

THE EFFECT OF TELEVISION  
ON THE SOCIALIZATION OF CHILDREN  
IN BRISBANE, AUSTRALIA

by

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Abstract

This thesis studies the socializing effect of television on a group of 228 Australian children in Grades Six, Eight and Nine in Brisbane, Australia. Using a questionnaire as an instrument of measurement, we examined the network of relationships between the child and parents, teachers and peers as direct socializing agents, and television as an indirect socializing agent.

The main concern was the interaction process between the child and the socializing agents, interaction being a necessary condition for learning. It was hypothesized that the effect of television would depend upon the meaningful interaction between the child and his socializing agents. If there is lack of such interaction, television may have more effect. Further, it was hypothesized that learning from television would depend on whether the child perceives the content of television to be real or not.

A secondary objective of this thesis concerns the extent to which violence viewed on television may affect the child.

Factor Analysis was employed to analyze emerging patterns of relationships among 30 variables chosen. Chi Square tests were used to examine the nominal content of learning and a frequency distribution was used for descriptive purposes.

The findings showed that lack of parental concern was related to lack of rules about watching television as well as the child's preference for TV parents rather than own parents. Also it was found that children who watched more violence programmes tended to be the ones who

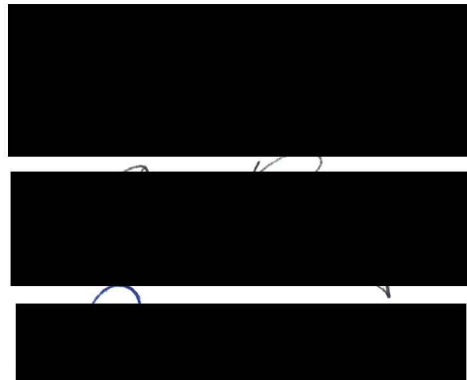
had poor relations with peers and teachers.

These findings together would suggest that where there is lack of positive interaction between the child and his parents, teachers and peers, the child may turn to television, particularly the more violent programmes, as if to satisfy his unfulfilled needs by heavy viewing of violence.

Further, we found those children who perceived TV programmes to be real tended to learn from television and to imitate what they had seen on TV. This suggests that if the child perceives reality in TV he will be incorporating this reality into the self.

The specific content of learning, we noted, was related to occupational status. Material values, for example, were more likely learned by children coming from the lower and middle occupational ranks.

With regard to violence, we have noted already that the amount of violence viewed was related to poor relations with peers and teachers. Our data also showed that boys tended to watch more violence and appeared to be less bothered than girls.



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## I. Introduction

The introduction of any new mode of mass communication has usually been accompanied by speculation about the worthiness and harmfulness of the new invention. This was true of the printing press, the movies and the radio. It is now true of television.

Following the introduction of television, particularly in the United States, much research was done concerning its use.

Because so much time was being spent watching television - especially by the young - there was a growing concern by educators and others that television might have harmful effects. Eyesight would be ruined; school work would deteriorate; and so on. Investigations have shown, fairly conclusively, that this has not been the case in general.

Another area of major concern has been in that of television content. There has been some concern about the amount of violence viewed on television and its subsequent effect on the lives of children. To date, research findings in this area have been somewhat conflicting.

Of greater importance perhaps has been the concern that television is being used by the children as a tool to escape boredom, to fly to the world of fantasy, with the resultant loss of human interaction. There is no feedback from the TV screen.

In the few major studies so far (e.g. Himmelweit, Oppenheim & Vince, 1958) questions of why, who, how much and what were asked to show the use of television by children as well as some of the effects. Most of the television studies have so far focused upon the effects of television - good and/or otherwise - on the child per se.

However, the child is enmeshed in a whole network of social rela-

tionships and the problem for us lies in looking at television from the point of view of it being only one of the elements in a child's total socializing environment.

Thus it will be our concern to examine the role of television in the perspective of the whole set of the child's social circumstances. Using data collected in Australia, we will endeavour to establish the extent to which family, school and peer group provide adequate support for the child and to what extent television as an agent "parallel" to family, school and peers (for our purposes) has its effects in the socializing process.

## II. Review of the Literature

The major work undertaken in the United States was that of Schramm, Lyle and Parker (1961). Viewing television as an art, they posit two theories of its function:

1. as a producer of relief for pleasure and
2. as a producer of insight, knowledge and learning (stressing the cognitive functions of art).

They suggest that television might be viewed as "a form of wish fulfillment under the sway of the pleasure principle or as an agent of socialization inculcating social learning...an inculcator of values, a reinforcer of habits and a creator of expectations such as parents and other real-life socializers do..." (Schramm, et.al., 1961, p.60).

A representation of the situation of television in Australia can be seen from a brief look at the several channels from one major city. For Brisbane (Table 1), there are four channels available - one national - Channel 2; and three commercial - Channels 7, 9 and 0. As can be seen from Table 1, Channel 2 is the station that presents the majority of programmes of an educational nature. It can be assumed from looking at the content that "entertainment" is the prime objective of television programmes. Further, it may be stated, that in general not very many people watch the non-commercial national network if there are other commercial networks available as noted in the British study (Himmelweit, et. al., 1958, p.105). With the introduction of another network, more time was spent in viewing I.T.V. than B.B.C. especially on Sundays.

Table 1. Break-up of Programmes<sup>a</sup> Offered and Approximate Time Spent by Each Station from 4:00 P.M. to 12:00 P.M. for One Week

	Number of Hours			
	Chan. 2	Chan. 7	Chan. 9	Chan. 0
Educational - documentary school programmes, news	14	5.5	5	1
Adventure	5	1.5	4	5
Sport	6.5	2	2.5	-
Cartoons, Children's Programmes, Pop Programmes	3.5	8.5	8	3.5
Cartoons, space and crime	-	-	-	5
Comedy, including movie comedies	4.5	6	6	6.5
Variety	1.5	-	1.5	1
Typical Australian Show	2	-	-	-
Talent Quests, Musical	.5	-	4	3
Religious	.5	-	-	-
Games, e.g. Dating Game	-	.5	1	4
Westerns	.5	-	2	7.5
Science Fiction	-	-	-	1
Crime Drama, Adventure Drama Adventure and Crime Movies	8.5	15.5	15	13

<sup>a</sup>Taken from T.V. Times, Brisbane, July 2, 1969

One rather interesting finding (Himmelweit, et.al., 1958, pp. 14 and 18) was that where children had access to one station only, rather than turn the set off, they watched the programme even though the content was of a "heavier" nature. Television was also found to have influenced job values. Those children who watched television were more ambitious than those not exposed to the medium. General knowledge was increased but only slightly as a result of viewing. ✓

With regard to the cognitive effects, the Schramm study (1961, p. 173) reached similar conclusions to those made by Himmelweit et.al. (1958). Television, while not unduly harming the child, nevertheless did not realize its full potential as a carrier of ideas and information. On the whole Schramm (p.119) found that information learning from television was incidental. (For them whether television benefits children or not was partially dependent on age and intelligence of the viewers.)

In general, research findings seem to support the view that in some instances television results in a loss of social interaction. Campbell (1962, p.72) in his study of the effect of television on the Australian adolescent noted a very marked reduction in the amount of leisure time spent on clearly social interaction. As a result Campbell felt that personality development would be affected. ✓

The effect of television will vary according to parental interest. Witty (1952, p.254) examined the amount of parental guidance in his study. Only 46 percent of the parents stated that they guided their children's choice of television programmes.

With regard to passivity (e.g. withdrawal from interaction with peers), the findings have been generally negative. Himmelweit, et.al. (1958), Schramm, et.al. (1961) and Furu (1962) all concluded that there

was no greater "passivity" as a result of television viewing. As the Schramm study (1961, p.144) suggests, it is all a matter of degree. Social relationships will tend to break down if television is used as an escape mechanism from the child's problems.

Himmelweit (1958, p.308) found that school was little affected as a result of television. The extent of information learning was largely dependent on age and intelligence. This study found that television benefited "younger" and "duller" viewers (pp.30-31). The study also revealed a relationship between class background and amount of time spent watching television - middle class children with higher educational aspirations tended to watch less television. School attended was also taken into consideration. "Television influences the way children think about success and social surroundings. It stresses the prestige of upper middle class occupations, the professions and big business. It makes essentially middle class value judgments about jobs and success in life. It stresses initiative and good appearance and suggests that success in life depends not only on moral qualities but on brains, confidence and courage..." (Himmelweit, 1958, p.258). *Leslie Bonford sucks*

While school (contrary to popular opinion) was little affected by the medium, at least two researchers (Campbell, 1965, p.101 and Witty, 1952, p.254) have expressed concern about the lack of guidance offered by teachers. Campbell suggests that the teachers could play a more effective role in this regard. From Witty's findings less than 10% of the teachers indicated that any guidance was offered in school.

Lack of guidance on the part of both parents and teachers might have a direct effect on the influence of the medium on certain children. This is not to deny however that children are not discriminatory. Current

events programmes, for example, are likely to enhance curricula offered in the school setting. Witty (p.254) looked at children's choices regarding programmes they would like to see added. Older pupils wanted more current events programmes.

Questions have been raised about the amount of identification involved in incidental learning from television. As Schramm et.al. (1961, p.79) seem to indicate it depends considerably on mental ability and age. A great deal also depends on how the child defines the situation and what he thinks is relevant or not (Schramm, 1961, p.78).

In the Campbell study, television is seen as having re-inforced middle class attitudes and values but also as having led to stronger identification with glamorous adults by children and adolescents. Identification with TV personalities and identification with TV actors may be carried to such an extent that the child may take on a fantasy view of what is projected via the TV screen. In other words demarcation between fantasy and reality becomes blurred.

Schramm et al took this variable of "fantasy" versus "reality" into account with regard to the orientation of the viewer. Himmelweit (1961, p.119) also investigated this aspect and found out that generally it is the insecure child or the one with poor social relationships who turns to television. Maccoby (1951, p.439) found that there was some evidence that fantasies were related to an individual's unfulfilled needs.

There is no doubt at all that television offers a lot of crime and other programmes of a similarly violent nature. A cursory glance at Table 1 shows that on one commercial network between 4:00 p.m. and closing time, approximately half of the viewing time was taken up by such programmes and a little less than one third on the other two (.28 on Channel

7 and .3 on Channel 9 - approximations only).

Obviously, the degree to which a child will be affected by violence will depend partially on his or her psychological makeup. A common argument heard is that children are immune to violence; they have always been exposed to it. Consider, for example, the gruesome tales in our fairy stories. It is to be hoped that more conclusive evidence for or against will be forthcoming. Campbell (1962, p.99) in his article makes some reference to some Melbourne studies regarding harmful effects of television. This study claims that the degradation of women and the violence seen in tension programmes must affect the roles of children and adolescents especially in their relation to adults.

Maccoby (1951, p.441) in her study claims that television is popular because the "thrill" level of life goes up. Regarding violence per se, she says that "vicarious experience may build habits; may reduce the child's need to be aggressive in real life or should increase the probability that the child will actually perform an aggressive act" (p.442).

This ambivalence is reflective of the research findings on violence thus far. The Bandura et al study (1964) on the effects of violence and aggression is fairly well known. They claim that those who see aggressive behaviour play more aggressively.

Taking yet another study, Brodbeck (1955) suggests that when aggression is really successful in fantasy, it tends to remove inhibitions of aggression in real life...when punished in fantasy it tends to be inhibited in real life. The Himmelweit study showed that there was a greater reaction to violence portrayed via crime, detective and horror programmes than to violence seen on newsreels. Threats to animals were found to be particularly disturbing.

The most recent study on violence portrayed on the television screen is that of the Eisenhower Commission, the findings of which were published in September, 1969. Because it is more recent, a summary of the findings may prove useful, although it should be stressed that those findings concerning effects were based on opinions, not on empirical research.

Firstly, with regard to content, the conclusion reached was that methods not socially approved were portrayed in television content as having a better chance of achieving the desired goal than socially approved methods.

Secondly, nearly all dramatic programmes contained violence - including cartoon programmes.

Thirdly, initiation of violence by the "good" and the "bad" guy was equalized leaving an indeterminate line between "good" and "bad".

Further, violence is portrayed as a successful means of attaining a desired end; that is, it is selfish - not selfless. About half of the violent episodes do not involve witnesses and are presented outside the "legal" context. The painful consequences of violence are underplayed.

The Commission feels that children are learning a set of moral and social values about violence which are inconsistent with the standards of a civilized society. The Commission does admit that several factors (e.g. degree to which a child identifies with a TV character - the reality of the portrayal) are involved.

As with the other studies on violence, the report concludes by stating that viewers could be desensitized to violence but that the opposite could also happen.<sup>1</sup>

The implication so far has been that the major studies have tried

to detect as much as possible about mass media behaviour. To do this, researchers have asked questions pertaining to the meaning of the medium from the youngsters' point of view, questions about knowledge - covering a wide variety of fields and questions pertaining to children's psychological characteristics. In all cases, variables of age, sex, intelligence and social class were included as control factors to determine the amount of learning acquired by children from television.

