

Abnormal emotional behavior in children and its relationship to televised violence

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Abstract

Many psychological and educational studies confirmed that children are influenced by what is directed to them from the media, especially television, which affects two senses of their senses at the same time; moreover the speed of their influence is due to the fact that they are still at impression stage. This paper aims to identify the relationship between the number of watching hours of televised violence and the abnormal emotional behavior in children, and the abnormal emotional behavior is diagnosed by (aggression, fear, anxiety, negative behavior, dependent behavior). The sample of research reached 240 child, their age range between 6-12 years, and the number of watching hours is (4) hours and more.

The results of the study indicate that most of the sample has abnormal emotional disorders, and in the light of the results, a set of recommendations and suggestions were developed.

Keywords: Televised violence; abnormal emotional behavior; children

Comportamiento emocional anormal en niños y su relación con la violencia televisada.

Resumen

Muchos estudios psicológicos y educativos confirmaron que los niños están influenciados por lo que se les dirige desde los medios, especialmente la televisión, que afecta a dos sentidos de sus sentidos al mismo tiempo; Además, la velocidad de su influencia se debe al hecho de que todavía están en la etapa de impresión. Este documento tiene como objetivo identificar la relación entre el número de horas de violencia televisada y el comportamiento emocional anormal en los niños, y el comportamiento emocional anormal es diagnosticado por (agresión, miedo, ansiedad, comportamiento negativo, comportamiento dependiente). La muestra de investigación llegó a 240 niños, su rango de edad entre 6-12 años, y el número de horas de observación es de (4) horas y más.

Los resultados del estudio indican que la mayoría de la muestra tiene trastornos emocionales anormales y, a la luz de los resultados, se desarrolló un conjunto de recomendaciones y sugerencias.

Palabras clave: violencia televisada; comportamiento emocional anormal; niños

SECTION ONE

1. Introduction

Today we live in a changing world, because of the revolution of technological progress, communications and information and the age of satellite and the Internet, which led to the reduction of distances between the countries of the world as if they live in one village, the change and technological and cognitive development took place on humanity, covering all the facilities of life Including every single detail.

The audio, visual and written media have become an effective and influential tool in shaping the social and psychological perception of the family in general and of the child in particular, where he has gained much of that influence. One of the most important means is television, which has a great impact on viewers, especially children and adolescents, and as a result of the role of television in the process of social and psychological upbringing, as it has become like family and school and it may outperform them. (Ismail, 1986: 334).

Psychological and educational studies confirmed that children are influenced by what is directed to them from the media, especially television, which affects two senses of their senses at the same time; moreover the speed of

their influence is due to the fact that they are still at impression stage.

Watching televised violence is reflected on the social, educational and moral upbringing of children in particular. The hours spent by children in front of television are a hidden drug used by the parents, and the young children in front of the television screen have a wonderful but very suspicious silence (Alosi, 2012: 65)

These scenes reflect on the behavior of children at home and school and cause them a lot of emotional abnormal behavior, resulting from the behavioral disorders that appear after watching these scenes.

This violence-laden scenes affect the persuasion of children to whom the message is channeled through television without direct social interaction (Al-Jasmani, 1994: 149)

The problem of the current study stems from the fact that televised violence is one of the most important topics that should be addressed, especially since children are the ones who watch this TV and are impressed by it, and the impact on them is clear, so there is an urgent need to know the reality of this effect on this class of children and adolescents, the amount of violence on television worldwide is rising steadily as children watch on TV channels from 2000-5000 scenes every year with violence, aggression, rape, scenes of cruelty, force and abuse of others (Dulaimi, 2012: 149).

The two researchers felt the existence of this problem, from talking with children in the most viewed programs and cartoons, in which the two researchers found clear scenes of violence, and sometimes the children say and repeat some of the vocabulary they acquired from television and these words become clear in their behavior through dealing with their colleagues.

