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A STUDY OF MOTHERS' ATTITUDES TOWARD CHILD-REARING
AND THE TELEVISION VIEWING HABITS OF THEIR
PRE-SCHOOL CHILDREN

By

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ABSTRACT

A STUDY OF MOTHERS' ATTITUDES TOWARD CHILD-REARING AND THE TELEVISION VIEWING HABITS OF THEIR PRE-SCHOOL CHILDREN

by James A. Harrison

The purpose of this study was to determine if there is a relationship between mothers' attitudes toward child-rearing and their pre-school child's television viewing habits. It was believed possible that mothers who are strict about child's viewing habits and who have negative attitudes about television are mothers who score high on Parental Attitude Research Instrument scales (child-rearing attitudes not generally approved by psychologists and family life specialists). The author of this study also recognized the possibility of no correlation between child-rearing attitudes and television attitudes and viewing habits.

In order to accomplish this purpose a written questionnaire was coupled with a Parental Attitude Research Instrument created by Dr. Earl S. Schaefer and Dr. Richard Q. Bell. The Parental Attitude Research Instrument (PARI) was designed to determine a mother's attitudes on twenty-three different scales. The author of this study selected six of the scales to compare with television information obtained in the study. The six scales or attitudes were:

Breaking The Will, Strictness, Irritability, Suppression of Aggression, Approval of Activity, and Avoidance of Communication.

The second section of the questionnaire dealt with the viewing habits and preferences of mothers and their five year old children. The mothers provided the answers to questions concerning their children's television viewing.

A total of 53 mothers of five year old children participated in this study. Fifteen mothers completed the questionnaire in a group situation, twenty-eight participated by mail, and the questionnaire was delivered personally to ten mothers. After the data were collected, the information was coded and transferred to computer data cards. The information was then computer analyzed. The results were studied and compared with the hypotheses.

Of the ten hypotheses, the results pertaining to only one were significant to the .05 level. The author of this study had hypothesized that the higher a mother scored on the scale, Avoidance of Communication, the more her pre-school child would watch television. The hypothesis was refuted and significantly so.

The remaining nine hypotheses were neither substantiated nor refuted, at least to the .05 level. There appeared to be no relationship between Breaking the Will and a child's preference for action-adventure types of children's programs; a mother's education and her attitudes toward television; a

mother's score on Strictness and the evening television viewing curfew hour she establishes for her children; the mother's Strictness score and the frequency with which she rescinds the evening viewing curfew hour; the mother's Strictness score and the number of hours a child watches television; the mother's Irritability score and the amount of the child's viewing; the mother's score on Approval of Activity and the number of hours her child watches television; the mother's score on Suppression of Aggression and the amount of the child's television viewing; and the mother's score on Suppression of Aggression and the child's preference for action-adventure category of children's programming.

The most significant conclusion reached by the author of this study was that there does not appear to be a relationship between a mother's child-rearing attitudes as measured by PARI and the television viewing habits of her pre-school child.

There are at least two possible explanations for this conclusion. First, it is possible that a mother's child-rearing attitudes as measured by PARI have no relationship to the television viewing of her child. Second, it is possible that PARI is not a useful instrument for comparing its results with the television viewing habits of children. Either explanation could be true, but additional research is necessary before a convincing argument for either can be presented.

ACKNOWLEDGMENTS

It is impossible to list the names of all persons who contributed in some way to the development, implementation and completion of this study. The author does wish, however, to express his appreciation to a few persons whose contributions were especially significant.

Mr. Leo Martin provided the guidance, encouragement, and support needed to bring this study to fruition.

Dr. Earl S. Schaefer graciously consented to permit the author to utilize the Parental Attitude Research Instrument. The suggestions and materials he sent to the author were most helpful.

Mr. Thomas Banks provided considerable materials, including a randomly selected list of mothers in the Greater Lansing Area, and these were of invaluable assistance.

Reverend Truman Morrison made the facilities of the Edgewood United Church available to the author of this study for the three evening meetings required for collection of the data.

There were others who also contributed to this study in many ways. Among them were Dr. William Marshall, Dr. Mason Miller, Mr. James Bebermeyer, Mr. William Tedrick, Mr. Albert Talbott and my secretary, Mrs. Phyllis Olin. To these and the others who have not been mentioned the

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Perhaps the greater debt is owed to the fifty-three mothers who participated in this study. Quite obviously, without their participation this study would not have been possible.

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CHAPTER I

BACKGROUND OF THE PROBLEM

Introduction

Television viewing is one activity which most Americans share in common in one manner or another. It probably has come close to replacing the weather as a topic of conversation when one cannot think of anything else to talk about. With such popularity, and perhaps because of it, television also has become a topic of controversy. The arguments for and against television are many. Some persons say that television is a powerful educational force in our lives. Others believe that television offers a wide variety of programs and gives their children a broader view of the world.

There are other persons who feel equally negative toward television. These people say there are too many westerns, crime-adventure, panel shows, commercials and other fantasy-type programs. They often say that television is making Americans indolent and passive. They believe that TV is making their children insensitive to murder, violence and mayhem. Point and counter-point, the argument continues. The heart of the controversy centers on the effects of television on those children who spend many hours watching its fare every week.

Opinions of Authorities

Many opinions have been expressed by a number of people; they are opinions that often reflect major public attitudes toward television. Dr. Isadore Ziferstein, a psychiatrist, is quoted by the National Association for Better Radio and Television as having said:

Because of its powerful audio-visual impact and relative availability, TV could be an important adjunct in the emotional development and maturing of children by stimulating creativity, providing emotional release, presenting opportunities for identification with heroes representing healthy values, broadening their knowledge and understanding of the world and their place in it, and providing esthetic satisfaction. At present TV does not fulfill this role but rather in large part, the prolonged viewing of TV produces detrimental effects by creating an addiction, encouraging passivity, stultifying creativity, and instilling unrealistic and unhealthy values.¹

Dr. Lawrence Freedman, another psychiatrist, has written: "There is, so far, no competent psychiatric study which demonstrates that schizoid symptomatology in children has increased since television became widespread; nor has any careful investigation linked the rise in juvenile delinquency to the content of television programs or the act of watching them."²

Walter Lippman has written in one of his columns that: "There can be no doubt that the movies and television

¹U.S., Congress, Senate, Committee on the Judiciary, Testimony before the Subcommittee to Investigate Juvenile Delinquency, 84th Congress 1st. Session, April, 1955, p. 1900.

²Wilbur Schramm, Jack Lyle, and Edwin B. Parker, Television in the Lives of Our Children (Stanford, California: Stanford University Press, 1961), p. 190.

and the comic books are purveying violence and lust to a vicious and intolerable degree. There can be no doubt that public exhibitions of sadism tend to excite sadistic desires and to teach the audience how to gratify sadistic desires. Nor can there be any real doubt that there is a close connection between the suddenness in the increase in sadistic crimes and the new vogue of sadism among the mass media of entertainment."³

Dr. Frank Stanton, President of the Columbia Broadcasting System, refutes the view held by Lippman. He does not believe there is sufficient evidence for drawing conclusions about the impact on young people of television programs which emphasize sex and violence. In May, 1962, Dr. Stanton testified before a U.S. Senate subcommittee: "I believe it is fair to say that most of the work that has been done does not establish a causal relationship between what is on the screen and juvenile delinquency."⁴

Former U.S. Attorney General, and now U.S. Senator from New York, Robert Kennedy once said that he and Newton Minow, a former chairman of the Federal Communications Commission, both agreed that: "The formerly three greatest influences on children--church, home and school--are now four: church, home, school and TV."⁵ In the same magazine

³Leo Bogart, The Age of Television (New York: F. Unger Publishing Co., 1956), p. 277.

⁴U.S., Congress, Senate, Committee on the Judiciary, loc.cit., p. 2559.

⁵Anon., "Television and the Public Interest," Newsweek, September 11, 1961, p. 64.

article, Mr. Kennedy stated: "Everybody felt there wasn't any agency in the government that needed more attention than the FCC, that the industry had fallen into dispute in the public eye, that the caliber of its programs needed attention, that the FCC had failed to meet its responsibility. We were concerned about its effect on the public and on children particularly."⁶

These are only a sampling of representative opinions which have been spoken and written in recent years. These are opinions held by professionals in the industry, newspaper columnists, psychiatrists and sociologists. These are opinions of people who are in positions of prestige and possible influence. But how do parents feel about television and its effect on their children?

It was the intent of the author of this study to focus attention on the parents, and specifically on the mothers of pre-school children. Many parents appear to be concerned about the effects of television on their children. Congress had held hearings on the problem and some parents have protested individually or collectively to stations, sponsors or Congressmen. Several psychologists, sociologists and members of numerous other professions have researched the subject. There is considerable interest in the problem, but while research is being carried out, the controversy rages on.

⁶Ibid., p. 64.

Mrs. Clara Logan, President of the National Association for Better Radio and Television, said in 1961: "Deplorable as is the lack of fine programs for children and the broadcasting of the objectionable children's programs, we have to be ever more concerned about the overall picture of children's viewing for we know they listen to far more adult programs than children's programs."⁷ Furthermore, Mrs. Logan testified: "Apparently the great majority of specialized medical authorities agree with the NAFBRAT viewpoint that the mass of violence and brutality in television programs represents a real danger to the welfare of our nation's children."⁸

There are other parental opinions, both pro and con, which show that there is disagreement about the effects of television on children and in parental attitudes toward it.

Most parents have opinions about television and many have established viewing policies for their children. It would appear, however, that some parents do not have any rigid viewing policies that are enforced. There is evidence to show that most parents who establish rules do so in terms of amount of viewing and time of program rather than in terms of content.

⁷U.S. Congress, Senate, Committee on the Judiciary, loc. cit., p. 1874.

⁸Ibid., p. 1881.

In addition to an interest in the numerous parental attitudes toward television and their children's viewing patterns, the author of this study was also interested in parents', particularly mothers', attitudes toward child-rearing. The fundamental question in the author's mind, which led to this study, was this: Is there a relationship between parental child-rearing attitudes and the television viewing habits of their children? Investigation of existing evidence led in two directions: (1) to conclusions as reported in research literature, and (2) to an instrument which could measure parental attitudes toward child-rearing and family life called the Parental Attitude Research Instrument (PARI).

Research

Paul Witty found in 1950 that about four out of five parents who owned television sets did not believe their children watched too much television. The age of the child was not a significant factor in the attitudes of the parents. Three of the many parents' comments about television were as follows:

"TV has increased our happiness at home."

"It has given the children a happier home where they can laugh."