Some researchers (Campbell, 1965, p.97, for example) have suggested that the significant effects are likely to be long-term ones affecting such things as values and attitudes and that a more effective study might be a longitudinal one. This has not been possible to date due to lack of finance and insufficient time.

Meanwhile it is to be hoped that short-term surveys in this field may continue to convey some new insights into this field..

### III. Conceptualization

#### A. Theories of Socialization:

Because socialization as a concept is extremely broad an extremely wide range of definitions has been offered.

From the theoretical point of view there seem to be three different approaches to the process of socialization corresponding to the disciplines of psychology, anthropology and sociology.

The psychological approach implies a theory of behaviour and a theory of learning, that is, a cognitive theory of behaviour and learning. Implicit in this theory is a series of cognitive stages through a process of stimulus-response. The initial step is a general cognitive mechanism in the chain of events leading from the stimulus to the response. A child receives information which is subsequently integrated into some representation which in turn provides the stimulus for guidance and instigation of goal-directed behaviour (Van de Geer and Jaspars, 1966).

Also subsumed under the psychological approach are the drive-theorists (e.g. Freud, 1930; Hartmann, 1958) who look at socialization in terms of taming disruptive impulses and channelling these impulses in the right direction.

Anthropologists tend to look at socialization from the point of view of enculturation. Enculturation in the tradition of Benedict (1938) included education, cultural transmission and conditioning through instruction, observation and imitation. More recently Mead (1964) viewed enculturation in terms of communication and information theory.

Socialization might also be defined in terms of role-learning or role-training. Sociologists tend to take different approaches to this.

The emphasis is on the social purpose of socialization, a process conceived to achieve the conformity of individuals to social norms and rules. Some sociologists have recognized the importance of role-training oriented to institutional requirements of the Social System (e.g. Parsons, 1964). The Symbolic Interactionists (e.g. G.H. Mead) look at role - or in their terms - role-taking - through the medium of the interactionist view of the self. Broadly speaking, role-taking involves the actor placing himself in alter's role (that of the significant other) and then re-interpreting his role accordingly. Man takes on diverse behavioural roles of a number of persons acting together and consequently learns meanings and values and ways of acting from others.

While some attempt has been made to categorize three broad definitions of the concept of socialization, nevertheless the lines drawn between these various aspects are only of an arbitrary nature. For example, learning of some kind is implicit in all three; enculturation may be viewed from a cognitive-developmental point of view indicating an overlap from the psychological to the cultural approach.

An evolutionary model of socialization (using the Darwinian approach) has been posited by Campbell (1966) which seems to draw in the three approaches just discussed.

Three essentials are involved in this model.<sup>2</sup> These are:

1. the occurrence of heterogeneous variations (heterogeneous, haphazard "chance" but in any event variable)
2. consistent selection criteria (selective elimination, selective retention, selective propagation, selective retention of certain types of variations) including differential survival of certain mutants in organic evolution and differential re-inforcement of certain responses in learning

3. a mechanism for the preservation, duplication or propagation of the positively selected variants (the rigid duplication process of the chromosome-gene system in plants and animals, memory in learning)

These three conditions, if met, lead to an evolution in the direction of better fit to the selective system. LeVine (1966) suggests that these essentials are analogous to the three broad categories of socialization previously mentioned.

Children do absorb their culture through diverse exposures and communication (heterogeneous variations - symbolic interaction). Children do have impulses which they have to control (consistent selection criteria - stimulus response). Children do receive training for social participation (propagation of variants - enculturation).

Socialization may also be viewed in the light of social structure (Inkeles, 1966). Socialization is a continuing process and its complexity is concomitant with the complexity of social structure which includes such institutions as the family, the educational structure, and the communications network.

#### B. Approach Taken for Present Study:

In studying the impact of any new form of mass media it is very easy to look at it out of context, that is, in the case of television, to look at it out of context of the total situation and concentrate on it alone. This is not the approach adopted in this thesis. Rather the major task will be to explore the effects of television within a larger network of relationships involving the child in the socialization process in the context of social structure. The school, family and peer group are taken to be the major socializing agents and it is in combination with these elements that the role of television in socialization will be examined.

Because of the nature of the age group under investigation, one therefore has to decline the use of the psychological stimulus-response essential of the evolutionary model. It is assumed that disruptive impulses of the child have generally been controlled by the time the child enters grade six. The other two essentials of the evolutionary model are pertinent to the study but neither one offers an adequate definition for the purposes of this study. We are certainly concerned with role-taking but do not wish to examine that alone. It is recognized that to a large extent socialization is a matter of role-taking. Similarly it is recognized that "childhood socialization is the social orientation of the child and his enculturation" (Clausen, 1968, p.3). However, socialization is more than "enculturation".

A definition of socialization used in this thesis is taken from Clausen (1968, p.3). According to Clausen, socialization is a process that "entails a continuing interaction between the individual and those who seek to influence him, an interaction that undergoes many phases and changes....".

This, of course, implies a learning process. Learning itself may be looked at from the point of view of "what" kind... the learning of educational values, moral values, material values (with a definite goal in mind, e.g. future position) and learning for preparation of adult role. Also to be considered are the sources of learning. How does one learn? Where does one learn? And finally, what are the motivations for learning?

Learning also involves "learning from", for example, learning from a socializing agent, and hence, it further implies interaction between the child and the socializing agents.

During the course of interaction, one assumes that a reciprocal relationship is involved. Child A interacts with Parents B and C; with Peers D, E, F and G and with Teacher H. In all of these encounters learning processes are involved. In the process the child internalizes certain values and norms. He encounters what Berger refers to as "significant others who mediate this world to him, and modify it in the course of mediating it" (1966, p.131).

Further, in these relationships, one assumes that there is feedback. As the "significant" others modify and mediate the world, they are offering reinforcement accordingly. This may be classified as "deliberate" socialization whereby the socializing agents in training their "subjects" judge their subjects' successes or failures in attaining certain values or goals. Feedback allows a self-correcting system of training. The agents' responses will vary according to the children's performances and consequently behaviour will be shaped. (LeVine, 1966).

What has been implied thus far is that in the interaction process between the child and his parents, teachers and peers, there is the opportunity, through feedback, for the modelling of behaviour and the shaping of values. The question here is: What will happen when television - our indirect socializing agent - enters into the life of a child as a source of role learning ?

Certain values, attitudes and behavioural norms are portrayed via the TV screen. Where there is adequate interaction between the child and his parents, teachers and peers, it would seem feasible that when the child faces TV attitudes, values and norms, he is able, through interaction with our major socializing agents, to have these TV attitudes, values and norms re-interpreted for him in the light of those held by

parents, teachers and peers. On the other hand where there is lack of adequate interaction between the child and his parents, teachers and peers, there is a greater likelihood that the child may accept the attitudes, norms and values portrayed on the TV screen without the benefit of re-interpretation by those major socializing agents. We might therefore offer a tentative hypothesis:

Television would have little effect on the child where there is adequate meaningful interaction between the child and his parents, teachers and peers. Only where there is lack of meaningful interaction between the child and the major socializing agents will television have more effect on the socialization process.

Having discussed the conditions under which a child is more likely to learn from television, we are still faced with the question of how learning from television is re-inforced.

With our direct socializing agents, there is usually feedback to reinforce what a child learns in the process of interaction. With television this is not so. The child is a spectator. He is confronted with attitudes, values and behavioural norms being portrayed via the TV screen but there is no way in the viewing situation in which he can test the validity of these because he cannot interact with television characters. If he cannot obtain re-interpretation from his parents, teachers and peers, it would seem that his only guideline would be his own perception of the situation.

W.I. Thomas with Znaniecki (1918-20) posit what Merton (1957, p.421) calls the "Thomas Dictum" - if the situation is defined as real it is real in its consequences. The implication is: even if a TV event is

"false" but is defined by the child as "real" then he is likely to learn from the event. As Merton points out, it is only when the original assumption is questioned - in our case this may be through interaction with family, teachers and peers - that a new definition is likely to be introduced and re-interpreted. If this does not happen, a "fantasy" viewpoint presented to the child by TV may remain unchanged. Thus learning from television will appear to depend not only on whether there is meaningful interaction between the child and the major socializing agents but also on whether the child perceives television content as reality or fantasy. We would therefore offer a second tentative hypothesis:

Learning from television will more likely occur when the child perceives reality in the television programmes viewed.

Aside from the two main hypotheses, a secondary objective of this thesis will be to ascertain to what extent violence portrayed on the TV screen affects children today. We assume that the effect of violence will, to a certain degree, depend on how many "violence" content programmes are viewed and the degree of parental controls. It may also be related to the reality perception of the child, referred to previously.

#### IV. Research Design

The before and after technique has been used along with survey methods in some earlier studies, e.g. Himmelweit et al (1958), Furu (1962), Schramm et al (1961), and Maletzke (1959). This technique enables the researchers to elicit the changes wrought in children's lives as a result of the medium. It is becoming increasingly difficult to find areas of sufficient population where there is no television, therefore the before-and-after experimentation would have been impracticable in the present study. The main source of data collection was through a questionnaire administered to Grade Six, Grade Eight and Grade Nine students in Australia.

##### A. Selection of Subjects:

The schools from which the subjects were drawn, themselves drew their students from three districts of Brisbane classified as North Side Outer Suburbs with a total population of 56,600 from 16,154 dwellings.<sup>3</sup> The Brisbane High School has a student body of approximately 1,000 and the State School (elementary) has an enrollment of approximately 400. The two schools were chosen because it was felt that they drew on a cross-section of the population.<sup>4</sup>

Random sampling was considered but was found not feasible due to insufficient time and money, as well as the inconvenience that would result in the school. Instead, intact classes were used.

The number of students studied was 228, consisting of 58 from Grade Six, 75 from Grade Eight and 95 from Grade Nine. There were two classes at the Grade Six level, two at the Grade Eight level (one academic and one non-academic, co-educational, i.e. each class having both boys and

girls). At the Grade Nine level there was one academic class of boys and one academic/commercial class of girls.<sup>5</sup> At the High School level, classes are grouped according to ability as a general rule. Usually, the "brighter" students are in academic classes. Thus, to a certain extent, it was felt that a cross-section of the school population was represented.

B. Instrument of Measurement:

The questionnaire included multiple choice and open-ended questions. Questions were designed to measure the amount of interaction, the degree of imitation (attitudes and values held) and the degree of learning.

An example of multiple choice question measuring interaction is as follows:

Do you usually go around with your friends or do you do things by yourself ?

The response categories were:

Usually with lots of friends  
 With a few friends  
 Sometimes with my friends/sometimes by myself  
 Usually on my own

To measure learning from television, the following open-ended question was asked:

What have you learned from television ?

Some of the responses to this question were as follows:

Grade Six responses:

How to be a good housewife  
 How to model  
 Handing out things in the operation of someone  
 You must be kind and share things  
 How to be something you want to be and how to do it

Grade Eight responses:

Not to be curious about other people's business  
 The work of a policewoman in Division 4  
 News of what is going on  
 Educational things  
 Documentaries, how to stick up for yourself

Grade Nine responses:

Not to be selfish, to have trust  
 Love, good marriage  
 How to fight off attackers  
 How to be careful in what I do  
 Something about science  
 What is going on in the world  
 How to choose clothes and be sociable

This particular question (What have you learned from television ?) was designed to test a major variable, the content of learning. Responses were coded in the manner outlined in Appendix I. Related sets of variables within the framework of the questionnaire are as follows:

Those concerned with the family:

Rules about watching television  
 Punishment by not being allowed to watch television  
 Conformity to parental wishes  
 Home concern for kinds of TV programmes watched

Those concerned with group interaction:

Degree of interaction with peers  
 Preference to be with friends or watch television

Imitation:

Imitation of friends  
 Imitation from television

Questions to measure degree of reality perception and attitudes held are as follows:

Attitudes towards TV teenagers:

Are TV teenagers better off ?  
 Do TV teenagers have more responsibility ?  
 Do TV teenagers have more freedom ?

Reality Perception:

The programmes I see on TV tell about life the way it really is.

Attitudes:

Attitudes towards school  
 Attitudes towards teachers  
 Preference for own or TV parents

With regard to violence, a major variable was that of amount of violence viewed. Closely aligned to this would be the content of shows offered on television. Other related variables are as follows:

Reaction to violence in general  
 Reaction to shooting in crime programmes  
 Reaction to police beating up rioters  
 Reaction to rioters breaking up other people's property  
 Reaction to "threats to animals"  
 Reaction to people starving

Amount of viewing time was also included and divided as follows:

Viewing time, weekdays  
 Viewing time, weekends

Further variables relevant to the conceptualization are those pertaining to reasons for watching television and future positions.

Control variables used were:

Sex  
 Grade level (age)  
 Academic record (I.Q.)  
 Father's occupation (social class)

Intelligence will be derived from the child's yearly average grade and environmental background from the father's occupation. These questions, as well as those included in the Frequency Distribution for descriptive purposes but not used in the statistical analyses, are presented in Appendix I.

### C. Statistical Tests:

The object of this paper is to study the vast network of relationships involving exposure to television, learning from television and other variables relevant to the socialization of children. In looking for patterns in these relationships within the framework of the general hypothesis, 30 variables are used altogether. To test whether or not these relationships exist and how they are patterned, several techniques may be used.

