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THE TEENAGERS AND YOUNG BEHAVIOUR, DETERMINATION AND SELF-ADJUSTING VALUES

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Abstract: The values and their organization during teenage years represent an impotant acquirement for personality and their impact have importance both short and long terms regarding person's behaviour during the life. We consider the determination an essential element in choosing certain values for teenage years. Organization of the character who constantly express in different contexts of life depends on how human values organize in this sensitive period of life of each person, even if this values remain at a subconscious level, they represent reactions that preced and direct human behaviour. The motivation for choosing the theme and performing the research is expressed by the interest that we have for this age and for the proper organization of the values. We started from the premise that the values constitute a "capital", perhaps the most valuable of the human being and according this, the human can be shown in good advantage; in this way, he adjust to social contexts in a suitable, flexible and realistic way, he create successful socio-professional and interpersonal relathioships and live in harmony with the other people. Hoping that this study reveals in an authentic way the essence of the psycho-moral values internalisation, we wish we can contribute to socio-psychological education of teenagers. They represent the basis of future society and certainly they will bring their contribution in maintaining and creating positive attitudes for the values promoted by romanian society. The purpose of research is to identify and to orientate personal and interpersonal values.

Key words: teenager, behavior, determination, values, character, self-adjusting, personality.

1. INTODUCTION

This work can be considered as a possible reflexive and critical-constructive exercise about the problems of adolescence, the teenagers being a category/sample of youth, most explosive, most researched and interdisciplinary approached.

The adolescence crosses everywhere today a non-values, challenges and incertitude troubled world.

Romanian teenagers quickly follow the adolescence's crisis.

The reversal of values in transition society disturb the creation of personal system of values with consequences for practical behavior of each person and for choosing the way of self-achievement.

The work that we have developed attempted to approach this world in a psychological and pedagogical perspective without neglecting axiological, sociological and anthropological perspective.

2.DEFINITION OF CONCEPTS

The origin of the **adolescence** is in the latin verb "adolesco-ere", which means „to grow up", „to develop", „to become strong" and it emphasize the biological maturation and psychological development specific to this age. **The adolescence** is a transition stage that connects the child phase with the adult phase, the self and its elements: psysical, sexual, vocational, moral – spiritual are now defined. The moral-spiritual identity, refers to ethical dimensions of each person, to the principles that will guide him during the life, to all that means spirituality. It is the stage when moral development reaches self acceptance level, from voluntary compliance to ethic, it force preconventional stage – the acceptance of decisions to avoid the punishment and conventional conformity with the role- the acceptance of decisions in order to maintain the relathionships. (L. Kohlberg).

The adolescence is between 14 and 20 years, and it is followed by post-adolescence untill 25 years old (Crețu,T., 2003, p. 297); it is characterized by many changes and transformations, and for this reason it was considered by de J.J. Rousseau "a second birth" or "an essential moment in human psychic developmet" according to N. Lehalle.

The behaviour is a term introduced in scientific psychology by Pierre Janet, and it means "the acvity and the action, internal-subjective and external-motive and always considering the unity between psychic and behaviour." (as cited in P. Neveanu, 1978). Janet introduced in psychology the concept of behaviour, this meaning all visible manifestations oriented to „ outside", and also meaning all invisible processes for organize and control it. More precisely, the behaviour represent all the acts of an individual from the simplest(movements) to the most complex (reasoning), goal oriented and full of meanings. According to the french psychologist, the behaviour unifies and synchronizes as an unity the behaviour and the subjective innner life.

The determination is a superior form of psychological adjustment, it represent one of „the highest levels" of mental determination. (Zlate, 2000, p. 215). We consider very appropriate to put the determination in the system of *adjustment/selfadjustment forms*

and mechanisms, whose main role is to optimize the behaviours in order to achieve a particular objective with adaptative value.

Voluntary action is "an action in the present which synthesize the archeology of the system and its reflexive capabilities (so it is complex and it is singular and personal) for action in a rational and present reality and to initiate beyond reason itself" (Beauvois, J.L., Ghiglione, R., cited Zlate, 2000 ,p. 215).

