A Comparative Study between The Impact of Media and The Actual Expected Roles of The Family Regarding The Early Adolescence Stage

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ABSTRACT

The family is supposed to be a group of trusted persons that can direct and motivate children's behavior. Surprisingly, the internet and satellite TV channels grow up in children's mind with different thoughts and relations. The current research presents a new vision for the contest between the tradition family education versus media influence on adolescents' tendencies and orientations. New measures were developed to attain this view assuming three stages of media influence on adolescents. The first stage is the "Green Zone", where the media is used mainly for fun, and entertainment. The second is the "Yellow Zone" or the "Cautious Zone", where children have built confidence in materials presented by the media. The third region is the "Red Zone" or the "Dangerous Zone" where the media materials can direct and motivate the thoughts and behavior of the kids. This study measured the influences of the media versus active participations of the family in adolescents' activities using scales of 3 terminates i.e. involvement/entertainment, confidence and motivation. Measures of self-esteem, social isolation and violence were also considered. Three hundred and forty-one adolescents (10 to14 years old) were invited through personal communications to take place in this study across Gharbia Governorate and Menufia Governorate, Egypt. Results show that the media proved more significant influence on adolescents than the family on subscales of involvement/entertainment and confidence. No significant difference was detected between effects of media and family motivation. In general, the active participation of families was much lower than expected. Self-esteem, social isolation, and violence were significantly correlated with confidence and motivation subscales of the family scale. No significant effects were detected on the corresponding subscales of the media. The demographic factors have showed significant effect only on parenting participation. In conclusion, parents should be more involved in their children's lives and gain more trust. Motivation without considering enough engagement in children's activities might not be enough to improve their lives.

Key words: Social media impact, actual family roles; early adolescents.

INTRODUCTION

Adolescence is a word derived from the Latin verb 'adolescere' which means "to grow into maturity (Pellerone, 2015). It is the growth stage from the immaturity of childhood to the maturity of adulthood (Hashmi et al., 2013). Adolescence can be roughly divided into two psychosocial and cognitive developmental age groups i.e. early adolescence (10-14 years) (Roeser et al., 2000) and late adolescence (15-19 years) (Unicef, 2011a).

During the early adolescence growth stage, sexual initiation, as well as socio-demographic and behavioral changes occur (Larsson and Sund, 2007; Gonçalves et al., 2015). Relationship between the child's real age and his/her developmental milestones grows weaker during this stage (USDE, 2005). Although, parental support and supervision are needed during this growth stage (Jodl et al., 2001; Ardelt and Day, 2002; Wills and Yaeger 2003); however, the effects of peers are more pronounced (Dijkstra et al., 2010; Veenstra and Dijkstra, 2012). The influence of neighborhood and friends become more obvious (Cook et al., 2002). Friends not only affect adolescents progress (Véronneau and Dishion, 2010), social relations and interests (Roseth et al., 2008), but also they affect their attitudes and behaviors (Berndt, 2002; Allen et al., 2005). A specific friend, who is seen frequently, can cause critical changes in the life of his/her adolescent friend (Blyth et al., 1982), especially under long unsupervised time periods (Flannery et al., 1999). One of the untraditional friends that should be considered is the media. Youth spend at least seven hours per day using media devices e.g. TV and Internet (Strasburger et al., 2010). Media meets many of their requirements, e.g. information and entertainment, and is thought to play major roles in shaping adolescents attitudes and manners.

Shared values and beliefs motivate public behavior (Bardi and Schwartz, 2003) and influence community relations (Vasquez and Taylor, 1999). It is important to consider that all citizens have equal opportunities to take part in different community activities (Bates, 2000), including adolescents and consider their leadership development (Hancock et al., 2012). Promotion of interaction can promote adolescents engagement (Patrick et al., 2007). Participations in the community programs is helpful in the development of adolescents (Lerner et al., 2005), and in reconstructing moral responsibilities (Rose, 2000), consiquently shape their identities

(Bartel, 2001). However, adolescents face marginalization in many communities like in Egypt (Unicef, 2011b) and have low interconnections with their parents all of which would negatively affect their social and economical adjustments e.g. both parents work for most of the day (Engels et al., 2001; Milkie et al., 2004). Thus, adolescents search for social participations through the Internet (Eltantawy and Wiest, 2011). Satellite media and means of communication have the greatest impact on tendencies and orientations of adolescents (Brown and Witherspoon, 2002; Browne and Hamilton-Giachritsis, 2005). The author hypothesized that the tendencies and orientations of early adolescents undergo a tug-of-war game between the traditional family educational approaches versus the media attractive materials.