2. The importance of research:

Media has the most important and most dangerous influence in children and adults. Today and undisputedly it considers the great school of society, it has a responsibility and an educational message in the moral, social and educational development of children (Ismail, 1986: 149)

We do not deny the positive role of the media, which has a profound impact on the development of the child's personality in all areas of education, social, educational and psychological, but at the same time has many negative aspects and if not effective measures were taken to avoid them, it will become a bad phenomenon, that pervading in the society of adults and young people.

That the concept of violence is defined as an aggressive behavior or action happen from a party or an individual or in a group or social class or state aimed

at exploiting and subordinating another party in the context of an unequal economic and political power, causing material or moral damage and split of an individual or group or social function or other state (Sari: 2005:15)

The media play an important role in the issue of violence. On the one hand, it fuels and deepens this phenomenon, and on the other hand it can contribute to reducing it and ending its danger to society. The media, including television, can be a tool of dreams on the one hand, and on the other hand, move with purely utilitarian motives and turn to destruction of the elements of society, especially children who are the builders of the future.

As well as the nature of the entertainment that characterizes these programs, which makes them strongly attracted to, and leads to a great neglect of their personality and mental, psychological needs and noble goals that should be addressed to them, as these movies do not care about the values, customs, traditions and civilizational rituals that we should teach our children and how to adhere to them (Iglal, 2007: 21)

In a study published in the Arab Council for Childhood in Seattle at the University of Otago in New Zealand, on a sample of 1345 children, the result of this study said, that the increasing in the hours spent by children in watching TV, increases the risk of mental processes such as attention deficit by (10%) and watching TV for more than 3 hours per day, make children more prone to mental disorders by (30%) and have difficulty in concentrating, distraction, memory problems, irritability, and direct and indirect aggressive behavior (Ahmad, 2009: 38)

The television and the scenes presented therein have a great influence in the process of socialization. His presence in the house was no longer just an accessories, but his presence is widespread, so his influence on the young and the big could not be overlooked, let alone the rest of the other communicative means (such as the Internet, video and electronic games) Even before the invention of television, children used to

imitate models in their games from the stories they were told or read on. Children have often imitated superheroes of many stories that contain violence, aggression and other fearful stories, (like the story of the red robe) (and the story of the princess and the seven dwarves, These stories are presented to children and encourage them to imitate their characters in all its negative and positive aspects, as the tendency of children in the imitation, is due to their sense of inability and the risk of imitation for these characters without concern at the age of pre-school is a matter that will last in their lives.

As behavioral theorists such as (Panadora) said, in the modeling process that children acquire from their closest confidants such as parents, imitating and being influenced by their parents' behavior, as well as these children, while watching the

violence of cartoons and others, tend to imitate the model who are watching. The vivid images, full colored and very close to the reality portrayed by the television screen, are certainly much more influential than the words. On the other hand, the length of time spent on television is much longer than that of parents in storytelling. Violence and power senses in movies are much more than the told story (Ismail, 1986, 150).

Therefore, the importance of the current research comes from the following:

1. It is of theoretical and practical importance and contributes to support the information for other researches that dealt with the demonstration of televised violence and the possibility of controlling and minimizing its effects on children because of its damage to the mental health of the child and socialization.
2. The results of this research will be important for those working in the educational media and those who prepare programs for children in television to give them feedback on the negative behavior that children acquire as a result of televised violence.
3. Most of the research dealt with televised violence and its relationship to aggressive behavior only, while this research comes to investigate other emotional behaviors as well as aggressive behavior in children (negative behavior, anxiety, fear and dependency

2.1 Research Objectives:

The research aims to:

To identify the relationship between the number of watching hours of televised violence and the behavior of abnormal emotional behavior in children.

2.2 Research limits:

Current research is determined by the study of televised violence and the abnormal emotional behavior like: (aggression, fear, anxiety, negative behavior, dependent behavior) in children aged 6-12 years.

2.3 Definition of Terms:

For the purposes of this research, the following definitions are clarified.

1. Televised violence: The public perception of an act involves a form of violence, which means that the threat, act or damage resulting from the act of violence is visible or clearly heard (Al-Ezz, 2010: 7).