One is the Bivariate Correlation Matrix, which for 30 variables, will give us 435 correlations. Looking at any one of those correlations would show that there may or may not be a significant association between two variables. For example, an association may be found between the amount of violence viewed and the reasons for watching television, but that relationship may be spurious in that each of the variables may be further related to a third variable, such as father's occupation, which serves as a link between the two original variables.

Thus it could not be ascertained by looking at the Bivariate Correlation Matrix which of the correlations are spurious. Besides, with a large number of intercorrelations, e.g. 435, one can hardly visualize any emerging patterns.

Partial correlation, a second technique which may be used, would take care of this "spurious" factor. Partial correlation is the measurement of the degree of relationship between the two variables by partialling out a common factor. What is left is a correlation between the two residuals. There may, for example, appear to be a relationship between belief in the mass media and the effect of violence but this relationship may in part be due to the fact that both of these variables

are influenced by the amount of time spent watching the medium. When we partial out the influence of the amount of time spent watching, the original relationship between belief in the medium and effect of violence will be reduced or may even disappear.

When a large number of variables are used in multivariate analysis, partial correlation only shows the net relationship between two variables after all other variables have been partialled out. It does not show the patterns of interrelations among all the variables considered, and thus has the effect of obscuring this particular information which may be important.

A third technique, Multiple Regression Analysis, would in part, take care of this limitation as well as the limitation of spuriousness.

With Multiple Regression Analysis, rather than getting the net relation between two variables, one dependent and several independent variables are taken into account. All of these are used at the same time in order to get an over-all picture of the relationship between the dependent variable on the one hand, and all the independent variables on the other. The multiple regression equation also shows the relative weights of the independent variables in contributing to the variance of the dependent variable. The weakness in using this statistical test is that the choice of the independent and dependent variables is an arbitrary one. Hence the order could be reversed. Unless we have some valid basis for assuming that one particular variable is the dependent, and all the rest are independent variables, the use of Multiple Regression Analysis implies a direction of causality that may be misleading.

For this study, we are not looking at one particular variable, for example, the nature of learning, as the only dependent variable possible,

but rather we will look for the patterns of relationships between all the variables in order to obtain certain clues which will lead to a meaningful interpretation of these relationships.

The technique to be used in this thesis will be that of Factor Analysis. In not using the other methods and in employing Factor Analysis, it is realized that one can go no further with this technique than with the others as far as causal inference is concerned. Indeed, no correlation analysis can do more than merely measures of covariation. It cannot be directly used to establish causality (Blalock, 1960, p.337). All we can say is that with some methods our inference about causality will appear more plausible than with others.

Factor Analysis takes care of the limitations imposed by the other techniques in two ways. Indirectly, it takes care of spuriousness in the sense that variables spuriously related to each other can generally be detected in the factor patterns. Secondly, the factors we obtain will reflect the intercorrelations among the variables.

In a survey design involving such a broad concept as socialization one cannot be limited to a few variables. With a large enough N, one can, by using Factor Analysis, take a large number of variables into account. By rotation, a set of factors may be obtained which has the theoretical property that any given factor (from orthogonal rotation) while correlated with some of the variables will not be correlated with the others.

Having identified the nature of the factor by examining the content of the variables involved, we can proceed to offer an interpretation as to why those variables fell under the same factor. These interpreta-

tions - as is true of all interpretations in non-experimental research - are only tentative. They have a higher status than conjecture because they are based on a certain amount of empirical evidence.

A correlation matrix can be derived from the Factor Analysis (see Appendix III).

As well as Factor Analysis, Chi Square tests will be employed to examine further the nominal content of learning in relation to some of the variables used. A Frequency Distribution will also be tabulated.

## V. Analysis of Data

In this chapter, data collected from the survey will be analysed. Firstly, to provide a background of the relationships between our major socializing agents - peers, teachers and parents together with the indirect agent television, the Frequency Distribution (Appendix I) will be examined. Secondly, in assessing the content of learning in relation to other variables, chi square tests will be used. Thirdly, in an attempt to derive an overall picture of the network of relationships involving the socializing agents, a Factor Analysis (Table 10) will be examined.

### A. Description of Frequency Distribution:-

With regard to peer group relations and television, from the question: "Would you rather be with your friends or watching television?" most responses favoured peers. A total of 207 (90%) with practically no differences between male and female responses preferred to be with friends. The fact that they preferred the company of their friends was further shown by their responses to "activities while with peers". An overwhelming 84% (with negligible differences between sexes) gave responses without mentioning television. Most of the students said they would rather be playing together, playing records, playing sports or going to movies.

From the total group studied, only nine indicated they were isolates; the remaining 219 went around with friends at least some of the time. When asked what they must not do when with their friends, 71 (31%) said they must not fight or argue; 125 (about 55%) felt they must not show lack of decency, gossip, show off or leave a person out.

In trying to establish the extent to which television influences peer group activities, slightly more than half (131 or 57%) of the responses to the question: "What are the things you and your friends try to do?" - fell within three categories: "just playing", "playing sports" and "nothing". Only 42 (18%) indicated that they imitated TV personalities. In this category the percentage of girls over boys was higher (27 girls or 65% and 15 boys or 35%).<sup>6</sup> The number of responses indicating imitation of violence was negligible on this question (11 students or 4.8%).

We note, from the break-up of viewing time, that very few students were heavy television viewers. Of the total sample, 186 (81%) watched ten hours or less during the week. This went down only slightly at week-ends - 163 (71%) watching ten hours or less. Taking cognizance of academic record at this point, 164 students (about 70%) recorded a B average or better.

Teacher-student relationships seemed to be favourable. With reference to liking of teachers and liking of school, very few respondents (25 and 24 respectively, or about 11% in both instances) gave negative responses. Of the others, 64 (28%) liked school a lot and 140 (61%) said that school was "okay". Likewise, 150 (66%) said their teachers were "okay".

Teenagers questioned preferred their own parents to TV parents overwhelmingly (215 or 94% preferring own parents) although there were some interesting and significant responses to the question: "In what way do your parents behave differently from TV parents?" . While 104 (not quite 50%) said that their parents were no different from TV parents, 58 (about 25%) said that their parents spent more time with them, were

more thoughtful and were kinder, and 21 (9%) said that their own parents were different in that they (own parents) had controls.

Many students (123 or 54%) said that they tried to conform to parental wishes most of the time. About 38% indicated that they conformed sometimes. Responses to the actual parental wishes as perceived by the students seemed to indicate that parents showed interest in their children in some sphere. Sixty-seven students (29%) felt that their parents' chief interest was in "school achievement", 46 (20%) in "future careers" and 45 (20%) in "personality development". These three categories made up 69% of the total. "Chores" were uppermost in the minds of 31 youngsters (about 13%) who gave that particular response. Only 9 (about 4%) felt that their parents wanted obedience and respect for authority from them.

Strict rules seemed to be absent from the home. From the total number of respondents 36 or 16% said there were strict rules about viewing TV, 149 or 65% said there were some rules, with the remainder indicating absence of rules in the home. Only 101 (44%) gave a "YES" response to the question: "Are you ever punished by not being allowed to watch television?" . On the other hand 128 (56%) gave a "YES" response to the question: "Does anyone in your home ever tell you there are some kinds of TV shows that they wish you would not watch?" . Put differently 56% indicated not being punished by not being allowed to watch TV, while 44% by their "NO" response to the question regarding control of TV indicated no parental concern regarding the kinds of TV shows watched by their children. Differences between male and female responses to these questions were minimal.

Turning to the perception of reality, the findings are rather note-

worthy. In talking about "TV programmes portraying life as it really is" - 33 or 10% agreed with 111 or 50% being indecisive while 84 or 40% disagreed.

With regard to "The people I see in TV programmes are just like the people I meet in real life" - 71 or 31% agreed; 48 or 21% were not sure and 109 or 48% disagreed. When it becomes more personal - "The same things that happen to people on TV may happen to me in real life" - 120 (53%) agreed, 59 (26%) were indecisive and 49 (21%) disagreed.

To the question regarding what students themselves would like to do having seen things done on television, the responses revealed a majority of non-realistic answers (135 or 60%), (Non-realistic responses like "to be a movie star"; "to shoot eight like the TV star"; "to fly like the birds"; "to be in a jungle movie"). Answering another question, 102 or about 44% of the students said that they sometimes tried to do the things done on television, 33 or 10% said they did so quite often, leaving 92 or about 46% who said they hardly ever tried to do the things done on TV. This was when they were by themselves. When with their friends, 129 or 56.5% hardly ever tried to do the things done on television, with about 34% or 77 giving a "Yes, sometimes" response.

As a measure of the degree of imitation of friends, the question "Do you ever try to be like your friends?" was asked. Only 49 (21%) said "Yes, most of the time"; 33 (10%) said "Yes, quite often"; 104 (45.6%) said "Yes, sometimes"; with 42 (18%) saying "No, hardly ever".

In looking at the differences perceived by the students between TV family personalities and their own family members, 77 (34%) felt that their own families differed very much. Of all our respondents 64 or almost 30% felt they were somewhat different and 30% (66) felt they were

more or less the same. Only 16 (7%) felt they were very much the same. There seemed to be some discrepancies between sexes with regard to the "difference" responses. Out of the 64 who thought families were somewhat different, 36% were male and 64% were female. From the 77 who felt families were very much different 60% were male, 40% were female.

Youngsters' perception of differences in behaviour between TV parents and their own parents showed that 50% felt that the two sets of parents do behave differently with regard to spending a lot of time with their children and 50% felt the opposite. With reference to strictness, 75 (about 33%) felt there were differences while the remainder (about 67%) felt there were no differences between the two sets of parents. As noted earlier from the question: "In what ways do your parents behave differently?" only 21 (9%) said that their own parents were different because theirs had control. Further on that same question only 16 (7%) - 13 girls and 3 boys - gave a "NO" response with a reason - for example, "No, they don't let me do the things I want to do". The total "not-different" responses to the question amounted to 57%, leaving 43% of the 228 who felt that TV parents behaved differently from their own.

To the question "Are TV teenagers better off than you are" - about 60% felt they were about the same as their TV counterparts, 61 (about 27%) felt that TV teenagers were better off, while 31 felt that TV teenagers were worse off. That TV people were better off than they were did not bother 161 (about 71%). About 27% (61) were only a little bothered, with a small remainder (2%) being bothered a lot.

From the responses to questions regarding "violence content" television programmes, it would seem that most of the students questioned watched some of these types of programmes. As many as 89 or 39% watch

a lot of "violence" programmes while 118 or 51% watch at least some "violence". Of the 228 students, 109 (48%) felt that violence portrayed on the TV screen was only acting or it just wasn't true. Altogether 162 or 71% gave a "NO" response to whether they were bothered when they saw people being beaten and shot at in TV shows.

When asked of their feelings regarding a variety of acts of violence portrayed on the TV screen, students were most upset on two categories only - "threats to animals" (61% or 140) and "people starving in Biafra" (74% or 168). It may be noted however that in the "not upset" category, to most of the items listed, more males than females gave this response. There were far more females than males giving "very upset" responses to all but one of the items.

All the students questioned had been watching television for at least one year. More than two-thirds (71%) had been watching it for six years or more. Thus, for many, TV has been part of the furniture for most of their school lives. If given a choice, 177 students (78% of the total) would prefer to keep television over other forms of mass media viz. radio and newspaper. We glean a similar picture when looking at responses to the question: "Suppose you heard different stories about the same thing from radio, TV and the newspaper, which one would you believe?" - 106 or 46% would believe television, 67 or 29% would believe the newspaper, 43 or 19% would believe the radio with 12 or 6% saying they wouldn't believe any.

When asked about their future and the influence of television in this regard, 139 or 61% of the students stated that TV had not influenced them. Only 44 (about 20%) had "fantasy" goals as a result of viewing TV. Examples of this type of response are as follows:

Grade 6 girl - to be a movie star  
 Grade 6 boy - to be in the films on television  
 Grade 8 boy - to be in a show like the "Blue Angels"  
 Grade 8 boy - to be a spy  
 Grade 9 boy - from "Laugh-in" to be a comedy entertainer  
 Grade 9 boy - to live in Africa with the animals

Slightly more boys than girls indicated "fantasy" goals (about 60% boys to 40% girls). Of the 17 who indicated "materialistic" goals, 11 or 65% were boys and 6 or 35% were girls. With regard to the influence of television on their choice of future careers, from the 139 "NO" responses there were 79 (57%) girls and 60 (43%) boys.

From responses to future aspirations it would seem in comparing these aspirations with father's occupation that the students are aspiring to be upwardly mobile. Altogether 55 (24%) hope to become semi-professional as against 9 parents (about 4%) being in the same category. Comparing the "professional" category, three parents were professionals while 21 students aspire to professional status. Here it is to be noted that the academic record of students (mentioned previously) was mostly above average. Also students' perception of parental interest and concern in the area of "school achievement" and "future careers" (about 50% of the total) may be noted.

Reference has already been made to the relatively low viewing time of a majority of the students questioned. (81%). To elaborate further, only five indicated that they watched 25 hours or more during the week with 37 (16%) watching 15-20 hours.