"My two 16 year olds like to stay home now. I am so glad, as I would not know where they were otherwise. They have been backward in school,

but television has helped them a lot."⁹

In 1950, Witty found two principal reasons why parents disapproved of television for their children. First, parents were concerned about the sensationalism and violence on television. Secondly, they believed that television was so passive it interfered with the wholesome physical development of their children.¹⁰

A 1954 Gallup Poll showed that 70% of the adults in the United States blamed comic books, television and radio, in part, for juvenile delinquency because of the crime and violence portrayed in each medium. Smythe found in a 1955 study that 57% of the adults in his sample objected to crime and violence on television.¹¹

Schramm, Lyle and Parker in 1961 found that children prefer fantasy programs such as cartoons, westerns, and crime shows overwhelmingly over other programs. Yet, 65% of the parents interviewed said the elimination of crime, violence and terror was the first change they would recommend in television programming.¹²

Parental concern about the effects of television crime and violence programs on their children was reflected in

⁹Paul Witty, "Children's, Parents' and Teachers' Reactions to Television," Elementary English, XXVII, No. 6 (October, 1950), p. 8.

¹⁰Ibid.

¹¹Dallas Smythe, "Dimensions of Violence," Audio-Visual Communications Review, II (1955), pp. 58-63.

¹²Schramm, Lyle and Parker, op. cit., p. 53.

research reports written since television set ownership began to increase significantly in the early 1950's. The National Association for Better Radio and Television, organized in 1949, reflected this parental concern. NAFBRAT was organized with the primary objective of improving broadcast program standards through an enlightened and active public participation in the affairs of broadcasting. Its efforts consist primarily of monitoring programs and tabulating incidents of crime and violence in children's programs and in programs viewed by children.

The question that appeared to be foremost in the minds of many parents was: What is television doing to our children? Several child psychologists and family life specialists turned the question around and asked: What kind of children are watching television? More specifically, they asked: Why do children watch television excessively, especially action-adventure kinds of programs?

Maccoby wrote in 1951 that young children whose aggressions were frustrated often expressed considerable interest in television programs which portrayed crime and violence.¹³

Riley and Riley concluded that when relations were strained between older children and their parents, the children could be expected to select television programs

¹³Eleanor Maccoby, "Television: Its Impact on School Children," The Public Opinion Quarterly, XV, No. 3 (Fall, 1951), pp. 439-440.

of fantasy and violence which would foster their own created fantasies.¹⁴

Shayon wrote that a child whose basic needs are not satisfied and who is harshly disciplined will develop an "excessive reservoir of aggression."¹⁵ This child will develop a thirst for violence and fantasy and will turn to television to satisfy it. Many child psychologists and social scientists, Shayon concluded, believe that many children watch television excessively because they are excluded from the adult world and/or are harshly disciplined.

Maccoby wrote in 1954 that if a child's environment imposes a strain on him, it could be assumed that he would escape from it in some fantasy situation. A child's fondness for violence could possibly reflect suppression of aggression in his life.¹⁶

Himmelweit, Oppenheim and Vince concluded that excessive television viewing by a child is a symptom of an unsatisfactory environment.¹⁷

¹⁴Matilda Riley and John W. Riley, Jr., "A Sociological Approach to Communications Research," The Public Opinion Quarterly, XV, No. 3 (Fall, 1951), p. 455.

¹⁵Robert Shayon, Television and Our Children (New York: Longmans, Green and Company, 1951), pp. 35, 36.

¹⁶Eleanor Maccoby, "Why Do Children Watch Television?," The Public Opinion Quarterly, XVIII, No. 3 (Fall, 1954), p. 240.

¹⁷Hilda T. Himmelweit, A. N. Oppenheim, and Pamela Vince, Television and the Child (London, England: Oxford University Press, 1961), p. 29.

Schramm, Lyle and Parker concluded that "During a child's first ten years, the family is the chief influence on the shaping of the child's tastes."¹⁸ They suggest that children who are frustrated in their relationships with other people will often seek satisfaction in escapist television programs. They recommend that parents make their children secure in their interpersonal relationships and attempt to create reality experiences for them both on television and in real life.¹⁹

Steiner found in 1963 that parents are more concerned about viewing circumstances (hours and other duties the child has, etc.) than with program content. He concluded that many parents express concerns about television but do very little about it.²⁰

Elmo Roper found in a November, 1963, study that 43% of the people in his sample considered "the bad effects of TV on children" a serious moral problem.²¹

While parents were expressing concerns about the effects of television on children and researchers were seeking answers to the question: Why do children watch television?, evidence was also being compiled about the

¹⁸Schramm, Lyle, and Parker, loc. cit., p. 47.

¹⁹Ibid., p. 151.

²⁰Gary Steiner, The People Look at Television (New York: Knopf, 1963), pp. 97-98.

²¹Elmo Roper, New Trends in the Public's Measure of Television and other Media (New York: Television Information Office, 1964), p. 5.

socio-economic variables influencing attitudes toward television.

Maccoby found in 1951 that upper income people were "concerned about the effects of TV on family life and school work and in general disapproved of television."²²

Sweetser (1953) concluded that mothers in working class families were less critical of television than those in "white-collar" families.²³

In a 1954 study, Maccoby dealt extensively with the influence of social class on the television viewing habits of children. She reported that mothers' attitudes toward television and the frustration of their children related to television viewing are "functions of social class." She concluded that mothers in upper socio-economic classes more often imposed restrictions on the number of hours their children watched television than did mothers in the lower groups. Consequently, children in the lower socio-economic class watched more television than other children. Maccoby concluded that children in the upper middle class who were frustrated in their family relationships watched more television than non-frustrated children in the same class. In the lower socio-economic class, children who were subjected to severe punishment and lack of permissiveness in sex tended to have a greater interest

²²Maccoby, The Public Opinion Quarterly (1951), op. cit., p. 422.

²³Frank L. Sweetser, Jr., Grade School Families Meet Television Research Report #1, (Boston: Boston University Department of Sociology and Anthropology, 1953).

in television than those children in the same class who were not.²⁴

Maccoby also concluded that children in the lower socio-economic class who were required to be neat, quiet and mannerly and to go to bed at a rigidly enforced time, spent less time watching television than children who were given more freedom. Frustration in upper middle class children was related to television viewing but not in upper-lower class children. The reason for this conclusion was that upper middle class parents watched less television and their children, if frustrated, escaped to it. Lower class parents watched more television and their children could be heavy viewers either because they were joining their parents or because they were escaping to television.²⁵

Maccoby also concluded that mothers in upper-middle class homes who were strict and non-permissive with their children: "tend to disapprove of television and place restrictions on the amount of time their children may watch on a given day." Highly restricted children in upper-middle class homes tended to watch more television except when their mothers enforced rigid rules and restrictions on television viewing.²⁶

Maccoby is quoted extensively in this research report because her conclusions significantly contributed

²⁴Maccoby, The Public Opinion Quarterly (1954), op. cit., p. 241.

²⁵Ibid., p. 243.

²⁶Ibid., p. 244.

to the hypotheses of this study.

Parker, Berry and Smythe (1955) found that parents with above average income were about evenly divided, pro and con, in their opinions about television programs for children. Parents earning below average incomes were generally much more favorable (four to one) toward children's programs. Parker, Berry and Smythe concluded that people of higher social positions, income and education were more critical of television programs. Those parents who were lower on the socio-economic scale were more receptive to available programs.²⁷

Witty concluded, after eleven years of surveys and studies, that television is a problem mainly in homes where parents allow it to become a problem. He suggested, though, that possible long range effects are that children will come to accept violence, hate and destruction as normal ways of life. He also associated excessive viewing with lower academic attainment.²⁸

Steiner (1963) found that the more education parents had, the less inclined they were to praise television and the more likely they were to disavow its social or personal importance. He found that education was a factor in attitude, especially in those cases where the parent had received

²⁷ Everett Parker, David Berry, and Dallas Smythe, The Television-Radio Audience and Religion (New York: Harper and Brothers, 1955).

²⁸ Paul Witty, "Televiewing by Children and Youth," Elementary English (February, 1961), p. 113.

education beyond completion of high school.²⁹ Parents with young children were more apt to believe that television's virtues outweighed its vices than were parents of older children.³⁰

Roper (1964) found that of those persons who considered the "bad effects" of television on children a serious moral problem, 52% had not received any formal education beyond grade school. Furthermore, the least concerned persons were those with children under six and those with college educations.³¹

Roper and Steiner essentially came to the same conclusion about parents of young children; that is, those parents were more favorable in their attitudes toward television. They appeared to disagree about the educational factor. Steiner found that the more education parents had, the less inclined they were to praise television. Roper concluded the opposite.

The remaining area of concern which the author of this research report chose to explore was the relationship of socio-economic class to child-rearing attitudes.

Bayley and Schaefer concluded that Sears and Maccoby and Leven each found that working class mothers were less permissive and more punitive toward their children than

²⁹Steiner, op. cit., p. 32.

³⁰Ibid., p. 84.

³¹Roper, op. cit., pp. 5-6.

were middle-class mothers.³² Bayley and Schaefer have also reported that the Berkeley Growth Study found that mothers of higher socio-economic status tended to be more warmly understanding and accepting toward their children. Mothers of lower socio-economic status tended to be more controlling, irritable and punitive toward their children.³³

Maccoby reiterated her earlier conclusion in a 1954 article in which she stated that lower socio-economic mothers were less permissive and more restrictive in child-training practices in general than were upper-middle class mothers.³⁴

After reviewing the research literature, the author of this study decided to focus his attention on three questions. First, what are the attitudes of a representative sample of parents toward television and what effects do socio-economic conditions have on those attitudes? Second, what relationships are there, if any, between children's viewing habits and their socio-economic situation and their relationship with their parents? Third, what is known about the child-rearing attitudes of mothers in different socio-economic levels, and is there a relationship between these attitudes and their children's viewing habits?

³²Nancy Bayley and Earl S. Schaefer, "Relationship Between Socio-economic Variables and the Behavior of Mothers Toward Young Children," The Journal of Genetic Psychology, XCVI (1960), p. 61.

³³Ibid., p. 76.

³⁴Maccoby, The Public Opinion Quarterly (1954), op. cit., p. 241.

Measuring Instrument

In 1958, Dr. Earl S. Schaefer and Dr. Richard Q. Bell, both of whom are on the staff of the National Institute of Mental Health, published an article in Child Development. In this article they reported on an instrument which they had developed which would measure parental attitudes about child-rearing and family life. They called this measuring device a Parental Attitude Research Instrument (PARI). After reviewing the article in Child Development and after correspondence with Dr. Schaefer, the author of this present study decided to attempt to incorporate PARI into this study to determine whether it would be useful in correlating parental attitudes on child-rearing with the television viewing habits of these same parents' pre-school children.

Schaefer's and Bell's thesis is that "parental attitudes toward child-rearing and the family life are an important influence in the personality development of the child."³⁵ Furthermore, they write: "Since the most extensive and intensive social interactions of the child during crucial developmental stages occur within the family and especially with the mothers, the mother-child relationship would be of major importance in personality development."³⁶

³⁵Earl S. Schaefer and Richard Q. Bell, "Development of a Parental Attitude Research Instrument," Child Development, XXIX, No. 3 (September, 1958), p. 339.

