely, (s)he must evaluate himself/herself in terms of personal traits and must know his/her interests, abilities and values very well. In this context, achieving vocational objects and competence in the second stage of primary school have a critical significance. The vocational guidance policy of Ministry of National Education in the second stage of primary school has a vital importance for a vocational development process. In accordance with the vocational guidance policy in the second stage of primary school the qualities which individuals must have in this term have been determined like that (Herr and Cramer,1996:381; Paisley and Hubbard,1994:218);

- An individual's realizing his/her own interest, ability and skills firstly
- His/her raising awareness about business world
- His/her establishing a link between school performance and future plans

- His/her developing a positive ego about work

While the interests above start to appear in individuals at primary school, the interests are certain at secondary school.

In the 8th grade curriculum of Social Studies, we see that there are educational attainments such as “(S)he knows the institutions having a role in providing a job and business ethics and makes plans about choice of profession in accordance with his/her interest and abilities by perceiving the educational objective of providing a job. Concerning these attainments, the activities like “Come and let’s choose a job” are included in Social Studies. In this respect, Social Studies gains a quality of an important lesson for vocational development (MEB, 2005). Especially, at schools which have no school counsellors, teachers and curriculums take the responsibility about this.

Media is one of the most important environments which an individual considers and finds reflection area in. Media or mass communication, in other words, has become an important and indispensable part of human life. Especially, the media effect on children is increasing day by day. Television, a popular culture form of the second half of 20th century, is doubtlessly in great demand among free time activities in the world. Television has become an indispensable tool which meets the needs such as entertainment, comfort, news and comments especially for Turkish people. The country where TV is watched most is the USA with 4 hours a day (Atay and Öncü, 2006). Especially, Early Childhood (0-8 years old) is the period in which development is the fastest. Television has a quality of stimuli which takes attention of children and especially appeals to visuality in this period. It is argued whether it is necessary to make suitable directions and regulations in order that this stimulus does not affect children negatively (Barwise and Ehrenberg, 1988:34).

Well, does television contribute to an individual’s learning in fact? Internet and television

forming the big part of the media can help both children and adults significantly. Instead of trying to prevent by means of prohibitions, immunity can be formed with the help of family support (Galician 2004:7). It can be expected from individuals that they analyze the effectivity of television in directing an individual and society, they become aware of television broadcasting and broadcasting policy in the country and they differentiate the types of tv programs in terms of their aims, their qualities. One of the important ways of raising aware media followers can be making media literacy which is an optional lesson at schools an obligatory one. As it is understood from here, television can be a bad model for children but also it can be a good model.

When we consider television as a teacher, the great majority of research about the TV effect on children focuses on social learning. Social learning theory was discussed and developed by Bandura (1986). Social learning theory is explained that the behaviours of child or adult change by being affected and formed by other people's behaviours or values. According to Bandura's proposition, "we learn by observing others". According to Bandura's theory, a person learns by benefitting from others' knowledge and experiences. Social learning theory developed for explaining human behaviours has become important particularly for explaining the mass media effect on audiences. The most of the researchers Bandura in particular benefited from this theory in order to put forward the media effect on an individual and society. In this term, taking as a model or modelling which is one of the main concepts of social learning theory in particular is very explanatory. Modelling in terms of media and television in particular can be defined as taking the personality and characteristics of people who act significant parts in tv programs, displaying suitable behaviours and attitudes for that model and attempting to resemble that model. Modelling is actually important in terms of children and teenagers' socialising. Television can be seen as a tool of socialization when its instructive and educative sides are taken into account. Socialization basically means an

individual's communing with society by learning about the culture of the society where (s)he lives and the role in the society (Erjem, 2006:15-16).

1.4 State Hypotheses and Their Correspondence tor Research Design

For individuals, it is surely beyond doubt that one of the important steps of socialization is the choice of profession. Individuals going through the critical developmental stages can fulfill learnings based on modelling by way of media and especially television while giving decisions about choosing a job. In this term, the positive models of television about this subject can help an individual go through a good professional development process (Cynthia et al., 2006:6).