Family roles versus media impacts on adolescents

Family relations with adolescents can influence their attitudes and behavior (Steinberg, 2001), even in communities that pay attention to adolescents' autonomy and independence (Fuligni et al., 1999). The decreased rely on parents during this growth stage does not mean that family relations become no longer important for adolescents (Laible et al., 2004). Families can predict the psychological well-being (Fraley and Davis, 1997) and this can make positive changes in the psyche of their children through performing active roles in lives of their children and this can improve their social participations.

On the other hand, media can draw adolescents towards social isolation (Gross et al., 2002). There are many entertainment materials to follow (Wiseman et al., 2005). From this point, media can affect tendencies and orientations of adolescents. The hypothesized theory of contest between the traditional family education approaches in Egypt and the media influence on adolescents "Tug of War theory" assumes three stages of progress i.e. entertainment, gaining confidence and behavior-motivation.

Surf and Entertainment

Internet is a useful tool to fulfill many tasks (Teo et al., 1999), besides improving many social relations (Howard et al., 2001; Mitchell et al., 2011). It also generates virtual worlds for the users (Cerulo, 1997), where they can find all their needs and desires. For example, there are different kinds such as internet shopping (Kim and Lim, 2001; Schiffman et al., 2003), learning (Cheung and Huang, 2005), civic engagement (Jennings and Zeitner, 2003) and enjoyment (Yee, 2006; Thompson et al., 2008). Thus, *i*nternet can improve the quality of life (Leung and Lee, 2005). It is worth mentioning that internet offers quick search for information, "feel in control of navigation" and exiting experience (Rettie, 2001).

Gaining Confidence

Many sections on the internet have already gained the users' trust e.g. purchases through the internet (Jarvenpaa et al., 1999), internet banking (Suh and Han, 2002), e-government services (Carter and Bélanger, 2005; Bélanger and Carter, 2008), social networking sites (Fogel and Nehmad, 2009), and other internet applications (Grandison and Sloman, 2000). Accordingly, accessing Internet routinely without cautious supervision, might have negative effects on children (Bross, 2005).Many families use filtering and blocking software to minimize risks of children and adolescent exposure to unwanted materials (Mitchell et al., 2005) on one hand and to avoid its extreme use on the other hand (Çankaya and Odabaşı, 2009).

Behavior-Motivation

Adolescents get involved in online harassment (Ybarra and Mitchell, 2004), and internet bullying (Williams and Guerra, 2007). Violence is one of the consequences of the violent online games (Çankaya and Odabaşı, 2009). On the other hand, chat sessions through the internet was reported to be effective in abandoning smoking (Woodruff et al., 2001) and in the rise of the Egyptian 2011 revolution (Sawaf, 2013). However, some indirect effects might also take place associated with internet addiction, e.g. teen depression and suicidality (Messias et al., 2011), in addition to the harmful alcohol use (Yen et al., 2009).

Psychosocial effects of media on adolescents

In Egypt, pre-adolescents suffer from various mental health problems (Elhamid et al., 2009). Internet offers emotional support and reassurance for users (Hinton et al., 2010) and may have psychosocial effects on youth (Berson, 2003). Potential problems arise from internet addiction e.g. cyber bullying, "Facebook depression," and sexting (O'Keeffe et al., 2011). Moreover, media might initiate significant changes in the culture of societies in the developing countries (Wheeler, 2003). In the developed countries, social networks seemed to have relatively little effects on the youth (Valenzuela et al., 2009).

The current research

Family is the main source of love and peace for children. They are supposed to be the trusted persons for their children who can direct and motivate their behavior. Surprisingly, the new comer, media of the internet and satellite TV, grew in children's mind many different thoughts and beliefs. The main problem is that the received materials through the media might be of negative effects, thus threatening the harmony and consistency of the society. The question arises here is to what extent could the media influence the attitudes and thoughts of the early adolescents versus traditional family education approach?