³⁶Ibid., p. 340.

The authors pointed out that the potential usefulness of objective measures to determine the child-rearing and family life attitudes of the mother "justifies their development."³⁷ They believe that such an instrument would contribute to knowledge obtained through the use of interview and observation methods of data gathering. They admit that the interview--if thoroughly developed and with well-trained interviews--would give more valid information, but that PARI in itself is a desirable method because of the speed, efficiency and objectivity of the questionnaire.³⁸

Their stated hypothesis is that "objectively measured attitudes toward child-rearing are significantly related to personality development of children."³⁹ PARI measures 23 concepts or different scales. Each concept is reliable only in group comparisons.⁴⁰ The 23 scales are found in Appendix B and the six scales used in this study are outlined and explained in detail in the next chapter.

PARI is a broad measuring device and should be used as a preliminary survey instrument in a new area. It also is an instrument that requires a large sample.⁴¹

³⁷Ibid., p. 340.

³⁸Ibid., p. 341.

³⁹Ibid., p. 344.

⁴⁰Earl S. Schaefer and Richard Q. Bell "Informal Notes on the Use of PARI" (Washington: By the Authors, December 15, 1960), p. 1.

⁴¹Ibid.

Schaefer and Bell write that "the most successful studies have used groups each with fifty or more subjects."⁴²

PARI, they say, is "best used as a phase one instrument in a two-phase program."⁴³ In other words, a more intensive study should be planned as a follow-up to the use of PARI.

The authors of PARI researched much of the available literature pertaining to parental attitudes toward child-rearing and began to compile a list of concepts or scales. They found that attitudes which were generally approved by psychologists were poor discriminators. These were called "rapport scales" by the authors.⁴⁴ The rapport items are: Encouraging Verbalization, Equalitarianism, and Comradeship and Sharing.

The final form of PARI was tested on several groups and substantiated as a valid instrument for measuring parental attitudes toward child-rearing and family life. Five statements relating to each of the twenty-three concepts were systematically distributed throughout the instrument. The total instrument consisted of 115 statements.⁴⁵

Of the 23 concepts, 20 measure attitudes toward child-rearing which are usually not approved child-rearing

⁴²Ibid.

⁴³Ibid.

⁴⁴Schaefer and Bell, Child Development, op. cit., p. 346.

⁴⁵Ibid., pp. 344-346.

opinions as held by child development specialists. The authors found, as have other researchers, that "scales which state approved attitudes toward child-rearing typically have poor reliabilities because there is a strong tendency for all persons to agree."⁴⁶

The two most significant sociological variables are education of the mother and occupation or income of the father.⁴⁷ Schaefer and Bell write: "Mothers of the lower educational levels tend to have less approved attitudes toward children."⁴⁸ The authors have found that the religion, number of children, and sex of children usually fail to show an appreciable relationship with the PARI scale. Results have not been uniform on the age of the mother as a factor.⁴⁹

Hypotheses

The conclusions reached by the researchers of the literature thus far reported in this chapter of this thesis as well as a study of the PARI scale led the author of this research project to the following hypotheses:

⁴⁶Ibid., p. 346.

⁴⁷Schaefer and Bell, "Informal Notes," op. cit., p. 2.

⁴⁸Schaefer and Bell, Child Development, op. cit., p. 353.

⁴⁹Schaefer and Bell, "Informal Notes," op. cit., p. 3.

1. Children of mothers who score high on the PARI item, Breaking the Will, will score high on preferences for action-adventure types of children's television programs.

The findings of both Shayon and Maccoby would support this hypothesis. If a child is harshly disciplined, then there is a likelihood that the child will develop a "reservoir of aggression." This hypothesis applies to those children who may turn to the action-adventure type of children's programs in an effort to vicariously divest themselves of aggression.

2. Mothers who have a high school education or less will have more favorable attitudes toward television than mothers who have some college training or more.

Parker, Berry and Smythe support this hypothesis as does Steiner. Maccoby has found that the upper socio-economic persons (more education, higher income) are generally more critical of television than the lower socio-economic class. Sweetser has reached the same conclusions. Roper found that those persons with less than an eighth grade education are more critical while college educated persons were least concerned about the effects of television on children. The author of this research project, however, predicates this hypothesis on the findings of Parker, Berry, Smythe, Steiner, Maccoby and Sweetser. It should be pointed out, however, that since Roper has reached a somewhat different conclusion, it is possible that this

hypothesis could be refuted. The author of this present study was interested in determining if the Parental Attitude Research Instrument is useful in reaching a solution to this apparent contradiction.

3. Mothers who score high on the PARI Strictness scale will generally have an earlier evening television viewing curfew hour for their children than will mothers who score low on the Strictness item.

This scale was designed by Schaefer and Bell to measure the freedom or independence of a child. It is probable that the mothers who are strict will be more likely to limit their children's viewing in the evening.

4. Mothers who score high on the PARI Strictness scale will be less apt to rescind the evening television viewing curfew hour they have established for their children than will mothers who score low on Strictness.

It is likely, since this PARI item measures degree of allowable freedom or independence of the child by the mother, that a more strict mother will be less likely to rescind the rules by which she disciplines her children.

5. The children of mothers who score high on the PARI Strictness scale will watch less television than children of mothers who score low on this scale.

Maccoby found that children of mothers in the low socio-economic level who maintained a rigidly enforced

bedtime rule tended to watch less television. She also concluded that strict, non-permissive mothers in the upper socio-economic levels tended to disapprove of television. It may be possible that mothers who disapprove of television limit the number of hours their children may watch. If this assumption is correct, then the hypothesis is that children of mothers who score high on Strictness will generally watch less television than will other children.

6. Children of mothers who score high on Irritability will watch more television per week than children of mothers who score low on this scale.

The PARI irritability scale was developed to determine the extent to which a mother rejects or ignores her children. Shayon and Maccoby have each indicated that children who are ignored often turn to television for companionship. As Shayon pointed out, children who are excluded from the adult world often turn to excessive television viewing.

7. Children of mothers who score high on the PARI Avoidance of Communication scale will watch more television per week than children of mothers who score low on this scale.

The PARI Avoidance of Communication scale is similar in purpose to the Irritability scale.

8. Children of mothers who score high on the PARI Approval of Activity scale will watch less

television than children of mothers who score low on this scale.

The PARI Approval of Activity scale was designed to determine how much a mother will permit her child to engage in passive activity.

9. Children of mothers who score high on the PARI Suppression of Aggression scale will watch more television than children of low scoring mothers. Maccoby's conclusion would seem to support this hypothesis.

10. Children of high scoring mothers on the PARI Suppression of Aggression scale will have a greater preference for the children's action-adventure category of programming than will children of mothers who score low on this scale.

Maccoby's conclusions would also seem to support this hypothesis.

CHAPTER II

METHOD OF STUDY

Introduction

Two procedures of study were used in this research project. The first procedure was to investigate the child-rearing attitudes of a sample of mothers of pre-school children. The instrument used was the Parental Attitude Research Instrument, which was described in Chapter I. The second procedure was to investigate the television viewing habits and preferences of a sample of pre-school children and their mothers. The mothers provided the answers to questions concerning their children's television viewing. Both procedures of the study were combined into one questionnaire. The second section in the questionnaire was formulated by the author of this present report.

After reviewing the literature on children and their television viewing habits, it was decided to limit this inquiry to only six of the PARI attitude scales. Although more than six of the twenty-three scales could be relevant to the television viewing, the research findings, as reported in the literature section of this report, are particularly significant in relation to the six scales which were chosen for this research project.

The six attitude scales from PARI selected for this study were: (1) Breaking the Will, (2) Strictness, (3) Irritability, (4) Suppression of Aggression, (5) Approval of Activity and (6) Avoidance of Communication. All twenty-three of the attitude scales were used in the measurement, however, because Schaefer and Bell, authors of PARI, recommended this procedure. The reliability of each concept could not be predicted if only a segment of the total instrument were administered.

The six scales selected for this study measured child-rearing attitudes not generally approved by psychologists and family life specialists.

Breaking the Will was designed to determine how authoritarian parents are over their children. One of the five statements related to this concept is: "Children need some of the natural meanness taken out of them." Each mother responding to this statement (and each of the 115 statements in the total instrument) was asked to strongly agree, mildly agree, mildly disagree or strongly disagree. Authoritarian parents and/or parents of disturbed or mal-adjusted children would be expected to more often agree with the statements (strongly or mildly agree) than parents who are democratic with their children and whose children are well-adjusted.

The Strictness scale measured the restraint of freedom or independence which a mother exercised over her child. One of the statements related to the concept read:

"Strict discipline develops a fine strong character."

The Irritability scale was developed by Schaefer and Bell to determine the extent to which a mother rejects or ignores her children. This scale could be related to sources of tension in the home, especially in the marital relationship. An example of an item on this scale was: "Children will get on any woman's nerves if she has to be with them all day."

The Suppression of Aggression scale was included to ascertain the degree of control a mother exercises over her child's normal aggressive tendencies. This scale was particularly relevant to this study because of the apparent relationship between a child's excessive taste for violent television programs and the degree of control his parents exercised over his normal aggression. One statement related to this scale was: "A child should be taught to avoid fighting no matter what happens."

Approval of Activity is a scale that attempts to determine how much a mother permits her child to engage in passive activities. Since television viewing is regarded as a passive activity, as was noted in Chapter I of this report, some parents are concerned about this characteristic of the medium. A statement related to this concept was: "There are so many things a child has to learn in life, there is no excuse for him sitting with time on his hands."

Avoidance of Communication was the sixth concept selected by the author of this report. Schaefer and Bell

have written that this concept was devised to determine: "whether the parent would permit or encourage the child to talk about his anxieties, conflicts, hostilities, and disagreements with parental policies."¹ It was pointed out in Chapter I that there may be a relationship between a mother's score on this scale and the viewing habits and patterns of her children. A statement on this scale was: "If you let children talk about their troubles they will end up complaining even more."

These six attitude scales were related to the viewing habits of those pre-school children who were tested in this study. The hypotheses of these relations are found in the concluding section of Chapter I.

An additional section of the questionnaire was added for the present study. This section sought to determine the number of hours pre-school children watch television, their favorite programs, parental control over the child's viewing, parental attitudes toward television and certain socio-economic information. Eight questions in this section asked for socio-economic information, including: the mother's highest educational level, the father's income and age and the number of children in the family. Fifteen questions in this section dealt specifically with television. The mother was first asked to estimate the number of hours her pre-school child watches

¹Schaefer and Bell, Child Development, op. cit., p. 347.

television. Each mother was asked to check the particular program favorites of her pre-school child. Twenty-four program titles were provided and these were distributed into seven different categories. The categories (with one example of each in parentheses) were: children's action-adventure (Lassie), children's comedy (Alvin Show), children's educational (Captain Kangaroo), adult action-adventure (Outer Limits), adult educational (Conversation), adult comedy (Donna Reed) and sports (Sunday Sports Spectacular). The number of categories and titles checked by each mother were tabulated. The complete list of programs is included in the questionnaire at the conclusion of this report (Appendix A). A category breakdown and the programs in each are listed in Appendix C of this report.

