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ABSTRACT

A COMPARISON OF THE TELEVISION VIEWING
HABITS OF RELIGIOUSLY ORIENTED AND
NON-RELIGIOUSLY ORIENTED
CHILDREN

by

Hector Detres C.

Chairman: Lenore S. Brantley

ABSTRACT OF GRADUATE STUDENT RESEARCH

Thesis

Andrews University

School of Education

Title: A COMPARISON OF THE TELEVISION VIEWING HABITS OF RELIGIOUSLY
ORIENTED AND NON-RELIGIOUSLY ORIENTED CHILDREN.

Name of researcher: Hector Detres C.

Name and degree of faculty adviser: Lenore S. Brantley, Ed.D.

Date completed: August 1987

Problem

Television plays an important role in the lives of children. The objective of this study was to compare religiously oriented and non-religiously oriented children and the patterns of television viewing habits between these two groups.

Method

The analysis of variance was used to measure the hypotheses. A questionnaire completed by 378 subjects in grades 3, 6, 9, and 12 in private and public schools was used to gather the data for this study.

Results

Significant differences were found between religiously oriented and non-religiously oriented children in the average number of hours of television viewing, and in preference for crime-action and educational-altruistic programs by grade levels. No significant differences were found between grade level and the number of hours of television viewing and preference towards crime-action and educational-altruistic programs between the two groups.

Conclusions

This study has provided some information about trends in television habits between religiously oriented and non-religiously oriented children.

Andrews University

School of Education

A COMPARISON OF THE TELEVISION VIEWING
HABITS OF RELIGIOUSLY ORIENTED AND
NON-RELIGIOUSLY ORIENTED
CHILDREN

A Thesis

Presented in Partial Fulfillment

of the Requirements for the Degree

Master of Arts

by

Hector Detres C.

September 1987

A COMPARISON OF THE TELEVISION VIEWING
HABITS OF RELIGIOUSLY ORIENTED AND
NON RELIGIOUSLY ORIENTED
CHILDREN

A thesis
presented in partial fulfillment
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Master of Arts

by

Hector Detres C.

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ACKNOWLEDGMENTS

I want to express my sincere gratitude to those who contributed to the realization of this paper.

First of all, to God who gave me the courage to go beyond my strengths and who faithfully supported me through my studies.

To my parents, Hector and Carmen, for trusting me in pursuing a master's degree.

To Dr. Lenore Brantley who worked side by side with me to make this thesis paper come true.

To Dr. Donna Habenicht who gladly served as a member of the committee.

To Dr. Wilfred Fatcher who graciously contributed to the statistical expertise.

Finally, to my wife Elizabeth and my beautiful daughter Jennifer who always contributed to my psychological, spiritual, and physical well being. They always were there to encourage me and to trust in my efforts.

CHAPTER 1

INTRODUCTION

In 1983 Americans watched 213 billion hours of television (TV). Over 65% of our population can no longer remember the era before television. With American children averaging between 2 and 3 hours of television viewing daily throughout their childhood, television becomes an extremely powerful agent of socialization that can inculcate either undesirable social lessons (Poulos, Harvey, & Liebert, 1975) or positive social lessons (McCoy, 1981).

The amount of television viewing also affects school achievement and displaces reading activities, although this conclusion is not well established. Other possibilities such as "interference" between reading skills and television viewing skills are poorly understood (Hormick, 1981).

The Surgeon General of the United States (U.S. Department of Health and Human Services, 1972) concluded that "television violence is as strongly correlated with aggressive behavior as any other behavioral variable that has been measured" and that children learn to behave aggressively from the violence they see on television in the same way they learn cognitive and social skills from watching their parents, siblings, peers, teachers, and others.

Cartoons also affect human behavior, especially in children. Researchers such as Stein and Friedrich (1975) concluded that "at this

stage, there is no reason to think that cartoons have less effect than films of people." Gerbner (1972) pointed out that 80-90% of all programs contained violence, with children's cartoons containing the greatest amounts.

Although media officials have claimed that parents can effectively control the adverse effect of TV programming by talking to their children, few studies have been found on this topic. Fontes (1978) demonstrated that condemnation by mothers and non-related adult females of televised violence heightened children's perceptions of such incidents as inappropriate but did not otherwise influence children's aggressive or cooperative behavior.

Mattern and Lindholm (1983) conducted an experiment to extend and refine Fontes' research. Subjects were 12 boys and girls ranging in age from 61 to 73 months and their mothers. These children watched 10-minute segments from a popular TV series called "The Incredible Hulk" (copyright by CBS) characterized by its violence. Boys and girls were randomly assigned to treatment and nontreatment groups.

Treatment mothers were given a description of what they were to see and suggestions for anti-aggressive comments that they might say while looking at the program. Nontreatment mothers were asked only to watch the show with their children.

The results showed a tendency for treatment boys to be more helpful and less aggressive than nontreatment boys and for treatment girls to be less helpful and more aggressive than nontreatment girls (pp. 133-134).

Poulos, Harvey, and Liebert (1976) studied the programming of the main TV networks. They found that the heaviest amount of violence and aggressiveness is on Saturday morning cartoons. McCorkle (1980) also connected Saturday cartoons as the "language ghetto," meaning that the cartoons contained the greatest amount of aggressive language.

Statement of the Problem

The American child spends 3 to 5 hours a day watching TV. One of the most important concerns of parents and educators today is the influence of television on the behavior of children. Numerous studies have verified this relationship. The purpose of this study was to determine if a religious orientation has some effect upon the television-viewing habits of children.

Purpose of the Study

The purpose of this study was to find if a significant difference existed between religiously oriented children and non-religiously oriented children in the pattern of television viewing in the areas of content (educational-altruistic and crime-action) and time (hours watching TV) and to find if this pattern continued or changed from the 3rd to 12th grades. Specific areas of study included:

1. Hours of watching TV per day
2. Types of TV programs and their preferences based on content:
 - a) altruistic and educational
 - b) crime-action

Importance of the Study

To date no research studies have been conducted showing the relationship between television viewing and the extent of religious activities. Studies are needed in this area to determine if religious orientation has a direct influence upon the children's television-viewing habits. The information offered in this study will provide valuable information for professionals working with children and adolescents.

Experimental Hypotheses

The following hypotheses were tested:

1. There is a significant difference between religiously oriented children and non-religiously oriented children in hours per day viewing television.
2. There is a significant difference between religiously oriented and non-religiously oriented children in the number of hours of television viewing at different grade levels.
3. There is a significant difference between religiously oriented and non-religiously oriented children in the number of hours of viewing crime-action programs on television.
4. There is a significant difference between religiously oriented and non-religiously oriented children in the number of hours weekly viewing crime-action television programs at different grade levels.
5. There is a significant difference between religiously oriented and non-religiously oriented children in the number of hours of viewing educational-altruistic programs on television.

6. There is a significant difference between religiously oriented and non-religiously oriented children in the grade levels and the number of hours of viewing educational-altruistic programs on television.

Definition of the Terminology

Altruism--Ethical principle which stresses and assumes positive value as an individual regard for the welfare of others.

Desensitization--The psychological process whereby, because of the heavy and continuous exposure to a stimulus, it becomes impossible for the viewer to model the novel response displayed by imaginary characters in imaginary situations. This creates a mental immunity to the horror of violence, which is now perceived as being normal.

Non-religiously oriented children--Defined as those who do not attend church regularly and who do not meet at least one of the following criteria:

- a) have daily family worship at home
- b) spend some time personally reading the Bible
- c) engage in other religious activities.

Religiously oriented children--Defined as those who attend church regularly and, in addition, meet at least one of the following criteria:

- a) have daily family worship at home
- b) spend some time personally reading the Bible
- c) engage in other religious activities.

Stereotype--Unreal and unchangeable ideas about the way men, women, and other races behave.

Violence--The purposeful, illegal infliction of pain for personal gain or gratification that is intended to harm the victim and is accomplished in spite of social sanctions against it but is not limited solely to physical behavior. Violence can also be conceptualized to include non-physical behavior resulting in social or mental injury, such as damage to one's self-concept or to one's reputation.

Organization of the Study

Chapter 2 surveys the review of the literature. Chapter 3 explains the methodology, the type of research, the population and sample, the instruments used, and the method of statistical analysis and procedure. Chapter 4 covers the results, and Chapter 5 includes the summary, conclusion, and recommendations.

CHAPTER 2

REVIEW OF RELATED LITERATURE

Effects of Television on Children

There has been a grave and growing concern over the question of whether the media--particularly television--may be encouraging violence and other antisocial behavior among children and youth. The Surgeon General of the United States appointed an advisory committee on television and social behavior that studied the matter from 1969 to 1971. They reported that the scientific data were not conclusive whether television violence causes aggression in most children, although they added that there was good evidence to indicate a relation between violence on television and aggressive behavior among children who already had a tendency toward aggressive behavior (U.S. Public Health Service, 1972).

A later review of research (Comstock, 1977) indicated that effects are largely dependent on situational factors such as "frustration or anger; similarities between the available target and the target in the portrayal; expected consequences such as success, failure, pain, or punishment; and opportunity to perform the act of violence" (p. 195).

Ten years after the Surgeon General's 1972 report, however, a committee of behavioral scientists (U.S. Department of Health and Human Services, 1982) reviewed subsequent research for the National Institute of Mental Health and concluded that a relationship between viewing of

violence on television and aggressive behavior in children was now well established.

