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Reach of the Media on Children at Primary School

Abstract: The influence and significance of media is constantly growing. That is especially due to the new media, primarily the electronic media. The power of media really is great, but so is their responsibility. The new media opens up a whole new concept and world view. It is a virtual world which replaces everything, gets into every pore of society, and that was the topic of my research.

In my research I used the method of survey. The research was carried out in May 2013 in "Gračani" primary school in Zagreb with fifth to eighth grade students. The questionnaire was filled out by 166 students.

The goal of this research was to determine how many primary school children use the computer, if they use social networks (considering that children under 13 years of age are not supposed to be allowed to create a Facebook profile), which social network they use the most, and, finally, how they see the future of communication. I also wanted to see what the primary school children use the traditional media as well.

The hypothesis was that a large number of primary school children use the computer, that they use social networks and other means of communication. Nonetheless, the information that every single one of the children who participated in the survey have a computer was remarkable. More than 60% of the students use the computer every day, mostly to go online, there was only one student who had never used the Internet. What is important is the fact that the survey was carried out among children from the age of 12 to 15 which is why I emphasize that a large number of them use social networks, 91%, i.e. 149 out 166 children involved. We know that children are very familiar with the new technology and media, but that has not diminished the role of the traditional media in their lives. 91% of the children use the traditional media, television being the most popular media, followed by the newspapers and then the radio.

Key words: *social networks, Internet, media, children*