The mothers were asked how late they permitted their children to watch television and how often they allowed their children to stay up after the curfew hour if the children requested permission to do so.

The mothers were also asked to rate television in general and to state what effects they felt television had on children. They were asked to evaluate the effects which each of the previously mentioned program types might have had on their pre-school children. The mothers were asked which program categories they would not permit their children to watch. After scoring the questionnaires, it was noted that a substantial number of mothers did not respond to these latter two questions. The questions were

therefore not scored nor were the scores tabulated and reported.

The mothers were asked to indicate their own program favorites and to indicate which of those programs they did not want their children to watch. Six program categories were devised and twenty-three programs were assigned to these six categories.

The six categories, with an example program title in parentheses, were as follows: adult action-adventure (Combat), adult educational (Conversation), panel (What's My Line), adult variety (Jack Paar Show), adult comedy (Beverly Hillbillies), and sports (Fight of the Week). Individual, program and category preferences were tabulated. The complete list of programs is included in the questionnaire at the conclusion of this report.

The mothers were also asked what criteria they used to evaluate the acceptability or unacceptability of a program for their pre-school children. The author of this study hoped to determine whether mothers use program content or program production or some other method for evaluating a television program. The mothers were also asked whether they had any experience or professional background for judging the production value of programs.

In an effort to learn whether the mothers were interested in learning more about program production, they were asked if they were interested in obtaining such information and, if so, how they would like to receive it.

Finally, the mothers were asked if they had read any magazine articles, books or other materials in the past year on the subject of television and its effects on pre-school children.

Population

In early 1963, Mr. Thomas Banks did a study of "The Television Viewing Habits of Children Under Six Years of Age."² His audience was a random sample of mothers of the 21,988 boys and girls born in Lansing Township and the City of Lansing between June 1, 1957, and November 30, 1960. He selected every eighteenth four and five year old and every twelfth two and three year old. His total population consisted of 700 children; 185 five year olds, 175 four year olds, 169 three year olds and 169 two year olds.

The present study concentrated on a sample of those children who were three years old at the time of Mr. Banks' study. At the time of this present study, those same children were between the ages of four and one-half and five years of age.

Mr. Banks had reached the mothers of 125 three year olds by telephone and by personal interview. The list of names, addresses and telephone numbers from the Banks' study was used for this research study.

²Thomas Lee Banks, "The Television Viewing Habits of Children Under Six Years of Age" (unpublished Master's dissertation, College of Communication Arts, Department of Television and Radio, Michigan State University, 1963), p. 15.

An attempt was made to reach the 125 mothers by telephone and invite them to come to a designated place at a specified time to respond to a written questionnaire. Each mother was given a choice of one out of three evenings. A total of 111 of the 125 mothers were reached by telephone. Thirty-eight mothers out of a possible 125 agreed to participate. An additional 30 mothers seemed willing to participate but were unable to come to the designated meeting place. Their reasons for being unable to do so were varied, but primarily fell into three general categories--lack of transportation, husband working nights, or illness of either the mother or the children. Because it appeared that mothers in the lower socio-economic levels were being eliminated from the sample, it was decided to send them a questionnaire in the mail. The total potential audience, then, was sixty-eight. The other 57 mothers either refused or were not reached.

The sample was further divided when only fifteen mothers out of the 38 who said they would come to a designated place did so. Seven of the 38 called prior to the meeting and said they would be unable to come. These mothers were asked if they would participate through the mail and each replied affirmatively.

The remaining sixteen mothers did not respond further. An attempt was made to reach these sixteen people on the telephone. Fifteen were reached and asked if they would participate in their homes. They were specifically

asked if a stop could be made at their homes to leave a questionnaire and then come back for it in two or three hours. Ten replied yes and five asked that it be mailed to them.

The total sample for this study, including the mailed questionnaires and those which were completed in a group situation, was fifty-three. Fifteen mothers completed the questionnaire in a group situation, twenty-eight participated by mail, and the questionnaire was delivered personally to ten mothers.

After the questionnaires were filled out by the 53 mothers, the information was coded and transferred to computer data cards. The information was then computer analyzed. The author of this study, with the assistance of persons who were qualified to interpret data in computer-analyzed form, studied the results, then reviewed his hypotheses and compared them with the results.

Purpose

The purpose of this study was to determine if there is a relationship between mothers' attitudes toward child-rearing and their pre-school children's television viewing habits. It was believed possible that mothers who are automatic about their child's viewing habits and who have negative attitudes about television are mothers who score high on the Parental Attitude Research Instrument scales (child-rearing attitudes not generally approved). It also

was believed possible that there might be no correlation between child-rearing attitudes and television attitudes and viewing habits. This study was an attempt to find out.

CHAPTER III

RESULTS OF DATA ANALYSIS

Method of Analysis

The data obtained by the author of this report were coded and keypunched on computer cards. The data were coded so that a chi square analysis could be made of it. The fifty-three subjects were rated high or low on each of the eight variables (i.e., mother's education, father's income, breaking the will, strictness, irritability, suppression of aggression, approval of activity and avoidance of communication).

Those mothers who had graduated from high school but had not had any college training were classified as low in the education variable. Those who had at least some college were classified as high. There were 34 low mothers and 19 high mothers on the education variable.

On the father's (or husband's) income item, 28 mothers were in the low category and 25 were in the high group. The low group was comprised of those homes whose heads earned \$7,499 or less. The high group had incomes of \$7,500 or more.

The six child-rearing attitude scales selected for the purposes of this research comprised the remaining

six variables. Each mother was scored on each attitude scale. The lowest possible score was five and the highest possible score was twenty. The lower the score, the more positive were the mother's child-rearing attitudes. The higher the score, the less the mother's attitudes and opinions agreed with child psychologists and family life specialists. The scores of all fifty-three subjects on each of the six scales were added and the mean score on each attitude scale was determined. Those persons whose scores were under the mean were labeled low and those whose scores were equal to or above the mean were put in the high group. The total score, range, mean and number of high and low subjects were as follows:

Attitude	Total Score*	Range	Mean	High	Low
Breaking the Will	553	5-18	10.43	25	28
Strictness	820	10-20	15.47	28	25
Irritability	807	11-20	15.23	24	29
Suppression of Aggression	533	5-16	10.06	19	34
Approval of Activity	623	6-17	11.75	29	24
Avoidance of Communication	515	5-16	9.72	31	22

*Total score of the fifty-three subjects. Highest possible total score was 1,060 and lowest possible total score was 265.

These, then, were the eight variables which were used for comparison with the television data. The mother was asked to indicate the number of hours her child watched television per week. Again using the mean as the determinant,

the subjects were divided into high and low categories. Those mothers who indicated that their children watched ten or less hours per week were put into the low category. Those who marked eleven or more hours per week were placed in the high category. There were twenty-seven mothers in the high group and twenty-six in the low group.

The mothers were then asked to indicate the favorite programs of their pre-school children. The program categories were described more fully in Chapter I of this report. The twenty-five programs in the list can be found in the questionnaire (Question #27) in the Appendix of this report. The children's action-adventure category included four programs--Lassie, Mighty Mouse, Roy Rogers, and The Lone Ranger. If the mother marked three or more programs, she was placed in the high group. There were a total of seventeen in the high category. Thirty-six were in the low group; those mothers who indicated less than three programs. This was the only program category analyzed and dealt with in the hypotheses found in Chapter I. For this reason, the scores and means were not determined for the other six categories. The information was retained on computer cards in the event that someone might be interested in further investigation of the data.

The mothers were asked, in an open-ended question, to indicate how late they permitted their children to watch television. The range was from 6:00 p.m. to 10:00 p.m. The mean was determined and those mothers who indicated

8:00 p.m. or earlier were placed in the low category. Those who marked 8:30 p.m. or later were placed in the high group.

The mothers were then asked to indicate how often they rescinded the television viewing curfew hour if their children requested it. Twenty-four mothers were placed in the high group. Twenty-nine were placed in the low group. The low mothers rescinded the viewing curfew less often than the high group mothers.

Those mothers who rated television either generally excellent or good were placed in the high group. Those who indicated either fair or poor comprised the low group. The high-low division on the general television rating question was 28 mothers and 25 mothers, respectively.

The various data on the questionnaire were coded and punched on cards, with the exception of questions eight and nine in Section Three. The small number of mothers who responded to these questions did not seem to warrant coding them.

The only information from the data which was pertinent to this study consisted of correlations and numerical analyses.

Results on Hypotheses

Correlations and chi square significances were obtained in order to test the eight hypotheses. The significance of the findings will be reported in Chapter IV of this report in the form of analyses of the findings.

Hypothesis number one states that children of mothers who score high on the PARI item, Breaking the Will, will tend to prefer more action-adventure types of children's television programs. The author of this report found that, according to the mother's indications of their children's favorite action-adventure children's programs, 2.7% of the children's preferences were accounted for by the mother's score on the Breaking the Will scale. The mothers' scores on each of the PARI items were reflections of their attitudes on a negative-positive continuum. The chi square, with one degree of freedom, was 1.416 and was significant to the .125 level. The product moment correlation was $-.163$.

The high-low breakdown on the two factors in hypothesis number one was as follows:

		Breaking the Will		
		High	Low	Total
Children's Action-Adventure Preferences	H I G H	6	11	17
	L O W	19	17	36
	T O T A L	25	28	53

Hypothesis number two stated that mothers who have a high school education or less will have more favorable

attitudes toward television than mothers who have more than a high school education. The results were that .009% of the variability of the mother's rating of television in general is accounted for by her education. The chi square was .000 and the product moment correlation was $-.003$. The high-low breakdown was as follows:

		Mother's TV Rating		
		High	Low	Total
Mother's Education	H I G H	10	9	19
	L O W	18	16	34
	T O T A L	28	25	53

Hypothesis number three was that mothers who score high on the PARI Strictness scale will have an earlier evening curfew hour on their children's television viewing than mothers who score low on this scale. The results showed that 4.45% of the variability of the curfew on evening viewing is accounted for by the degree of the mother's strictness as measured by PARI. The chi square was 2.369 and significant to .125 level. The product moment correlation was .211. The high-low breakdown was as follows:

		Strictness		
		High	Low	Total
Evening Viewing Curfew	H I G H	16	9	25
	L O W	12	16	28
	T O T A L	28	25	53

Hypothesis number four stated that mothers who score high on Strictness will score low on frequency of rescinding the curfew viewing hour for their children. The results show that .27% of the variability of the frequency of rescinding the curfew hour is accounted for by the mother's degree of Strictness. The chi square was .141 and was significant to the .375 level. The product moment correlation was $-.052$. The high-low breakdown was as follows:

		Strictness		
		High	Low	Total
Frequency of Rescinding Curfew	H I G H	12	12	24
	L O W	16	13	29
	T O T A L	28	25	53

The fifth hypothesis was that children of mothers who score high on the PARI Strictness scale will watch less television. The results showed that 2.9% of the variability of the number of hours viewed by the child as reported by the mother is accounted for by the mother's degree of Strictness as measured by PARI. The chi square was 1.553 and was significant to the .125 level. The product moment correlation was $-.171$. The high-low breakdown was as follows:

		Strictness		
		High	Low	Total
Hours Viewed	H I G H	12	15	27
	L O W	16	10	26
	T O T A L	28	25	53

The sixth hypothesis was that children of mothers who score high on the Irritability scale will watch more television per week than children of mothers who score low on this scale. The chi square was 1.510 and was significant to the .125 level. The product moment correlation was $-.169$. As measured by PARI, 2.9% of the variability in hours viewed per week by the pre-school child is accounted for by the mother's Irritability scale.