The committee further concluded that "television violence is as strongly correlated with aggressive behavior as any other behavioral variable that has been measured," that the percentage of programs containing violence has been stable since 1967 although the number of violent acts per program has increased, and that children "learn to behave aggressively from the violence they see on television in the same way they learn cognitive and social skills from watching their parents, siblings, peers, teachers, and others" (pp. 6, 38, 39).

There is even more concern on the part of some critics about the sexual explicitness of television and of current movies. It is claimed by some that these media are causing pervasive changes in the customs and values of the society, while others argue that the social mores were already changing toward freer sexual and aggressive behavior and that the contemporary movies are simply satisfying the changing tastes of the public.

A book by Lawrence Alloway (1972) defending violence in the movies supports this latter conclusion. It is, of course, to be noted that the most violent and sexually explicit movies are supposed to be barred to the view of persons under 18 years.

That the media can be an important force for positive socialization is also apparent and has been supported by research indicating that "Sesame Street" has been helpful both for middle- and lower-status children (Almedia, 1977; Leifer, Gordon & Graves 1975), and that children can become more cooperative and nurturant after viewing

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programs emphasizing these behaviors (Poulos, Reubenstein, & Liebert, 1975).

Recognizing the promise as well as the potentially damaging effects of television on children and youth, critics have been organizing to promote changes in commercial programming in the United States. The Parent Teachers Association has made reform in television one of its principal national demands. Groups such as the National Citizens Committee for Broadcasting have been organized to collect data and lobby for change.

Critics of television have blamed it for a variety of social ills including the promotion of unintelligent consumerism, declining performance on academic tests in the schools, and the promulgation of stereotypes regarding low-status minorities (Pierce, Caren, & Willis, 1977) and women. Winn (1977) presented some evidence and strong arguments that television may be making children physically and intellectually passive, with detrimental effects on their cognitive and academic development.

Research on the relationship between television viewing and school achievement indicates that a relationship exists, but evidence of television-viewing effects is limited mainly to reading and the causes of the relationship are somewhat unclear. A few studies suggest that television viewing may displace reading activities, but this conclusion is not well established and other possibilities such as "interference" between reading skills and television-viewing skills are poorly understood (Hormik, 1981).

In any case, the overall negative relationship (i.e., more hours of viewing are associated with lower reading achievement) is not

very large, and lowered achievement appears to be characteristic primarily of youngsters who report unusually frequent or "excessive" viewing--perhaps an average of 5 to 6 hours or more per day. However, given that most studies are correlational rather than experimental, one could equally speculate that students whose reading achievement is very low might tend to retreat to the television set.

Research indicates that relationships between achievement, television viewing, age of the student, home environment, and other variables are complex and multidimensional. For example, a 1981 study of television viewing among more than 12,000 sixth graders in California indicated that heavy viewing was associated with lower achievement in reading, mathematics, writing, lower social class, and preference for light entertainment. Viewing in excess of 5 to 6 hours per day was associated with low achievement for all social class groups; but for students of lower social class, watching television up to 3 to 4 hours per day was associated with lower achievement (California Assessment Program, 1982).

Preliminary findings from a 1982 survey by Bachan, Hornby, Roberts, and Hernandez-Ramos of 580 students in northern California further indicated that social class is more strongly related to reading achievement among third graders than sixth graders, and effects of viewing on achievement depend on such considerations as reasons for viewing (e.g., to learn or to escape from other activities), reasons for reading, and degree and type of "involvement" in reading and television viewing. The investigators concluded that "amount of viewing and amount of reading, although important variables in their

own right, are but parts of a larger complex of related television or viewing constructs" (p. 194).

The television industry has not been completely unresponsive to criticism. Between 1975 and 1983, there was a slight reduction in violence and other adult themes during prime viewing hours, and efforts were being made to portray the antisocial nature of violence more meaningfully. The major networks also slightly reduced the number of commercials on Saturday morning cartoons for children and began to include more messages of social value as part of programs for children (Levine & Havighurst, 1984, p. 194).

A study conducted by CBS in 1977 showed that 9 out of 10 children received at least one positive message from programs such as "Fat Albert and the Cosby Kids," "Shazam," and "Isis." However, Turrow (1981) reviewed three decades of network television programming for children and reported that criticism of the television industry has been ineffective at changing basic programming criteria, though it has "eked out" some concessions resulting in "slightly fewer action-adventure series, a few more live-action shows, a few more realistic dramas about children, [and] more children of both sexes in the programs" (p. 12). He also concluded that cable television is beginning to show some of the same deficiencies in programming for children as did network television in its early days.

All things considered, the effects of television on children and the family still pose an important national problem, though little can be concluded beyond the truism that television promises extraordinary benefits for education but also sometimes undermines

family interaction and other forms of learning, such as play and reading. Violence on television may also have an affect upon children's aggressive behavior.

Cartoon Violence and Children's Aggression

The general conclusion of some research (Stein & Friedrich, 1975) shows that viewing violence increases rather than decreases the aggressive behavior of the viewer. Researchers have also concluded that "At this stage, there is no reason to think that cartoons have less effect than films of people" (p. 222). A careful examination of published research reveals that there is evidence to support the view that fictional cartoons have considerable impact on children.

By 1967 Gerbner was reporting an all-time high of aggression: 80-90% of all programs contained violence, with children's cartoons containing the greatest amounts (Gerbner, 1972). This level of televised violence remained stable with little promise of change until the 1972 Senate Hearings on the issue. Responding to the Surgeon General's comprehensive report (Cisin, 1972), network executives testified that amounts of TV aggression would decline, particularly in children's viewing hours. For example, Elton H. Rule of the American Broadcasting Company stated:

Now that we are reasonably certain that televised violence can increase aggressive tendencies in some children, we will have to manage our program planning accordingly. (p. 197)

Poulos (1976) and her colleagues conducted a study to verify whether, indeed, there was such a change as reported by CBS in the children's cartoons. She recorded 72 programs directly off the air from the main TV stations: ABC, CBS, and NBC. She concluded, "It is

clear that the majority of programs continue to feature aggressive content and many still focus on aggression as their central theme" (p. 1056). In fact, a large number of the shows were remarkably high in aggression, averaging at least one aggressive act every two minutes.

Part of the problem with studying the effects of violence is the hazy definition of the actual term. George Gerbner (1972), who studied trends in violence, defined violence this way:

Violence connotes a great variety of physical and mental violations, emotions, injustices, and transgressions of social and moral norms. It is the overt expression of physical force against others or the compelling of overt action against one's will on pain of being hurt or killed. (p. 31)

Cartoons fall within this definition. Cartoon characters are constantly being flattened, beaten, run over, or blown up, leaving the character without any visible damage.

Once again, Gerbner (1972) reported that "Saturday morning cartoons have the heaviest saturation of violence on all television with one violent episode every two minutes" (p. 44). All of this violence is broadcast to 17.65 million children between 9:30 a.m. and 12:00 noon Saturday mornings.

A few years ago (1978) the "catharsis theory" was popular. This reassuring theory asserted that seeing violence is a useful outlet for aggression. Children release their anger and self-doubts by watching others act out violent situations. However, Victor Cline (1976), a University of Utah professor of psychology, said, "Seeing violence stimulates children aggressively; it also shows them how to commit aggressive acts" (p. 7).

In addition, Skornia (1978) related heavy viewing with juvenile crime: "The fact that youth readily learn what television teaches is

substantiated in a 1200% increase in juvenile crime during the last 20-year America's TV Age" (p. 7) A child watching television for even a short period of time will learn methods of murder.

Freud (1905) in Jokes and Their Relation to the Unconscious interpreted aggression or hostile humor as

a veiled form of attack which satisfies an aggressive motive of its author. Cartoons, jokes, and anecdotes which derogate an objective or emphasize themes of its destruction or suffering all fall under this rubric. When an audience laughs at or enjoys aggressive humor it has accepted the humorist's implicit invitation to join in the assault. (p. 203)

Children imitate aggressive acts regardless of whether the figure is live or on film. In early research on modeling, researchers like Bandura, Ross, and Ross (1963) concluded that "Subjects who viewed the aggressive human and cartoons models on film, exhibited nearly twice as much aggression as did subjects in the control group who did not see aggressive film content" (p. 11).

Gerbner (1972) found that "Cartoons have consistently exceeded all other categories of programs including action-type in the number of violent episodes." Another report found that cartoons have three times the average rate of violence. According to Sue Jarrell (1982), the chance of a cartoon character being attacked is 800 times higher than in real life.

Dr. Jesse Steinfeld (1975), the Surgeon General, reported to the United States Senate Committee that "while the committee report [Surgeon General's Scientific Advisory Committee] is carefully phrased and qualified in language acceptable to social scientists, it is clear to me that the casual relationship between televised violence and

antisocial behavior is sufficient to warrant appropriate and immediate remedial action" (pp. 221-223).

At school the same pattern of behavior is followed by the children who are heavy viewers of television. Several field studies have been conducted in which children received heavy doses of actual cartoon violence and then their assaultive behavior toward peers was observed in classroom or play situations. One such study was reported by Steuer, Applefield, and Smith (1971). Five pairs of children were systematically observed in experimental rooms to gather baseline data on frequency of interpersonal assaultiveness. One child in each pair was then exposed to 50 minutes of film violence over a 5-day period while the partner viewed a non-aggressive film. Three of the five children who viewed the aggressive films exhibited considerable increases in physical assaultiveness toward their peer partners. Hapkiewicz and Stone (1974) pointed out, "It is well known that short exposure to violent interactions among real-life characters will produce disinhibition effects" (pp. 47-58).