When students were asked how their time out of school was spent, 83 (36%) made no mention of TV. From their lists of activities, responses were recorded according to the priority the students placed on "watching TV". We found 33 (about 14%) gave television as their first preference,

72 (about 32%) gave television either second or third place while 40 (17.5%) gave it either fourth, fifth or sixth place.

Reasons for watching television were varied, the highest number of responses falling under the category of "relaxation, enjoyment, interest" (about 45%). Only 29 (13%) watched TV because there was nothing else to do or force of habit or "user" of spare time. Another 75 (33%) mentioned the educational value of television together with relaxation etc. The remaining 9% also mentioned that they watched television to find out what was going on in the world.

Having described the relations with the socializing agents and the distributions regarding certain pertinent variables such as length of time spent watching television and the reasons for watching television, one now needs to examine the content of learning from television viewed.

#### B. Results from Chi Square Tests:

What then do students learn from TV ?

Originally six categories were allotted in the classification of the responses to "What have you learned from television" ? Examples of responses under the categories used are as follows:

- |                               |   |  |
|-------------------------------|---|--|
| None/don't know               | - |  |
| Educational values            | - | science programmes help my school work<br>(Grade 8 girl)   |
| Moral values                  | - | to respect a woman (Grade 6 boy)<br>the right way of life (Grade 9 girl)                         |
| Material values               | - | how to be what you want to be and how to<br>do it (Grade 8 boy)                                  |
| Anticipation of<br>Adult Role | - | how to be a good housewife and work<br>(Grade 6 girl)<br>how to be a perfect wife (Grade 9 girl) |

From the data presented in Table 2 we note that there is a difference between males and females with regard to learning. (Chi Square = 10.20, df. = 4, significant at the .05 level). Twice as many girls as boys indicated having learned "anticipation of adult role" from television. There were 12 girls and 6 boys who gave this response. On the other hand, 17 boys (74%) felt they had learned "material" values as against 6 girls (26%) who felt they had learned these values. Differences between sexes were not as marked on "moral" values but there were more boys than girls (19 boys and 14 girls). More girls than boys mentioned learning of "educational" values - 29 girls as against 22 boys. Of the remaining 103 who said they had learned nothing, 58 were girls and 45 were boys.

From this same table we can see that a relatively large proportion (45%) either learn nothing or don't know what they learn. No relationship was found between "learning from TV" and "amount of time spent viewing TV during the week".

A nearly significant relationship was found between "learning from TV" and "father's occupation". (Chi Square = 14.34, df. = 8, significant at the .10 level). From Table 4, it may be seen that 96% of the responses in the "material values" category came from children whose parents were in clerical, skilled and semi-skilled and unskilled occupations. Learning of "moral values" was weighted heaviest in the middle range of the occupational scale (skilled, clerical and sales). Likewise responses under "anticipation of adult role" fell mainly in the middle category (56%) with an even number of responses (22%) at either end of the occupational scale. Of the negative responses the majority came from the lower and middle of the occupational sectors (81%) with only 19% of these

responses coming from the upper sector.

Next to be considered are the types of programmes watched. As our data (Table 5) shows, there is a significant difference between sexes with regard to their favourite TV programmes. (Chi Square = 11.86, df. = 4, significant at the .02 level). Slightly more boys than girls watched mysteries, murders and westerns and pop-singing, variety and musical:

	Boys	Girls
Mysteries, murders and westerns	52.56%	47.44%
Pop-singing, variety and musical	52.94%	47.06%

On the other hand far more girls than boys watched family shows (93% as against 7% boys). Likewise more girls than boys watched nature, adventure, sports, news and documentaries (56% girls to 44% boys). About an equal number of boys and girls watched comedies and cartoons.

Some differences were found between grade levels when cross-tabulated with "favourite TV programmes". (Chi Square = 10.85, df. = 6, significant at the .10 level). The older students (Grade Nines) tended to watch more mysteries, murders and westerns (51% as against 19% who were from Grade Six). The same was true for "pop-singing". (42% were Grade Nines and 24% were Grade Sixes). Grade Eights were in the middle (32% watching pop-singing). Grade Six children watched more family programmes (40%). The Grade Eights (44%) watched more "nature, adventure..." programmes with Grade Sixes making up 36% and Grade Nines making up 21% in this particular category. It is to be noted that taking "mysteries..." together with "pop-singing...", 76% of the sample as a whole watched these programmes, leaving 24% who watched family, nature, news and documentary-type programmes.

There was no significant over-all relationship between "favourite TV programmes" and the perception that "the things that happen to people on TV may happen to me". However, if one considers the responses falling under "mysteries, murders and westerns", it may be seen that a rather high proportion (63%) who watched these programmes also agreed that the things happening to people on TV may happen to them. Of those watching "pop-singing, variety and musical", 50% agreed to this question; 53% of those watching family programmes agreed, and 38% of those watching nature, sports etc. agreed.

We turn now to the relationship between "imitation of TV" and other variables. Imitation of TV was ascertained from the question: "Are there things done on TV that you yourself would like to do" ? Categories of "fantasy", "don't know" and "realistic" were used. (See page 32 for "fantasy" type response). By relating "imitation of TV" to "grade level" the chi square was found to be significant at .10 level only. (Chi Square = 9.01, df. = 4). Of the total sample, 53% held "fantasy" views while only 28% held "realistic" views about things seen on television that they would like to do. The Grade Nines rated higher on "fantasy" than did either the Grade Eights or Grade Sixes ( Grade 9 - 46%; Grade 8 - 30%; Grade 6 - 24%). Of those who fell under the "realistic" category, the Grade Eights were the highest (36%) with Grade Sixes next (34%) and Grade Nines lowest with 30%. No relationship was found between "reality perception" (the programmes I see on TV tell about life the way it really is) and "imitation of TV" (Are there things done on TV that you yourself would like to do?).

From the Chi Square Analysis we have seen that the boys and girls

tend to differ both in their choices of favourite programmes and the content of learning from TV. "Father's occupation" appears to be related to what a child learns from television. The choices of favourite TV programmes seem to differ the the three age levels. There is some indication that those children who preferred mysteries, murders and westerns were slightly more likely to believe that what they saw on TV may happen to them one day. The older children tended to have more "fantasy" responses when asked what things on TV they would like to do.

In the Chi Square Analysis relatively few variables were used. For an over-all picture of the role of TV in relation to other socializing agents, we thus proceed to the Factor Analysis.

#### C. Results of Factor Analysis:

In all a total of 30 variables was included for the Factor Analysis. Because patterns of interrelationships between the socializing agents and the indirect agent, television, were being sought, the following variables were included:

with regard to relationships with peers:

- Peer Group relations
- Preference to be with friends or watch TV

with regard to relationships with school:

- Attitude toward school
- Attitude toward teachers

with regard to relationships with parents:

- Rules about watching TV
- No TV as punishment
- Home concern for kinds of TV programmes watched
- Preference for own parents or TV parents
- Doing what parents want

with regard to learning:

Learning from television

with regard to reaction to violence:

Amount of violence viewed

Reaction to general violence viewed

Reaction to shooting viewed

Reaction to police beating up rioters, viewed

Reaction to rioters breaking up other people's property, viewed

Reaction to "threats to animals" viewed

Reaction to people starving, viewed

Learning is assumed related to several factors including the degree of imitation and reality perception. Therefore the following variables were also included in the Factor Analysis:

with regard to imitation:

Imitation of friends

Imitation from TV

with regard to reality perception:

TV reality perception (the programmes I see on TV tell about life the way it really is)

with regard to perception of TV counterparts:

Are TV teenagers better off ?

Do TV teenagers have more responsibility ?

Do TV teenagers have more freedom ?

Other variables related to learning and included were:

Viewing time weekdays

Reasons for watching television

Control variables used were:

Sex

Academic Record

Grade Level

Father's Occupation

From the intercorrelations, a Factor Analysis was computed, using the principal axis method. For the 30 variables ten factors were ro-

tated, following the general practice of rotating one-third of the variables. Normal varimax rotation was used. After 16 iteration cycles a relatively clear simple structure was obtained.

Criteria for a clear simple structure suggested by Thurstone (1947, p.110) are as follows:

1. Each variable should have at least one loading close to zero.
2. There should be, for each factor column, at least as many tests with zero loadings as there are factors.
3. For each pair of factors there should be several variables with projections on one factor vector but not on the other.
4. For problems having four or more factors, a large proportion of the variables should have negligible loadings on any pair of factors.
5. Only a small number of variables should have appreciable loadings on any pair of factors.

The rotated Factor Matrix is presented in Table 10. It may be noted that the Factor Analysis obtained an average communality of .566.

In this factor interpretation we will follow the general practice of interpreting loadings of .30 and higher. Those with loadings around .30 to .50 we will regard as moderately high and those from .60 and upwards we will interpret as being high.

We will now proceed to examine each factor in detail in an effort to see which variables form clusters of relationships.

Under Factor I, high loadings fall under "academic record" and "father's occupation". Moderately high loadings are recorded under this factor with regard to "aspirations for future positions", "sex" and "viewing time weekdays". Hence we can say that less time spent viewing television is related to higher academic record. Also the higher the father's occupation and the higher the aspirations for future positions,

the less television is likely to be viewed. Further, it would seem that girls, more than boys, tend to have higher academic record, come from higher occupational ranks, aspire to be upwardly mobile and view less television.

The second factor revealed very high loadings for reaction to certain acts of violence. There is a very strong reaction to breaking up of other people's property, threats to animals and starving people. A general factor derived from those three variables falling under Factor II may thus be identified as reaction to violence viewed on the personal level.

Those variables showing high loadings within Factor III dealt with perception of television teenagers. Those who felt that TV teenagers were better off also felt that TV teenagers had more responsibility. A moderately high loading for "aspirations for future position" was also noted under this factor. This shows that the less upwardly mobile tend to see TV teenagers as being better off and having more responsibility.

Factor IV presents high loadings for "rules about watching television" and "television used as punishment". In other words, where there are rules in the home regarding the use of television, television is used also as a means of punishment, that is, not being allowed to watch television was imposed as a method of punishment. It is significant that also falling under the cluster of relationships in Factor IV was "home concern for kinds of TV programmes watched". The loading on this variable was only moderately high in comparison with a high loading on variables about "rules" and "punishment". Still included under Factor IV was a moderately high loading for "preference for own over TV parents". In other words, children from families having strict discipline tended to

prefer their own parents to TV parents and vice versa.

Proceeding to Factor V, we have two high loadings on two variables concerning peers and television. From this we may say that students who often go around with their friends also prefer to be with their own friends rather than watching television. Also contained in Factor V is a moderately high loading on "amount of violence viewed". In other words those who have more interaction with their peers tend to view less "violence" content programmes.

Where there are positive attitudes towards school and teachers there are also more positive reasons for watching television, that is, reasons for watching television are educational and getting a universal perspective of the world. These findings are under Factor VI. Further, those who hold these positive attitudes do not view as many "violence" content programmes. The loadings for attitudes towards school and reasons for watching television were high with moderately high loadings on "attitudes towards teachers" and "amount of violence viewed". Also under Factor VI there was a moderately high loading for "preference for own parents over TV parents". In sum, therefore, we could say that preference for own parents together with positive attitudes is related to low viewing of "violence" content programmes.

As has been indicated throughout this thesis, the amount of learning is assumed related to what the student perceives to be real and the degree to which he is likely to imitate from television. Factor VII shows a cluster of relationships around these three variables. Thus, those who learn nothing from television tend to disagree that programmes seen on television tell about life the way it really is and tend not to imitate from television. We might say that those who believe what they

see to be real are more likely to learn from television and more likely to imitate.

High loadings are recorded under Factor VIII with regard to "reaction to general violence viewed" and reaction to specific acts of violence viewed. There is a moderately high loading on sex under this factor. Hence, the more bothered the students are by general violence viewed, the more upset or the stronger is the reaction of the viewers (who tend to be girls rather than boys)<sup>9</sup> to acts of violence, namely shooting and police beating up rioters.

Looking at Factor IX we see high loadings on Grade Level, attitude towards teachers and perceiving TV teenagers as having more freedom, with a moderately high loading on academic record. Our interpretation of this cluster is that those who have higher academic record tend to have positive attitudes towards teachers. These respondents are more likely to be the younger viewers, namely those from Grade Six. These students tend not to view TV teenagers as having more freedom than themselves.

From Factor X, we see relationships between "imitation of friends", "viewing time weekdays" and "home concern for kinds of TV programmes watched". There is a very high loading on "imitation of friends" and moderately high loadings on "viewing time weekdays" and "home concern for kinds of TV programmes watched". It may be seen that where there is a tendency to watch more television, there is a concern on the part of the parents regarding the type of programmes watched. However, as the non-significant loadings on "rules about watching television" under this factor shows, we see no relationship between this parental concern and rules imposed by parents.