Procedural definition:

What children in the 6-12 age watching from violent scenes through TV shows, which limited by the number of watching hours.

2.3.1 Abnormal Emotional behavior

Is the behavior that deviates from what is considered normal behavior in a society, in terms of the average of its incidence, severity or form, and occurs frequently and requires intervention and treatment. One of the types of emotional behavior

identified in this study (Asaad, 1977: 32)

-Aggressive behavior: It is an acquired response that harms the same person or others and is incompatible with human values and takes a direct and indirect form.

-Fear: is an emotional response linked to an objective risk and the emotions are consistent with the amount of anxiety.

-Anxiety: a state of severe psychological stress felt by the individual and associated with the prospect of a painful and disturbing risk and directly linked to the experiences of childhood.

-The withdrawal behavior: is an effective response to the requirements of the environment so that the real world becomes a source of threat, and move away from interaction with others becomes as a source of comfort and a sense of security.

- Dependence behavior: is to call the responses of others to satisfy the needs of the child who is able to satisfy them himself.

-Negative behavior: Is withdrawal in the form of effective rejection, when its needs are not met and is a form of resistance when the aggression is not effective and possible and takes several forms, such as stubbornness and isolation to obtain self-satisfaction, which is anti-social behavior.

SECTION TWO

Theoretical background and previous studies

3. Theoretical Background:

3.1 The concept of violence:

Violence is defined as behavior comes from an individual aimed at causing harm or damage to a person or something. It is expressed physically or verbally, whether directly or indirectly, or expressed in the form of anger, hostility and hatred directed at the victim.

Violence is the tendency to attack, quarrel, retaliation, and the tendency to challenge and delight in criticizing others and revealing their mistakes and showing them in the appearance of weakness and helplessness and the trend towards torture and making disorders and fits of anger in different forms.

(Abdel Razzaq, 2007:55)

3.2 The television

Television is a mass media means and it ranks the forefront among media visible means, because it combines important elements of sound, image and motion, which attracts more attention of viewers, especially children.

One of the most influential age groups in television is the children. They accept to watch everything presented because it provides them with the possibilities of attraction and attention, and they accept to imitate the cartoons and persona

lities they see in these programs (Mazyad, 2000: 15).

Perhaps the secret of children's interest in television and their attraction to is due to various characteristics, and they are:

1. Combining audio and video together, increasing the likelihood of attracting viewers' attention and creating a direct connection between them and the material presented (Said, 1999: 71).

2. Imposing the message: the viewer is exposed to an imposed substance such as ads (Mazyad, 2008: 16).

3. The personal factor: TV programs speak directly and provide the viewer with life situations similar to those he faces in his life and uses people who have aspects and characteristics close to the viewer, make it more influential than other media means (AL-Ana'd, 1990: 44).

4. It has the ability to convert abstracts into sensations, which helps to easily understand and grasp the message, especially for the child, particularly in the early stages of life, because of his inability to understand the abstract meanings and the overall perception (Abu Maal, 2006: 60).

3.3 Televised violence

The visual and invisible media are more influential on the public (adults and young people). Television has become a powerful factor in determining what is good and not good. Virtual war has become more effective than military war, and the victor who controls the media and its means. It is the one who informs the public the best vision; it is a new type of violence, the principle of recognizing the concepts and dignity of the people and their freedom is ignored as it takes away dignity and freedom through new, painless violence, but it is very damaging, which is the televised violence (Abu-Asba', 2000: 20)

The media plays an active role in establishing children's violence through television programs, cartoons and serials that contain exciting and attractive elements by children, dazzling, speed, movement and attractiveness that entices the child to be attracted to, and thus the child stores that in the psychological thought and later practice that on others. Psychological studies of childhood research mentioned that, the cartoons shown on television, which contain violence, murder and blood, have a negative effect on the child by developing aggressive tendencies and behavioral disorders such as anxiety, fear, and negative or negative behavior, so child become rude, does not pay attention to adults and does not respect or appreciate the feelings of others (Muhammad, 1986: 86).