Many researchers have studied the effects of the media on the early adolescence growth stage, through evaluating the existing relations in the community which might be related to this growth stage. However, many of them failed to predict the potential threats for the influence of the media materials on the adolescents' tendencies and attitudes. The current research presents is a new vision for the contest between the tradition family education versus media influence on adolescents' tendencies and orientations. New measures were developed to attain this view assuming three stages of media influence on adolescents. The first stage is the "Green Zone", where the media is used mainly for fun, and entertainment. The second is the "Yellow Zone" or the "Cautious Zone", where children have built confidence in materials presented by the media. The third region is the "Red Zone" or the "Dangerous Zone" where the media materials can direct and motivate the thoughts and behavior of the kids.

Aim of the study

The following objectives were considered (a) measuring the influence of media versus active participations of the family in adolescents' activities using graduated scales of 3 terminates i.e. involvement/entertainment, confidence and behavior motivation (b) estimating associations between the measured adolescents' tendencies and orientations with the adolescents self-esteem (c) predicting the implications of the family/media influence on the adolescents' social isolation, violence and the culture identity of the community (d) determining the relations that might exist between the measured tendencies and orientations and the family demographic variables. Consistent with the research goals, the researcher expects that effects of media on adolescents through the subscales of involvement/entertaining, gaining confidence and behavior motivation are significantly higher than those acquired by traditional family education (Hypothesis 1). There are significant correlations between adolescents' self esteem and active participations of the family/ media in adolescents' activities (Hypothesis 2). Adolescents' social isolation, violence and cultural identity are significantly correlated with active family/media participations in adolescents' life activities (Hypothesis 3). Finally, significant correlations exist between active family/media participations in children's activities and demographic variables of the family (Hypothesis 4).

MATERIALS AND METHODS

To test the above mentioned hypotheses, three measuring scales were used in the current study (a) active participations of family /media in their children's activities (b) self-esteem scale and (c) Social indicator scale. Three hundred and eighty adolescents (10 to 14 years old), who use the internet at least seven hours per week, were invited to take part in the current study. Participants got soft drinks to get enough responses for the test. Thirty nine participants were excluded from the study because they could not complete the questionnaires of the study. Data collection took place through personal communications with the participants across Gharbia governorate (Mahalat Marhoum, Meet Hebeish, Al Delgamoun and Kafr Dima as rural areas and Tanta and Kafr El-Zayat as urban areas) and Menufia governorate (Tah Shobra, El Agaiza, Met El Ez and Om-Khnan as rural areas and Quesna and Menouf as Urban areas), Egypt during the period between May and July 2015.

Tools of the study

1- **Tool 1: Scales of the expected roles of media/family in adolescents' lives:** Two scales were prepared for this study, one for the media and the other for the family, to compare between active participations of media and corresponding ones of the family in their child's life. Each scale comprises from the following three subscales and the reply comprises 3 *yes*, 2 *sometimes*, and 1 *no*.

A- **Involvement/Entertainment subscales:** First, the family subscale comprises 11 questions to investigate how families take part in different activities of adolescents, play and produce open-dialogues with them, including them in different family activities and keenness to involve adolescents in family meetings. Second, the media subscale which comprises 11 questions to measure how interesting the materials presented in the media for the adolescents, do these materials use simple language in dialogues?, do the various media materials meet the needs of the adolescents ? and can these materials help adolescents build their own dream world ?

B- **Confidence subscales:** First the family subscale which comprises 11 questions aimed at measuring the social relations between adolescents and their family as means for information, building values and ethics, encouraging adolescents towards creativity and motivation, achieving progress in children's education. The scale also considered measuring emotions and trust towards parents' involvement in different activities of adolescents. Second: the media subscale (11 questions) measures the feasibility of using internet for searching of information, means of learning and education, and their effects on increasing adolescents' self reliance. The questions also investigate how trustful these materials are, and consider the adolescents feelings of comfort when using the internet or watching satellite TV canals.