Table 2. Learned from TV

Sex	None Don't Know	Educational Values	Moral Values	Material Values	Anticipation of Adult Role	
Female	58	29	14	6	12	119
%	56.31	56.86	42.42	26.07	66.69	
Male	45	22	19	17	6	109
%	43.69	43.14	57.58	73.91	33.33	
	103	51	33	23	18	228

Chi Square = 10.20

Df. = 4

p < .05

Table 3. Learned from TV

Viewing Week-days	None Don't Know	Educational Values	Moral Values	Material Values	Anticipation of Adult Role	
9.5 hours or less	52	35	16	12	8	123
%	50.49	68.63	48.48	52.17	44.44	
10 hours or more	51	16	17	11	10	105
%	49.51	31.37	52.52	47.83	55.56	
	103	51	33	23	18	228

Chi Square = 6.00

Df. = 4

n.s.

Table 4. Learned from TV

Father's Occupation	None Don't Know	Educational Values	Moral Values	Material Values	Anticipation of Adult Role	
Unclassified, Unskilled Semi-skilled	42	16	8	11	4	81
%	40.78	31.37	24.24	47.83	22.22	
Skilled Clerical & Sales	41	18	21	11	10	101
%	39.81	35.39	63.64	47.83	55.56	
Proprietors, Managers, Officials Professionals	20	17	4	1	4	46
%	19.42	33.33	12.12	4.35	22.22	
	103	51	33	23	18	228

Chi Square = 14.34

Df. = 8

p < .10

Table 5. Favourite TV Programmes

Sex	Mysteries Murders Westerns	Pop Singing Variety Musical	Comedy Cartoons	Family	Nature, Adventure Sports, News & Documentary	
Female	37	16	30	14	22	119
%	47.44	47.06	48.39	93.33	56.41	
Male	41	18	32	1	17	109
%	52.56	52.94	51.61	6.67	43.59	
	78	34	62	15	39	228

Chi Square = 11.86

Df. = 4

p < .02

Table 6. Favourite TV Programmes

Grade Level	Mysteries Murders Westerns	Pop Singing Variety, Cartoons, Comedy, Musical	Family	Nature, Adventure Sports, News and Documentary	
Grade 6	15	23	6	14	58
%	19.23	23.96	40.00	35.90	
Grade 8	23	31	4	17	75
%	29.49	32.29	26.67	43.59	
Grade 9	40	42	5	8	95
	51.28	43.75	33.33	20.51	
	78	96	15	39	228

Chi Square = 10.85

Df. = 6

p < .10

Table 7. Favourite TV Programmes

TV Events May Happen (The things that hap- pen to people on TV may happen to me in real life.)	Mysteries Murders Westerns	Variety Musical Cartoons Comedy Pop Sing- ing	Family	Nature, Sports, Adventure, News and Documentary	
I disagree	14	23	3	9	49
%	17.95	23.96	20.00	23.08	
I'm not sure	15	25	4	15	59
%	19.23	26.04	26.67	38.46	
I agree	49	48	8	15	120
%	62.82	50.00	53.33	38.46	
	78	96	15	39	228

Chi Square = 7.65

Df. = 6

n.s.

Table 8. Imitating TV

Are there things done on TV that you yourself would like to do ?

Grade Level	Fantasy	Don't Know	Realistic	
Grade 6	33	3	22	58
%	24.44	10.34	34.38	
Grade 8	40	12	23	75
%	29.63	41.38	35.94	
Grade 9	62	14	19	95
%	45.93	48.28	29.69	
	135	29	64	228

Chi Square = 9.01

Df. = 4

p < .10

Table 9. Imitation from TV  
 (Are there things done on TV that  
 you yourself would like to do?)

Reality Perception	Fantasy	Don't Know	Realistic	
The programmes I see on TV tell about life the way it really is.				
I disagree	56	12	16	84
%	41.48	41.38	25.00	
I'm not sure	63	13	35	111
%	46.67	44.83	54.69	
I agree	16	4	13	33
%	11.85	13.79	20.31	
	135	29	64	228

Chi Square = 6.21

Df. = 4

n.s.

Table 10. Normal Varimax Factor Analysis for 30 Variables

Rotated Factor Matrix	I	II	III	IV	V	VI	VII	VIII	IX	X	Communality
Sex	-.349	-.315	.139	.283	-.036	-.163	-.250	.363	.052	.037	.546
Academic Record	.605	.077	-.020	-.005	-.122	.048	.007	.099	.382	-.037	.547
Grade Level	-.242	.043	-.047	-.015	.154	.080	.075	-.029	-.794	-.203	.771
Father's Occupation	.682	-.034	.123	.062	.118	-.032	-.193	-.057	-.015	-.064	.544
Aspirations for Future Position	.506	.047	-.371	.037	-.113	.138	.077	.010	.018	.135	.454
Viewing Time Weekdays	-.411	.011	-.013	-.183	-.161	-.110	-.066	.049	.230	.580	.637
Peer Group Relations	.097	.079	.014	-.122	.698	-.102	-.147	.175	-.102	.242	.650
Preference to be with Friends or Watch TV	-.094	-.111	-.021	.059	.694	.075	.063	-.083	-.010	-.019	.523
Amount of Violence Viewed	-.179	.042	.123	-.141	-.357	-.347	-.172	.251	-.055	.052	.414
Reasons for Watching TV	-.146	-.008	-.057	-.022	-.031	.657	-.188	.027	-.145	-.040	.517
Attitude toward School	.218	.083	.084	-.024	.059	.657	.013	.001	.185	.049	.535
Attitude toward Teachers	.133	.069	.245	.195	-.094	.461	.033	-.139	.573	-.017	.691
Rules About Watching TV	.231	.118	-.098	.697	.033	.200	.072	.021	.017	-.009	.610
No TV as Punishment	-.000	.092	.049	.670	.026	-.252	-.050	.003	.159	.007	.568
Doing What Parents Want	.287	.150	.135	.031	.236	.334	-.075	.095	.159	-.047	.333
Home Concern for Kinds of TV Programmes Watched	-.140	.157	.069	.397	.118	.019	.069	-.220	.016	.466	.491

Table 10. (cont'd.)...

Rotated Factor Matrix	I	II	III	IV	V	VI	VII	VIII	IX	X	Communality
Preference for Own or TV Parents	.149	.278	.004	-.456	.177	-.317	.076	.048	.072	-.141	.472
Reaction to General Violence Viewed	-.081	.050	.093	.134	.014	-.021	.127	-.737	-.006	.010	.597
Reaction to Shooting Viewed	.187	-.042	.278	.100	.100	.017	.010	.698	-.057	-.076	.630
Reaction to Police Beating Up Rioters Viewed	.139	-.276	-.045	.013	-.071	-.017	.221	.613	.071	.171	.562
Reaction to Rioters Breaking Up Other People's Property Viewed	.075	-.710	.183	-.139	-.004	-.009	.189	.132	-.060	.150	.642
Reaction to "Threats to Animals"	-.083	-.710	-.003	-.002	-.048	-.090	-.107	.083	.044	-.185	.576
Reaction to People Starving Viewed	-.044	-.769	-.033	-.029	.120	.008	-.009	.066	-.037	-.033	.617
Nature of Learning from TV	.102	.011	-.092	.157	-.077	.013	-.723	.049	-.178	-.157	.631
TV Reality Perception	-.007	.131	.150	-.186	-.043	.193	-.503	.113	.126	.164	.422
Imitation from TV	.057	-.125	.051	-.044	.180	.047	-.595	-.169	.259	.239	.565
Imitation of Friends	.104	.015	.024	.084	.142	.036	-.076	.088	-.058	.701	.548
Are TV Teenagers Better Off	.085	-.056	.713	.035	.083	-.045	.063	.028	-.113	.080	.553
Do TV Teenagers Have More Responsibility	-.093	-.028	.584	-.059	-.177	.173	-.122	.058	.168	-.009	.462
Do TV Teenagers Have More Freedom	.197	-.073	.286	-.113	-.249	-.089	.018	-.043	-.616	.291	.675

## VI. Discussion and Conclusion

The major objective of this paper has been to probe what effect television has had on the child. This effect, we have hypothesized, is dependent on the meaningful interaction or lack thereof between the child and the socializing agents, as well as the child's perception of television programmes.

From the analysis of the data, we have seen from our selection of Australian school students, that on the whole good social relationships exist between the child, his peers, his teachers and his parents.

We have shown that not only are there generally good relationships with peers but also that there has been acceptance of the standards of the peer group - in other words respondents seemed to know what they must do or rather must not do when with their friends. Hence in accord with Berger (1966) we may say that on the whole these friends are mediating the world for our students in question.

Relations with teachers seem to be good too, particularly for the lower grade levels. This is plausible especially as students from lower grade levels are probably dealing with one teacher in the course of the school year and a closer relationship is likely to ensue because of this.

Looking at the child-parent relationships we note that a very large percentage of students admitted to conformity to parental wishes either all the time or sometimes. Thus there would seem to be internalization of parental norms by the students. Quite a large proportion felt that parents were interested in them and this would indicate that there was considerable interaction between these students and their parents. This implies that there was some feedback from the parents.

The foregoing gives us a general picture of our respondents as a whole, and provides a background for understanding the emerging patterns of relationships between our major socializing agents and the indirect agent television. For this purpose, we need to take cognizance of the total matrix of the Factor Analysis, the findings of which were reported in the previous chapter. An interpretation of these emerging patterns will now be offered.

It has been suggested that if there is lack of interaction between the major socializing agents and the child, then television is likely to have more direct effect. The extent of this effect, we have suggested, is also dependent upon the child's reality perception.

By examining the relationships which hold under Factor IV, we see that where there is a presence of some rules about watching television and where TV is used as an instrument of punishment, there is also home concern for the kinds of TV programmes watched, together with a preference for own parents rather than TV parents. Put another way, we may say that in the homes of those students who prefer TV parents to their own, there is generally an absence of rules and an absence of concern on the part of parents with regard to television.

With the evidence of lack of strict rules and absence of parental concern in the homes of those who prefer TV parents to their own, the implication is that where there is little feedback from the parents regarding TV viewing, the child is turning to TV parents rather than his own. This may be taken as an indication that there is little interaction between the child and his parents in general. The child watching television will gain from his viewing certain impressions. If he is not able to talk about these impressions with his parents, he will not be able to

re-interpret them in the light of his parents' experience - in other words his original impressions will remain unchanged. Thus we might say that television in this instance will have more of an effect because these impressions acquired by the child from TV have not been altered by the socializing agent, namely the parent.

Continuing to look at emerging patterns of relationships, we note that peer group relations are related to preference of TV and the amount of violence viewed (Factor V). Where positive relationships hold between students and their peers, there is a preference to be with their friends rather than watch TV. These two variables are related to a low amount of violence viewed. Thus we might infer that those who watch more "violence" content programmes are more likely to be the ones who could not get along with their peers, and who have developed what appears to be a withdrawal tendency as indicated by their preference for television to friends. Again we might speculate that the child who does not get along well with his friends is likely to turn to television to satisfy his unfulfilled needs. The next question we raise is "Why is viewing of violence specifically related to these variables" ? Our speculation is: For these children who are turning to TV for escape, the unrealistic world of violence is more likely to provide them with the escape than the realistic world of ordinary life. The next question is: Will the viewing of violence have any effect ? We found that most of our respondents did give mysteries, murders and westerns, together with pop-singing and cartoons as their first choice of programmes watched. Therefore if they do not watch family shows, documentaries or newscasts and if they are going to be influenced by television at all, it will probably be by the types of programmes formerly mentioned and not the latter.

This question will be further discussed later.

Factor VI showed relationships between attitudes towards teachers and school, parental preferences and amount of violence viewed. Those holding positive attitudes towards another of our major socializing agents - school - tended to view less "violence" content programmes and to hold preferences for their own parents rather than TV parents. Also subsumed under this cluster of relationships was the variable concerning reasons for watching television. Students giving more positive reasons for watching the medium, for example watching educational content programmes rather than watching television to escape from boredom, tended to be the ones who held positive attitudes towards school. These findings suggest that where positive relationships exist between the child and his teachers, as indicated by positive attitudes, the adverse effect of television will be minimal probably because the child has little need to turn to the medium for escape. The finding that these children also had better relations with their parents, as indicated by their preference for their own parents rather than TV parents would suggest that they feel more secure.

Our data also shows a fairly large proportion of respondents tend to imitate their friends. Factor X shows a relationship between imitation of friends, high viewing time, and home concern for the kinds of television programmes watched by the students. While we can see clearly the relationship between the last two variables mentioned, one is led to question the relationship between imitation of friends and high viewing time. This finding is rather puzzling because our evidence shows that high viewing time is not related to imitation of television. Perhaps we could speculate, from our findings above as well as those of Himmel-

weir et al (1958), while it is the insecure child who tends to spend a lot of time watching television, because he is insecure he is thus more likely than the secure child to imitate his friends.

Thus far we have seen that television may have some effect on the children whose parents do not show sufficient interest in the type of programmes they view. Also we have seen that the children who tend to turn to television are more likely to be the ones who lack interaction with parents as well as peers. Further the child who has poor relations with school tends to turn to television too. Thus we have the general picture of a child turning to television where there is loss of interaction with parents and peers and where there are poor relations with school.

Now we shall ask: To what extent is there learning from television among those who view, and to what extent do those who learn from television imitate what they see on TV? While we cannot show causality some inferences may be made.