The issue of child delinquency and crime is closely related to animation that includes violent scenes. These movies focus on the value of the hero, who kills, destroys, threatens, steals, he breed on blood which led to end to his innocence,

and thus violent tendencies were solidified in his personality (Ismail, 1986: 26).

The children tend to watch these movies frequently and believe that everything presented in is true and valid for daily life. Therefore, programs that contain televised violence negatively affect the child's aggressive behavior, saggng feelings and reduce his desire to interact with life, especially feelings with violent allusions and sexual movies and songs that spoil morals at an early age and damage his mental health and mental, cognitive development and develop misconduct such as addiction, smoking and escape from school (Al-Jasmani, 1994: 86).

Psychologists have emphasized that television has a power as magnetism and a strong temptation to develop individual behavior instead of collective behavior or encourage children to withdraw from the real world towards addiction to watching it's programs (Sobhi, 1990: 88).

Most of the producers of cartoon films and series of children in the Western world in particular do not always focus on showing the element of good alone or evil alone, but pass these two elements within a framework of a psychological, social or physical inputs, although they know well that the child cannot link the psychological inputs with the distinguished phenomena (Muhammad, 1986: 86).

And televised violence directly affects the readiness for the deviation ,as the child catching up the crime while watching violent scenes on television, recent psychological studies have shown, that the sons of criminals and those accustomed to committing crimes have a tendency to easily deviate and drift behind that, because children imitate parents and they are in the age of the impression and a stage of accepting the inspiration, catching up everything they see in front of them and all they see from television and that called (emotional deprivation), that is, the child who lacks in his breeding to tenderness or subjected to cruelty and neglect, accepts what he sees of violence scenes, whether audible or visible (Al-Jasmani 1994: 153).

An analysis of studies in North America showed that scenes of televised violence and computer games contributed to increased violence among children. Young children who watched violence scenes in TV or cinema movie or play video games showed aggressive behavior (Hammoud, 2008).

A study in Canada published in the Arab Council for Childhood and Development, found that cartoon films contain scenes of violence five times more than regular programs and that children are frightened by the real scenes of violence, and watching cartoons makes them more violent in their games. Psychological researches have shown that children watching violent cartoons have three

types of reactions:

A. The Fear

The televised violence is leading to a growing sense of fear among children, a loss of confidence in their surroundings, an automatic aggressive response, and children in early childhood are terrified of watching the natural disasters presented to them from the screen, believing that events take place nearby and can harm them. (AL-josmani 1994).

B. Aggression

Watching violent movies and incidents increases the degree of aggression in children and causes psychological and behavioral disorders. Studies have shown that sex plays a role in showing aggressive behavior as a result of televised violence. Males are more susceptible to negative effects than females, the matter that develop a sense of aggressive behavior.

C. Violence is an individual collective behavior; excessive exposure to violent scenes is a factor in its accustomed to aggressive behavior and a lack of awareness of the seriousness of the results because they tend to believe everything they see without distinguishing between truth and fiction (Arab Council for Childhood, 2008).

At the school level, televised violence affects children by:

- . Mental straying. 1
- . Wasting time. 2
- . Fatigued and weak memory. 3
- . 4. Building trends that contradict the required study environment
- 5. Storage of negative energy in children and emptying in an unacceptable reaction as strike against another child (Nabil, 2000: 20).

A study published in the Journal of Pediatrics in the State of Ohio, to determine the factors that contribute to the development of violent behavior in children, where the study continued the health status of more than 2,200 students in primary and middle school aged 7-14 years, the study found that:

- 1. Violence becomes part of children's behavior to others without hesitation when they are constantly watching it.
- Diminishing or lacking of sensitiveness in children. .2
- 3. A state of behavioral disorders emerges including aggression, fear and constant anxiety, for fear of exposure to violence, which affects their psychological state and their ability to sound growth.
- 4. What strengthens the conviction of children to commit violence is that television often displays the perpetrators of crimes with impunity, perceiving it as a form of heroism (Ijlal, 2007).