The character is a self-regulating system of values, attitudes and traits, it appears as a relatively stable element, also having an adaptative value. For Klages, the character is nothing but "the determination morally organized". Other authors define the character as "the characteristic of personality enlightened by intellect, supported by feeling and directed by determination to take an attitude toward reality" (Zisulescu, S., Caracterul, 1978).

The values are „explicit or implicit conceptions about what is desirable" (Vlăsceanu, L.,). They are not direct observable, it involve cognitive, evaluative, social, cultural, spiritual, emotional elements, and are relatively stable over time. They can determine behaviors and attitudes, they are determined and also determine the features of socio-cultural milieu, are interconnected with other values. The changes in romanian society had an impact in the structure and the functions of the family and in fixing the values at teenagers and young people (Moraru, A., 2006). The values are existential milestones of a person that help us to make choices raported to certain standards.

Personality constitute " a dynamic organization of psychopsysical system, which determine a characteristic way of thinking and behavior" (Allport, G., 1991).

3. RESEARCH METHODOLOGY
3.1. RESEARCH OBJECTIVES
(1.) Identifying the main personal values that are currently accepted by the teenagers;
(2.) Setting the dynamic of personal and interpersonal values as subjects get older and acquire another professional status;
(3.) Identifying the personal and interpersonal values specific to boys and girl.

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3.2. RESEARCH HYPOTHESIS

(1.) **Main hypothesys: It is assumed that there are cores of specific values at adolescence and these are influenced by gender.**

(2.) **Secondary hypothesis: It is presumed that the age of teenagers is a differentiator/modulator factor in terms of values orientation.**

3.3. RESEARCH SUBJECTS

The study was conducted on a total **of 97 subjects,** high school students from Bucharest and Constanta, we also explored in a realistic way the values of youth. In terms of biological gender, a total of 31 subjects are males (32%) and 66 girls (68%). The sample contains more girls than boys due to the humanist characteristic of high schools and universities where we applied the instruments.

3.4. RESEARCH TOOLS
Quantitative

3.4.1. Inventory of interpersonal values, SIV Questionnaire. The research was centered on a questionnaire pre-tested and validated by the Center of Applied Psychology in Paris.

This tool tries to provide measurements for a category of values, interpersonal values:

- Dependence (S);
- Conformity (C);
- Social Consideration (R);
- Independence (I);
- Benevolence (B);
- Order/Management (L)

3.4.2. Adolescent's significant values list: We built an instrument that includes a number of 40 values that subjects must prioritize according to the importance they attach to the value. The hierarchy is made according grade 10 to the most important value, grade 9 to the value on the second place

and so on until grade 1 considered as the less important value for the subject.

Only 10 of the 40 values presented will be noted, according to their importance, the scale could be assimilated to those ordinary

Qualitative

3.4.3. Focus group

3.4.4. Case study

3.4.5. Descriptive dimension

All qualitative tools emphasize personal biography and social side.

3.5. RESEARCH RESULTS

Table no.1 – Subjects distribution according to their gender

Gender

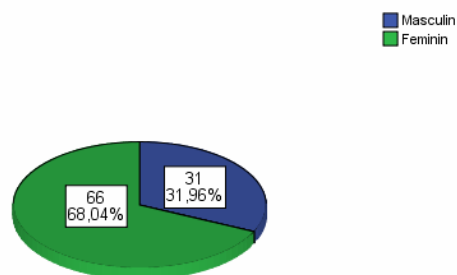|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Masculin	31	32,0	32,0	32,0
	Feminin	66	68,0	68,0	100,0
	Total	97	100,0	100,0	

Figure no.1 – Structure chart of subjects distribution according to their gender

Regarding the age, the 97 studied subjects are betweeen 13 and 26 years old, average age is 18,5 years, median is 18 years and modul is 18 years. The amplitude of this distribution is 13 years, and standard deviation is 2,53 years.