With regard to the extent of learning, a sizeable proportion of our respondents said they used television primarily as a means of relaxation, with a smaller proportion indicating the use of television as a means of escape from boredom. Schramm et al (1961) raised the question of the purpose of television viewing by children and pointed out that television for pleasure seems to be the major aim. Certainly from our review of the content of Australian TV programmes (Table 1) it would seem that the TV networks are following this general principle.

From the foregoing it would seem that television's effect with regard to intended learning is minimal. However this does not mean children do not learn from television. Rather, the learning from television

is incidental. It has been suggested that length of viewing time is one variable which may affect learning. This was not the case in our study. On the whole there were very few heavy viewers and those who did view heavily tended to come from the lower occupational ranks, had lower aspirations and lower grades. That viewing time was generally not high might be due to involvement in other activities; also climatic conditions which allow outside activities the year round could help detract from television viewing.

Himmelweit et al (1958) also found no relationship between learning and time spent watching television but they did find age, intelligence and father's occupation to be important factors. We too found that viewing time, while inversely related to father's occupation and academic record, was in no way related to learning from television (Factor I). Concerning the content of learning as reported by our respondents, our investigations show that material values were learned more likely by children from the lower and middle ranks of the occupational scale than by children from higher rank families. Himmelweit et al (1958) and Campbell (1965) have suggested that middle class values are perpetuated via the medium of television. We might speculate that those from the middle ranks would continue to want material benefits and possibly more of them. Those from the lower ranks are likely to want these material benefits too. If television does foster middle class values, it would seem that these values coincide with values that those respondents of the middle and possibly lower ranks felt they had learned from television. That these values are perceived to be learned from television gives us some basis for inferring some influence of the medium on those coming from the middle and lower classes. Our evidence also shows

that those children coming from the middle range of the occupational scale, more than those from the upper or lower sectors, felt they had learned from television moral values together with anticipation of adult role.

In order to gain another perspective of the extent of learning from television, we tried to ascertain the degree of influence of the medium on the choice of future career. From the responses to an initial question regarding the influence, quite a sizeable proportion said that they had not been influenced by television with regard to what they might do in the future. Nevertheless quite a few seemed to have what we have termed "fantasy" goals that appeared to be related to viewing television which again indicates incidental learning.

Having investigated what is learned from television we now proceed to our proposition regarding reality perception. We have assumed that to a large extent learning will depend on how the child perceives the situation and whether he defines it as being real or not.

Learning from television is found related to TV reality perception as well as to imitation from television. These relationships were found under Factor VII of our Factor Analysis. Thus we can say that those who believe that what they see on television is real, are more likely to learn from television. Conversely, those who do not believe that what they see on TV is real, do not learn from television.

It would seem plausible that if television is going to have any effect on those respondents who feel they are learning, they are also going to believe what they see. If they do not believe what they see to be real, television will have little effect. We are still left with the variable of imitation from television which is related to reality per-

ception and learning from television. Piaget (1954, p.353) talks about accommodation and assimilation as two poles of an interaction between the organism and the environment. For him, from the social point of view, accommodation is imitation where the individual subordinates himself to the percepts and demands of the group. Assimilation is the incorporation of reality into the activity and perspectives of the self (Piaget, 1954, p. 361). Thus the individual needs to use both imitation and reality incorporation in forming relationships with the external environment. If we accept this point of view, then we would suggest that respondents who imitate are subordinating themselves to the medium. By perceiving what they see on television to be real, they are incorporating this "reality" into the activity and perspectives of the self. Thus we may speculate that television is having some effect on these respondents.

From our evidence something further may be said regarding the holding of "fantasy" views and imitation from television.

When asked what they themselves would like to do in the future, about 60% of the students tended towards "fantasy" responses. Thus quite a sizeable proportion of students did give some indication of getting ideas from television even though few actually admitted it. Furthermore, we notice that those who tended to imitate, that is, have fantasy views, were from Grade Nine. If we accept Piaget's line of thought (Elkind and Flavell, 1969) we note that the adolescent in the period of formal operations unlike the concrete-operational child should be able to envisage all the possible relations which could hold true. Reality at this stage, according to Piaget, is only a portion of the totality. The adolescent attempts through a combination of experimentation and lo-

gical analysis to find out which of the possible relations do hold true. Not having done psychological testing we can only speculate that if our respondents in Grade Nine have reached the "formal operations" stage in Piaget's terms, and have still not learned to detect what is real, then we may say from our evidence that to quite a large extent, there is imitation from television and there is a blurring of reality.

It has already been shown that those who do not watch a lot of violence-content programmes tend to have good social relationships with their peers, parents and teachers. Indications from our Frequency Distribution show that when our respondents were with their friends, practically no imitation of violence was mentioned. Nevertheless an overwhelming majority indicated that they watched at least some violence-content programmes. Very few respondents watched newscasts. Our study shows that reaction to violence depends on sex and the amount of violence viewed. Generally the girls tend to be more upset than the boys and also tend to view less violence-content programmes (Factor VIII). Thus, the boys not only view more but also tend not to be bothered and are less upset. In this instance we might suggest that a certain immunity may have been built up for the boys. This latter point is speculation, as is the explanation offered by Maccoby (1951) as to whether viewing violence leads to aggression in real life or leads to release of tension which will stop aggression in real life. The foregoing evidence would suggest that, with regard to the boys, if not the girls, this immunity if developed may have rather serious consequences.

All students did react strongly to acts of violence on the more personal level. They were concerned about other people's property and threats to animals. Himmelweit et al (1958) reached a similar conclu-

sion with regard to threats to animals. Also we note that those who agree that the things that happen to the people on television may also happen to them, tend to be the ones who watch mysteries, murders, pop-singing and cartoons. In other words the more violent the type of programme watched, the greater seems to be the identification with that event.

Thus in the light of the evidence offered regarding violence, we can say that viewing of violence does have some effect on the child.

Broadly speaking our investigations have shown several general findings. Firstly we have seen that where there is lack of social interaction with both parents and peers, and where the child has poor relations with school, the child is likely to turn to television. What is more, the type of programmes the child turns to generally tends to be of a violent nature. Secondly there was indication that those who believe what they see on television to be real tend to learn and imitate from television. This would suggest that television has had some effect on these children.

Our hypotheses stated that the effect of television would depend upon the meaningful interaction between the child and the major socializing agents - parents, peers and teachers, and that learning from television would depend upon the child's reality perception of the programmes viewed. For our respondents, in the light of the evidence offered, we feel that these hypotheses are supported.

## Footnotes

1

In a recent issue of Life Magazine (Jan 10, 1970: 57-58) research into "desensitization" done by Dr. V. B. Cline, a University of Utah clinical psychologist, was reported. Dr. Cline in his experiments, showed various types of violence content programmes as well as other types of programmes to his subjects. Testing his own child, he noted that when a violent act was viewed the child's heartbeat rose from 90 to 102 per minute. Dr. Cline makes some preliminary conclusions based on these responses. He suggests that children who watch television the most, show the least response to violence. With ordinary types of programmes, interest was shown but there was little emotional response. Dr. Cline is convinced that violent acts portrayed may become models which the child will later imitate in real life. Children, he feels, are becoming desensitized to violence.

2

D. T. Campbell, "Variation and Selective-Retention in Socio-cultural Evolution." Pp.26-27 in H. R. Barringer, G. I. Blanksten and R. W. Mack (eds.), Social Change in developing areas: A Re-Interpretation of evolutionary theory. Cambridge, Mass: Schenkman, 1966.

3

See Appendix 2 for vital statistics.

4

The area constituting the immediate environment of the High School has been established for the past 25 years but in drawing from other districts, population was included from slightly "older" districts. The State School, situated in one of the districts was less than two miles away from the High School.

5

Academic in Grade Eight means that all Grade Eight students take an academic course but classes are split according to ability. At the Grade Nine level, academic means that science and/or arts (history, geography and foreign language) are taken. Industrial means non-academic in the sense that science and technical subjects are taken, excluding arts. Academic commercial means that a combination of arts and commerce subjects are taken.

6

Unless noted otherwise there are no differences between males and females in this part of the data analysis.

7

Learning from television was categorized according to a list of values together with anticipation of adult role. By "value" we mean something intrinsically valuable or desirable (Websters Dictionary). Educational values are defined as the learning of facts similar and in addition to subject matter taught in school. Moral value is defined as learning of right behaviour and conduct. A material value is defined

## Footnotes. (continued)...

7 (continued)...  
as utilitarian, learning something that will be useful, the acquisition of a skill. Anticipation of Adult Role is self explanatory.

8  
The Factor Analysis was computed using the facilities from the University of Victoria. The programme used was BMD 03M - Factor Analysis Version of May 2, 1966, Health Sciences Computing Facilities.

9  
Please note the negative loading for "Reaction to General Violence viewed" was due to the coding. In the one instance "Very Upset" was given a code of (1), that is for reaction to shooting viewed, whereas for reaction to general violence - "a lot all the time" was given a code of (4).

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Appendix I. Questionnaire, Frequency Distribution (N = 228)

<u>SEX:</u>	<u>AGE:</u>	<u>Total</u>	<u>Male</u>	<u>Female</u>
Male 109 (2)	Grade 6	58	28	30 (1)
Female 119 (1)	Grade 8	75	39	36 (2)
	Grade 9	95	42	53 (3)

<u>VIEWING TIME:</u>	<u>Weekdays</u>			<u>Weekends</u>		
	<u>Total</u>	<u>Male</u>	<u>Female</u>	<u>Total</u>	<u>Male</u>	<u>Female</u>
25 hours +	5	4	1	9	4	5 (6)
20 - 24.5	10	5	5	14	9	5 (5)
15 - 19.5	27	16	11	42	24	18 (4)
10 - 14.5	63	34	29	61	24	37 (3)
5 - 9.5	70	26	44	71	32	39 (2)
Less than 5	53	24	29	31	16	15 (1)

<u>CONTENT:</u>	<u>Programmes Watched Most of the Time</u>			<u>Favourite Programmes</u>		
	<u>Total</u>	<u>Male</u>	<u>Female</u>	<u>Total</u>	<u>Male</u>	<u>Female</u>
News, Documentary	16	7	9	4	1	3 (8)
Musical (Semi- Classical)	0	0	0	3	1	2 (7)
Nature, Sports						
Adventure	27	9	18	35	16	19 (6)
Family	18	3	15	15	1	14 (5)
Comedy, Cartoons	59	36	23	62	32	30 (4)
Variety	19	8	11	5	2	3 (3)
Pop Singing	32	17	15	26	15	11 (2)
Mysteries, Murders						
Westerns	57	29	28	78	41	37 (1)

<u>FATHER'S OCCUPATION:</u> (taken from occupational prestige scale)	<u>Total</u>	<u>Male</u>	<u>Female</u>
Professional	3	2	1 (9)
Proprietors, Managers & Officials large	0	0	0 (8)
Semi-Professional	9	5	4 (7)
Proprietors, Managers & Officials small	34	15	19 (6)
Clerical and Sales	48	22	26 (5)
Skilled	53	18	35 (4)
Semi-Skilled	31	15	16 (3)
Unskilled	27	17	10 (2)
Unclassified	23	15	8 (1)

Appendix I (cont'd.)

<u>ACADEMIC RECORD:</u>	<u>Total</u>	<u>Male</u>	<u>Female</u>	
85% or more (A)	62	23	39	(5)
70% - 84.5% (B)	102	41	61	(4)
55% - 69.5% (C)	34	24	10	(3)
45% - 54.5% (D)	22	18	4	(2)
Less than 45%(E)	8	3	5	(1)

<u>LENGTH of TIME WATCHING TV:</u>	<u>Total</u>	<u>Male</u>	<u>Female</u>	
9 years or more	70	31	39	(9)
8 years	18	11	7	(8)
7 years	26	9	17	(7)
6 years	49	24	25	(6)
5 years	19	9	10	(5)
4 years	18	9	9	(4)
3 years	11	2	9	(3)
2 years	7	7	0	(2)
1 year	10	7	3	(1)

DO YOU TRY TO DO THE THINGS DONE ON TV ?

	<u>Total</u>	<u>Male</u>	<u>Female</u>	
Yes, quite often	33	20	13	(3)
Yes, sometimes	102	47	55	(2)
No, hardly ever	92	42	50	(1)
-	1		1	

WHAT ARE THE THINGS DONE ON TV THAT YOU YOURSELF WOULD LIKE TO DO ?

	<u>Total</u>	<u>Male</u>	<u>Female</u>	
Realistic	64	35	29	(3)
Don't Know	29	10	19	(2)
Fantasy	135	64	71	(1)

DO YOU AND YOUR FRIENDS EVER TRY TO DO THE THINGS YOU SEE ON TV ?

	<u>Total</u>	<u>Male</u>	<u>Female</u>	
Yes, most of the time	8	5	3	(4)
Yes, quite often	14	5	9	(3)
Yes, sometimes	77	43	34	(2)
No, hardly ever	129	56	73	(1)

Appendix I (cont'd.)WHAT ARE THE THINGS YOU AND YOUR FRIENDS TRY TO DO ?