The television remains submerged with violence. Studies in the United States of America in 1996 showed the televised violence of US programs on children contains:

% of programs contained violence.58-

-73% of programs contained violence without reprimand.

- 40% of violence programs with attractive characters were portrayed as attractive models for children such as "superheroes who beat the bad guys, who try to break the world but the bad guys fled" compared to the purposeful movies that motivate children for good. Katharine 1996 study found that, what children take of TV personalities, who can send emotional signals to them about the importance and value of all aspects of life, results were as following:

-53% of these programs stimulate on relationships with their peers.

-36 % of these programs stimulate on exercising sports and the development of hobbies.

- 24 % of these programs stimulate family relations.

- 16 % of these programs stimulate to act with the local community.

-15 % of these programs stimulate school-related matters.

. of these programs stimulate on religion matters – 1 %

- 7 % of these programs stimulate to imitate personalities with positive social activities (Abu-Asbah, 2009).

- 40% of the programs are motivated them to do hostility works to society. The culture of these programs according to Katharine study shows that television glorifies violence and passes the aggressor in these programs without reprimand and these programs cannot stimulate social and religious relations.

It is no wonder that some people call it "the children's sitter" because children sit with television more than they do with their parents and brothers in the family.

A statistical study found that, there is one TV in a home working for 5 and a half hours, and in an average, a person is watched from the second year of his life to 65 years, what equivalent to 9 years throughout his life.

Before graduating from high school, they had seen more than 20,000 hours and spent 15,000 hours at school (Singer, 1983).

TV commercial and advertising techniques have the ability to seduce children to watch all the programs, so children's time take away from where they do not feel.

According to a survey study of television watching, the number of violent scenes watched by children up to 18 years is 2,000 scenes, and the scenes of murder at the end of the primary stage are 8000 scene and in another study

confirmed that children spend 25 hours a week in watching television and 7 hours video games, and 4 hours Internet, and teenage children spend with television between 21-28 hours per week and this is more than any another activity, except sleep (Bryuad, 1994).

The continued watching of children affects other senses such as:

- . Sense of sight.1
- . Sense of hearing. 2
- . Effect on hearing.3

A study found that high cholesterol on one hand and watching television on the other have an important relationship with eating fast food and snacks (Abu-Asbah 2000).

4. The relationship of watching violence to abnormal emotional behavior

This relationship is very much represented in what can be seen from aggressive behavior in the playing situations and other and it is have different kinds (such as verbal abuse, vandalism, damage, physical abuse and withdrawal behavior which means" self-directed behavior" and appear in children during their withdrawal from social attitudes and isolation in the world of imagination or vigilance and do not make friends because of lack of social skills. The televised violence has a relationship in showing the withdrawal behavior of children, as the frequent watching with these types of movies, lead them to isolation from the family and parents and immersed in the world (Karbin , 1979).

In a study applied on a sample of children with emotional disorders ranging from 5-10 years, watched cartoons and then played a game characterized with hurting of others (Hunt- Help) ,and concluded that televised violence leads to violence and anti-social behavior (Sprafkin, 1988).

Televised violence is associated with social behavior in children, Elisa Hyston study (Histon, 1981) confirmed that the effects of televised violence were reflected in the social behavior of the ages from 6 to 10 years.

5. Standards of abnormal and normal behavior:

There are several basic criteria that must be taken into consideration in order to distinguish the behavior of an abnormal person from normal behavior, the most important of which are:

- 1.Distance behavior of acceptable societal standards, and different perception of this behavior according to difference in cultures, communities, races and ages.
- 2. Different movements of the body and gestures of the person who conducts the behavior.
- 3. Difference in the intensity and level of the person's behavior according to the

place and time of occurrence of the stimulant.

4. Inability to benefit from the experiences and skills of former and older people, because the abnormal person looks at the society in aggressive look.