Another study that investigated the results of violent cartoons was conducted by Ellis and Sakyra (1972). Although the children were only subjected to 5 minutes of violent cartoons they exhibited significantly more aggression toward their classmates than those who viewed either a neutral film or participated in a discussion group.

A more exhaustive field study was conducted by Friedrich and Stein (1973). Nursery-school children were exposed to cartoon versions of "Batman" and "Superman" over a 4-week period and their interactions with peers were systematically observed and recorded. Children who viewed the violent cartoons were then compared to children who had

watched prosocial programs ("Mister Roger's Neighborhood") or neutral films. Results revealed that children who were initially above average in aggressiveness were more verbally and physically assaultive after viewing the violent cartoons than those who had seen prosocial or neutral films.

Siegel (1956) found no significant cartoon effects of aggression toward another child, toys, or self during free play. Two other studies which used physical aggression toward a peer-partner also failed to find an increase in aggression after viewing violent cartoons. Hapkiewicz and Roden (1971) used the same cartoon character (although not the same film) as Siegel (1956). In two experiments Lovaas (1961) found that violent cartoons did not increase children's play with aggressive toys above operant level. However, in a third experiment children selected to play with an aggressive toy more frequently than a non-aggressive toy after viewing the violent cartoon.

Summary

Most studies suggest that children tend to display more aggressive behavior as a result of heavy viewing of cartoons. Although efforts have been made to lessen the number of programs that feature violence these endeavors have not been successful. Cartoons show violence in a far greater degree than in real life.

Auditory vs. Visual Effects on Television

Although television is thought to play an important role in promoting cognitive and social development (Ball & Bogatz, 1970; Collings, 1978), relatively little is known about the manner in which young children process information conveyed via this type of mass

communication. Several years ago, Ward and Wackman (1973) outlined a model of information processing for televised events. In this model, they posited age differences in the type of features children selected for processing while attending to television. Specifically, they suggested that preschool (or preoperational) children focus their attention on visual features of televised presentations and attend less closely to other characteristics (e.g., semantic or auditory features). Such differential attention is assumed to evoke better comprehension/retention of visual than auditory or other types of information.

Research conducted to assess processing of static pictorial information has suggested that young children often ignore auditory input (e.g., experimenter labeling of pictures) and rely on visual characteristics of stimuli for retention (Conrad, 1972; Hays & Schulze, 1977). It has also been demonstrated that children's visual attention to mass media events (i.e., fixation on the screen) varies as a function of a program's content and noncontent features (Anderson & Levin, 1976; Susman, 1978). Moreover, Hale, Miller, and Stevenson (1968) reported that grade-school children show more accurate retention of a movie's visual than verbal content, although the effect may have been due to differences in presentation duration for the two types of material.

Zuckerman, Ziegler, and Stevenson (1978) reported that grade-school children were more accurate in recognizing visual than auditory segments from commercials. Although this finding is consistent with their hypothesis, it does not provide strong support for the notion

that preschoolers generally remember more of what they see than what they hear on television.

First, correct performance was at chance in this study and the visual-superiority effect varied with the semantic content of the stimuli. Second, the predominant material used by Zuckerman et al. (1978) was cereal commercials, which may predispose different types of information processing than those normally occurring while viewing popular television shows.

It does seem plausible, however, that preschoolers might even look and not listen while attending to television. Given the advanced vocabulary and sophisticated humor comprising the sound tracks of many shows that are popular with children, preschoolers may be unable to understand many of the auditory characteristics. In fact, preschoolers' comprehension of television shows, as well as their integration of successive events within a show, has been described by Collins (1978) as highly fragmented. One possible source of this fragmentation may stem from young children's reliance on visual rather than auditory features for processing televised information.

Hayes and Birnbaum (1980) performed three experiments to assess the degree to which preschool children and adults remember information from the video versus audio portions of television shows. Two types of cartoons were generated to examine this issue: a composite cartoon in which the sound track was inappropriate for the events portrayed visually and a normal cartoon in which certain events were presented only visually, only aurally, or both visually and aurally.

The results showed that for children, retention of events portrayed visually was consistently higher than retention of auditory

information, whereas adults showed comparable retention of the two types of events. For the composite cartoons, very few children realized that a marked discrepancy existed in the visual versus auditory story lines. The results suggested that preschoolers tend to ignore large parts of the audio portions of certain television programs and pay greater attention to the visual aspects of those presentations.

Summary

These research studies have similar conclusions. Children pay more attention to the visual effects of television than the auditory. Children's retention of information is also greater when it is seen rather than when it is heard.

Desensitization and Television

As Harry Skornia, vice-president of the National Association for Better Broadcasting, has warned,

If I were to attempt to destroy a Nation internally, I would brainwash the nation into accepting violence. I would educate masses to hate and to kill and burn and destroy. I would condition people to tolerate violence as an acceptable type of behavior and condone its use as the most effective way to solve problems. I would provide specific lessons in the use of guns and knives and show how cars can be used as instruments of death. I would present this information entertainingly--in the form of television. (p. 13)

As one 11-year-old Denver child said, "You see so much violence that it's meaningless. If I saw someone really get killed, it wouldn't be a big deal. I guess I'm turning into a hard rock." Children become desensitized to violence because of its alarming frequency (Jarrell, 1980).

Disinhibition effects are more important in studies of cartoon violence because it is often impossible for the viewer to model the novel response displayed by imaginary situations. In other words, youth and adults may learn that violent behavior or aggressive tactics are appropriate under many circumstances. Some who spend significant amounts of time watching programs with high action, violence, and antisocial behavior may begin to assume that they are reflective of a similar rate of such occurrences in the world. Such viewers would learn gradually to accept a higher level of violence or antisocial behavior as being normal.

A number of studies with children (e.g., Cline, Croft, & Courrier, 1974) have provided data which suggest that the development of this frame of mind or attitude may result in a greater tolerance of violence when it occurs, a decrease of empathy toward others in distress, or an increase in apathy relative to the helping of victims.

Prosocial Behavior and Television

Television has been demonstrated to be not only a negative agent in the child's socialization, but also a positive prosocial agent (McCoy, 1981). McCoy found that older children, 8 to 10 years, were able to recall most of the prosocial content of "Fat Albert" and the "Cosby Kids," but 5- and 6-year-olds could not unless they had help in understanding the program.

Hoffman (1970) reported that exposure to models can increase children's altruism or generosity to others and can promote the setting of high standards for self-reward. Also, children tend to become more altruistic themselves when watching prosocial TV.

Stein and Friedrich (1972) used naturalistic observation to assess the effects of prosocial media on preschool children. From observed behavior these children were classified as "aggressive," "prosocial," or "self controlled." The children were randomly assigned to three groups to view different types of programs over a four-week period. The first group was shown aggressive cartoons such as "Superman" and "Batman." The second group was shown neutral films of children on a farm. The third group was shown "Mr. Rogers Neighborhood," a program which demonstrated cooperation. The study showed that the programs did have a significant effect upon the future aggressive or prosocial behavior of the children.

A study by Miller (1983) tested the verbal and non-verbal response patterns in the programs offered to a preschool audience between cartoon animal models and real human models. The cartoon animal models offered in the analysis demonstrated that cartoon programming has a greater impact and flexibility in proving both prosocial and punitive models of behavior. When cartoon animal features such as "Korg," "Pink Panther," and "Top Cat" were compared with human live action educational presentations, including "Mr. Rogers," "Sesame Street," and "Electric Company," statistically significant differences were realized in verbal response styles in favor of the educational, human, live programs. Likewise, when these same programs were compared on non-verbal response styles, human live-action educational features again demonstrated more favorable models than did cartoon animal features presented for television viewing.

In assessing the effects of both prosocial and aggressive response styles in the form of verbal and non-verbal response patterns,

it would appear that television can effectively increase behavior patterns of both types. It can also encourage forms of interpersonal effectiveness by discouraging the use of more aggressive role models in cartoon animal features and enhancing interpersonally oriented role models in both cartoons and human live action features.

The socially valued, behavior-oriented programs offered models showing greater control by persisting in tasks, obeying rules, and tolerating delays that children are often called upon to deal with in everyday life situations. Furthermore, emphasis on perceptual motor functioning and materials dealing with social behavior within the context of peer relationships was considerably more effective in both non-verbal and verbal response styles in the educational category of television programs than in the commercially produced cartoon features.

Summary

Studies indicate that television can have an effect upon prosocial behavior. This seems to be the case with older children above the age of 8 to 10 years old rather than the younger age group. Children that are exposed to aggressive type programming show more aggressive behavior. Those that view prosocial programs are more likely to demonstrate more prosocial attitudes.

Reality and Fantasy

By age 18, the average child has watched 17,000 hours of television. People dream, daydream, engage in reverie, read novels, attend the theatre and movies, and view a lot of television. The world of make-believe and imaginative play is central in the lives of

children. Adults may also participate in dramatic play and perhaps construct stories as an avocation or vocation.