According to the results of a study done about this subject, it has been concluded that the programs and characters on TV have an important effect on children or adults (female or male) watching TV 2-3 hours a day about their choosing a job (King and Multon, 1996).

The general objective of this research is to analyze and evaluate the relationship between their decisions about choosing jobs and their habits of watching TV in the process of the professional development of 8th grade students. The dimension which makes the research limited consists of the relationship between their decisions and their habits of watching TV in the process of professional development of students belonging to low, middle and upper class socio-economically.

2. Method

This study has generally been conducted in the direction of a qualitative research method and

the aeral method has been selected as the baseline among the qualitative research methods. This method starts directly with data collection process and makes progress with the continuous comparisons among the theories started to be developed in this process and the data. The descriptive analysis has been done. The data obtained with regard to this method is summarized and commented according to the themes determined beforehand and the objective in these analyses is to present the findings obtained to readers in an organized and interpreted way (Yıldırım and Şimşek, 2006). That the qualitative research method focuses on the comprehension motive of individuals' point of views about their own actions and presenting a detailed and descriptive narration as much as possible about the topic researched by paying attention to the context and natural environment where a behaviour happens has been taken into account in this study and it has been tried to meet its requirements (Bogdan and Biklen, 1992).

2.1 The Research Group

The students from three secondary schools as part of Erzincan (Turkey) Provincial Directorate for National Education constitute the sample of the research. The existence of the students from low, middle and upper socioeconomic classes has been determined as a criterion for choosing the schools taking part in the research. The total number of students taking part in the research is 52. 44% (n=23) of the participants are female students and 56% (n=27) of them are male ones. The students from the schools with the low socioeconomic level (n=18), with the middle socioeconomic level (n=19) and with the upper socioeconomic level (n=15) have participated in the research. The students included in the research have been chosen among the 8th grade students in each school by random sampling. The students have been informed about the objective of the research in a detailed way. Moreover, 54% of the mothers

of the students participating in the research are primary school graduates, 27% of them are secondary school graduates, 14% of them are illiterate and 5% of them are high school graduates. When the jobs of the mothers are taken into account, we see that 100% of them are housewives. 38% of the fathers are primary school graduates, 23% secondary school graduates, 23% high school graduates, 11% university graduates and 3% illiterate. When the jobs of the fathers are taken into account, we see that 80% of them work as workers, artisans and self-employed, 15% work in the professional fields such as soldiers, managers, mayors and 5% unemployed due to some various reasons.

2.2 Data Collection

In this study, the individual interview technique has been used in the process of data collection. The individual interviews are made with the 8th grade students at chosen schools. The time of the individual interviews varies between 10 and 30 minutes. The semi-structured interview form has been used during the individual interviews. 5 students were interviewed with the sketch of the interview form prepared and 2 questions were removed. After the test interviews, the first interview form consisting of the 8 questions in total became an interview form with 6 questions and it has been used as the data collection tool during the actual research process. The interview form developed consists of these questions respectively: *1- How much time do you watch TV in a day on an average? 2- Which programs do you watch within this time? 3- Have you decided about the job you want to have in the future? If so, where and how do you learn about this job? 4- Do the programs you like watching on TV lead you about your choice of job? 5- Is there an inspiring person whom you take as a model about the job you want to have? If so, how have you known this person? How has (s)he created an effect on you avocationally? 6- Do you think TV programs or the characters on tv*

help you about determining, getting to know and choosing the jobs? If so, how much? – They help a lot, - They help to a degree, - They help slightly, - They help in no way. Moreover, it has been paid attention to the fact that students feel relaxed during the interview and the interview lasts in the chatty mood. The data about the students' time of watching tv on average, the programs preferred most and the jobs aspired depending on the professional development has been acquired. The relationship between the jobs the students have chosen and the programs they watch has been researched in accordance with the data collected.