The high-low breakdown was as follows:

		Irritability		
		High	Low	Total
Hours Viewed	H I G H	10	17	27
	L O W	14	12	26
	T O T A L	24	29	53

The seventh hypothesis was similar to the sixth. Children of mothers who score high on Avoidance of Communication will watch more television per week than children of mothers who score low on this scale. It was found that 8.4% of the variability in hours spent viewing per week is accounted for by the mother's Avoidance of Communication with the child, as measured by PARI. The chi square was 4.472 and was significant to the .025 level. The product moment correlation was $-.290$. The high low breakdown was as follows:

		Avoidance of Communication		
		High	Low	Total
Hours Viewed	H I G H	12	15	27
	L O W	19	7	26
	T O T A L	31	22	53

Hypothesis number eight was that children of mothers who score high on Approval of Activity will score low on the number of hours they view per week. As measured by PARI, .35% of the variability in the number of hours viewed by the child per week as reported by the mother is accounted for by the mother's attitude on Approval of Activity scale. The chi square was .182 and was significant to the .375 level. The product moment correlation was .059. The high-low breakdown was as follows:

		Approval of Activity		
		High	Low	Total
Hours Viewed	H I G H	14	13	27
	L O W	15	11	26
	T O T A L	29	24	53

The ninth hypothesis was that children of mothers who score high on Suppression of Aggression will score high on the number of hours viewed by those children per week. Of the variability of hours viewed per week by the child, as reported by the mother, 3.3% is accounted for by the mother's attitude on Suppression of Aggression, as measured by PARI. The chi square was 1.768 and was significant to

the .125 level. The product moment correlation was .183. The high-low breakdown was as follows:

		Suppression of Aggression		
		High	Low	Total
Hours Viewed	H I G H	12	15	27
	L O W	7	19	26
	T O T A L	19	34	53

The tenth hypothesis was that children of mothers who score high on Suppression of Aggression will have higher preferences for children's action-adventure programs. Of the variability of the child's preference for action-adventure children's programming, as reported by the mothers, .006% is accounted for by the mother's attitudes on Suppression of Aggression as measured by PARI. The chi square was .003 and the product moment correlation was -.008. The high-low breakdown was as follows:

		Suppression of Aggression		
		High	Low	Total
Children's Action-Adventure Preferences	H I G H	6	11	17
	L O W	13	23	36
	T O T A L	19	34	53

These were the results of the data pertaining to the ten hypotheses as stated in Chapter I of this report. The significances, if any, of the correlations, together with the conclusions of the author of this report, are presented in the next chapter.

CHAPTER IV

CONCLUSIONS

Analysis of Hypotheses

Hypothesis number one was significant to the .125 level, which is not regarded by communications research specialists as being significant enough to discuss with much confidence. Research specialists in communications generally will not consider any correlation significant if it falls below the .05 level. The author of this report did reach some possible conclusions, however, about all eight hypotheses even though most of them did not reach a significant chi square level of .05.

There was a negative correlation on hypothesis number one, although it was a slight one. In essence, the conclusion is that there is a possibility that the higher the score on the PARI item, Breaking the Will, the lower the child's preference will be for action-adventure children's programs. If this is true, and not much confidence can be placed in the results, then the first hypothesis stated by the author of this report in Chapter I is refuted. It was hypothesized that there would be a positive correlation between the two items.

There are at least two possible conclusions one could reach about the results on hypothesis number one. First, since the chi square was significant only to the .125 level, it is possible that this conclusion is caused by chance. The chi square correlation of .125 means that if the experiment were repeated one hundred times, the results would be the same eighty-seven and one-half times. In other words, the results would be different twelve and one-half times. Once out of every eight times, the results would be different. It is possible that this is one of those times. The results on this hypothesis are certainly not sufficient to refute it with confidence.

Second, it may be possible that the mother, either purposely or inadvertently, did not reflect the actual action-adventure favorites of her pre-school child. It is possible that mothers who score high on Breaking the Will will not, for some unknown reason, permit their children to watch these types of programs.

One interesting and possibly significant result shows up in the four cell tables on hypothesis number one. There were more than twice as many mothers in the low group as in the high group on the children's preference for action-adventure programs. The break-down on Breaking the Will was about equal. This would seem to indicate that pre-school children, at least for the sample in this study, are not heavy viewers of action-adventure children's programs. More than two-thirds (36) of the mothers reported

that their children watch two or less of the four action-adventure children's programs listed in the questionnaire.

The results on the second hypothesis were even less conclusive than for the first one. For all practical purposes, there was no correlation between the two factors; mother's education and mother's rating of television. Almost twice as many mothers were in the low education group. The high-low TV rating groups were about equal. Perhaps the most significant conclusion is that there appears to be no correlation between education and opinion of television. The author of this report found divided opinion in his research of the literature. Parker, Berry, and Smythe as well as Steiner found that education and income were factors and that persons in the higher socio-economic levels were more critical of television. Roper concluded the opposite. The author of this report is led to conclude that, at least for the sample of fifty-three mothers in this study, education is not a significant factor in a mother's high or low rating of television.

It is possible that some bias occurred. The subjects in the study did know that the author of this report was a graduate student in the Department of Radio and Television at Michigan State University. This may have affected their responses, although opinion was almost evenly divided (high-low TV rating) for both the high and low education groups. The knowledge that the author of this report was affiliated, though indirectly, with the television industry may have

tempered the responses of those persons who are more critical of television, although previous studies have shown no such reticence on the part of highly educated people.

The results of the third hypothesis seem more indicative of a possible trend, although they did not approach the .05 level of significance. According to the chi square test measurement, the same results would be achieved eighty-seven and one-half times out of a hundred. There was a positive correlation and the hypothesis would be refuted if these results are accurate. The higher the mother's score on Strictness, the later the curfew hour she placed on her children's evening television viewing. One possible explanation for this result is that perhaps the mother is strict about many of the children's activities and behavior patterns, but not about their television viewing. One of the original purposes of this study was to determine if there is a correlation between parental attitudes about child-rearing and the television viewing habits of the child. It appears in this instance that such is not the case, although the author of this report is cautious about assuming this conclusion. Since these same results would occur by chance once every eight times, no certainty can be ascertained. There does, however, appear to be a possible slight positive correlation between the two items.

There appears to be no correlation between Strictness and frequency of rescinding the curfew viewing hour, which was hypothesis number four. Although the correlation was negative, it was so low and the chi square so inconsequential

that the same results would occur by chance thirty-seven and one-half times out of a hundred. In other words, the same results would occur by chance every third time. The division between high and low were about equal in both items. The only observable statistical difference was in the high-Strictness/low-frequency cell. This accounts for the very slight negative correlation. A much stronger negative correlation would have been required to substantiate the fourth hypothesis. There appears to be no relationship between the mother's strictness and the frequency with which she will permit her child to watch television later than the usual curfew hour.

The correlation between the two items was stronger in the fifth hypothesis, although again not to the .05 level of significance. The chi square was again .125, or a chance possibility of the same results occurring once every eight times. The correlation was negative. If it had been stronger, it would have confirmed the hypothesis. The higher the mother's score on Strictness, the lower the number of hours viewed per week by the child. There was an almost even high-low split on both items. It is again possible that the correlation was not more significant because mothers are strict about most disciplines concerning their children but not strict about television viewing. The author again cannot be certain about any conclusion because of the relatively strong possibility that the results may have been a chance occurrence.

The sixth hypothesis was also significant to the .125 level and any conclusion reached can only be tenuous. If the results were valid and not the one chance occurrence in eight, then the hypothesis would be refuted. This conclusion cannot be determined without further research. The correlation was slightly negative. In other words, the higher the score on Irritability, the less hours viewed per week by the child. The author of this report based this hypothesis on the assumption, supported by Shayon and Maccoby, that if the mother tended to have a low irritability point, the child would escape to television. The possibility now exists, as a result of the slightly negative correlation, that television also causes the mother to become more irritable and she may refuse to permit her child to view it as often. She may still be ignoring the child, but the child may be escaping to something else, such as outdoor play or some other activity.

The results on the seventh hypothesis are the most significant and the only results in the study which came within the acceptable .05 level of significance. The author of this report concluded with a respectable degree of certainty that this hypothesis was refuted. The higher the mother's score on Avoidance of Communication, the less the child watched television. Among the low-ranked mothers on Avoidance of Communication, the high viewers outnumber the low viewers by two to one. This would seem to indicate that the children of mothers who scored high on Avoidance of Communication in this study may not escape to television

as was hypothesized. They may escape to other activities, but it does not appear that their viewing increases as communication with the mother diminishes. It would again seem possible that there is no relationship between this PARI item and a child's viewing habits.

It would appear that the eighth hypothesis is refuted although the reverse of it is certainly not substantiated. The chi square was .375 and insignificant. The same results would appear by chance every third time. The high-low division on both items was about equal. The author of this report assumes that the most important conclusion is that there appears to be no relationship between the mother's score on Approval of Activity and the number of hours spent viewing by the child every week. It is possible that the mothers in this study do not regard television as a passive activity. This could account for a mother scoring high on Approval of Activity and for her having a child who placed in the high viewing group.

The results pertaining to the ninth hypothesis were significant to the .125 level. The product moment correlation was an even less significant .183. The correlation was positive and, if it is valid and not the one in eight chance occurrence, the hypothesis was substantiated.

It is possible that those mothers in the high group on Suppression of Aggression have children who are in the high viewer group. The low group of mothers on Suppression of Aggression outnumber the high group by almost two to one,

but the high and low viewer groups were about even. The strongest difference was between the high and low viewer in the high Suppression of Aggression group. This accounts for the slight indication that the higher the score on Suppression of Aggression, the more hours spent per week viewing.

There appears to be no correlation between Suppression of Aggression and the children's preferences for action-adventure children's programs, which was stated as hypothesis number ten. The most important conclusion reached by the author of this report was that there appeared to be no relationship between a mother's desire to suppress aggression in her child and the child's preferences for action-adventure programs on television. If this is true, then the child whose aggressive behavior is suppressed by the mother either retains his aggression within himself or expresses it in some manner other than television viewing, perhaps through some less passive activity.