Table no.2 – Subjects distribution according the age

Statistics

Subjects age

N	Valid	97
	Missing	0
Mean		18,57
Median		18,00
Mode		18
Std. Deviation		2,533
Skewness		,882
Std. Error of Skewness		,245
Kurtosis		1,445
Std. Error of Kurtosis		,485
Range		13
Minimum		13
Maximum		26
Percentiles	33,33333333	18,00
	66,66666667	19,00

The distribution is asymmetrical positive (Skewness=0,88; Standard Error Skewness=0,24) subjects with small age are prevalent and leptocurtica (Kurtosis=1,44; Standard Error Kurtosis=0,48) distribution have a large uniformity age around central tendency. Subjects age is not a normally distributed variable.
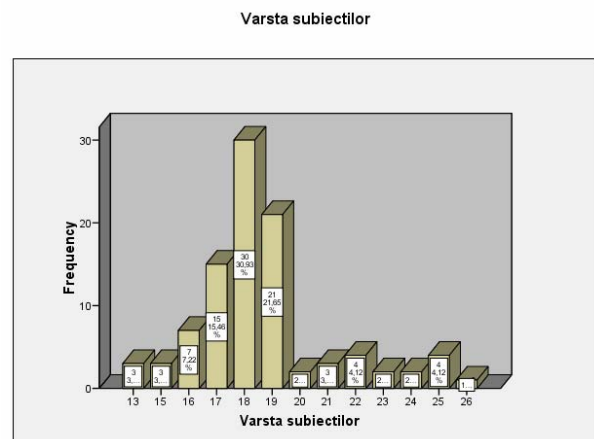
Figure no.2 – Bar chart of subjects distribution according the age

Main hypothesys: It is assumed that there are cores of specific values at adolescence and these are influenced by gender.

Meaningful values list for teenagers indicates us the orientation of subjects in terms of personal values that they choose.

Table no.3 – The choices and rank average for values list

Statistics

		Adaptability	Truth	Affection	Ambition	Self-Control	Good leader	Good self-image	Good Communication abilities	Good Career	Successful	Marriage and family
N	Valid	11	29	16	26	19	9	11	11	31	31	35
	Missing	86	68	81	71	78	88	86	86	66	66	62
Mean		5,82	4,55	5,81	3,92	6,00	5,33	4,64	7,27	4,90	4,90	3,54

Statistics

		Money Earnings	Moral behavior	Conscience	Courage	Dignity	Open to new	Discretion	Balance	Empathy	Generosity
N	Valid	32	11	8	40	18	13	2	13	1	21
	Missing	65	86	89	57	79	84	95	84	96	76
Mean		5,41	5,36	5,50	5,08	5,06	4,77	7,00	6,92	5,00	5,10

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Statistics

		Indulgen	Impartation	Confident	Initiative	Education	Freedom	Mediator of conflicts	Problem solv oriented	Patriotism	Persuasiv
N	Valid	18	1	8	8	19	30	5	5	2	2
	Missing	79	96	89	89	78	67	92	92	95	95
Mean		6,00	5,00	7,25	4,63	6,74	5,60	6,60	7,00	5,00	7,50

Statistics

		Amiability	Power to influence	Patience	Respect	Help for person in need	Delicacy	Humility	Solicitude	Tolerance	Vigilance
N	Valid	38	7	20	35	10	10	3	1	7	14
	Missing	59	90	77	62	87	87	94	96	90	83
Mean		5,84	7,14	6,85	6,00	6,90	5,40	5,00	8,00	2,14	7,29

Meaningful values list for teenagers indicates us the orientation of subjects in terms of personal values that they embrace.

Using a simple frequency analysis we found according to the tables and graphs that the size of "courage" has the largest number of choices, 40. Next is "friendship" with 38 choices, the "respect", the "marriage" and the "family" each with 35 choices, "money earnings" with 32 choices, "successful career" with 31 choices and "freedom" with 30 choices.
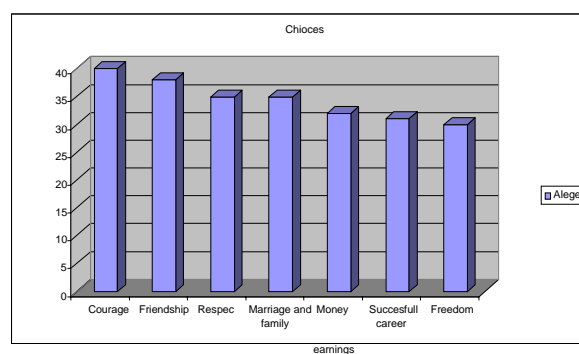

Figure no.3 – Bar chart for the most frequent values.