In assessing the impact of television on the child, an important concern is when and how children develop their perception of what is real versus what is pretense on television. Piaget (1966) suggested that children's perception of reality passes through distinct stages as they gradually learn to separate themselves from the surrounding world and discriminate between what is real from what is not in the adult scene.

Results from studies of children's perception of reality in various types of situations, such as playing with a live animal (DeVries, 1969; Kohlberg, 1968), listening to stories (Lottan, 1967), looking at pictures (Taylor & Howell, 1973), and viewing television (Brown, Skeen, & Osborn, 1979; Noble, 1966) have generally indicated that a child's ability to distinguish between reality and fantasy increases with chronological age.

In addition to age, the content and type of the perceptual situation (story, picture, cartoon, or live actors on television) appear to be important in determining how children perceive reality versus pretend. For example, children who realized that cartoon programs were "pretend" thought that fantasy programs which had live actors were real (Lyle & Hoffman, 1972).

Because preschool children are dependent upon immediate perception and lack the capacity for abstract reasoning, they are strongly influenced by appearance. When viewing television they find it difficult, if not impossible, to understand that actors play roles, cartoon characters are not alive, and scenes are artificial copies of

real situations. Instead, they think that all events on television are real (Stevenson, 1972). Stein (1971) contended that children have a particularly hard time perceiving what is real versus pretend on television because it is such a realistic medium in which real and fictional events are presented in similar ways.

Studies by Baron (1980) and Hawkins (1977) reported age-related increases in the expression of causal relationships between the reality of the image and the production techniques employed to create the reality. Young children (ages 4-5) frequently refer to the "magic" and the "tricks" of television while older children (ages 12-13) are apparently better able to differentiate reality versus fantasy. Baron found that various television concepts tend to be understood at different ages. For instance, children 7- or 8-years-old exhibited conceptions of cartoon reality, the reality of stunts, (i.e., is a person who is shot really dead), the roles of actors, and the use of scripts.

Concepts related to special effects, program scheduling, (i.e., who decides what programs are shown), and transmission of television signals were later in developing, with limited understanding emerging around age 12 or 13 years. Moreover, these concepts may not be fully understood until adulthood. The findings suggest that qualitative differences exist in the way younger and older children perceive the reality of television content.

A personality variable which has been found to be related to the same adaptive behavior is that of locus of control of reinforcement (Rotter, 1954). Locus of control of reinforcement (LOC) is conceptualized as an individual's generalized expectancies regarding

reinforcement in the environment. A person who believes that reinforcement is determined primarily by chance or luck is said to have an "external" LOC orientation, while an "internal" individual is more likely to believe that reinforcement is a consequence of personal abilities or efforts. Saturday morning cartoons suggest that reinforcement is frequently a function of fate, luck, or supernatural powers--essentially an external locus of control orientation.

Boblick and Nowicki (1984) found that younger viewers may come to expect that problems are solved by calling for a superhero, by drinking a magic potion, or by the rising and setting of the moon on Saturday morning cartoons. Feshbach (1976) pointed out that the fantasy experience provided by some television programs with aggressive content can control or reduce aggressive acting-out behavior because the fantasy provides a substitute for aggression toward the actual target, because it provides an opportunity for the expression of anger, because it functions as a cognitive control, because it is satisfying and enjoyable, and because it may facilitate new insights and cognitive reorganization.

Summary

Preschoolers have a difficult time in distinguishing between reality and fantasy because of their cognitive skills. It is difficult for them to understand that the roles played by cartoon characters and actors are artificial copies of real situations. Research indicates that a child's ability to distinguish between reality and fantasy increases as the child grows older.

Later-in-Life Effects of Television

The increased interpersonal and object-oriented aggressiveness that some studies have reported, though less than immediately violent, does have implications for future behaviors. Data now exist showing that certain aggressive or deviant acts in early childhood or early adolescence are related to later-in-life antisocial behavior and that the more aggressive school boys tend to become more aggressive and antisocial youths and young adults.

Several studies also link the heavy viewing of televised violent programs to violent and antisocial behaviors. Two studies support this point. In a noteworthy study by Belson (1978) 1,650 London teenage boys were evaluated through interview data for violent behavior attitudes, background, and exposure to television violence. They were divided into two groups based on the extent of violence viewing, equated on certain variables, and then compared. Belson reported strong evidence that heavy television viewing increased the degree to which boys engaged in serious violent behaviors such as burglary, property destruction, infliction of personal injuries, attempted rape.

The second study was a longitudinal one by Eron (1972) and his colleagues. Subjects, first seen in 1960, included the entire third grade of a New York county. They were seen in the classroom for a series of tests and questionnaires. Personal interviews were also conducted with parents to determine learning conditions in the home which would relate to aggression of children in school as rated by peers. In 1970 the subjects, now about 19 years old, were interviewed again and retested. The best single predictor of aggressiveness at 19

years of age turned out to be the violence on television programs the subjects preferred when they were 8 years old. This finding was a major basis for the conclusion in 1972 by the Surgeon General's Scientific Committee that televised violence seemed casually linked to children's aggressiveness (Eron, Lefkowitz, & Huesmann, 1977).

A third phase of Eron's study has now been completed. Over 300 of the subjects were reinterviewed 10 years later in 1980 at age 30. Measures of psychopathology as well as interpersonal skills competence and television habits were collected. Hospital and criminal justice data were gathered. Spouses and children of the subjects also were interviewed. Dr. Eron's analyses indicated that the peer-rated aggressiveness or acted-out behaviors at age 8 do predict over 22 years to the number and seriousness of crime arrests, number of traffic accidents and moving violations, conviction for driving while impaired, and the extent of spouse abuse.

The data also showed that the violence of preferred television programs at age 8 continued to be an important variable, being correlated significantly with subject's self-rating of aggression, alcohol use, and with several of the above public record violations (Eron & Huesmann, 1984).

Singer and Singer (1980) in two short-term longitudinal studies followed middle-class and lower-socioeconomic class 3- and 4-year-olds, assessing both their television viewing and behavior four different times. The researchers concluded in both studies that watching violence on television was a cause of heightened aggressiveness. Longitudinal follow-ups of these children continued to show the same relationship 3 to 4 years later.

McCarthy and colleagues in 1975 concluded the same after studying 732 5-year-old children. Several kinds of aggressive behaviors, including conflict with parents, fighting, and delinquency proved positively associated with degrees of aggressive television viewing.

Heusmann, Lagerspetz, and Eron (1975) collected data on 758 first and third graders for each of 3 years through an overlapping longitudinal design which then provided data for grades 2 to 5. Similar data were collected on 220 children in Finland. Analyses revealed that violence viewing was related to concurrent aggression and significant predicted aggression levels several years later for boys in both countries and for girls in the United States. Sophisticated analyses did not reveal a consistent effect for all crimes but did show that the introduction of television conclusively increased larcenies and less definitively increased auto thefts.

In a Canadian study reported by Williams (1978), aggressive behavior of primary-school children in a small community was assessed before and after television was introduced. These data were compared with that for children of two other towns who already had access to television. Increases in both verbal and physical aggression after television was introduced were significantly greater here than in the two comparison communities.

A caveat is in order as this literature review is concluded. The research evidence is based on studies of groups and does not permit one at this time to make a definitive prediction that a particular individual is violence prone or anti-social on the basis of heavy viewing of televised violence alone. Behavior is complex and

multidetermined. Television influences are important but there are other potential influences at work. Whether a particular heavy television viewer will act aggressively or be antisocial also depends on other aspects of his background and the existence of environmental instigators or restraints on his acting out. The extensive research has demonstrated that television is an extreme agent of socialization that can inculcate undesirable social lessons (Poulos, Harvey, & Liebert, 1976).

CHAPTER III

METHODOLOGY

Research Design

This was a cross-sectional study in which two groups were compared to find if a significant difference existed between religiously oriented children and non-religiously oriented children in their pattern of television viewing in the areas of content and time and to learn if this pattern continued or changed from 3rd to 12th grades.

Population and Sample

The sample of this study was comprised of students from both a private system and a public-school system in southwestern Michigan. The sample was comprised of 3rd, 6th, 9th, and 12th graders which included 183 students from the private schools and 195 from the public schools for the second semester of the 1986-87 school year. Two groups were randomly selected from each grade (i.e., two 3rd grades, two 6th grades, two 9th grades, and two 12th grades) in each of the two school systems. This resulted in four groups from each grade level.

Instrumentation

The questionnaire distributed among the students was designed by the researcher and consisted of 12 questions intended to measure the patterns of television viewing. The first four questions collected

personal data about the student; age, sex, grade, and private or public school attendance. Questions 5 through 8 described television viewing during school days and weekends, parental involvement, and hours per week watching home videos. Questions 9 through 11 dealt with the extent of religious activities and question 12 measured the preference of the students toward crime-action or educational-altruistic programs. The instrument is in appendix A.

Procedures

The principals for the private religiously affiliated school system and the superintendent for the public-school system were contacted to request permission to conduct the study. Letters were sent to the parents of the children in grades 3, 6, 9, and 12 who were to participate in the study. The private-school parents indicated a yes or no answer to participate in the research. The public-school parents were requested to inform the researcher if they did not wish their children to participate in the research due to its religious nature.