These are the results and some of the possible interpretations of those results. One hypothesis was significantly refuted. Two were supported though only at the .125 level which is not regarded as a significant level by communications research specialists. The remaining seven hypotheses were refuted, but the conclusions were insignificant in either a positive or negative direction. The most important conclusion regarding these same hypotheses is that there appears to be no relationship between a mother's

child-rearing attitudes and the television viewing habits of her pre-school child.

There were at least two over-all possible conclusions reached by the author of this report. Actually, the two conclusions assume possible either/or positions. It is possible that a mother's child-rearing attitudes as measured by PARI have no relationship to the television viewing of her child. It is also possible that PARI is not a useful instrument for comparing its results with the television viewing habits of children. Either could be true, but additional research is necessary before a convincing argument for either can be presented.

Other Results

There were other results obtained which the author of this report believes should be included in this chapter. One question asked of the mothers was: "What criteria do you use to judge the acceptability or unacceptability of a television program for your pre-school child?" The possible answers were "program content," "program production" and "other." In the coding of the answers, categories of "no response" and "content and production" were added. Program content was defined in parentheses on the questionnaire as being "crime, violence, sex, etc." Program production was defined as "staging, lighting, pacing, camera shots, music, etc."

The purpose of this question was to determine the bases by which these mothers evaluated television programs.

It was believed by the author of this report, though without any supportive evidence, that most mothers would select program content and that very few would select program production. In the opinion of this writer, however, program production factors are at least as important as content factors. The difference between a second rate Western and an Academy award-winning Western is, quite often, as much the result of production methods as of story. Again, these are subjective opinions of the writer and they are not intended to be factual statements. At any rate, program production is possibly at least equal in importance as program content and the author of this report was interested in finding out what criteria the mothers used to judge television programs for their pre-school children and if there were any differences between mothers according to the amount of education they had received and according to the income of their husbands.

The results were as follows:

		Program Evaluation Criteria								
		0	1	2	3	4	5	Total		
Mother's Education	H	0	15	0	0	3	1	19	H	
	L	6	23	0	3	2	0	34	L	

0 = response; 1 = program content; 2 = program evaluation;
3 = other; 4 = content or production and other; 5 = content
and production.

Perhaps the most obvious revelation is that not one mother selected program production as a criterion. The second result from this question is that education does not appear to be a factor as a criterion in the selection of program content. Seventy-nine per cent of the mothers in the high education group selected program content. Sixty-eight per cent of the low education mothers selected program content.

The major differences between the high and low educated groups were in "no response" and "other." The numerical differences between these two criteria were quite small. It is quite possible that the most significant conclusion to be drawn from the answers to this question is that it appears that education of the mother was not an important factor in determining these mothers' criteria for evaluating television programs for their pre-school children.

The mothers' answers to the program criteria question were also compared to their high-low classification according to their husband's income. The results were as follows (the program criteria numbers mean the same as in the previous table):

		Program Evaluation Criteria							
		0	1	2	3	4	5	Total	
Fathers' Income	H	1	20	0	1	2	1	25	H
	L	5	18	0	2	3	0	28	L

The percentages approximate those for the education results. Eighty per cent of the high mothers indicated program content and sixty-four per cent of the low mothers marked the same criterion. Not one mother in either group selected program production.

Essentially the same conclusion as that reached in the previous comparison between education and program evaluation criteria might be reached here. The income of the husband does not appear to be a significant factor in determining the mothers' criteria for evaluating television programs for their pre-school children.

Another question asked of the mothers was: "What background or experience, if any, do you have for judging the production value of a program?" The mothers' answers were again compared with their education and with the income of the husband. The results on education were as follows:

		Mothers' Background or Experience									
		0	1	2	3	4	5	6	Total		
Mothers' Education	H	0	8	0	0	4	4	3	19	H	
	L	2	26	0	0	3	2	1	34	L	

0 = no response; 1 = none; 2 = TV or film courses; 3 = TV or film production experience; 4 = discussion groups; 5 = other; 6 = TV or film courses or experience or discussion and other.

Not one mother in each category had taken any television or film courses nor had she had any professional experience in television or film. Forty-two per cent of the

high mothers and seventy-six per cent of the low mothers said they had no experience or background for judging the production value of a program. Numerically, the high and low mothers were close in their selection of other factors. Again, it could be concluded that the mothers' levels of education achievements do not appear to be significant factors in the background of experience she has for judging television programs.

The answers to the same question were compared with the income of the husband. The results were as follows (numbers on the mothers' background or experience mean the same as in the previous table):

		Mothers' Background or Experience									
		0	1	2	3	4	5	6	Total		
Husband's Income	H	1	13	0	0	4	4	3	25	H	
	L	1	21	0	0	3	2	1	28	L	

Fifty-two per cent of the high mothers and seventy-five per cent of the low mothers indicated that they had no experience or background for judging the production values of programs. The other results were about the same as those obtained on the education comparison. It may be concluded that the income of the husband does not appear to be a significant factor in predicting the background or experience a mother may have for judging a television program.

The results obtained from answers to another question were significant enough to include in this report. The question was: "If given the opportunity, would you like

to learn more about TV program production?" The answers were compared to high and low mothers in terms of both education and income. The results, when compared with education were as follows:

Desire to Learn More						
		No Response	Yes	No	Total	
Mothers' Education	H	0	18	1	19	H
	L	2	21	11	34	L

Here, there was a slight positive correlation. In other words, the higher the education of the mother, the greater was the desire to learn more about television program production. The product moment correlation was .217. About 4.7% of the mothers' desire to know more is accounted for by the amount of formal education she has received.

The chi square was 6.869 with two degrees of freedom. The chi square was significant to the .05 level and would therefore probably occur 95 times out of 100. This is regarded as an acceptable level of significance by communications specialists.

The author of this report was not surprised with these results. It would seem to be predictable that, generally, a mother who had received at least some formal education beyond high school would have acquired a greater desire to learn more about many things. Television should be no exception.

The results were more surprising when the income of the father or husband was compared with the desire to learn more about television program production. The high-low breakdown on both items was as follows:

Desire to Learn More						
		No Response	Yes	No	Total	
Husband's Income	H	1	19	5	25	H
	L	1	20	7	28	L

The product moment correlation was .057 and was not significant. The chi square, with two degrees of freedom, was .190 and also was not significant. The same results would appear by chance 95 times out of 100. What is significant in comparing the two items, income and education, with desire to learn more is that education appears to be a factor but income does not. In many studies, the two socio-economic factors of income and education are linked together. In this study on this particular question, they obviously were not. The numerical high-low breakdown was two to one (low-high) on education and about even on income. It is obvious that some of the low-group mothers in terms of education were in the high income group. This resulted in a "leveling-out" of the desire to learn more about the income correlation.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

Summary

The author of this study stated in an earlier chapter that the basic purpose of this study was to determine whether there is a relationship between parents' attitudes toward child-rearing and the television viewing habits of their pre-school children. The author decided to utilize a measuring device called the Parental Attitude Research Instrument to obtain the child-rearing attitudes of the mothers in his sample. This instrument was coupled with a series of questions devised by the author of this study. Hypotheses were formulated which were based upon a review of the literature on the subject of children's television viewing habits and the psychological implications thereof.

In summary, there appears to be little or no relationship between a mother's score on the Parental Attitude Research Instrument and the viewing habits and program preferences of her pre-school children. Neither the education of the mother nor the income of the father seem to be significant factors either, when relating them to pre-school children's television viewing habits. It is

also possible that PARI is not a useful instrument for comparing its results with the television viewing habits of pre-school children.

The author of this study also found that mothers were almost unanimous, regardless of income and education, in their selection of program content as the only criterion for judging the acceptability or unacceptability of a television program for their children. The mothers in the study also had very little background or experience for judging the production values of a program. Finally, the author found that the mothers' education was significant when related to the desire of the mothers to learn more about television program production, but the income of the father was not significant. More specific data pertaining to the hypotheses, as well as other conclusions, have been answered in previous chapters.

Limitations of the Study

The author of this thesis believes there were at least five major limitations to this study.

The first limitation was that the sample was a relatively small one. The authors of PARI recommended that the number in each group be at least twenty-five. In some cases, this was not so. On the high-low education breakdown the number in the high group was only nineteen. It is suggested by the author of this report that a study of this kind should include at least the minimum suggested audience size by the authors of PARI.

The second limitation of this study was the audience participation requirement. The original request which was made of the mothers was that they select one of three possible evenings to come to a centrally located place to answer the questionnaire. In the opinion of the author of this thesis, this request tended to discourage mothers in the low income group. The need for babysitters and for a means of transportation could possibly have prevented greater attendance by those mothers in the low income group.

In recognition of the possibility of this development after the original sample was selected, a decision was made to mail questionnaires to some of the mothers. This action introduced another unknown factor into the study. It was impossible to determine whether the mothers who responded by mail answered the questionnaire unaided by other members of the family or friends. This could have resulted in a different response from that which was given by the mothers who came to the designated location and answered the questionnaire alone.

The third limitation of this study was the need for a dependence upon the mothers to indicate how many hours their children watched television every week and what the children's program preferences were. Working mothers and those who do not pay much attention to their children's viewing might find it difficult to give accurate answers to these questions.

The fourth limitation of this study was that the

chi square method of analysis did not sharply differentiate between high and low classifications. The product moment correlation method is a little more reliable, however. The fact remains that when respondents are divided into high-low classifications, it is possible that the distinction is not a sharp one. The responses could congregate in the center of the continuum and the difference between high and low may not be a substantial one.

The fifth major limitation of this study, in the opinion of its author, was that the program classifications were subjectively determined by the author of this report, with some assistance provided by television program guides. It is quite possible that some television program producers and some mothers of pre-school children would disagree with the author's classifications.

These limitations lead the author of this report to offer several suggestions for further research on the subject of parental attitudes toward child-rearing and pre-school children's television viewing habits.

Suggestions for Further Research

The author of this report suggests that there are at least three avenues for further research on this problem.

First, a similar study could be made with a larger sample and with greater assurance of universality in the sample. A method of sampling should be devised that would insure a representative sample of clearly defined educational

and income differences. This larger study should include a representative sample of mothers of three and four year old children as well as five year olds. It could be possible to determine whether mothers treat children of varying ages differently and whether the children's viewing habits and preferences differ as a result.

Second, it is suggested that a future study might include interviews with the children themselves in order to assure greater accuracy in determining children's tastes and preferences. The fathers of the children might also be interviewed as well as other members of the immediate family. This procedure would undoubtedly result in a more accurate reflection of pre-school children's preferences than could be gained from a study of mothers alone.

Third, an attempt could be made to devise a content analysis of the different types or classifications of programs. Program types could then be explicitly defined and a general consensus reached among researchers and mothers of pre-school children. This would result in greater accuracy in labeling programs as adult action-adventure, children's action-adventure, etc.