C- Behavior motivation subscales: First the family's subscale which comprises 10 questions to measure family motivations towards modifying the behavior of their children, respecting the others rights in the community, gaining more friends, and directing them towards positive examples in the society (e.g. Dr Magdy Jacob). It also measures the importance of these motivations from the adolescents' point of view, and whether the family dealings are characterized by non-discrimination between brothers and sisters. Second: the media subscale which comprises 10 questions considers the effects of the media on increasing the violence attitudes between adolescents, how adolescents use the internet for bullying, sharing false news, hacking, sharing original copy-righted programs. The questions also consider the positive effects of the internet to improve communication with relatives and friends living abroad.

2- Tool 2: Social Indicators Scale: This scale comprises the following 3 subscales and the reply comprises 3 *satisfied*, 2 *sometimes*, and 1 *dissatisfied*.

A- Social isolation subscale: This subscale (11 questions) evaluates the tenancy of adolescents to build new friendships, dealings with others, their emotions under pleasant and unpleasant participations, the difficulty of illustrating points of view, and whether they are careless in their life or not.

B- Violence subscale: This subscale (13 questions) evaluates anger management between adolescents, their acceptance of others differing in points of view and their resorting to physical violence.

C- Cultural identity and media subscale: This scale consists of 11 questions to evaluate the use of media in spreading religion rites, ethics and values, traditions and customs of the community, besides improving relations with others in the community. The questions also investigate the bad effects of using media to bring cultural changes and spread strange aspects in the community, besides widening the gap between adolescents and their parents.

3- Self-esteem scale: This scale comprises 16 questions to measure the adolescents' confidence through emotional evaluation of relations with their friends and others; take part in conversations and discussions; making new friends; self-defense when exposed to harassment, in addition to their interest towards health and their appearance. The reply comprises 3 *satisfied*, 2 *sometimes*, 1 *dissatisfied*.

4- General Data Form (prepared by the researcher)

Family-general information was collected, including residence, family type, gender of the participants, parents' education level, monthly family income and the father's career. Place of residence was coded as 1 for city-residents and 2 for countryside-residents. Type of the family was coded as1 for the nuclear family and 2 for the joint (extended) family. The type of education was coded using five categories: 1 for illiterate, 2 for secondary vocational education, 3 for secondary general education (earned a high school certificate), 4 for university first degree (bachelor's degree) and 5 for post-graduate studies (e.g. Diploma, M.Sc., MA, PhD, D.Sc.). The family monthly income was classified as low (<2000 L.E.), moderate (2001 – 3500 L.E.) and high income (>3500 L.E.). Fathers' job career was coded as 1 for professional, 2 for administrative and 3 for labourer. The demographic characteristics of the investigated sample are shown in Table 1.

Analytical Strategy

Active participations of media/family in adolescent's life were measured and calculated on a decimal scale. Data was analyzed statistically using the PASW 18 statistical software through conducting paired "t-test" to compare the participations of the media in adolescent's life with the corresponding ones of the active family participations (Hypothesis 1). Coefficients of determination were determined at 0.05 probability level to investigate the relations between the active participations of media/family for adolescents with some social indicators, self-esteem and the family demographic factors (Hypotheses 2, 3 and 4). Graphs were plotted using Sigma Plot 10 program. The measure of the internal consistency reliability, Cronbach's alpha coefficient, was calculated for the used scales and the results are shown in Table 2.

A sample of fifty adolescents (aged 10 to14 years old) was retested in 15 days later. Guttman Split- Half Coefficient and Spearman–Brown prediction formula were calculated for the measuring scales and subscales and the results are shown in Table 3. The calculated scores were high enough to consider high validity of the measuring scale.

RESULTS AND DISCUSSION

Table 4 considers the comparison between media influences on the adolescents' interests and activities with the corresponding active family participations (Hypothesis 1). Analysis of variance revealed that media recorded more significant participations on subscales of involvement/entertainment "Green Zone" (T =6.56, P<0.001) and confidence "Yellow Zone" (T= 4.29, P<0.001) than the family.

However, no significant difference was obtained between media and family motivations for adolescents ($T = 0.46$, $P=0.643$). In spite of the results that show the greater effects of the media over those of family on the adolescents' activities and interests, such results are much lower than expected.