A pilot study was done in the private school to determine if the questions would be clearly understood by the students. The teachers distributed the questionnaires to the students in grades 6, 9, and 12 and collected them. Third graders, because of their cognitive and reading-skill levels, were read the questions by the researcher but allowed to give their individual responses. All the groups were randomly divided into two classes for each grade level in both private and public schools.

Returns were received from 378 students and all questionnaires were used in the analysis. All data were analyzed anonymously by computer.

Hypotheses

The following hypotheses were tested:

1. There is no significant difference between religiously oriented and non-religiously oriented children in hours per day viewing television.
2. There is no significant difference between religiously oriented and non-religiously oriented children in the number of hours of television viewing at different grade levels.
3. There is no significant difference between religiously oriented and non-religiously oriented children in the number of hours of viewing crime-action programs on television.
4. There is no significant difference between religiously oriented and non-religiously oriented children in the number of hours weekly viewing crime-action television programs at different grade levels.
5. There is no significant difference between religiously oriented and non-religiously oriented children in the number of hours of viewing educational-altruistic programs on television.
6. There is no significant difference between religiously oriented and non-religiously oriented children in the grade levels in the number of hours of viewing educational-altruistic programs on television.

Dependent Variable

The extent of religious orientation is defined and based on the following characteristics:

- a) have daily family worship
- b) spend some time personally reading the Bible or engaging in religious activities
- c) go to church regularly.

Independent Variable

The independent variables are:

- a) time (hours of TV watching per day)
- b) content (crime-action/educational-altruistic)

Statistical Analysis

All hypotheses, that is 1, 2, 3, 4, 5, and 6, were tested by analysis of variance. Analysis of Variance test statistical significance for experiments involving one or more factors and two or more levels on each factor.

Summary

This chapter presented the research methodology which included the description of the population and sample, the instrument used in the study the procedures, and the null hypotheses. Mention was also made of the statistical method and analysis.

CHAPTER IV

RESULTS

This chapter presents the findings of the study and follows a two-sector format. First, the hypotheses are tested; second, the hypothesized relationships are summarized, described, and formally accepted or rejected.

Profile of the Subjects

The study sought to find whether significant differences existed in the children's religious orientation and their patterns of television viewing habits. Subjects were 3rd, 6th, 9th, and 12th graders, which included 183 students from a private church affiliated-school system and 195 students from a public-school system in southwestern Michigan for the second semester of the 1986-87 school year.

An instrument developed by the researcher identified the extent of religious activities and habits of television viewing. The television viewing habits of these two groups were determined by classifying the students' program orientation and preferences, and by number of viewing hours.

Of 378 respondents, 181 were identified as religiously oriented children and 197 as non-religiously oriented children. Of these, 188 preferred crime-action television programs, 76 preferred educational-altruistic television programs, 81 preferred both crime-

action and educational-altruistic television programs, while 38 had no preference.

Description of Hypothesized Relationships

Each of the hypotheses cited in Chapter 3 was examined individually. In order to facilitate retaining or rejecting the hypotheses, they were stated in the null form according to its statistical criterion of 00.05.

Hypotheses 1 and 2

Hypothesis 1

There is no significant difference between religiously oriented and non-religiously oriented children in hours per day viewing television.

Hypothesis 2

There is no significant difference between religiously oriented and non-religiously oriented children in the number of hours of television viewing at different grade levels.

Table 1 contains the mean daily hours of television viewing by children of each orientation at each grade level. Some apparent differences appear in the table. The religiously oriented children watch less television per day than the non-religiously oriented children. This pattern was consistent from the 3rd to the 12th grades.

Analysis of Variance was used to test whether these differences are statistically significant for hypotheses 1 and 2. Table 2 shows the analysis of variance.

TABLE 1
HOURS OF TELEVISION WATCHING PER DAY

Groups	Grades				Average
	3rd	6th	9th	12th	
Religiously oriented	2.22	2.19	2.00	2.24	2.15
Non-religiously oriented	3.10	3.50	3.60	4.00	3.35
	2.66	2.84	2.80	3.12	

TABLE 2
ANALYSIS OF VARIANCE-ORIENTATION BY GRADE
NUMBER OF HOURS OF TELEVISION VIEWING

	Sum of Squares	Degree of Freedom	Mean Square	F	Tail Probability
Orientation	95.38299	1	95.38299	23.32	<0.00005
Grade level	3.04407	3	1.01469	0.25	0.8625
Interaction	10.33104	3	3.44368	0.84	0.4716
	1484.77549	363			

Table 2 shows that there was no significant interaction between orientation and grade level. There was no significant difference between grade levels. For religious orientation, the F ratio of 23.32 had a probability of $<.00005$. There is a significant effect for religious orientation. The religiously oriented children watch significantly less television than the non-religiously oriented children. Hence, Hypothesis 1 is rejected and Hypothesis 2 is retained.

Hypotheses 3 and 4

Hypothesis 3

There is no significant difference between religiously oriented and non-religiously oriented children in the number of hours of viewing crime-action programs on television.

Hypothesis 4

There is no significant difference between religiously oriented and non-religiously oriented children in the number of hours weekly viewing crime-action television programs at different grade levels.

Table 3 shows the number of hours of crime-action television programs watched by each group at each grade level. In both the religiously oriented and non-religiously oriented groups, the 3rd graders were the heaviest viewers of crime-action television programs. The average number of hours decreases as the grade level increases.

Table 4 shows the Analysis of Variance to test the hypotheses 3 and 4. Table 4 shows that there is no significant interaction between religious orientation and grade level. Also, there is no significant difference between religiously oriented children and non-religiously

oriented children in numbers of hours of crime-action television watching. Hence, hypothesis 3 is retained.

There is a significant difference between grade levels. There appears to be a continually decreasing number of hours of crime-action television viewing on the part of children as grade-level increases. Hence, hypothesis 4 is rejected.

Hypotheses 5 and 6

Hypothesis 5

There is no significant difference between religiously oriented and non-religiously oriented children in the number of hours of viewing educational-altruistic programs on television

Hypothesis 6

There is no significant difference between religiously oriented and non-religiously oriented children in the grade levels in the number of hours of viewing educational-altruistic programs on television.

Table 5 shows the number of hours of educational-altruistic television programs for each group. There is little difference in the average hours of viewing educational-altruistic programs between the two groups.

Analysis of Variance was used to test whether these differences are statistically significant. Table 6 shows the analysis of variance.

Table 6 shows that there is no significant interaction between orientation and grade level. There is no significant difference between the religiously oriented and non-religiously oriented children. Thus, hypothesis 5 is retained.

TABLE 3
CRIME-ACTION TELEVISION PREFERENCE

Groups	Grades				Average
	3rd	6th	9th	12th	
Religiously oriented children	6.38	3.75	2.53	2.17	3.70
Non-religiously oriented children	6.77	4.86	3.18	2.05	4.21
	6.57	4.35	3.00	2.00	

TABLE 4
ANALYSIS OF VARIANCE-ORIENTATION BY GRADE
CRIME-ACTION TELEVISION HOURS

	Sum of Squares	Degree of Freedom	Mean Square	F	Tail Probability
Orientation	19.50210	1	19.30210	1.48	0.2246
Grade level	894.67656	3	298.22552	22.86	<0.00005
Interaction	12.78046	3	4.26015	0.33	0.8061
	4761.04614	365			

TABLE 5
EDUCATIONAL-ALTRUISTIC TELEVISION PREFERENCE

Groups	Grades				Average
	3rd	6th	9th	12th	
Religiously oriented children	3.47	2.47	1.51	2.58	2.50
Non-religiously oriented children	3.55	2.41	1.63	1.52	2.28
	3.51	2.44	1.60	1.77	

TABLE 6
ANALYSIS OF VARIANCE-ORIENTATION BY GRADES
EDUCATIONAL-ALTRUISTIC TELEVISION PROGRAMS BY HOURS

	Sum of Squares	Degree of Freedom	Mean Square	F	Tail Probability
Orientation	3.98704	1	3.98704	0.79	0.3735
Grade level	185.89240	3	61.96413	12.34	<0.00005
Interaction	14.02207	3	4.67402	0.93	0.4259
	1832.79403	365			

There is a significant difference for grade level. Hence, hypothesis 6 is rejected. There is apparently a decreasing number of hours of educational television watching with increase in grade level. Other non-hypothesized relationships generated by the study are reported in tables 1 through 12 of appendix C.

Summary

Chapter 4 has presented the findings of the study and examined each hypothesis. A significant difference was found in the number of hours of television viewing, the number of hours weekly viewing crime-action, and the preference for educational-altruistic television programs by grade levels between religiously oriented and non-religiously oriented children. No significant difference was found in the religious orientation and grade level, orientation toward crime-action television programs, and the number of hours of television viewing between religiously oriented and non-religiously oriented children.

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

This chapter is organized into three sections. The first section contains a brief summary of the problem, methods, and findings of the study. The second is a discussion of the results of the study. The conclusions and recommendations are given in the final section.

Summary

Statement of the Problem

Apparently no research has been done to investigate the extent of religious activities and the preference of students toward crime-action or educational-altruistic programs in grades 3, 6, 9, and 12. As a consequence, there is a need for understanding the effects of television upon children, especially in the religious context. The following research questions were the basis of this study:

1. Is there any significant difference between religiously oriented and non-religiously oriented children in hours-per-day viewing television?
2. Is there any significant difference between religiously oriented and non-religiously oriented children in the number of hours of television viewing at different grade levels?