2.4 Data Analysis

The interview technique has been used for the data collection. The suitable validity for the interview technique is descriptive validity in qualitative research. Descriptive validity means that a researcher reports everything (s)he sees and hears about the case researched. No matter what subject the researcher will study on, (s)he must describe the data which will be suitable for the research questions in the best way. (S)he can only arrive at correct results in this way (Maxwell, 2002:72). The reliability of the research has been insured with the strategies the researcher has used, the sequence of actions the researcher has formed and the summary of the decisions the researcher has explained at the end of the study (Yıldırım, 2010, p.84). After the data collection process was completed, the interview texts obtained were read by the researcher several times and the suitable theme titles were determined and within the scope of these titles, analyses and evaluations were made. This study has insured the criterias of validity and reliability which are practised in qualitative research studies. In addition, the code names have been used in the part where the ideas of the students interviewed have been explained about the topic.

3. Results

One of the important data in the research is the students' daily time of watching tv. The general average time of watching tv belonging to the students participating in the research from 3 different schools at low, middle and upper socioeconomic levels is 2,37 hours. It has been determined that the students having low socioeconomic level watch TV for 3,16 on average, the students having middle socioeconomic level watch TV for 2,25 on average and the students having upper socioeconomic level watch TV for 2,25 on average. Starting from these averages, it can be said that students can be affected from TV depending on the programs they watch. American Paediatrics Academy (AAP) states that families must follow their children's time of watching TV and this time mustn't be more than 1 hour-2 hours. It has also been added that some children belonging to low socioeconomic level are open to negative effects. (AAP, 2012:85 Warren, 2005:861)

Another important data obtained during the research is the programs the students like watching most. After the interviews made with the students, it has been seen that the students are interested in domestic TV series most among TV programs. The TV series which the students from three different schools participating in the research like watching most are listed as: 1. *Arka Sokaklar* 2. *Geniş Aile* 3. *Adanalı* 4. *Aşk Bir Hayal* 5. *Ezel* 6. *Doktorlar* (*This TV series is an old program which is not on the air now but as the students' level of being affected from this series avocationally is significant, it is given on the list.*) It is thought-provoking that individuals generally prefer only the programs which are predominantly TV series. Considering the fact that television is not a tool which is used for televising only TV series, we can say that the students lack of the choice of program and benefiting from tv as a media tool more.

We have already told that the students participating in the research come from three different schools socioeconomically. When the programs the students watch in terms of their socioeconomic levels are analyzed, we see that the students having low socioeconomic level watch 1. *Arka Sokaklar* 2. *Adanalı* 3. *Arka Sıradakiler*, the students having middle socioeconomic level watch 1. *Ezel* 2. *Arka Sokaklar* 3. *Geniş Aile* 4. *Aşk Bir Hayal* and the students having upper socioeconomic level watch 1. *Geniş Aile* 2. *Aşk Bir Hayal* 3. *Ezel*. The data obtained shows that the students have deep intense interest for domestic TV series. While it is observed that there is no change in the program type in terms of socioeconomic level, there is a differentiation in the content of the series watched. It has been seen that the students having low socioeconomic level generally watch detective series, the students having middle socioeconomic level watch romance, comedy and detective series and the students having upper socioeconomic level watch comedy and romance series more.

Taking the expressions of the students interviewed during the research into account, we are of opinion that television has an important effect on the students' perception about the choice of profession. It can be said that this effect on a person is seen in 2 different ways when we have a look at the data obtained from the interview. It can be said that television has a direct and an indirect effect on the students' perception about the choice of profession. It has been concluded that 26,9% (n=14) of the students participating in the research are affected from TV directly and 23,1% (n=12) of them are affected from TV indirectly and 50% (n=26) of them are not affected from TV in terms of the choice of profession.

3.1 The Direct Effect of Television

One of the important data obtained during the research is that among the students affected by TV directly, there are (n=10) students belonging to low socioeconomic level, there are (n=2) students belonging to middle socioeconomic level and there are (n=2) students belonging to

upper socioeconomic level. Within this scope, it is in question that the students decide about getting to know and choosing the jobs by being affected from TV first.