It is possible that these suggestions for further research would result in more conclusions about the degree of usefulness, if any, of the Parental Attitude Research Instrument in predicting the television viewing habits and preferences of pre-school children. The author of this

report did not reach any conclusive opinions about the usefulness of PARI in this regard. The results of this present study would seem to indicate that there are few, if any, significant correlations between a mother's PARI score and her pre-school child's viewing habits. The author of this thesis would need additional and more conclusive proof before he would reject PARI as a valid instrument for television research.

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APPENDIX A

QUESTIONNAIRE

SECTION ONE

"I am Jim Harrison. In cooperation with The Department of Radio and Television at Michigan State University, I am studying what mothers think about how children should be brought up. A lot is written on this subject in various newspaper and magazine articles. Frequently these articles are not in agreement. I thought it would be a good idea to find out what mothers themselves think. You can help in the study by passing on your own ideas. This is voluntary. Be frank and give your own personal views regardless of what others may think. You do not need to give your name. I would, however, like you to fill out the questions in the first section for research purposes (Children, education, etc.). So as not to use too much of your time, in section two we have a list of ideas which other mothers have contributed. If you have any ideas which you feel should be included jot them down at the end. We would appreciate having them. Others who have given us their ideas say that it is best to work rapidly. Give your first reaction. If you read and reread the statements it tends to be confusing and you can't finish in the amount of time we have. Section three deals more specifically with television and your opinions about it. If you have any questions, please raise your hand and I will try to answer them for you. You may begin."

1. Name _____
2. Address _____
3. Telephone _____
4. How many children do you have?
 - _____ a. One
 - _____ b. Two
 - _____ c. Three
 - _____ d. Four
 - _____ e. Five or more
5. How many children do you have who are 6 to 12 years in age?

_____ a. None	_____ b. One
_____ c. Two	_____ d. Three
_____ e. Four	_____ e. Five

6. How many children do you have who are 3 to 5 years of age?

- _____ a. One
- _____ b. Two
- _____ c. Three

7. What is the highest educational level completed by the mother?

- _____ a. 8th grade or less
- _____ b. 9-11 years
- _____ c. High school graduation
- _____ d. 1-3 years college
- _____ e. College diploma
- _____ f. Some graduate work
- _____ g. Master's degree
- _____ h. Doctoral degree

8. What is annual income of the father?

- _____ a. \$4,999 or less
- _____ b. \$5,000 - \$7,499
- _____ c. \$7,500 - \$9,999
- _____ d. \$10,000 - \$12,499
- _____ e. \$12,500 - \$14,999
- _____ f. \$15,000 or more

PLEASE PROCEED TO SECTION TWO

SECTION TWO

PARENTAL ATTITUDE RESEARCH INSTRUMENT

Read each of the statements below and then rate them as follows:

A
strongly
agree

a
mildly
agree

d
mildly
disagree

D
strongly
disagree

Indicate your opinion by drawing a circle around the "A" if you strongly agree, around the "a" if you mildly agree, around the "d" if you mildly disagree, and around the "D" if you strongly disagree.

There are no right or wrong answers, so answer according to your own opinion. It is very important to the study that all questions be answered. Many of the statements will seem alike but all are necessary to show slight differences of opinion.

	Agree		Disa- gree	
	A	a	d	D
1. Children should be allowed to disagree with their parents if they feel their own ideas are better.	A	a	d	D
2. A good mother should shelter her child from life's little difficulties.	A	a	d	D
3. The home is the only thing that matters to a good mother.	A	a	d	D
4. Some children are just so bad they must be taught to fear adults for their own good.	A	a	d	D
5. Children should realize how much parents have to give up for them.	A	a	d	D
6. You must always keep tight hold of baby during his bath for in a careless moment he might slip.	A	a	d	D
7. People who think they can get along in marriage without arguments just don't know the facts.	A	a	d	D
8. A child will be grateful later on for strict training.	A	a	d	D

	Agree		Disa- gree	
9. Children will get on any woman's nerves if she has to be with them all day.	A	a	d	D
10. It's best for the child if he never gets started wondering whether his mother's views are right.	A	a	d	D
11. More parents should teach their children to have unquestioning loyalty to them.	A	a	d	D
12. A child should be taught to avoid fighting no matter what happens.	A	a	d	D
13. One of the worst things about taking care of a home is a woman feels that she can't get out.	A	a	d	D
14. Parents should adjust to the children some rather than always expecting the children to adjust to the parents.	A	a	d	D
15. There are so many things a child has to learn in life there is no excuse for him sitting around with time on his hands.	A	a	d	D
16. If you let children talk about their troubles they end up complaining even more.	A	a	d	D
17. Mothers would do their job better with the children if fathers were more kind.	A	a	d	D
18. A young child should be protected from hearing about sex.	A	a	d	D
19. If a mother doesn't go ahead and make rules for the home the children and husband will get into troubles they don't need to.	A	a	d	D
20. A mother should make it her business to know everything her children are thinking.	A	a	d	D
21. Children would be happier and better behaved if parents would show an interest in their affairs.	A	a	d	D

	Agree		Disa- gree	
22. Most children are toilet trained by 15 months of age.	A	a	d	D
23. There is nothing worse for a young mother than being alone while going through her first experience with a baby.	A	a	d	D
24. Children should be encouraged to tell their parents about it whenever they feel family rules are unreasonable.	A	a	d	D
25. A mother should do her best to avoid any disappointment for her child.	A	a	d	D
26. The woman who wants lots of parties seldom make good mothers.	A	a	d	D
27. It is frequently necessary to drive the mischief out of a child before he will behave.	A	a	d	D
28. A mother must expect to give up her own happiness for that of her child.	A	a	d	D
29. All young mothers are afraid of their awkwardness in handling and holding the baby.	A	a	d	D
30. Sometimes it's necessary for a wife to tell off her husband in order to get her rights.	A	a	d	D
31. Strict discipline develops a fine strong character.	A	a	d	D
32. Mothers very often feel that they can't stand their children a moment longer.	A	a	d	D
33. A parent should never be made to look wrong in a child's eyes.	A	a	d	D
34. The child should be taught to revere his parents above all other grown-ups.	A	a	d	D
35. A child should be taught to always come to his parents or teachers rather than fight when he is in trouble.	A	a	d	D

	Agree		Disa- gree	
36. Having to be with the children all the time gives a woman the feeling her wings have been clipped.	A	a	d	D
37. Parents must earn the respect of their children by the way they act.	A	a	d	D
38. Children who don't try hard for success will feel they have missed out on things later on.	A	a	d	D
39. Parents who start a child talking about his worries don't realize that sometimes it's better to just leave well enough alone.	A	a	d	D
40. Husbands could do their part if they were less selfish.	A	a	d	D
41. It is very important that young boys and girls not be allowed to see each other completely undressed.	A	a	d	D
42. Children and husbands do better when the mother is strong enough to settle most of the problems.	A	a	d	D
43. A child should never keep a secret from his parents.	A	a	d	D
44. Laughing at children's jokes and telling children jokes makes things go more smoothly.	A	a	d	D
45. The sooner a child learns to walk the better he's trained.	A	a	d	D
46. It isn't fair that a woman has to bear just about all the burden of raising children by herself.	A	a	d	D
47. A child has a right to his own point of view and ought to be allowed to express it.	A	a	d	D
48. A child should be protected from jobs which might be too tiring or hard for him.	A	a	d	D
49. A woman has to choose between having a well run home and hobnobbing around with neighbors and friends.	A	a	d	D

	Agree		Disa- gree	
50. A wise parent will teach a child early just who is boss.	A	a	d	D
51. Few women get the gratitude they deserve for all they have done for their children.	A	a	d	D
52. Mothers never stop blaming themselves if their babies are injured in accidents.	A	a	d	D
53. No matter how well a married couple love one another, there are always differences which cause irritation and lead to arguments.	A	a	d	D
54. Children who are held to firm rules grow up to be the best adults.	A	a	d	D
55. It's a rare mother who can be sweet and even tempered with her children all day.	A	a	d	D
56. Children should never learn things outside the home which make them doubt their parents' ideas.	A	a	d	D
57. A child soon learns that there is no greater wisdom than that of his parents.	A	a	d	D
58. There is no good excuse for a child hitting another child.	A	a	d	D
59. Most young mothers are bothered more by the feeling of being shut up in the home than by anything else.	A	a	d	D
60. Children are too often asked to do all the compromising and adjustment and that is not fair.	A	a	d	D
61. Parents should teach their children that the way to get ahead is to keep busy and not waste time.	A	a	d	D
62. Children pester you with all their little upsets if you aren't careful from the first.	A	a	d	D
63. When a mother doesn't do a good job with children it's probably because the father doesn't do his part around the home.	A	a	d	D
64. Children who take part in sex play become sex criminals when they grow up.	A	a	d	D

	Agree		Disa- gree	
65. A mother has to do the planning be- cause she is the one who knows what's going on in the home.	A	a	d	D
66. An alert parent should try to learn all her child's thoughts.	A	a	d	D
67. Parents who are interested in hearing about their children's parties, dates and fun help them grow up right.	A	a	d	D
68. The earlier a child is weaned from its emotional ties to its parents the better it will handle its own problems.	A	a	d	D
69. A wise woman will do anything to avoid being by herself before and after a new baby.	A	a	d	D
70. A child's ideas should be seriously con- sidered in making family decisions.	A	a	d	D
71. Parents should know better than to allow their children to be exposed to difficult situations.	A	a	d	D
72. Too many women forget that a mother's place is in the home.	A	a	d	D
73. Children need some of the natural meanness taken out of them.	A	a	d	D
74. Children should be more considerate of their mothers since their mothers suffer so much for them.	A	a	d	D
75. Most mothers are fearful that they may hurt their babies in handling them.	A	a	d	D
76. There are some things which just can't be settled by a mild discussion.	A	a	d	D
77. Most children should have more disci- pline than they get.	A	a	d	D
78. Raising children is a nerve-wracking job.	A	a	d	D
79. The child should not question the think- ing of his parents.	A	a	d	D

	Agree		Disa- gree	
80. Parents deserve the highest esteem and regard of their children.	A	a	d	D
81. Children should not be encouraged to box or wrestle because it often leads to trouble or injury.	A	a	d	D
82. One of the bad things about raising children is that you aren't free enough of the time to do just as you like.	A	a	d	D
83. As much as is reasonable a parent should try to treat a child as an equal.	A	a	d	D
84. A child who is "on the go" all the time will most likely be happy.	A	a	d	D
85. If a child has upset feelings it is best to leave him alone and not make it look serious.	A	a	d	D
86. If mothers could get their wishes they would most often ask that their husband be more understanding.	A	a	d	D
87. Sex is one of the greatest problems to be contended with in children.	A	a	d	D
88. The whole family does fine if the mother puts her shoulders to the wheel and takes charge of things.	A	a	d	D
89. A mother has a right to know everything going on in her child's life because her child is part of her.	A	a	d	D
90. If parents would have fun with their children, the children would be more apt to take their advice.	A	a	d	D
91. A mother should make an effort to get her child toilet trained at the earliest possible time.	A	a	d	D
92. Most women need more time than they are given to rest up in the home after going through childbirth.	A	a	d	D
93. When a child is in trouble he ought to know he won't be punished for talking about it with his parents.	A	a	d	D