3. Is there any significant difference between religiously oriented and non-religiously oriented children in the number of hours of viewing crime-action programs on television.

4. Is there any significant difference between religiously oriented and non-religiously oriented children in the number of hours weekly viewing crime-action television programs at different grade levels?

5. Is there any significant difference between religiously oriented and non-religiously oriented children in the number of hours of viewing educational-altruistic programs on television?

6. Is there any significant difference between religiously oriented and non-religiously oriented children in the number of hours of viewing educational-altruistic programs on television at different grade levels?

Methodology

A questionnaire was used to assess the relationship between the use of television (content and time) and the religious orientation of the individual based on the following variables: family worship, church attendance, and personal devotion such as Bible reading.

The sample of this study consisted of elementary and high-school students from a private church-affiliated school system and a public-school system enrolled during the 1986-87 school year in a small southwestern Michigan town. A random sample of 425 subjects was selected for this study. Of these, 378 completed the questionnaires. All data were analyzed anonymously and computer scored. Significance was set at the .05 level.

Results

Hypotheses 1 and 2

As measured by the analysis of variance hypothesis 1 shows there was a significant difference in hours-per-day viewing television. The religiously oriented children watched significantly less television than the non-religiously oriented children. Thus hypothesis 1 was rejected.

Hypothesis 2 showed no significant difference between grade levels in the number of hours-per-day of television viewing. Also, there was no significant interaction between religious orientation and grade level. Hypothesis 2 was retained.

This pattern is consistent from 3rd to the 12th grades. There is an increasing pattern of television viewing from 3rd to the 12th grade for non-religiously oriented and religiously oriented children. What does this say about religious orientation and television viewing? Does it mean that parents of religiously oriented children have a religious orientation themselves and are more careful about the amount of time spent viewing television? Perhaps parents of religiously oriented children find other activities for their children to engage in which would divert their children's attention away from television.

Hypotheses 3 and 4

Using the Analysis of Variance there was no significant difference between religiously oriented and non-religiously oriented children in the preference for crime-action television programs. Both groups watch approximately the same type of crime-action shows on the

television. Third graders were revealed to be the heaviest viewers of crime-action television programs. Hypothesis 3 was retained.

A significant difference exists between grade levels in the number of hours weekly viewing crime-action television programs for both religiously oriented and non-religiously oriented children. There appears to be a continual decrease in the number of hours of crime-action television viewing on the part of children as grade level increases. Hypothesis 4 was rejected.

The study seems to reveal that although religiously oriented children watch less television, their preference is for the same type of programs as the non-religiously oriented children. This could be because of lack of parental guidance, restriction, or peer pressure. According to Fontes (1978) peer pressure may influence the types of programs children watch. This may be the case for children of both orientations.

Studies further reveal that parental commentary lessens the possible effects of television viewing (Mattern & Lindholm, 1984). If this parental commentary is lacking among both groups, there may be increased viewing of crime-action programs.

The study also shows that as grade level increases, the viewing of crime-action is not significantly different between the groups. The pattern is also the same between the groups in that there is a change in preference from crime-action to other types of television programming. It could be that young people become more interested in their physical development and may tend to watch programs featuring other activities such as sports.

Hypotheses 5 and 6

No significant difference exists in the number of hours of viewing educational-altruistic programs on television between religiously oriented and non-religiously oriented children. Hence, hypothesis 5 is retained. For hypothesis 6 there is a significant difference in grade levels. There is a decreasing number of hours of viewing educational-altruistic television programs both for religiously oriented and non-religiously oriented children with increase of grade level.

It is worth pointing out that there is a significant difference in the preference for crime-action and educational-altruistic television programs as the grade level increases and there is a decrease in the preference for these two types of television content programming as grade level increases. Third graders are the heaviest crime-action and educational-altruistic television viewers.

It is the belief of the researcher that children establish a pattern of television viewing in grades 2 - 5 that continues through adolescence and perhaps until adulthood. Even though adolescents may watch less crime-action or educational-altruistic programs, the influence that these programs have upon the child early in life may influence adult behavior.

Eron and his colleagues (1972) worked in a longitudinal study that included the entire third grade of a New York State county to determine if television viewing had long-term effects upon the children. In 1970 subjects now 19 years old were interviewed and retested. They found that the best single prediction of aggressiveness at 19 years of age turned out to be the violence of the television

programs the subjects preferred when they were eight years old. Ten years later (1980) the subjects were reinterviewed, at age 30. They again found that age 8 continued to be an important variable in serious aggressive behavior. The present study shows significant differences as well as non-significant differences between religiously oriented and non-religiously oriented children in television-viewing habits.

Conclusions

From the examinations of the findings, the following conclusions are drawn:

1. Religiously oriented children watch television fewer number of hours per day than the non-religiously oriented children. Religious orientation does make a difference in the number of hours of television viewing per day.

2. No significant difference is found between religiously oriented and non-religiously oriented children in preference for crime-action television programs. Regarding the content of television viewing, both groups watch the same type of crime-action programs.

3. A significant difference exists between grade levels in the number of hours of weekly viewing of crime-action television programs for both groups. Non-religiously oriented children watch more hours of crime-action television per week than religiously oriented children at each grade level and as grade level increases.

4. No significant difference exists between religiously oriented and non-religiously oriented children in the number of hours spent viewing educational-altruistic television programs. Both groups showed a similar preference toward this kind of television programming.

6. There is a significant difference by grade level in preference for educational-altruistic television programs. There is a decreasing number of hours of educational-altruistic viewed with increase in grade levels. For both groups preferences for crime-action and educational-altruistic television decrease as grade level increases.

Recommendations

The conclusions of this study suggest recommendations in two categories: The first for practice and the second for further research.

For Practice

1. A component of education and counseling could be structured into both educational curricula and ecclesiastical orientation regarding the content and time spent on television viewing.

2. Attempts could be made in schools and churches to improve the quality and quantity of television viewing by implementing workshops and seminars presenting the positive and negative effects of television viewing.

3. A greater emphasis could be placed on educational-altruistic orientation among children and adolescents by more careful selection of prosocial films and programs for television which would encourage these young people to implement prosocial principles in their daily life.

4. Parents could take more time with children by sitting down and explaining the content of the different programs and pointing out the positive and negative aspects of the television programs.

For Further Research

1. Since this study sampled grades 3 to 12, it is recommended that it be expanded to include college students.
2. Since the study covered some of the private schools in southwestern Michigan, it is recommended that this study be replicated in other areas of the United States.
3. It is recommended that this study be expanded to other countries.
4. Also, a larger sample could be taken to expand the perspectives of this study.
5. Further study is needed to determine the effects of television--positive or negative--upon the religious orientation of the individual.

APPENDICES

APPENDIX A
QUESTIONNAIRE

QUESTIONNAIRE

Instructions: Read each question carefully, and answer each one of them. Check (✓) or circle when asked to.

1. Age _____ 2. Sex F / M
3. Grade: _____ 3rd, _____ 6th, _____ 9th, _____ 12th
4. Are you in: _____ Public School _____ Private School
5. a) How many hours per day do you watch television during the school week?
0 1 2 3 4 5 6 7 or more
On school days, during what time do you usually watch TV?
1) _____ before school; 2) _____ right after school; 3) _____ evening
b) Do you watch TV during the weekend? _____ no _____ yes If yes, when?
1) _____ almost every Saturday morning; 2) _____ almost every Sunday morning;
3) _____ almost every Saturday afternoon or _____ evening;
4) _____ almost every Sunday afternoon or _____ evening; 5) _____ Rarely
6. On non-school days, how many hours of TV do you watch? Circle one, please.
Saturday 0 1 2 3 4 5 6 7 or more
Sunday 0 1 2 3 4 5 6 7 or more
7. When your parents watch TV with you, do they explain what's happening in the program? Check (✓) one, please.
1) _____ Never; 2) _____ Rarely; 3) _____ Quite Often; 4) _____ Almost Always;
5) _____ Never watch with me.
8. a) How many hours do you spend watching home videos per week at home? Circle one.
0 1 2 3 4 5 6 7 8 9 10 or more
9. How many days do you have family worship at home during the week?
1) _____ 7-5; 2) _____ 4-3; 3) _____ 2-1; 4) _____ 0
10. How often do you go to church?
1) _____ almost every Sunday; 2) _____ almost every Saturday;
3) _____ sometimes, but not every week; 4) _____ almost never

11. How many minutes do you spend each day at home reading the Bible or any other religious activities? Check (✓) one, please.

1) Less than 10 minutes; 2) 11-19 minutes; 3) 20 minutes or more

b) What types of videos do you generally watch? Check (✓) one, please.