Table1. The Interview Analysis of the Students Being Affected From TV Directly About Choosing A Job

The Program and Actor Taken As A Model	Personality/ Characteristics	The Effect On Professional Development
Arka Sokaklar/ Adanalı (Father Rıza)	Good, Trustworthy, Brave Does his job well	Deciding to be a cop. Desire for being a good cop as much as the cops there.
Doktorlar (The Surgeon)	Does his job well, Earns a lot of money	Deciding to be a doctor.
Kurtlar Vadisi (Special Forces)	Their bravery, their appearance	Deciding to be a cop or soldier. Desire for being like them.
Arka Sokaklar (Sergeant Murat)	A good cop, Doesn't give opportunity to bad guys Does his job very well	Deciding to be a cop.
Arka Sokaklar (Sergeant Mesut)	A good cop, Knows a lot of people, knowledgeable	Deciding to be a cop. Desire for being like them especially.
Arka Sokaklar (Sergeant Mesut)	Tough, Doesn't like bad guys, Catches the thieves quickly	Deciding to be a cop.
Yarışma Programı (Pilots)	Their abilities	Deciding to be a pilot.

In Table 1, the interview analyses of the students whose perceptions of choosing a job are affected directly from TV are seen. The statements of these students are given below. Ayşe, one of the students participating in the research:

I watch TV five hours a day. The programs I watch most are Arka Sokaklar and

Arka Stradakiler. I want to be a civil police. I have seen it on TV for the first time.

In Arka Sokaklar TV series, I have learnt about policing, bad guys are caught and they are never scared. I want to be a good cop as good as the cops over there.

The TV series watched can have effect on the students avocationally. Selma states her opinion like that:

I watch TV three hours a day. The programs I like most are Marriage Programs,

Yaprak Dökümü, Acı Hayat. I want to be a doctor or lawyer. I learned from TV.

Actually TV series and films. Almost in every TV series there is a doctor and a lawyer. It isn't on air now but there is a tv series called Doktorlar beforehand. When I watched it, I chose to be a doctor between two jobs. I don't remember his name but there was a surgeon doctor, for example, I like him. I wish I could be like him. He does his job well and also earns a lot of money.

Television introduces the jobs and also it can affect the people's preferences. From this aspect, the reflection of the jobs into the TV screen (the one doing that job or a hero, financial situation, charming quality, etc.) can affect the people's preferences. Ali, another student stating his opinion:

I watch television 5 hours a day. I watch Kurtlar Vadisi, Aşk Bir Hayal, Adanalı,

Yaprak Dökümü. When I grow up, I want to work in Special Forces. Namely, being a cop or soldier doesn't matter, there are special forces in both of them. I have learnt

the information about this job from tv and internet for the first time. I see the Special

Forces in Kurtlar Vadisi and I have been affected from them. I like them and I want

to do what they do, too. Watching them have made me braver about this job and I

have become more willing.

As it is seen, television not only gives information about the jobs but it can also help the interest for the jobs to increase and even it can make people more courageous and willing about the jobs. What draws attention is that the student stating this opinion reveals his body language and mimics clearly. His clenching his fists while our student was stating his opinion and using gestures in accordance with his opinions during the interview can be seen as an important factor in terms of concretizing the dimension of its effect. Mert, another student stating his opinion:

On average, umm.. I watch TV 5-6 hours a day. There are Arka Sokaklar and Adanalı TV series and I like them, and also there are music programs, I watch them, too. Yeah, I have decided about a job I am planning to do. I want to be a civil police. I have learned about it from TV and I have decided to do it. These TV series makes policing good, for example there is Murat in Arka Sokaklar. The sergeant catches the bad guys and sends them to prison- I love it. I want to do the job Murat does, too. He does police work very well.

Taking a character in TV series as a model directly can affect the students' perceptions of choosing a job. Can, another student stating his opinion:

I watch TV for 3 hours: Arka sokaklar, Kollama and Aşk bir hayal. I want to be a civil police. I have learnt about this job from TV – there is a TV series called Arka sokaklar- for the first time. This tv series have made me informed a lot. It reveals narcotic, stealing, raping cases quickly. I feel like I am a cop while watching this TV

series. For example, there is a Sergeant Mesut, he knows a lot of people and takes the information he needs quickly. There is Murat and he does the secret tasks very well. I hope I will be like them.