Significant personal values choosen by the subjects of research, in order of the importance, are:
1. *Courage*
2. *Friendship*
3. *Respect*
4. *Marriage and family*
5. *Money earnings*
6. *Successful career*
7. *Freedom*

Insignificant values located opposite, chosen by the research's subjects are:
1. Problem solving orientation
2. Mediation of disputes
3. Humility
4. Discretion, patriotism and persuasion
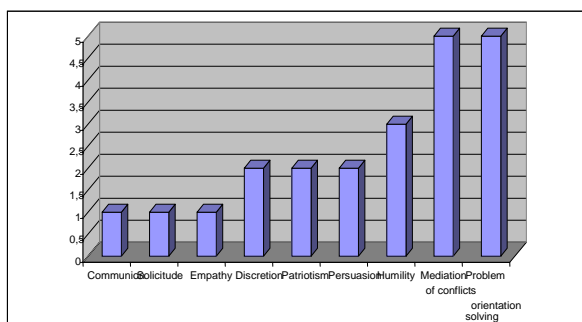5. Empathy, communion and solicitude.

Figure no.4 – Bar chart fo the less frequent values

We used test „t" Student for compare the average of the population with the average of a sample to analyse whether the rank average of a value is significantly different from 5,5. Apart from the cases when the choices had extremely low values, we could observe a number of three values where the average of ranks is significantly different from the theoretical average.

Table no.4 – Significant differences depending on the theoretical average.

One-Sample Test

	Test Value = 5.5					
					95% Confidence Interval of the Difference	
	t	df	Sig. (2-tailed)	Mean Difference	Lower	Upper
Ambitie	-2,830	25	,009	-1,577	-2,72	-,43
Casatoria si familia	-3,818	34	,001	-1,957	-3,00	-,92
Vigilenta	2,210	13	,046	1,786	,04	3,53
Rabdare	2,736	19	,013	1,350	,32	2,38

Although „Ambition" and „Marriage and family", are in the system of values of the subjects (because of the number of choices), they are significantly moved to lower places, the average of ranks is significantly different from the theoretical average ($t_{(25)}$=2,83; p<0,01 for Ambition and $t_{(34)}$=3,81; p<0,01 for Marriage). „Vigilence" and „Patience" are significantly different values from the theoretical average, this time they are strongly valued ($t_{(25)}$=2,21; p<0,05 for Vigilence şi $t_{(19)}$=2,73; p<0,05 for Patience).

Therefore, among all the values that have met a number of choices to become representative, it is shaped a pole of strongly rated values (with significant scores over 5,5) in the sense of Vigilance and Patience and a pole of marginalized values (with significant scores under 5,5) in sense of Ambition and of Marriage and family.

For all other significant chosen values, the subjects are oriented in the area of theoretical average and they are not directed to a certain value pole.
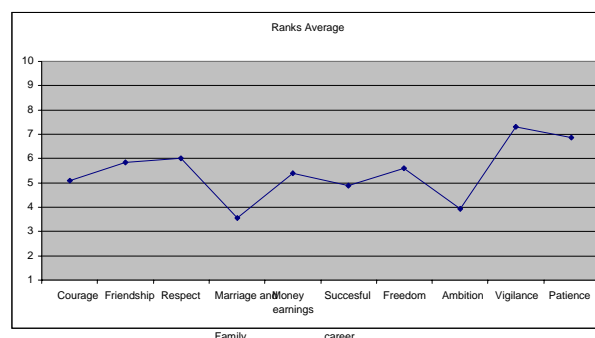

Figure no.5 – Significant differences depending on the theoretical average

According to the first hypothesis we have shown the existence of a values center for teenagers. To see how these values are sensitive to biological gender of the subjects we used the "t" Students test for independent samples where we compared the averages of ranks obtained by boys with those obtained by girls.