Table 1: Distribution of the studied sample regarding to their socio-demographic characteristics (n=341)

	No.	%		No.	%
Residence			**Type of the family**		
Urban	210	61.58	Nuclear	171	50.15
Countryside	131	38.42	Extended	170	49.85
Mother's Educational Level			**Fathers' Educational Level**		
Illiterate	12	3.52	Illiterate	10	2.93
Primary	-	-	Primary	-	-
Preparatory	-	-	Preparatory	-	-
Secondary education			Secondary education		
-Vocational education	89	26.09	-Vocational education	91	26.68
-General education	112	32.84	-General education	88	25.81
Bachelor degree	105	30.79	Bachelor degree	130	38.12
Post graduate degree	23	6.75	Post graduate degree	22	6.45
Monthly income, Egyptian pound			**Job career**		
>2500 L.E. (Low)	87	25.51	Professional	112	32.98
2501-3500L.E.(Moderate)	146	42.82	Administrative employee	158	46.59
<3,500 L.E. (High)	108	31.67	|Workers	169	20.43
Gender					
Male	171	50.15			
Female	170	49.85			

Table 2: Reliability estimates of the measuring scales and subscales calculated according to Cronbach's alpha

Scale		Correlation coefficient value of the total degree	Dimensions reliability formula coefficient
Effects of the family/media scale (α-coefficient=0.87)			
Involvement	Family	0.82**	0.87**
	Media	0.84**	0.85**
Confidence	Family	0.87**	0.88**
	Media	0.83**	0.86**
Behavior motivation	Family	0.85**	0.88**
	Media	0.84**	0.88**
Social indicators scale (α-coefficient=0.89)			
Isolation		0.91**	0.92**
Violence		0.89**	0.87**
Cultural identity		0.83**	0.82**
Self-esteem scale (α-coefficient=0.86)		0.87**	0.89**

Table 3: Validity estimates of the measuring scales and subscales

Scale			Guttman Split- Half Coefficient	Spearman–Brown prediction coefficient
Effects of the family/media scale				
Involvement	Family	11	0.87**	0.84**
	Media	11	0.86**	0.82**
Confidence	Family	11	0.79**	0.83**
	Media	11	0.82**	0.87**
Behavior	Family	10	0.78**	0.81**
motivation	Media	10	0.77**	0.82**
Social indicators scale				
Isolation		11	0.89**	0.88**
Violence		13	0.81**	0.84**
Cultural identity		11	0.83**	0.86**
Self-esteem scale		16	0.942**	0.963**

**p<.01

Table 4: A comparison between media influences on the adolescent interests and activities with the corresponding active family participation

	Family roles	Media impacts
Involvement	6.09±1.27	6.72±1.19
Confidence	6.32±1.21	7.18±0.85
Motivation	7.47±1.09	7.50±0.95

This indicates that the effects of the media on the adolescents is relatively high because the active participations of the family is much lower than expected during this age stage. Surprisingly, the highest participations of the family were achieved on the motivation subscale. Family should consider more involvement in the life of their children.

Table 5 tests Hypothesis 2, regarding adolescents' self-esteem in relation with the active media/family participations on the subscales of involvements, gaining confidence and motivation. Results of the correlation coefficient show that the adolescents' self-esteem was significantly positively correlated with the three subscales of the active family participations. Also, there were significant positive correlations between these three subscales. This may indicate that family participations are effective tools in building adolescents self-esteem. This could take place through parents' involvement in their children life, gaining their confidence, and directing their interests and attitudes. Such consistent relations were not found for the media participations. The only significant effect obtained from the received media messages on the adolescents' self-esteem was through the trusted materials received through the media.

Table 6 considers the relations between social indicators i.e. social isolation, violence and the cultural identity of the society in relation to the active participations of media/family in the adolescents' activities (Hypothesis 3). The results of the correlation coefficient between social indicators i.e. isolation, violence and identity (dependent variables) and family/media active participations (independent variables) show that violence and social isolation were significantly affected by active family participations e.g. parenting violence/involvement in children's life, gaining their confidence and directing their attitudes and behaviors. A significant correlation is obtained between social isolation and trusted materials presented through the media.