Another student Murat states his opinion like that:

2-3 hours and sometimes more but on average let's say 2-3 hours. There are TV series such as Arka sokaklar, Geniş aile, papatyam. These are the ones I watch. I want to be a cop a lot. I actually decided about this job after watching Arka sokaklar tv series. I had already known about policing but this series made me love it. I started to reasearch this job after that. For example, there is a Sergeant Mesut and at the same time he looks like my uncle. He is tough and doesn't like bad guys. He catches the thieves quickly and sends them into prioson. For this reason, I want to be a police, too.

Tolga, another student stating his opinion:

I watch TV for 3 hours, Geniş aile, papatyam, Adanalı, Kurtlar Vadisi – these are the ones I watch. I want to be a pilot. When I was in the 5 th grade at primary school, I decided about it. I saw it on TV, there was a competition where the f-16s attended. I saw their abilities and I decided to be a pilot. I have learnt nothing about jobs from the tv series I watch now, of course there is information but when the thing related with planes appears, I watch it. There are things, sometimes they appear.

There are the pilots passing among the towers full of air- I love them very much.

Actually a momentary program can affect the person's choosing a job instead of the long-term tv programs.

The fact that he was affected from a competition program when he was in the 5th grade but he still has the same opinion and his desire for being a pilot continues can be an important view supporting that television can have important effect on getting to know and choosing jobs.

We can say that television has important effect on people's perceptions of getting to know and choosing jobs by sticking to the views which the students state.

3.2 The Indirect Effect of Television

Another important data obtained during the research is the students affected from tv indirectly about choosing a job. It can be said that television has an indirect effect on 12 of the students participating in the research about their perceptions of choosing a job. The statements of the students belonging to low socioeconomic level (n=4), middle socioeconomic level (n=3), upper socioeconomic level (n=5) are evaluated within this context socioeconomically. Within this scope it has been highlighted that the students are affected from TV about getting to know about jobs rather than deciding about jobs. The data obtained show that students generally follow TV according to the jobs they have chosen and as a result their desire about doing the jobs they have chosen increases.

Table 2. The Interview Analysis of The Students Being Affected From TV
Indirectly About Choosing A Job

The Program and Actor Taken As A Model	Personality/	The Effect On Professional Development
Doktorlar Tv Series (Doctors and Nurses)	Do their jobs well, help people	Positive reinforcer about making a correct preference. Courage and more information about the job.
Arka Sokaklar (Sergeant Mesut)	Tough, Doesn't have a pity on bad guys, A good cop.	Positive reinforcer about making a job preference.
Doktorlar (Doctor Ela)	Her craft knowledge and gives importance to her job	Positive reinforcer about making a correct preference. More willingness for being a doctor
Arka Sokaklar (Engin's Wife)	Decisive	Positive reinforcer about making a correct preference. The willingness for being a lawyer has increased.

As an example, giving the opinions of the students who are not affected from TV about choosing a job can be beneficial in order to show the differences among opinions. Kerim, one of the students from whom we take opinions:

I watch TV an hour a day. Çok güzel hareketler bunlar, Geniş aile, Wipe out, Kollama are the programs I watch most. I want to be a doctor, doctorship is a good thing, you heal people and you can do a favour, I want to discover new things in medicine. I felt well when I went to the doctor's as I was ill. I decided to be a doctor. You cannot get information about jobs from TV, it is different in movies and in real life, and this will be mistake.

Mustafa, one of the students giving their opinions in the same way:

I watch TV 2 hours a day. I like documentaries. I like Geniş Aile, that's it. I want to be a cop, I have an uncle. He is a cop, I saw his guns and I decided to be a cop. How can we learn from TV? I haven't learned. But there is a thing; we went on a holiday this year. There is a friend of mine, he watched Arka Sokaklar and decided to be a cop. Probably, it affects others but I learned from my uncle.