In the table above we note the existence of three values that differentiate between boys and girls, as follows:

• Self-control is significantly better valued by girls than it is for boys ($t_{(17)}$=2,39; p<0,05);

• Marriage and family significantly better valued by boys than it is by girls ($t_{(33)}$=2,64; p<0,05);

• Vigilance is better valued by girls that it is by boys ($t_{(12)}$=2,86; p<0,05);

The choice of values depending on subject's biological gender

According to the first hypothesis we have shown the existence of a values center for teenagers. To see how these values are sensitive to biological gender of the subjects we used the "t" Students test for independent samples where we compared the averages of ranks obtained by boys with those obtained by girls.

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Table no.5 – Significant diferences between boys and girls in terms of value orientation

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Self-control	Equal variances assumed	,018	,894	-2,397	17	,028
	Equal variances not assumed			-2,550	7,988	,034
Marriage and family	Equal variances assumed	3,633	,065	2,644	33	,012
	Equal variances not assumed			2,205	10,748	,050
Vigilance	Equal variances assumed	4,031	,068	-2,865	12	,014
	Equal variances not assumed			-2,865	8,547	,020

We can declare that the first hypothesis is confirmed. Indeed we find the existence of some values centers oriented to positively valuate and negatively valuate some values and some of these values can help to distinguish the subject's gender.

Secondary hypothesis It is presumed that the age of teenagers is a differentiator/modulator factor in terms of values orientation.

Because the subjects age is a continuous variable with the median placed at 18 years old, we can consider all subjects under 18 years old small age and all subject after 18 years old big age. The result is a new categorial variable that distinguish between two category of subjects and with which we can study the effect that age group determine over the values system.

Of the 97 investigated subjects a total of 58 subjects are small age subjects (59,8%) and 39 subjects are big age (40,2%).

Table no.6 – Subjects distribution according the age group

Age group

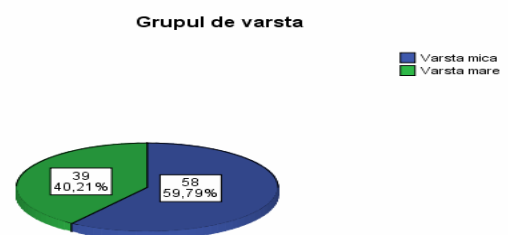|		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Small age	58	59,8	59,8	59,8
	Big age	39	40,2	40,2	100,0
	Total	97	100,0	100,0	

Figure no.6 – Subjects distribution according the age group

The age of subjects is an important factor influencing the value orientation. To show this, we used „t" Student test independent samples.

Table no.6 –Age differences in valuing successful career

		Casatoria si familia	Curaj
Dependence	Pearson Correlation	**-,366**	**,575**
	Sig. (2-tailed)	**,031**	**,000**
	N	35	40
Conformity	Pearson Correlation	,315	**-,646**
	Sig. (2-tailed)	,065	**,000**
	N	35	40
Social consideration	Pearson Correlation	-,331	**,679**
	Sig. (2-tailed)	,052	**,000**
	N	35	40
Independence	Pearson Correlation	-,281	**,610**
	Sig. (2-tailed)	,102	**,000**
	N	35	40
Benevolence	Pearson Correlation	-,322	**,597**
	Sig. (2-tailed)	,059	**,000**
	N	35	40
Management	Pearson Correlation	**-,340**	**,581**
	Sig. (2-tailed)	**,045**	**,000**
	N	35	40

We noticed the existence of one single value which make a significantly difference between the subjects with samll age and the subjects with big age ($t_{(29)}$=3,24; p<0,05).

It is about **successful career,** where the subjects with **big age** valuate it significantly stronger compared to small age subjects.

Therefore, we can say that the second hypothesis of the study was confirmed.

Table no.7 – Corelations between personal values and interpersonal values

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Successful career	Equal variances assumed	,182	,672	-3,248	29	,003
	Equal variances not assumed			-3,155	21,335	,005

To verify the relation between personal and interpersonal values of the subjects we used Pearson bivaried correlation coefficinet.

We note that there is a significant correlation between interpersonal values and two personal values Marriage and family, and Courage.

There are significant correlations, mild and negative between marriage and dependence (r=-0,36; p<0,05), and between marriage and management (r=-0,34; p<0,05). The persons for who marriage and family represent an important value obtained lower scores at dependence (oriented to dependence pole) and also low scores to management (this value is not dominant in interpersonal relathionships).