	<u>Total</u>	<u>Male</u>	<u>Female</u>	
Learning to get along with people	22	8	14	(9)
Doing science experiments	8	4	4	(8)
Just playing, having a good time going around together	45	27	18	(7)
Playing sports and games	23	17	6	(6)
Nothing	63	21	42	(5)
Sports (imitation from TV)	8	8	0	(4)
Buy new things advertised , e.g. clothes	6	0	6	(3)
Try to be like people seen on TV	42	15	27	(2)
Imitation of violence seen on TV	11	9	2	(1)

DO YOU TRY TO BE LIKE YOUR FRIENDS ?

	<u>Total</u>	<u>Male</u>	<u>Female</u>	
Yes, most of the time	49	29	20	(4)
Yes, quite often	33	15	18	(3)
Yes, sometimes	104	47	57	(2)
No, hardly ever	42	18	24	(1)

WOULD YOU RATHER BE WITH YOUR FRIENDS OR WATCH TV ?

	<u>Total</u>	<u>Male</u>	<u>Female</u>	
With friends	207	98	109	(2)
Watch TV	18	11	7	(1)
-	3	0	3	

WHAT DO YOU DO WHEN WITH FRIENDS ?

	<u>Total</u>	<u>Male</u>	<u>Female</u>	
Play together, study together, play sports, go to movies, play record				
Any of above with no mention of TV	193	94	99	(3)
Any of above - TV mentioned	34	14	20	(2)
Watch TV only	1	1	0	(1)

## Appendix I (cont'd.)

IF YOU WANT TO STAY TOGETHER WITH YOUR FRIENDS, WHAT ARE THE THINGS YOU MUST NOT DO ?

	<u>Total</u>	<u>Male</u>	<u>Female</u>	
Nothing or irrelevant	25	13	12	(1)
Parent orientation, e.g. mustn't stay out late	7	3	4	(2)
Acts of violence, must not fight	50	26	24	(3)
Acts of conflict, must not argue	21	8	13	(4)
Lack of decency, stealing, jokes	33	18	15	(5)
Concern for well-being of peer, must not display oneself, gossip or show off	58	24	34	(6)
Lack of sociability, must not leave person out	34	17	17	(7)

DO YOU GO AROUND WITH YOUR FRIENDS OR DO YOU DO THINGS BY YOURSELF ?

	<u>Total</u>	<u>Male</u>	<u>Female</u>	
Usually with lots of friends	33	14	19	(4)
With a few friends	106	51	55	(3)
Sometimes with friends, sometimes on my own	80	38	42	(2)
Usually on my own	9	6	3	(1)

SUPPOSE YOU HEARD DIFFERENT STORIES ABOUT THE SAME THING FROM RADIO, TV AND THE NEWSPAPER, WHICH ONE WOULD YOU BELIEVE ?

	<u>Total</u>	<u>Male</u>	<u>Female</u>	
Believe television	106	50	56	(4)
Believe radio	43	21	22	(3)
Believe newspaper	67	32	35	(2)
Believe none	12	6	6	(1)

FROM ABOVE:

Belief in TV	106	56	50	(2)
All others	122	59	63	(1)

Appendix I (cont'd.)WHICH OF THE THREE MEDIA WOULD YOU KEEP IF YOU COULD HAVE ONLY ONE ?

	<u>Total</u>	<u>Male</u>	<u>Female</u>	
Keep television	177	85	92	(4)
Keep radio	41	18	23	(3)
Keep newspaper	9	5	4	(2)
None	1	1	0	(1)

THE PROGRAMMES I SEE ON TV TELL ABOUT LIFE THE WAY IT REALLY IS.

	<u>Total</u>	<u>Male</u>	<u>Female</u>	
I agree	33	19	14	(3)
I'm not sure	111	50	61	(2)
I disagree	84	40	44	(1)

THE PEOPLE I SEE IN TV PROGRAMMES ARE JUST LIKE THE PEOPLE I MEET IN REAL LIFE.

	<u>Total</u>	<u>Male</u>	<u>Female</u>	
I agree	71	31	40	(3)
I'm not sure	48	27	21	(2)
I disagree	109	51	58	(1)

THE SAME THINGS THAT HAPPEN TO PEOPLE ON TV MAY HAPPEN TO ME IN REAL LIFE.

	<u>Total</u>	<u>Male</u>	<u>Female</u>	
I agree	120	65	55	(3)
I'm not sure	59	20	39	(2)
I disagree	49	24	25	(1)

WHAT HAVE YOU LEARNED FROM TV ?

	<u>Total</u>	<u>Male</u>	<u>Female</u>	
Anticipation of adult role	18	6	12	(6)
Material values (utilitarian)	23	17	6	(5)
Moral values (honesty, kindness)	33	19	14	(4)
Educational values, e.g. science	51	22	29	(3)
Don't know	5	2	3	(2)
None	98	43	55	(1)

FROM ABOVE:

Learning from TV combined	125	65	60	(2)
Don't know and none	103	44	59	(1)

Appendix I (cont'd.)

<u>HOW DO YOU SPEND YOUR TIME OUT OF SCHOOL ?</u>	<u>Total</u>	<u>Male</u>	<u>Female</u>	
Watching TV (as No. 1 with no other prefs.)	0	0	0	(1)
Watching TV (as No. 1 with other prefs.)	33	11	22	(2)
Other preferences (with TV as No. 2)	47	22	25	(3)
Other preferences (with TV as No. 3)	25	15	10	(4)
Other preferences (with TV as No. 4)	24	8	16	(5)
Other preferences (with TV as No. 5)	11	5	6	(6)
Other preferences (with TV as No. 6)	5	1	4	(7)
TV not mentioned	83	47	36	(8)

WHY DO YOU WATCH TV ?

Nothing else to do, force of habit, fill in spare time	29	16	13	(1)
Relaxation, enjoyment, interest, change (b)	102	47	55	(2)
All of b. plus mention of educational (c)	75	36	39	(3)
All of c. plus what is going on in the world or similar response	22	10	12	(4)

WHAT DO YOU WANT TO BE WHEN YOU GROW UP ?

Professional	21	18	3	(9)
Proprietors, managers and officials large	0	0	0	(8)
Semi-Professional	55	14	41	(7)
Proprietors, managers and officials small	5	4	1	(6)
Clerical and sales	52	5	47	(5)
Skilled	42	25	17	(4)
Semi-Skilled	20	18	2	(3)
Unskilled	4	3	1	(2)
Unclassified	29	22	7	(1)

HAS WATCHING TV INFLUENCED YOUR CHOICE OF WHAT YOU WANT TO BE ?

Yes, awareness of other needs, moral values included	14	4	10	(5)
Yes, fantasy goals	44	26	18	(4)
Yes, materialistic goals	17	11	6	(3)
Yes, no response	14	8	6	(2)
No	139	60	79	(1)

Appendix I (cont'd.)

<u>HOW WELL DO YOU LIKE SCHOOL ?</u>	<u>Total</u>	<u>Male</u>	<u>Female</u>	
A lot	64	27	37	(4)
Okay	140	65	75	(3)
Not very much	17	11	6	(2)
Not at all	7	6	1	(1)

HOW WELL DO YOU LIKE YOUR TEACHERS ?

A lot	53	27	26	(4)
Okay	150	68	82	(3)
Not very much	16	8	8	(2)
Not at all	9	6	3	(1)

ARE THERE RULES ABOUT WATCHING TV ?

Yes, there are strict rules	36	18	18	(3)
Yes, there are some rules	149	69	80	(2)
No, there aren't any rules	43	22	21	(1)

ARE YOU EVER PUNISHED BY NOT BEING ALLOWED TO WATCH TV ?

Yes, quite often	8	7	1	(3)
Yes, sometimes	93	46	47	(2)
No	127	56	71	(1)

DO YOU TRY TO DO WHAT YOUR PARENTS WANT YOU TO ?

Yes, quite often	123	57	66	(3)
Yes, sometimes	86	43	43	(2)
No, hardly ever	18	8	10	(1)
-	1	1	0	

DOES ANYONE IN YOUR HOME EVER TELL YOU THERE ARE SOME KINDS OF TV SHOWS THAT THEY WISH YOU WOULDN'T WATCH ?

Yes, with response, e.g. don't like to see us watching violence or sex	122	57	65	(3)
Yes, no response	6	4	2	(2)
No	100	48	52	(1)

Appendix I (cont'd.)WHAT ARE THE THINGS YOUR PARENTS WANT YOU TO DO ?

	<u>Total</u>	<u>Male</u>	<u>Female</u>	
Obedience, respect for authority	9	6	3	(8)
Personality development, qualities such as honesty, goodness, to be a gentleman etc.	45	14	31	(7)
Career development	46	18	28	(6)
Current schoolwork	67	37	30	(5)
To be good at sports	8	5	3	(4)
To be good at singing	4	1	3	(3)
To do chores	31	21	10	(2)
Nothing	18	7	11	(1)

DO YOU SEE A LOT OF FIGHTING AND SHOOTING ON TV ?

A lot all the time	89	52	37	(4)
Some	118	52	66	(3)
Not very much	13	3	10	(2)
Very little	8	2	6	(1)

DOES IT BOTHER YOU TO SEE PEOPLE BEING BEATEN UP AND SHOT AT ON TV ?

Yes, with reason, e.g. it is scaring, I don't like to see people getting hurt	62	19	43	(4)
Yes, with no reason	5	2	3	(3)
No, no reason	42	24	18	(2)
No, qualified, e.g. I don't mind it, I am used to it, You can't stop it in real life	0	0	0	
No, it's only acting*	119	64	55	(1)

\*Of last category, 109 said it was only acting or it wasn't true

## Appendix I (cont'd.)

FEELINGS ABOUT THE FOLLOWING:CODE:

Not Upset (4)  
 A Little Upset (3)  
 Don't Know (2)  
 Very Upset (1)

	(4)			(3)			(2)			(1)		
	Tot.	M	F	Tot.	M	F	Tot.	M	F	Tot.	M	F
Shooting in westerns	190	99	91	19	3	16	16	7	9	3	0	3
Shooting in crime stories	157	91	66	54	15	39	8	3	5	9	0	9
Police beating up rioters	81	45	36	99	47	52	23	8	15	25	9	16
Rioters breaking up other people's property	32	21	11	90	43	47	18	9	9	88	36	52
Shooting in war movies	125	81	44	59	18	41	7	2	5	37	8	29
Grotesque figures	135	75	60	40	20	20	23	7	16	30	7	23
Good guy winning	187	86	101	16	12	4	12	6	6	13	5	8
Bad guy getting away with it	99	58	41	79	31	48	17	8	9	33	12	11
Mad men in action	86	53	33	83	36	47	17	5	12	42	15	27
Threats to animals	21	19	2	60	33	27	7	2	5	140	55	85
People starving in Biafra	16	14	2	35	19	16	9	6	3	168	70	98
People fighting with knives	112	73	34	67	19	48	22	8	14	27	4	23
Soldiers speared in battle	83	61	22	84	30	54	15	5	10	46	13	33

Appendix I (cont'd.)NAME SOME FAMILY PROGRAMME ON TV YOU WATCH REGULARLY - ARE THESE PEOPLE THE SAME AS YOUR FAMILY OR ARE THEY DIFFERENT ?

	<u>Total</u>	<u>Male</u>	<u>Female</u>	
Very much the same	16	6	10	(4)
More or less the same	66	31	35	(3)
Somewhat different	64	23	41	(2)
Very much different	77	46	31	(1)
-	5	3	2	

DO PARENTS IN TV SHOWS BEHAVE DIFFERENTLY FROM YOUR OWN PARENTS ?

	<u>Yes (2)</u>			<u>No (1)</u>		
	<u>Total</u>	<u>M</u>	<u>F</u>	<u>Total</u>	<u>M</u>	<u>F</u>
In caring about children	198	91	107	30	18	12
Being considerate to children	191	91	100	37	18	19
Being strict	75	38	37	152	71	81
Spending a lot of time with children	114	52	62	113	57	76
Being fair to children	190	91	99	37	18	19
Are TV parents selfish	49	27	22	117	81	36
Do TV parents help children	189	94	95	34	13	21

IN WHAT WAY DO YOUR PARENTS BEHAVE DIFFERENTLY ?

	<u>Total</u>	<u>Male</u>	<u>Female</u>	
They spend more time with me, are more thoughtful, nicer, care about me	58	30	28	(8)
Mine have controls	21	8	13	(7)
They're a little different	14	8	6	(6)
They are - no reason	5	1	4	(5)
They're not as nice as the ideal presented	7	4	3	(4)
My parents are not strict	3	1	2	(3)
No, they're not different	104	54	50	(2)
No (they don't let me do the things I want to, e.g. no with reason)	16	3	13	(1)

Appendix 1 (cont'd.)NAME SOME FAMILY PROGRAMME YOU WATCH REGULARLY ON TV - ARE THESE PEOPLE THE SAME AS YOUR FAMILY OR ARE THEY DIFFERENT ?