Likewise, the student whose name is Mehmet:

I watch for 1- 2 hours, maybe less than it. Generally, the programs of M.Ali Erbil, Football matches, etc., there is nothing more. I want to be a doctor; I got the first information from my family because my mom wants me to be a doctor. My grades are good, especially science lessons. I chose this job as saving life is also good. I watch entertainment programs on TV; moreover the ones on TV aren't real. Also I need to decide about what I do. For example, there is Mehmet Öz, he is a famous doctor in the USA. I learned about him in my Turkish book for the first time. I want to be like him. But there are some of my friends; they want to be a cop due to the TV series.

When we take the students' time of watching TV and the programs they watch into account, we see that there are differences between the students who state that they are not affected from TV about choosing or getting to know about jobs and the ones who are affected from TV. The program types and the different contents of them might have prevented the students from making a job choice depending on TV. At the same time, we see that there is an important difference between their times of watching TV. This difference can be valid for the

students' keeping away from the TV effect.

4. Discussion

Taking the findings after the analysis of the data obtained during the research into account, we can say that television has an effect on the 8th grade students' perceptions about getting to know and choosing jobs. When the students' daily time of watching TV is evaluated, it has been revealed that their amount of watching can be open to the television effect. More importantly, the students belonging to low level socioeconomic class spend more time in front of TV than the ones belonging to middle and upper socioeconomic classes. This time decreases when the socioeconomic level of the students increases. From this point of view, it can be arrived at a conclusion that the habit of watching television is highly common in families with low socioeconomic level. The fact that the tendency of the families with high income to take care of and control their children is high can be effective for this result.

It can be seen that students mainly prefer domestic tv series during the time they spend in front of tv. Of all the series watched, it is seen that the detective, comedy and romance series have the highest density. In addition to the fact that students can choose a program according to their own preferences, there can be different reasons for these programs chosen. The programs that the parents prefer can be watched by the student and also the hours the student watches TV can affect the program preference.

One of the important results which the research data presents us is that the students belonging to low socioeconomic level can be affected from tv more than the ones belonging to middle and upper socioeconomic levels about getting to know and choosing jobs. It is seen that the students belonging to low socioeconomic level are affected directly from TV in the stage of deciding which is one of the important steps of professional development. It is seen that the students belonging to middle and upper socioeconomic level make their job

choices independently from TV but the frequency of following the programs related with the jobs chosen is high. Within this scope, television is effective for both decision making mechanism about choosing a job and strengthening the job decision made independently from TV.

There is a substantial parallelism between the content of the program watched and the jobs chosen. The students belonging to low socioeconomic level who mainly watch detective series say that they want to be a police officer or soldier and the ones belonging to middle and upper socioeconomic levels say that they want to be a doctor or lawyer. We can say that the contents of the programs watched have a direct effect on the students' choosing a job in the direction of the students' statements. It can stem from people's own needs that the individuals belonging to different socioeconomic levels watch the series with different contents about this topic. It can be a situation stemming from the safety need that an individual belonging to low socioeconomic level watches detective series and makes a job choice which is suitable for the series he watches. It is a different need that the individuals belonging to middle and upper socioeconomic levels prefer comedy and romance series and turn for different jobs in parallel with this.

When we take it into account from this aspect, television can create an important effect on professional development. This effect appears in a positive way, which depends on the fact that television can be used as a socialization and education tool. If we take the differences between the real life and scripts into account, it is possible that the students making a job choice according to television only have a reality shock later. From this aspect, it is necessary that individuals should analyze the TV broadcasting well.

The fact that broadcasting policy in our country follows a socializing and an educating line can help television broadcasts to be more educative. It can be better that families have more

information about this subject and they have a directive and informative attitude instead of restrictive or releasing attitude in addition to television broadcasting. In addition to all these things, it will be important that individuals are educated as a good media literate in terms of media or television at schools. Within this scope, the fact that media literacy is given as an obligatory course can help the mass media such as internet, radio, phone, newspaper, magazine and etc, as well as television to affect people in a positive way. It can be beneficial about turning the negative effect of media on children into positive and constructive that more attainments and activities about this subject are given in curriculums and teachers are informed about the content and importance of this subject.

The aim of this research is to find out whether television has an effect on students in different stages such as getting to know. The fact that there will be detailed and different variables about this subject can be beneficial for being evaluated as the first step of doing various researches.

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