5. The inability to face the problem that is encountered, as the person is stalling in order to escape from the problem and not to confront it (Alaeddin, 1990, pp. 27).

The basic manifestations of a troubled child's behavior:

The child may not need psychological treatment, but parents resort to psychiatrists to deal with his behavior in the interest of mental health and because of their fear on the child, so it should appear on the child a set of abnormal manifestations that indicate the need of the child to the psychological expert and the most important of these manifestations:

1. The behavior of the child is often permanent and not accidental, as abnormal behavior can be repeated several times a day.

2. This behavior hinders the child's psychological, social, physical and mental development, and a significant difference in behavior observes between the child and his peers.

3. This problem affects the level of the child in school and notes a decline in the scientific level.

4. The child always feel depression and isolation, and characterized by his inability to enjoy with others (Ismail, 2009, p. 32-32).

5. The mentally disturbed child is less able to appreciate himself.

6. Psychologically troubled children prefer practical lessons rather than theoretical lessons (Muhammad, 2006, p. 23).

6. Previous Studies:

Arabic Studies: 6.1

:* 6.1.1 the Study of Shukri 1978

The study aimed at the effects of television on primary school students. The study sample consisted of (512) students as experimental group and (104) students interviewed personally. The researcher used a questionnaire to determine the effect of watching TV on their behavior. The study found that watching television left positive and negative effects, as children learned aggressive behavior as a negative impact and were more aggressive with their peers during playing after watching.

* 6.1.2 The study of Nasr 2001

The study aimed at finding out how children perceive the effects of violence presented to them from the television screen in terms of real or imaginary reality. The study was based on the sample survey method. The survey questionnaire was used and applied to a sample of children of primary school age (4-9

years), number of sample is (174) students, the study found several results, the most prominent of which is that the younger children were associated with the concept of violence as a kind of murder, and that the more they watched television drama, the more they could recognize the forms of violence and linked between violence and killing, whenever they watch animation containing violence the violence increased inside them as they aged.

6.2 Foreign Studies:

* Study of Fors 1986 6.2.1

The study aimed at the effect of television on the behavior of children in war and peace, as well as to the extent of the impact of television on the behavior of children and the possibility of the relationship between watching television and many of the problems of childhood and the sample was between the ages of (8-18) years. The results showed the emergence of aggressive behavior by watching televised violence, in addition to the violence of cartoons increases the behavior of verbal and aggressive violence.

6.2.2 Study of Egbufur & Brennen 1997*

The study examined the relationship between violence and the emergence of negative and aggressive social behavior among African American children aged 7-12 years. The programs were randomly chosen and contain televised violence. The results found a strong relationship between televised violence and social behavior Passive and aggressive.

Comments on the previous studies: 6.2.3

Through the review of Arab and foreign studies that dealt with televised violence, it have been concluded that these studies have a strong relationship with the content of the current research in terms of:

1. The age range of the sample, concerned the ages of 6-18 years, which is an important stage that shows the effects of televised violence, in the television programs and cartoons. These studies agree with the current study in terms of the emergence of televised violence according to the age range (6-12) year.
2. Size of sample, the size of samples varied in previous studies, including large, medium and small samples, and other samples dealing with the cultural impact in the emergence of televised violence. The current study agreed with the, medium sample.

Section Three

Materials & Methods

7.1 Research community and testees:

The research community included primary school students in the city of Baghdad on the sides of Karkh and Rusafa. The sample of the study included a

directorates of education from each side, the directorate of education of the first Rusafa on the Rusafa side and the third Karkh education directorate on the Karkh side were selected. Table (1) explains the details of the research sample:

Table (1)

The research sample

	Area	Directorate	Name of the school	Male	female	Total
1	AL-Saydah	Al- Karkh	Fajar Al-Horiah	60	60	120
2	AL-Baladyat	AL- Rusafa	AL-Sajad	60	60	120
Total	120	120	240			