	<u>Total</u>	<u>Male</u>	<u>Female</u>	
Very much the same	16	6	10	(4)
More or less the same	66	31	35	(3)
Somewhat different	64	23	41	(2)
Very much different	77	46	31	(1)
-	5	3	2	

DO PARENTS IN TV SHOWS BEHAVE DIFFERENTLY FROM YOUR OWN PARENTS ?

	Yes			No		
	Total	M	F	Total	M	F
In caring about children	198	91	107	30	18	12
Being considerate to children	191	91	100	37	18	19
Being strict	75	38	37	152	71	81
Spending a lot of time with children	114	52	62	113	57	76
Are TV parents selfish	190	91	99	37	18	19
Do TV parents help children	189	94	95	117	81	36

IN WHAT WAY DO YOUR PARENTS BEHAVE DIFFERENTLY ?

	<u>Total</u>	<u>Male</u>	<u>Female</u>	
They spend more time with me, are more thoughtful, nicer, care about me.	58	30	28	(8)
Mine have controls.	21	8	13	(7)
They're a little different.	14	8	6	(6)
They are (no reason).	5	1	4	(5)
They're not as nice as the ideal presented.	7	4	3	(4)
My parents are not strict.	3	1	2	(3)
No, they're not different.	104	54	50	(2)
No, with reason, (they don't let me do the things I want to do).	16	3	13	(1)

Appendix I (cont'd.)DO TV TEENAGERS HAVE MORE RESPONSIBILITY ?MORE FREEDOM ?

	<u>Total</u>	<u>Male</u>	<u>Female</u>	<u>Total</u>	<u>Male</u>	<u>Female</u>	
A lot more	54	33	21	56	31	25	(5)
A little more	71	30	41	79	39	40	(4)
About the same	81	34	47	64	21	43	(3)
A little less	14	7	7	12	7	5	(2)
A lot less	8	5	3	17	11	6	(1)

CHOICE BETWEEN TV PARENTS AND OWN PARENTS:

	<u>Total</u>	<u>Male</u>	<u>Female</u>	
TV parents	12	3	9	(2)
Own parents	215	105	110	(1)
-	3	1	2	

CHOICE BETWEEN TV FRIENDS AND OWN FRIENDS:

	<u>Total</u>	<u>Male</u>	<u>Female</u>	
TV friends	11	2	9	(2)
Own friends	214	106	108	(1)
-	3	1	2	

ARE TV TEENAGERS BETTER OFF THAN YOU ARE ?

	<u>Total</u>	<u>Male</u>	<u>Female</u>	
Better off	61	34	27	(3)
About the same	134	59	75	(2)
Worse off	31	15	16	(1)
-	2	1	1	

DOES IT BOTHER YOU THAT SOME ARE BETTER OFF THAN YOU ARE ?

	<u>Total</u>	<u>Male</u>	<u>Female</u>	
Yes, a lot	6	3	3	(3)
Yes, a little	61	23	38	(2)
No, not at all	161	83	78	(1)

Numbers in parentheses refer to coding schema

Appendix II

Vital Statistics taken from Bureau of Census and Statistics  
Brisbane, Queensland

Area and Estimated Population and Number of Dwellings in Each  
Local Authority Area at 30th June, 1967.

Brisbane - Total Population: 813,300

City divided into the following areas:

Central City  
North Side Inner Suburbs  
North Side Outer Suburbs  
Western Suburbs  
South Side Inner Suburbs  
South Side Outer Suburbs  
Bayside  
Other Brisbane City

Population and Dwellings of Three North Side Outer Suburbs from  
which School Students in This Particular Sample were Drawn:

	Population	Dwellings
A.	12,900	4,029
B.	28,200	7,434
C.	15,500	4,691
	56,600	16,154

Appendix III. Correlation Matrix for 30 Variables  
N = 228

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Variable 1. Sex<sup>a</sup>

1.00	.134	-.057	-.096	.044	.199	-.198	.300	.141	.137
.272	.225	-.226	-.040	.076	-.153	-.027	-.010	.123	.107
.012	.073	-.030	.062	.067	.021	-.122	-.032	-.014	-.188

Variable 2. Viewing Time Weekdays

.134	1.00	-.017	-.198	.146	.190	-.006	.085	.057	.035
.010	-.035	-.159	-.182	-.084	-.072	-.056	-.230	.010	.129
-.021	.116	-.091	-.000	.090	.040	-.039	-.039	.187	-.031

Variable 3. Peer Group Relations

-.058	-.017	1.00	.037	.106	-.064	-.105	.112	.002	.040
-.067	.060	-.002	.062	.049	-.031	-.169	.000	-.051	.213
.253	.113	.109	.057	-.020	-.019	.103	-.051	.102	-.000

Variable 4. Father's Occupation

-.096	-.198	.037	1.00	.074	-.134	-.010	-.059	.032	-.027
-.033	-.001	.249	-.109	.090	.151	.078	.082	.041	.033
.025	.109	.224	.060	-.034	.044	.041	-.041	-.032	.188

Variable 5. TV Reality Perception

.044	.146	.106	.074	1.00	.013	-.075	.037	.026	-.099
-.015	-.056	.025	-.134	.148	.118	.136	-.050	-.041	.082
-.081	.177	.089	.048	.129	.014	-.015	.102	-.046	-.047

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<sup>a</sup>Variable 1 is correlated with variable 2 (.134)  
Variable 1 is correlated with variable 3 (.057) and so on ...

Appendix III. (cont'd.)...

## Variable 6. Amount of Violence Viewed

.199	.190	-.064	-.134	.013	1.00	-.103	.136	.038	.069
.017	.053	-.038	.002	.081	-.150	-.208	-.167	-.018	-.009
-.170	-.048	-.075	.011	.107	.102	.055	-.108	-.073	-.110

## Variable 7. Reaction to General Violence Viewed

-.198	-.006	-.105	-.010	-.075	-.103	1.00	-.304	-.292	-.101
-.076	-.124	-.122	.083	-.108	-.002	.103	.054	.105	-.064
.050	.029	-.003	.015	.063	-.013	-.036	-.016	.179	.022

## Variable 8. Reaction to Shooting Viewed

.300	.085	.112	-.059	.037	.136	-.304	1.00	.296	.137
.138	.072	-.045	.094	.012	-.017	-.069	-.020	.014	-.036
.013	-.016	-.011	.191	.118	-.002	-.059	.016	-.064	-.090

## Variable 9. Reaction to Police Beating Up Rioters Viewed

.141	.057	.002	.032	.026	.038	-.292	.296	1.00	.297
.165	.162	.077	-.123	-.060	-.015	-.060	-.030	.034	.072
-.042	-.082	-.011	.058	-.006	.016	-.008	-.023	-.075	.046

## Variable 10. Reaction to Rioters Breaking Up Other People's Property

.137	.035	.040	-.027	-.099	.069	-.101	.137	.297	1.00
.330	.429	-.050	.001	-.061	.014	-.055	-.120	-.108	.074
.033	-.007	-.082	.123	.107	.146	-.087	-.090	-.125	-.070

Appendix III. (cont'd.)...

## Variable 11. Reaction to "Threats to Animals"

.272	.010	-.067	-.033	-.015	.017	-.076	.138	.165	.330
1.00	.407	-.041	.011	.033	-.138	-.105	-.103	-.041	-.102
-.023	.024	-.023	.002	.038	.008	-.105	-.024	-.139	-.099

## Variable 12. Reaction to People Starving Viewed

.225	-.035	.060	-.001	-.056	.053	-.124	.072	.162	.429
.407	1.00	-.097	.035	-.033	-.062	-.096	-.091	-.021	-.029
.107	.018	-.111	.044	.031	.009	-.078	.085	-.078	-.023

## Variable 13. Academic Record

-.226	-.159	-.002	.249	.025	-.038	-.122	-.045	.077	-.050
-.041	-.097	1.00	-.416	.019	.197	.220	.120	.031	-.022
-.075	.070	.135	.004	.038	-.095	.017	.014	-.018	.245

## Variable 14. Grade Level

-.040	-.182	.062	-.109	-.134	.002	.083	.094	-.123	.001
.011	.036	-.416	1.00	.048	-.092	-.431	-.064	-.084	-.077
.109	-.229	-.106	-.027	-.103	.244	.028	.121	-.025	-.106

## Variable 15. Nature of Learning from TV

.076	-.084	.049	.090	.148	.081	-.108	.012	-.060	-.061
.033	-.033	.019	.048	1.00	.047	-.021	.013	.083	.066
-.016	.199	.008	-.074	.043	.033	-.080	.073	-.011	.024

Appendix III. (cont'd.)...

## Variable 16. Attitude toward School

-.153	-.072	-.031	.151	.118	-.150	-.002	-.017	-.015	.014
-.138	-.062	.197	-.092	.047	1.00	.407	.144	-.078	.071
.084	.088	.248	-.027	.111	-.103	-.044	.172	.045	.124

## Variable 17. Attitude towards Teachers

-.027	-.056	-.169	.078	.136	-.208	.103	-.069	-.060	-.055
-.105	-.096	.220	-.431	-.021	.407	1.00	.217	.080	.023
-.019	.105	.282	.008	.228	-.191	-.109	.083	.094	.083

## Variable 18. Rules About Watching TV

-.010	-.230	.000	.082	-.050	-.167	.054	-.020	-.030	-.120
-.103	-.091	.120	-.064	.013	.144	.217	1.00	.268	.064
.006	.009	.138	-.025	-.062	-.103	-.213	.025	.157	.176

## Variable 19. No TV as Punishment

.123	.010	-.051	.041	-.041	-.018	.105	.014	.034	-.108
-.041	-.021	.031	-.084	.083	-.078	.080	.268	1.00	.072
.033	-.017	-.003	-.005	.036	-.112	-.042	-.075	.185	.008

## Variable 20. Imitation of Friends

.107	.129	.213	.033	.082	-.009	-.064	-.037	.072	.074
-.102	-.029	-.022	-.077	-.066	.071	.023	.064	.072	1.00
-.008	.174	.097	.039	.008	.120	-.042	-.006	.147	-.016

Appendix III. (cont'd.)...

## Variable 21. Preference to be with Friends or Watch TV

.012	.021	.253	.025	.081	.170	.050	.013	.042	.033
-.023	.107	-.075	.109	-.016	.084	-.019	.006	.033	-.008
1.00	.043	.074	-.005	-.066	-.042	-.045	-.008	.068	-.023

## Variable 22. Imitation from TV

.073	.116	.113	.109	.177	-.048	.029	-.016	-.082	-.007
.023	.018	.070	-.229	.199	.088	.105	.009	-.017	.174
.043	1.00	.050	.082	.066	-.107	-.030	.112	.044	.001

## Variable 23. Doing What Parents Want

-.030	-.091	.109	.224	.089	-.075	-.003	-.011	-.011	-.082
-.023	-.111	.135	-.106	.008	.248	.282	.138	-.003	.097
.074	.050	1.00	.003	.031	-.068	.029	.116	-.034	.108

## Variable 24. Are TV Teenagers Better Off

.062	-.000	.057	.060	.048	.011	.015	.191	.058	.123
.002	.044	.004	-.027	-.074	-.027	.008	-.025	-.005	.039
-.005	.082	.003	1.00	.132	.146	-.036	.055	.072	-.103

## Variable 25. Do TV Teenagers Have More Responsibility

.067	.090	-.020	-.034	.129	.107	-.063	.118	-.006	.107
.038	.031	.038	-.103	.043	.111	.228	-.062	.036	.008
-.066	.066	.031	.132	1.00	.054	-.040	.079	.003	-.085

Appendix III. (cont'd.)...

## Variable 26. Do TV Teenagers Have More Freedom

.021	.040	-.019	.044	.014	.102	-.013	-.002	.016	.146
.008	.009	-.095	.244	.033	-.103	-.191	-.103	-.112	.120
-.042	-.107	-.068	.146	.054	1.00	.000	-.071	.000	-.003

## Variable 27. Preference for Own or TV Parents

-.123	-.039	.103	.041	-.015	.055	-.036	-.059	-.008	-.087
-.105	-.078	.017	.028	-.080	-.044	-.109	-.213	-.042	-.042
-.045	-.030	.029	-.036	-.040	.000	1.00	-.098	-.116	.062

## Variable 28. Reasons for Watching TV

-.032	-.039	-.051	-.041	.102	-.108	-.016	.016	-.023	-.090
-.024	.085	.014	.121	.073	.172	.083	.025	-.075	-.006
-.008	.112	.116	.055	.079	-.071	-.098	1.00	.023	.033

## Variable 29. Home Concern for Kinds of TV Programmes Watched

-.014	.187	.102	-.032	-.046	-.073	.179	-.064	-.075	-.125
-.139	-.078	-.018	-.025	-.011	.045	.094	.157	.185	.147
.068	.044	-.034	.072	.003	.000	-.116	.023	1.00	-.021

## Variable 30. Aspirations for Future Position

-.188	-.031	-.000	.188	-.047	-.110	.022	-.090	.046	-.070
-.099	-.023	.245	-.106	.024	.124	.083	.176	.008	-.016
-.023	.001	.108	-.103	-.085	-.003	.062	.033	-.021	1.00

r of .129 significant at the .05 level

r of .169 significant at the .01 level

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