The courage, as individual values is significantly correlated, positive and strong with all interpersonal values. Thus the correlation between courage and dependence is r=0,57; p<0,01, between courage and conformity r=-0,64; p<0,01, between courage and social consideration r=0,67; p<0,01, between courage and independence r=0,61; p<0,01, between courage and benevolence r=0,59; p<0,01 and between courage and management r=0,58; p<0,01.

The subjects which strongly valorize the courage they appreciate the independence in interpersonal relationship, are non-conformist (the only negative correlation), they valorize the social consideration, they are independent, kind and they tend to manage.

There are not significant differences regarding the interpersonal values between boys and girls or between two age groups.

Because the relations between courage as personal value and interpersonal values are very strong, we propose to predict the value of the courage based on the scores obtained at interpersonal values. For this purpose we used linear regression as a statistical method where we built a number of six hierarchical models, corresponding to six predictors determined by the inventory variables of interpersonal values, by which we will study the multiply relation between them and criterion, represented by courage

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Table no.8 – The validity of six hierarchical regression models

ANOVA[g]

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	96,897	1	96,897	18,798	,000 [a]
	Residual	195,878	38	5,155		
	Total	292,775	39			
2	Regression	124,023	2	62,011	13,596	,000 [b]
	Residual	168,752	37	4,561		
	Total	292,775	39			
3	Regression	148,932	3	49,644	12,424	,000 [c]
	Residual	143,843	36	3,996		
	Total	292,775	39			
4	Regression	157,835	4	39,459	10,235	,000 [d]
	Residual	134,940	35	3,855		
	Total	292,775	39			
5	Regression	157,853	5	31,571	7,956	,000 [e]
	Residual	134,922	34	3,968		
	Total	292,775	39			
6	Regression	159,963	6	26,660	6,624	,000 [f]
	Residual	132,812	33	4,025		
	Total	292,775	39			

a. Predictors: (Constant), Dependence

b. Predictors: (Constant), Dependence, Conformism

c. Predictors: (Constant), Dependence, Conformism, Social Consideration

d. Predictors: (Constant), Dependence, Conformism, Social Consideration, Independence

e. Predictors: (Constant), Dependence, Conformism, Social Consideration, Independence Benevolence

f. Predictors: (Constant), Dependence, Conformism, Social Consideration, Independence Benevolence Management

g. Dependent Variable: Courage

After the analysis of the variance, we find in the table number 8 that all six   models significantly explain the variance of criterion. The most powerfull model is the model with six predictors. Of the 292,77 variance of criterion (sum of squares), the regresiv model explain 159,96, and   132,81 are not explained. This model is significant ($F_{(6,33)}=6,62$; $p<0,01$), this determine us to study it to exactly identify its predictive power.

Table no.9 – The summary of six regression models

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	R Square Change	F Change	df1	df2	Sig. F Change
						Change Statistics			
1	,575[a]	,331	,313	2,270	,331	18,798	1	38	,000
2	,651[b]	,424	,392	2,136	,093	5,947	1	37	,020
3	,713[c]	,509	,468	1,999	,085	6,234	1	36	,017
4	,734[d]	,539	,486	1,964	,030	2,309	1	35	,138
5	,734[e]	,539	,471	1,992	,000	,004	1	34	,948
6	,739[f]	,546	,464	2,006	,007	,524	1	33	,474

a. Predictors: (Constant), Dependence

b. Predictors: (Constant), Dependence, Conformism

c. Predictors: (Constant), Dependence, Conformism,Social Consideration

d. Predictors: (Constant), Dependence, Conformism, Social Consideration, Independence

e. Predictors: (Constant), Dependence, Conformism, Social Consideration, Independence, Benevolance

f. Predictors: (Constant),), Dependence, Conformism, Social Consideration, Independence, Benevolance, Management

Analysing the summary of models, we see that the best model is the fourth (with four predictors), able to explain 48,6% of creiterion variance (R^2 ajustat=0,48). The inclusion of the fifth predictor determine the decrease of the predictive power to 47,1% and the sixth predictor disturb the model, this having a prediction power of only 46,4%.