Table 7 tests Hypothesis Four, regarding relations between active family/media participations in their children's activities with demographic variables of the family.

Table 5: Pearson correlation coefficients among the adolescents' self-esteem as affected by the media/family participations in adolescents' activities.

		Involvement		Confidence		Motivation	
		Family	Media	Family	Media	Family	Media
Self-esteem		0.409***	0.070	0.413***	0.160**	0.217***	0.011
Involvement	Family		0.059	0.421***	0.090	0.144**	0.064
	Media			0.012	0.038	0.036	0.057
Confidence	Family				0.082	0.135*	0.055
	Media					0.038	0.004
Motivation	Family						0.048
	Media						

Note: * $p < .05$; ** $p < .01$; *** $p < .001$

Table 6: Pearson correlation coefficients between self-social indicators as affected by the media/family active participations in adolescents' activities.

	Involvement		Confidence		Guidance	
	Family	Media	Family	Media	Family	Media
Isolation	0.420***	0.118*	0.473***	0.118*	0.190***	0.034
Violence	0.395***	0.118*	0.368***	0.104	0.184***	0.104
Cultural changes	0.044	0.107*	0.046	0.074	0.019	0.057

Note: * $p < .05$; ** $p < .01$; *** $p < .001$.

Table 7: Pearson correlation coefficients between media/family active participations in adolescents' activities and the demographic factors of the family.

	Involvement		Trust		Motivation	
	Family	Media	Family	Media	Family	Media
Gender	0.089	0.047	0.040	0.082	0.144**	0.005
Father' education	0.689***	0.076	0.456***	0.083	-0.172**	0.120*
Mothers' education	0.712***	0.022	0.522***	0.080	-0.148**	0.096
Fathers job	0.683***	0.009	0.547***	0.085	-0.155**	0.081
Family income	0.458***	0.047	0.409***	0.112	-0.116*	0.102
Type of the family	0.015	0.079	0.006	0.079	0.012	0.004
Residence	0.008	0.078	0.006	0.060	0.061	0.031

Note: * $p < .05$; ** $p < .01$; *** $p < .001$

Results of the correlation coefficient show that the educational level of the parents has significant consequences on their active participations. Likewise, fathers' job and the family income significantly affect their participations. On the other hand, the media participations are not significantly affected by many of the demographic factors.

DISCUSSION

Satellite TV channels and the internet have become important tools for spreading values and thoughts. Many of these thoughts might wrongly shape attitudes and manners of the audience. Adolescents spend long time every day using media devices of TV and Internet (Strasburger et al., 2010) and many of them are internet addicts (Ko et al., 2009). Thus, the media could play major roles in shaping adolescents attitudes and manners. The current research considered assessed media effect versus family effect on the early adolescence growth stage. It is important to shape values and beliefs in youth before they reach late adolescence. By late adolescence, youth become more involved in their lives (Zarrett and Eccles, 2006).

Results show that materials received through the media are more interesting and trustful to adolescents than the outcomes of usual parental participation (i.e. influence of the media reaches the "Yellow Zone"). This probably is a result of poor relationships with parents (Ybarra and Mitchell, 2004). Thus, parents should communicate with children kindly and with respect during this growth stage (USDE, 2005).

It is reported that many antisocial activities on adolescents are associated with internet addiction (Ybarra and Mitchell, 2004; Williams and Guerra, 2007; Ko, et al., 2009). This present results show that the media has neither antisocial management on their violence nor it directs their self-esteem. Media materials showing violence and cultural changes are mainly for fun and amusement, no trust or motivations are related to such materials, at least during this growth stage. Probably, the violence everywhere around adolescents in places such as home, in streets and schools and given in the everyday news is of more significant effect on them than materials presented through the media.

Distressfully, the materials received through the media can lead to social isolation of adolescents. The media meets many requirements of the users such as information and entertainment. On the other hand, the influences of the media on adolescents' social indicators under investigation appeared mainly for entertainment (the "Green Zone"). Although, it is believed that adolescents are more involved in the internet-based identity experiments (Valkenburg et al., 2005), the perceived values depend on the age of the adolescent (Valkenburg and Peter, 2007). The desires of the early adolescence are mainly playing on friends rather than exploring their identity (Gross, 2004).