1) Family movies; 2) Crime-Action; 3) Cartoons; 4) None

12. What programs do you usually watch on television? Check (✓) as many as apply to you.

<u> </u> G.I. Joe	<u> </u> Equalizer	<u> </u> She-Ra Princesses of Power
<u> </u> Hunter	<u> </u> Thunder Cats	<u> </u> Miami Vice
<u> </u> Mask	<u> </u> Heart of the City	<u> </u> A-Team
<u> </u> Magnum P.I.	<u> </u> Ghostbusters	<u> </u> Superfriends
<u> </u> Transformers	<u> </u> Side Kick	<u> </u> Mike Hammer
<u> </u> Bugs Bunny	<u> </u> Paw Paws'	<u> </u> Galtar
<u> </u> Little House on the Prairie	<u> </u> Wonder Works	<u> </u> Kids Like You
<u> </u> Mr. Rogers' Neighborhood	<u> </u> Nature	<u> </u> National Geographic
<u> </u> Sesame Street	<u> </u> Discovery	<u> </u> Flying House
<u> </u> Fat Albert	<u> </u> NOVA	<u> </u> Living Planet
<u> </u> Cosby Show	<u> </u> Wild America	<u> </u> Wild, Wild World of Animals

Can you mention some others you usually watch? _____

APPENDIX B

LETTERS

Andrews University
Garland Apartments, F-16
Berrien Springs, Michigan 49103
April 2, 1987

Dear Parents:

As part of my graduate studies, permission has been granted to me by Andrews University and by the Superintendent of the Berrien Springs Public Schools to contact the parents of Elementary and High School students here in Berrien Springs.

I am surveying grades three, six, nine and twelve regarding possible effects of television on youngsters with varying levels of religious experiences. The results of this survey will be treated with very strict confidentiality. Your child will not be asked to divulge his/her name. A questionnaire will be given to each child in their own room by their own teacher.

The results of this survey will provide valuable information that will be very useful in assisting your child during the foundational years of his or her education. The results of this survey will be made available upon your request by the last week of May, 1987.

If you do not wish to have your child participate in this study, please sign and return the bottom portion of this letter to school with your child.

Thank you for your consideration and cooperation.

Sincerely,

Hector Detres C.

Tedd R. Morris, Superintendent
of the Berrien Springs Public School

I do not wish to have my child participate in the study related to religion and the effects of television on young viewers.

Parent signature

APPENDIX C

TABLE 7
RELIGIOUS ORIENTATION BY GRADES
(NUMBERS NOT AVERAGES)

Grades				
Schools	3rd	6th	9th	12th
Private school	25	24	34	11
Public school	20	11	3	4
	22.5	17.5	18.5	7.5

TABLE 8
NON-RELIGIOUS ORIENTATION BY GRADES
(NUMBERS NOT AVERAGES)

Grades				
Schools	3rd	6th	9th	12th
Private school	7	12	44	23
Public school	30	32	62	33
	18.5	22.0	53.0	28.0

TABLE 9
HOURS OF VIDEO VIEWING PER WEEK

Groups	Hours							
	0	1	2	3	4	5	6	Last
Religiously oriented children	40.4	22.1	12.5	7.4	7.4	2.2	2.9	5.1
Non-religiously oriented children	27.9	11.2	22.7	9.9	9.9	3.9	4.7	9.9
	32.5	15.2	19.0	8.9	8.9	3.3	4.1	8.1

TABLE 10
VIDEO-MOVIES PREFERENCE

Groups	Family Movies	Crime-Action	Cartoons	None
	1.	2.	3.	4.
Religiously oriented children	34.1	38.5	8.9	18.5
Non-religiously oriented children	27.5	60.7	3.5	8.3
	29.9	52.5	5.5	12.1

TABLE 11
PARENTAL INVOLVEMENT IN TELEVISION CONTROL

	Never	Rarely	Quite Often	Almost Always	Never watch with me
Groups	1.	2.	3.	4.	5.
Religiously oriented children	22.2	42.2	23.7	8.1	3.7
Non-religiously oriented children	40.6	38.0	11.1	3.0	7.3
	33.9	39.6	15.7	4.9	6.0

TABLE 12
SAMPLE BY GRADES AND SCHOOLS

	Grades			
Schools	3rd	6th	9th	12th
Private school	33	37	78	35
Public school	50	43	64	38
Total= 378	83	80	142	73

APPENDIX D

RAW DATA

Columns Represent Data as Follows:

1-3	ID
4	Orientation (1-religious; 2-non-religious)
5	Preference (0-no preference; 1-crime action; 3-50% crime, 50% educational)
6-7	Age
8	Sex
9	Grade
10	School
11	Hours per day watching TV
12	When on school day
13	?
14	Do you watch on weekends?
15-22	Weekends
23-25	Blank
26	Hours on Saturday
27	Hours on Sunday
28-29	Hours parents watch with you
30-31	Hours watching videos
32	Frequency of family worship
33	Frequency of church attendance
34	Daily time for personal devotion
35	Types of videos
36-39	Type of programs

0941115231421122121112	252001 2140602
1012314231521122221222	304024 4120101
1021115231421222221212	531064 1220400
1042314131322122222212	331004 1120101
105211413 721121221212	741054 1120401
1062314131222122222212	1 1014 4140101
1072205131322122222212	021054 2110103
1082115131721222122222	051104 2120301
1092114131721121221212	751004 1120801
1102115231722122221212	322023 1120601
1112115231222122221212	111004 4 20301
1122116231422122211112	651033 1120601
1132115231322122222122	142014 1120201
1142116231122122222221	111004 4 20100
1152114231721121111112	771064 2121004
1162015131721221222222	3 1064 3110000
1172115131221222122212	132014 4120402
11821 131422122221212	552034 4120601
1192315131721222222221	202044 1110101
1202314231711121111112	771104 4120909
1212115131622122222212	001004 4120201
1222315131722122222221	322023 1110101
1232314131122122221212	111004 1120101
1242315131421121212212	741024 4120302
1252214131222122222221	115054 3110001
1261215131322122222221	213012 1330103
1272115231522121121212	772064 4121403
1282316231722122212122	571024 2120001
1292115231721221222122	771004 4120601
1302115231711122121112	471024 2141304
1312115131722122212222	331004 1120201
1322105231422122221222	203014 4120200
1332315131422122221212	331004 4110302
1342115131322122221212	331004 2140601
1352114131722121221212	541014 1120201
1362115231322122221112	342024 2120301
1372015231511121111112	772024 4 0000
1382015231121222222221	102104 1120000
1392216231422122222221	201074 4120002
1402214131322121221212	421004 41 0001
1412115231721122221212	771104 3120401
1422015231122121221221	325004 3120000
1432116231322122221212	322024 4 20301
1442315131521121221212	632044 3120302
1452115131322122222221	332024 4120301
1462315231422121112112	562034 1120403
1472214231111121211212	742083 3120205
1482315231511122211212	752003 4110706
1492214131422121222222	3 2034 1120103
1502114131422121211212	642054 3120501

1512114231222122222221	222004 3140300
1522217231522121222222	205024 41 0206
1532315231121222212222	221024 1120101
1542315231322122211212	542024 1120202
1552115231222122221211	122044 1120302
1562315 31711121221221	731034 4140101
1572115131321221221222	332044 41 0302
1582217141321122222221	322034 1120203
1592118241322122222221	553004 3220200
1601218241112222122212	022004 2340005
1612318241122122122222	122021 4110201
1622218141222112222221	111024 1120001
1632118241222122221212	441004 1120200
1642217141022122221221	101024 1120001
1651318141721121211112	752042 1320404
1661318 41322122122112	252001 2340303
1671318141222122222221	101004 2220101
1682118241522122222122	25022 2120502
1692118141722122211112	332024 1120301
1702318141222122222221	221004 3120101
1712118241222122222221	221014 4120201
1722218141721222212222	771024 4120002
1732118141321222222221	222024 4140300
0742117141222122221212	421 3 3120201
1752218141222122222112	141014 1120102
1762118141222122221212	222024 1110401
1772118241422121112122	553034 3120602
1782318241222122122222	221044 4120101
1792118241322121222212	331004 3120402
1802117141221222221221	212004 1120200
1812117141722121112122	771004 1121202
1822218141422121221212	441024 3120306
1832117241122122221212	221024 4120500
1842117241522121222212	242024 4140402
1852218141222112222222	001004 4 40002
1862218241722121211112	771064 1120308
1872318241421122122222	52004 2130303
1882218141222122221222	3 2064 3110004
1892118141321222212222	4 1014 4120400
1902317141222121212221	4 2004 3120402
1912318241312122111122	551004 4120101
1922218141322121221212	441044 4120203
1931218 41122122221222	202004 1340004
1942136241222122222221	125014 1120806
1952118141521121111112	761 4 4120301
1961109212122122221121	222001 2120502
19721092120222 2222221	005003 2130905
1981109112321222122211	242002 2210802
1991209112121222121212	014011 2330508
2001209212222122222221	222001 2110311

2011111212112222121121	122001	2130602
2022110212721222121112	671004	2111403
2031109212521222121212	142003	2231405
2041109212311122121112	042001	2121407
2051210112122122122121	434011	2310406
2062109212221122121212	332004	2340201
2072109212121122121212	31003	2110501
2081110232 11122221212	112061	1311005
2091110212421122122222	573001	2210901
2102108222321222121212	743013	2111708
21111092125121 2221112	272101	2310806
2122109212122122112122	232013	3130100
21311092120222 2222222	1 1	2240201
2142109212521122121212	642073	2110201
2151209212122122122212	022002	2330204
2161109212122122121112	252011	2 11001
2171109212122122221212	102012	2330301
2181109212222122121212	463011	2120801
21910091120222 2222221	001001	2340000
22010091120222 2222221	001003	2340000
2211110212022122121122	541031	2221304
2221208112321222121212	242001	2240207
22312091120222 2121112	332011	2310609
2241310212211122121112	341071	2310911
2251311212511222121212	543011	2110302
2261209112022212222221	001001	2340005
2271310112122112222222	013001	2310706
2281112123221222121212	0 2042	2220401
2292211122222122221212	222024	2120001
2301212122122122221222	203023	2210001
2312111122521121221212	545004	2120301
2321112122621122121212	41042	2310800
2331212122322122222221	43022	2310608
2341212122022212222222	001001	2340003
2351012222022212222222	001002	2240000
24610112220222 2222221	001001	2310000
23720 2 22212222222	200	2110000
2381112122221122121112	452024	2320802
2392111122321122121212	231023	2110201
2402212121222122221212	322044	2110001
2411212122222122222212	023001	2240001
2422212122122122222221	012032	2120301
2442311122121222221212	221024	2120202
2451313222322122221221	22024	2220403
2461112222121122122122	032001	2310503
2471112222122122121112	062041	2221304
2481312222221222122222	35001	2140303
2491112222322122121212	043002	2311209
2501112222221122221112	331001	2120804
2511012222022212222222	00 001	2240000