Only the first three independent variable significantly contribute to the prediction power of the model, as the hierarchical statistics indicate. Thus, the first predictor, dependence, explains 33,1% of Courage criterion (R^2 changed=0,33) and this predictive power is significant ($t_{(1,38)}=18,79$; p<0,01). The second predictor brings an information of 9,3% which explain the criterion, information is also significant (R^2 changed=0,09; $t_{(1,37)}=5,94$; p<0,05). The third predictor has also a significant role, bringing 8,5% information (R^2 changed=0,08; $t_{(1,36)}=6,23$; p<0,05).

The information brought by the fourth predictor, are not significant and don't improve the predictive power of the model.

Knowing this we decided to use, to write the regression equation, the fourth model, the model with the highest prediction strenght.

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Table no.10 –Regression model coefficients

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
4	(Constant)	-8,749	7,236		-1,209	,235
	Dependence	-,056	,083	-,279	-,675	,504
	Conformism	,160	,135	,748	1,182	,245
	Social consideration	,627	,217	2,554	2,890	,007
	Independence	-,198	,130	-,903	-1,520	,138

a. Dependent Variable: Courage

In this model, the most important predictor of courage is social consideration, (β=2,55; t=2,89; p<0.01), followed by independence (β=-0,90; t=1,52; p>0,01), conformism (β=0,74; t=1,18; p>0,01) and dependence (β=-0,27; t=0,67; p>0,01).

Regression equation is expressed in gross notes:

Courage=-8,74   -0,05×Dependence + 0,16×Conformism + 0,62×Consideration − 0,19×Independence

Or, expressed in standardized notes „z":

Courage=   -0,27×Dependence + 0,74×Conformism + 2,55×Consideration − 0,90×Independence

4.   CONCLUSIONS

• The adolescence is able to appropriate values and to be guided by values;

• At adolescence age values centers are crystallized. The teenagers have choosen for certain significant values, such as: courage, friendship, respect, marriage and family, money earnings, successfull career and freedom. They placed other values at opposite: settlement of disputes, humility, discretion, persuasion, empathy, communion and solicitude;

• There are some differences in their structure in girls than boys;

• Self-control is significantly better valued by girls than it is for boys;

• Marriage and family   significantly better valued by boys than it is by girls;

• Vigilance is better valued by girls that it is by boys;

• Age is an important variable in creating the teenagers values determining the orientation to differentiated values; teenagers over 18 years old are more interested about career than are the teenagers under the age 18;

• The values are continuously structured and restructured at the age of adolescence, they represent a continuum, this process is flexible and complex;

• The interactions between educational models of family, school, group of friends, society, are very complex in human personality edification and in values selection and creation.

• The study of psycho-socio-pedagogical and personal factors involved in values creation is extremely complex;

• This study suggest as way of psycho-socio-pedagogical intervention the identification and promotion of those significant aspects that have a direct impact in

human personality creation from birth to adolescence and even after this;

- We also propose educational, training and deviant correction on values psycho-socio-pedagogical problems;

- At adolescence age the individual begins to assert his own identity in relation with the others, seeking to become original, they don't agree the uniformity;

- The teenagers filter the way to relate with the values and through will they self-adjust their behavior, compared with previous ages when the family had the essential role in values orientation.

5. RECOMMENDATIONS

(1.) Setting the educational process by which children learn since childhood to distinguish between good and bad, the family and the school have the essential role;

(2.) Restoring the Romanian cultural values;

(3.) Recreating the morality base;

(4.) Promoting Romanian perennial values through various cultural and educational programs, both in schools and in media;

(5.) Exposure to positive models which have an impact in human personality shaping;

(6.) Psychosocial intervention by organizing conferences and workshops with topics focused on values;

(7.) Consistency in education;

(8.) The young people must be educated in order to understand that they have to socialize in groups that promote desirable social values and awareness the influence that the group exert on the individual;

(9.) Reducing the exposure to negative behavior models and to the television shows which promote the violence and non-values;

(10.) Media have a very important role in the direction of positive information and modeling of human personality through publication and broadcasts content.

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