	Agree		Disa- gree	
94. Children should be kept away from all hard jobs which might be discouraging.	A	a	d	D
95. A good mother will find enough social life within the family.	A	a	d	D
96. It is sometimes necessary for the parents to break the child's will.	A	a	d	D
97. Mothers sacrifice almost all their own fun for their children.	A	a	d	D
98. A mother's greatest fear is that in a forgetful moment she might let something bad happen to the baby.	A	a	d	D
99. It's natural to have quarrels when two people who both have minds of their own get married.	A	a	d	D
100. Children are actually happier under strict training.	A	a	d	D
101. It's natural for a mother to "blow her top" when children are selfish and demanding.	A	a	d	D
102. There is nothing worse than letting a child hear criticisms of his mother.	A	a	d	D
103. Loyalty to parents comes before anything else.	A	a	d	D
104. Most parents prefer a quiet child to a "scrappy" one.	A	a	d	D
105. A young mother feels "held down" because there are lots of things she wants to do while she is young.	A	a	d	D
106. There is no reason parents should have their own way all the time, any more than that children should have their own way all the time.	A	a	d	D
107. The sooner a child learns that a wasted minute is lost forever the better off he will be.	A	a	d	D
108. The trouble with giving attention to children's problems is they usually just make up a lot of stories to keep you interested.	A	a	d	D

	Agree		Disa- gree	
109. Few men realize that a mother needs some fun in life too.	A	a	d	D
110. There is usually something wrong with a child who asks a lot of questions about sex.	A	a	d	D
111. A married woman knows that she will have to take the lead in family matters.	A	a	d	D
112. It is a mother's duty to make sure she knows her child's innermost thoughts.	A	a	d	D
113. When you do things together, children feel close to you and cantalk easier.	A	a	d	D
114. A child should be weaned away from the bottle or breast as soon as possible.	A	a	d	D
115. Taking care of a small baby is something that no woman should be expected to do all by herself.	A	a	d	D

SECTION THREE

It is permissible to indicate more than one answer on several questions in this section.

1. How many hours do you estimate that your pre-school children watch television per week?

_____ a. Less than 5 hours
 _____ b. 6-10 hours
 _____ c. 11-15 hours
 _____ d. 16-20 hours
 _____ e. 21-25 hours
 _____ f. 26-30 hours
 _____ g. Over 30 hours

2. Which programs are particular favorites of your pre-school children?

_____ a. Lassie
 _____ b. Mighty Mouse
 _____ c. Roy Rogers
 _____ d. The Lone Ranger
 _____ e. The Flintstones
 _____ f. Alvin Show
 _____ g. Quick Draw McGraw
 _____ h. Captain Kangaroo
 _____ i. Romper Room
 _____ j. Culver's Clubhouse
 _____ k. Outer Limits
 _____ l. Combat
 _____ m. Naked City
 _____ n. Rawhide
 _____ o. Gunsmoke
 _____ p. Conversation
 _____ q. Perspective
 _____ r. Len Stuttman
 _____ s. Chuck's Alley
 _____ t. Donna Reed
 _____ u. Lucy Show
 _____ v. Beverly Hillbillies
 _____ w. Sunday Sports Spectacular
 _____ x. Live Sports Coverage (Baseball, football, golf, etc.)
 _____ y. Other (Please specify) _____

3. Do you explain to your pre-school child why he may not watch certain programs?

_____ a. Yes
 _____ b. No

4. How late in the evening do you permit your child to watch television? _____
5. If the child asks to watch some programs after the curfew hour you have established, how often do you permit him to do so?
- _____ a. Usually
 _____ b. Occasionally
 _____ c. Rarely
 _____ d. Never
6. How do you rate television in general?
- _____ a. Excellent
 _____ b. Good
 _____ c. Fair
 _____ d. Poor
7. What effect do you feel television has on children generally?
- _____ a. Very harmful
 _____ b. Slightly harmful
 _____ c. Not harmful - not beneficial
 _____ d. Slightly beneficial
 _____ e. Very beneficial
8. What do you feel is the effect of the following program types on your pre-school child? (See examples in parentheses in question nine if you don't understand categories)
- | | Very harmful | Slightly harmful | No Effect | Slightly beneficial | Very beneficial |
|---------------------------------|--------------|------------------|-----------|---------------------|-----------------|
| a. Children's Action-Adventure | | | | | |
| b. Children's Comedy | | | | | |
| c. Children's Educational | | | | | |
| d. Adult Action-Adventure-Drama | | | | | |
| e. Adult Educational | | | | | |
| f. Adult Comedy | | | | | |

	Very	Slightly	No	Slightly	Very
	harmful	harmful	Effect	benefi- cial	benefi- cial

g. Sports

h. Musical-
Variety Programs

9. Which, if any, of the following program categories will you not let your child watch?

- ☐ a. Action-adventure programs for children (e.g., Westerns, cartoon adventure, etc.).
- ☐ b. Comedy programs for children (Cartoons, etc.).
- ☐ c. Educational programs for children (Captain Kangaroo, Romper Room, Culver's Clubhouse, etc.).
- ☐ d. Action-Adventure-Drama programs for adults (Westerns, crime, courtroom shows, etc.).
- ☐ e. Comedy programs for adults.
- ☐ f. Educational programs for adults (Discussion shows, histories, etc.).
- ☐ g. Sports programs.
- ☐ h. Musical-Variety programs.

10. Which of the following programs do you enjoy watching and which ones do you not want your children to watch?

	Enjoy	Don't Want Children To Watch
--	-------	------------------------------------

a. Combat

b. Perry Mason

c. Gunsmoke

d. Rawhide

e. Conversation

f. Perspective

g. What's My Line

h. I've Got a Secret

i. Jack Paar

j. Tonight

k. Jackie Gleason

Enjoy Don't Want
Children
To Watch

-
- l. Beverly Hillbillies
-
- m. Dick Van Dyke
-
- n. McHale's Navy
-
- o. Fight of the Week
-
- p. Baseball Game of the Week
-
- q. Championship Bridge
-
- r. Red Skelton
-
- s. Jack Benny
-
- t. The Defenders
-
- u. Bob Hope Theater
-
- v. Great Adventure
-
- w. Dr. Kildare
-
- x. Other (Please specify) _____
-
11. What criteria do you use to judge the acceptability or unacceptability of a TV program for your pre-school child?
- _____ a. Program content (crime, violence, sex, etc.)
- _____ b. Program production (staging, lighting, pacing, camera shots, music, etc.)
- _____ c. Other (Please specify) _____
-
12. What background or experience, if any, do you have for judging the production value (see 11) of a program?
- _____ a. None
- _____ b. TV or film courses
- _____ c. TV or film production experience
- _____ d. Discussion groups (PTA, church, etc.)
- _____ e. Other (Please specify) _____
-
13. If given the opportunity, would you like to learn more about TV program production?
- _____ a. Yes
- _____ b. No
-
14. How would you like to receive this training?
- _____ a. Newsletter

- ☐ b. TV programs
- ☐ c. Classroom attendance, including workshops
- ☐ d. Other (Please specify) _____

15. Have you read any magazine articles, books, or other materials concerning the effect of TV program content on pre-school children within the past year?

- ☐ a. Yes
- ☐ b. No

APPENDIX B

SCORE SHEET FOR

PARENTAL ATTITUDE RESEARCH INSTRUMENT

SCORE SHEET FOR SAMPLE

23 SCALE 5-ITEM QUESTIONNAIRE (FINAL FORM IV)

PARENTAL ATTITUDE RESEARCH INSTRUMENT

NAME: _____ Date: _____ Number: _____

	Scale score	Sub-Test Title
1 24 47 70 93	_____	Encouraging Verbalization
2 25 48 71 94	_____	Fostering Dependency
3 26 49 72 95	_____	Seclusion of the Mother
4 27 50 73 96	_____	Breaking the Will
5 28 51 74 97	_____	Martyrdom
6 29 52 75 98	_____	Fear of Harming the Baby
7 30 53 76 99	_____	Marital Conflict
8 31 54 77 100	_____	Strictness
9 32 55 78 101	_____	Irritability
10 33 56 79 102	_____	Excluding Outside Influences
11 34 57 80 103	_____	Deification
12 35 58 81 104	_____	Suppression of Aggression
13 36 59 82 105	_____	Rejection of the Home-making Role
14 37 60 83 106	_____	Equalitarianism
15 38 61 84 107	_____	Approval of Activity

	Scale Score	Sub-Test Title
<u>16 39 62 85 108</u>	<u> </u>	Avoidance of Com- munication
<u>17 </u>	<u> </u>	Inconsiderateness of the Husband
<u>18 </u>	<u> </u>	Suppression of Sexuality
<u>19 </u>	<u> </u>	Ascendancy of the Mother
<u>20 </u>	<u> </u>	Intrusiveness
<u>21 </u>	<u> </u>	Comradeship and Sharing
<u>22 </u>	<u> </u>	Acceleration of Development
<u>23 </u>	<u> </u>	Dependency of the Mother

Instructions: Enter the number 4, 3, 2, or 1 on each square according to whether the response was Strong Agreement, Mild Agreement, Mild Disagreement, or Strong Disagreement respectively. Thus, if the subject responded with Mild Disagreement to item #25, a 2 would be entered in the second cell of the second row. Total score is merely the sum of entries across rows. Since items are arranged in a cyclical order by scales all items in a given row belong to the same scale. Hence, summing across gives the score for that scale.

APPENDIX C

PROGRAM CATEGORIES FOR QUESTION TWO
IN SECTION THREE OF QUESTIONNAIRE

PROGRAM CATEGORIES

Question Two, Section Three:

"Which programs are particular favorites of your children?"

1. Children's Action-Adventure

- a. Lassie
- b. Mighty Mouse
- c. Roy Rogers
- d. Lone Ranger

2. Children's Cartoon

- a. Flintstones
- b. Alvin Show
- c. Quick Draw McGraw

3. Children's Educational

- a. Captain Kangaroo
- b. Romper Room
- c. Culver's Clubhouse
- d. Chuck's Alley

4. Adult Action-Adventure

- a. Outer Limits
- b. Combat
- c. Naked City
- d. Rawhide
- e. Gunsmoke

5. Adult Educational

- a. Conversation
- b. Perspective
- c. Len Stuttman

6. Adult Comedy

- a. Donna Reed
- b. Lucy Show
- c. Beverly Hillbillies

7. Sports

- a. Sunday Sports Spectacular
- b. Live Sports Coverage

8. Other (Please Specify)

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