It is worth mentioning that the demographic factors seemed of no significant effect on the adolescents to receive the media messages. Even between boys and girls, the effects of the media on adolescent tendencies and orientations on the subscale level of involvements, gaining confidence and behavior motivation are not significant. Online activities of the adolescent boys' and girls' are comparable (Gross, 2004). Thus, the media may lead to undesirable attitudes and manners. It is important that parents play effective role in selecting programs that their children watch. They should also block websites and channels that could have negative effects and feedbacks on children.

RECOMMENDATIONS

Parents should be more involved in lives of children and gain more of their trust. Then, parents can effectively motivate adolescents' attitude and behavior. Motivation without considering enough involvement in children's activities is enough to improve their life. On the other hand, adolescents should believe that parents are the trusted persons that they could rely on to ask for information. Such relations could bring positive motivations in the adolescents' social attitudes beside of improving their self-esteem.

ETHICAL CONSIDERATIONS

The current study meets the ethics in research of humanities social science. Participant privacy is protected

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الملخص العربى

دراسة مقارنـة بين التأثير المتوقع لوسائل الإعلام والدور الفعلي للأسرة علي مرحلة المراهقة المبكرة

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تعد الأسرة المسئول الرئيسي عن توجيه، وتعديل سلوك الأبناء، ولكن مع اقبال الأبناء علي وسائل الإعلام الحديثة ومنها الإنترنت، فإن أفكار، ومعتقدات الأبناء قد تأثرت بالأفكار التي تنقلها تلك الوسائل الإعلامية، وبالتالي تهدف الدراسة الحالية إلي مقارنة التأثيرات المتوقعة لوسائل الاعلام علي الابناء في مرحلة المراهقة المبكرة بالأدوار الفعلية للأسرة في حياتهم، وقد تم تصميم أدوات للقياس لتتناسب طبيعة هذه الدراسة حيث تفترض الدراسة أن تأثير الميديا علي المراهقين يمكن أن يمر بثلاثة مراحل هي: الاندماج(المنطقة الخضراء)، والثقة(المنطقة الصفراء أو منطقة الحذر لما يمكن أن تنقله هذه الوسائل من قيم، وأفكار سلبية ترسخ في وجدان الأبناء)، والتوجيه (المنطقة الحمراء، أو منطقة الخطر لما يمكن أن تحدثه تلك الوسائل من تغيرات غير مرغوبة في سلوك الأبناء)، كما اهتمت الدراسة أيضا بقياس تقدير المراهقين للذات، والانعزال الاجتماعي، والعنف، ولتحقيق أهداف الدراسة، فإنه تم اختيار ٣٤١ مراهق تتراوح أعمارهم بين ١٠-١٤ سنة من محافظتي الغربية، والمنوفية، وقد اظهرت النتائج ما يلي: تفوق تأثير وسائل الاعلام مقارنة بتأثير الأدوار الفعلية للأسرة علي محاور الاندماج في حياة الأبناء، وكسب ثقتهم، بينما لم تظهر النتائج فرق معنوي بين التوجيه السلوكي من خلال الاعلام، والتوجيه الاسري للابناء، فقد كان التأثير الأسري علي الأبناء أقل من المأمول، ومع ذلك فإن الانعزال الاجتماعي للمراهقين، والعنف، وتقدير الذات قد تأثر فعليا بمشاركات الأسرة علي محاور الاندماج، والثقة، بينما كان تأثير الإعلام غير معنوي علي محاور الثقة والتوجيه، وأظهرت النتائج أيضا ارتباط مستويات المشاركة الأسرية بمحاورها الثلاثة مع العوامل الديموجرافية، ومن أهم توصيات الدراسة: أن تكون الأسرة أكثر تواجداً في حياة الأبناء، وأكثر قدرة علي كسب ثقتهم، فلا يمكن توجيه سلوك الأبناء علي النحو الأمثل بدون إندماج كافي ومؤثر في حياتهم.

الكلمات الدالة: تأثير وسائل الإعلام، الدور الفعلي للأسري، المراهقة المبكرة.