7.2 search tools

A questionnaire was prepared for the parents of the students. The first section deals with the child's viewing of the TV, the number of watching hours and the type of programs he is watching. The second section includes the question about the child's abnormal emotional behavior, in case he suffers from, appendix (A) the paragraphs were identified according to the Diagnostic and Statistical Manual, issued by the American Psychiatric Association's (APA). In the case of three symptoms that apply to the child from these paragraphs, this indicates that he suffers from behavioral disorders, The third section of the questionnaire included a number of behavioral disorders which were within the limits of the current research and asked about whether these disorders within child's behavior. The questionnaire was presented to a number of experts (Appendix B) and specialists in education and psychology. All experts agreed on all of their paragraphs, in the percentage of (100%). To ensure the constancy of the result of the questionnaire, it was applied to a number of parents (40) and then re-applied after a period of two weeks, the Pearson correlation coefficient between the applications (0.75), which is accepted value of coefficient of stability, if most studies depend on the value of the coefficient of stability (0.70) or more in the questionnaires.

7.3 Statistical means

7.3.1 The statistical means represented by the following, have been adopted:

A- Pearson correlation coefficient: to obtain the stability of the questionnaire used in the research.

7.3.2 Application Procedures:

The questionnaire was distributed to the students' parents and their data analyzed. This took three weeks.

SECTION FOUR

Search results and discussion

8. Search Results:

After analyzing the questionnaire, the following results were found:

1. The research sample was within the limits of the watching time of four hours or more.
2. Most of the programs identified by the parents included programs and clips of violence like cartoons of Tom and Jerry, SpongeBob, ads, songs and entertainment programs in which violent scenes.
3. It was found that most of the sample suffers from abnormal emotional disorders, which has varied and distributed in the numbers of students, as shown in table (2).

Table (2)

Type of abnormal emotional behavior	Females	Males	Total
Aggressive behavior	110	96	216
Fear	50	60	110
Anxiety	40	58	98
Negative behavior	73	60	133
dependent behavior	20	18	38

This finding, which refers to the relationship between watching televised violence and abnormal emotional behavior, can be explained by the fact that the child very much tends to imitation and modeling as well as he tends to the movement and activity and having desire to engage in activities which makes him fall under the influence of any behavior he sees and wants to imitate what impressed of the characters, since the child tends to cartoon characters so he imitates their behavior, and if this behavior is of violence nature, so it is likely to imitate this violent behavior and shows in his daily behavior.

8.1 Conclusions:

From the findings of the research we can conclude the following:

1. Most children's programs have non-educational content and are intended to broadcast and create violence in children. And decision-makers in the preparation of children's programs are not eligible to prepare meaningful development programs.
2. Most of the violence programs are presented with sarcastic and funny content, but the goal is to develop a non-purposeful fantasy that makes the child can not differentiate between what is real and what is fictional.
3. There is a lack of knowledge and awareness by parents of the seriousness and impact of what is presented in television programs to their children.
4. The parent's busyness with work and the search for sources of income reduced the hours of parents' presence with their children, so the child did not find the patriarchal model that mimics and unites with him in his behavior, which made him modeling the behavior of cartoon characters and human models displayed on television.

8.2 Recommendations:

In the light of the findings of the research, the researchers recommend the following:

1. Pay attention to children's television programs and take them seriously; it must contain a meaningful value and evaluate and support the behavior in showing the religious and moral values in children.
2. Outdoor, leisure trips for the purpose of venting, and overcoming the frustration and anxiety caused by the constant watching of violence on television.
3. Guiding the family through local media to the need to monitor their children regularly and continuously, and to prevent them from watching violent television programs that may lead to child shock or mimic televised violence in real life.
4. To affirm the principle of non-violation of the inviolability of the child, especially the child who exposed to violence, which is affirmed by the Univer

sal Declaration on the Protection of Children.

8.3 Proposals:

1. Conducting a study to examine the relationship of televised violence with unstudied variables such as (social environment, gender, cultural type).
2. Conducting a study to investigate the impact of televised violence on adolescents and young people.
3. Conducting a study with the aim of building guidance programs for the treatment of abnormal emotional behavior in students.

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