2521212222121122121112	132001 2240105
2531212 22022212222222	005003 2210001
2542212222322122221212	133002 2120105
2551113222311122121212	4 3013 2220501
2561113222222122122212	032011 2220504
2571212222221122121112	252011 2220305
2582112222521112222221	22024 2121001
2591111222222122222212	023003 2240400
260231322 222 2222222	2 2110403
2611312222322122221112	65042 2220303
2621311222122122221112	432023 2310202
263101222202222221222	003031 2110000
2642112222221122222112	15004 2120401
2651216232022122221212	224001 2320001
2661116232222122221221	313064 2120301
26711 122122221112	463011 2120804
26812 13202222211222	303031 2310002
2692015132022212222222	005003 2 0000
2701115132421222122112	372103 2220502
2711115232122122222221	222011 2220501
27220152120222 2222222	00 084 2110000
27311 232121222222222	211011 2120000
2762115132222122222212	221043 2120301
2772114132222121221212	551033 4120802
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2802214132122112222221	2004 2120001
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2821215132122122222212	223013 2210001
2832115132522122211112	661012 2121604
2842114132521122221212	661001 4120802
2852114132322122221212	551034 2120401
2862215132722122221212	212024 2120001
2871316232122122121222	132011 2120100
2882315232222122121211	441033 2120001
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2932215132122122222221	102013 2120001
29520151320222 2222222	00 003 2 0000
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2972115212711121111122	771104 1121815
2982316211711121212222	704104 1121815
2991315 32022122221212	224003 2210201
3012115132222122221112	341044 2120500
3032315132321121211222	4 2103 2120604
3042015212022212222222	00 074 2120000
3052216232222122221222	2 3024 2120001
00111101112211212	1222 202 21110302
00211091111221221	2210 403 12210502
00321091114221212	2124 202 34110301
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00521101115212211	1117 401 33130704

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00811082223212212	2224	300	11120301
00921101117111211	1127	209	34120902
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01421 2116111211	2227	500	33110603
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01611091111221212	2112	301	11210501
01711082113111211	1126	203	11130604
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01921102111221212	2213	510	34120703
02021091112212211	2223	201	34130703
02120101113221212	2213	300	33120602
02221091212111212	1222	100	33330402
02321092111221212	2211	108	34120500
02421102115111111	2217	402	33131307
02521091113111222	1224	204	31110401
02623102110221212	2222	503	34110706
02713091112221212	2223	103	11330302
02811 114122 21	2223	100	12340601
02921102115211211	1122	2	34120602
03021091113212 21	222	3	110602
03121102112221212	2212	202	33121506
03221092112121222	2213	203	34120100
03323092113211222	1225	300	34110706
03422092113211211	1126	106	34110304
03522091111221212	2124	303	21110102
03621081113121221	1212	303	34130703
03713091111221222	2211	201	12210304
03821091112121221	1213	304	23211409
03921091116112212	112	310	31110501
04011082111212221	2120	303	12320501
04111082111221222	1124	310	11220801
04221101113211222	2212	101	33220300
04323102115212212	1227	400	34120808
04423092111211122	2220	202	31110101
04511101116111221	2125	204	22320902
04611091113121212	2226	400	11341003
04721102113211 22	1227	104	34121006
04811082112221212	2223	305	31320802
04911102111212221	2120	303	12321406
05021091116112221	2126	304	22110706
05111131213211222	2120	300	22220501
05221121215221211	1127	410	32110401
05321121210111111	1120	306	31110301
05423121212211212	1223	200	31110202
05521101217211212	1124	205	31110601

05612111113222222	2120 300 12340204
05722121212211212	2223 504 33120002
05823121113211212	1227 104 34110202
05923121214211212	1224 304 34110604
06021122215121211	1127 106 21221104
06121122217211211	1127 110 33120501
06211122216221222	2127 302 12220402
06313111212211222	1121 204 21210101
06421122212221222	2120 301 31120303
06522112212221222	2212 300 21140205
0662112 215211212	2226 104 31220601
06722111213221222	1223 301 34110205
06822121212211212	2122 100 33110104
06921122217212212	1227 304 33121101
07021122213221212	2123 205 34121104
07121122217111211	1125 205 34121504
07223122213211221	2221 202 22120302
07323122217121212	2222 105 31110101
07421122213212222	2114 201 21110301
07513131213221222	1222 202 21210302
07622121212221212	2221 200 31110001
07721122214221212	1127 300 31110602
07821122215121222	1127 206 31120805
07913111215211222	2123 207 32220202
08023132212221222	1124 404 34220504
08111121212212221	2220 406 21210805
08212121214221222	1123 102 32210002
08311111212211212	2223 200 21210502
08421132213212222	1122 204 34120201
08523141215221221	2120 202 32110505
08621111214221222	1223 208 33210702
08723111213221222	1223 205 34110202
08813121214221222	1124 304 31310506
08911132223221212	2122 100 32220502
09023122212212222	2121 303 31110100
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09321122211221222	2214 204 31120601
0952115 311221222	1123 200 34140201
09621151312211222	1223 206 33120602
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09821162314221211	1125 203 31120602
09921152313111222	2210 102 33120602
10022151312221222	1125 103 21140001
10311152313121222	2121 103 31220401
27421142324212222	1213 203 32120301
27521142327212221	2124 100 22111701
27823161321221122	2220 100 33110001
28711151322221222	2114 202 12220401
28921172327221222	1226 500 32121003

29011152324212221	2127	200	22220501
29213132324111211	112	205	12120302
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30713152322221222	2120	102	12110201
30811142321221222	2210	202	12120200
30921152326222222	2122	204	32110905
31013152326221222	2122	201	12320100
311 161326221222	2121	103	12110101
312 151320222122	2220	500	12340000
31320141320222122	2220	100	22140000
31423141322212221	2122	302	22110203
31510161320221122	2210	101	12 0000
31611141323221221	1212	200	12310603
31221141322211221	1123	204	22120301
31822152321121222	2210	200	22140102
31911152321221221	2121	101	22220401
32011152320222222	2121	201	12220301
32112152320221222	2210	202	22210001
32210162321221222	2211	102	12110000
32313161324221222	2120	204	12110504
32422162321221222	2210	202	22110001
32522151326221222	1224	302	22110003
32612151324212222	2212	101	12210102
32723152322212221	2120	200	22140403
32823141323221222	1125	100	32140201
32923151323212 22	2212	100	34120204
33021162322221222	1222	203	32120301
33112141325221222	1122	200	32240003
33213151322221222	2210	101	12120101
33321151322221222	1212	100	22120301
33421151326222222	1122	100	32110000
33523141321221222	2120	100	22120102
33610141321212222	2210	201	12310000
33722152317221222	1222	103	32120103
33810142321221221	2211	202	12 0000
33910152320222122	2220	00	12220000
34023151321221222	2211	107	34310302
34112152321221222	2120	300	12240204
34212152322221222	2120	303	22210207
34320152327211221	1126	303	22 0000
34411172426221222	2120	102	12120300
34521 3421221222	2211	202	23120200
34623182421221222	2121	102	32120001
34710181420222122	2220	300	13240000
34810182423221222	2120	301	12210000
34923171421221222	2211	100	33110101
35022181420222122	2220	102	33110001

35121 3427221222	2121 101 33110201
35222182424221222	2120 101 32120104
35323181423221122	2220 201 33120002
35423182424221221	2221 200 22120201
35522181421221222	2211 200 32210002
35621171427212222	2120 102 32120100
35720182423221222	2122 203 32 0000
35813182421221222	2122 101 12220304
359 1192424221222	2124 105 32120601
3602318 421221222	2120 100 22120101
36112171421221221	2220 102 32340002
36221171425221222	2121 101 22120202
36312182420222222	2210 200 32340003
36412 2420221222	1221 200 12140001
36520182424221222	2121 202 22 0000
36611 2423221222	2124 100 12220401
36721182422221222	122 102 22120100
36913171423221222	2123 508 32220101
36923181421212222	2211 101 33120201
37010191420222122	2220 500 12210000
37120171420222122	2220 501 22110000
37221191423221221	2222 202 22120101
37821182422221222	2120 101 33120200
3742018 421221221	2220 202 32120000
37513182427111211	1127 410 12331815
37622181427221221	1122 202 32120102
37722181420221222	2210 02 32110002
37810181420222122	2220 100 12120000

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