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Family Structure and Its Relationship To Adolescent Television Viewing

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ABSTRACT

FAMILY STRUCTURE AND ITS RELATIONSHIP ADOLESCENT TELEVISION VIEWING

Вy

Cynthia Stanley

Eleven hundred adolescents were administered questionnaires in Spring 1985. Television viewing behavior and family structure variables were measured. No relationship was found between parental education and any viewing measure. Relationships were found between number of people in the household and amount of prime time viewed, soap operas viewed and whether television was viewed during dinner. When a mother was home during the day there was significantly less total television viewing and viewing during dinner. If a father was home during the day there was significantly more soap opera viewing and viewing during dinner. There was more viewing on all measures in one parent households and in mother only households. There was less viewing if a father was present in the household and if both natural parents were in the household. Only and oldest children viewed significantly less on measures of total television viewing, viewing during prime time and soap opera viewing.

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ii

TABLE OF CONTENTS

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Introduction	1
Research Issues	11
Parental Education	11
Number of People in Household	12
Parental Structure	12
Work Status of Parents	14
Birth Order of Adolescent	15
Methods	18
Dependent Variables	18
Independent Variables	23
Further Analysis	31
Results	32
Education of Parent(s)	32
Number of People in Household	32
Parental Structure	34
Work Status of Parent(s)	38
Birth Order	40
Discussion	50
Appendix	56
Bibliography	78

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LIST OF TABLES

Table 1 - Pearson Correlations of Viewing Measures	ı 33
Table 2 - Pearson Correlations of Parental Educati and Number of People in Household	ion 33
Table 3 - T-tests of Parental Structure	36
Table 4 - T-tests of work status of Parents	39
Table 5 - Anova of Birth Order	41
Table 6 - T-tests of Birth Order	41
Table 7 - Pearson Correlations of Family Structure Variables	e 43
Table 8 - Predictors of Total Television Viewing	46
Table 9 - Predictors of Prime Time Viewing	47
Table 10 - Predictors of Soap Opera Viewing	48
Table 11 - Predictors of Viewing Television While Eating Dinner	49

INTRODUCTION

"The research findings of the past decade have reaffirmed the powerful influence of television on the viewers. Almost all the evidence testifies to television's role as a formidable educator whose effects are both evasive and cummulative."1

Television's role is a formidable one, one that may be enhanced now that such a great number of families in the United States are in a state of turmoil due to nontraditional family structures such as one-parent homes, step-families and other living arrangements. Focusing on one age group, this study will explore what the relationship is between the amount of television viewed by adolescents and the family structure in which the adolescent lives.

Adolescence, those years between 12 and 18, is often referred to as being a time of complex transformation, both physically and physchologically. It is a period in which a person moves from being a child with relative dependence to an adult with relative independence. Environmental factors have often been cited as a major influence in shaping adolescents' identities. Of greatest shaping value are parents, school, peers and the media. Because this is a time when adolescents search for an

identity, developing a distinct personality that is not associated with their parents, peers and the media have an 2 unusually strong persuasive influence .

Many studies have suggested that there is a relationship between television content viewed and 3 attitudes and behaviors. The amount of viewing has also been related to social reality cognition. Various age groups have been studied but only research which directly 4 deals with adolescents will be noted in this text.

/For a study measuring conceptions of how much violence exists in the real world Gerbner, Gross, Signorielli, Morgan and Jackson-Beeck (1979) surveyed 587 adolescents in New York and New Jersey. Questions included the chance of involvement in violence, fear of walking alone at night, the perceived activities of police and mistrust. Demographic and television viewing behavior variables were also measured. Heavy viewers of television in all areas measured saw the world more violently, expressed more fear, and mistrusted people more than light viewers. This was also true when demographic factors are held constant . In another study using the same sample Gerbner, Gross, Signorielli and Morgan (1980) measured the relationship between television viewership and adolescent conceptions of the elderly. Again it was found that heavy viewer perceptions were different of those of light viewers. Heavy television viewers saw the elderly as

unhealthy, close-minded and in poor shape financially, as they are portrayed on television. Heavy viewers also felt that people become old at age 51 while light viewers felt $_{6}^{6}$ that people become old at age 57. Both of these studies, combined with content analysis of television on these subjects, demonstrate that heavy viewers tend to perceive social reality as it is depicted on television more so than light viewers.

The amount of television exposure may also have a negative relationship with social compatibility. In a study of 2300 Scottish 15 year olds Hendry and Patrick (1977) found that high frequency viewers tended to be neurotic, introverted, less intelligent and had less favorable attitudes towards school and sport than low $\frac{7}{7}$ frequency viewers.

The amount of television viewing declines as a child reaches adolescence. In a study of 9, 13 and 17 year olds Rubin (1977) found younger children reporting almost twice 8 as much television use as adolescents . From interviews of 1700 lst, 6th and 10th graders, Lyle and Hoffman (1972) concluded that television viewing peaks at age 12 and then 9 declines through the teen years .There is a significant negative correlation between age and level of television viewing through the adolescent years. A.C. Nielsen Company reports that teenagers watched 21.9 hours of television a week in 1976. This is less than any any other age group

and is almost 7 hours less than the overall average of the 10 population .

Since 1976, television viewing by all age groups has increased. A.C. Nielsen Co. numbers for 1985 records an overall average of 26.6 hours viewed each week by individuals. Teenagers (12 through 17 years old) watched an average of 19.5 hours a week in 1985. Of these, 6.6 11 hours were watched during prime time (8 to 11 p.m.) .

Data that will be used for this research will be taken from questionnaires given to 1100 14 and 15 year olds during April and May, 1985. Data from this study show adolescents watching an average of 1.7 hours of soap operas each weekday and 10.5 hours of prime time 12entertainment programming each week .

The amount of television adolescents view has been related to the amount viewed by other members of the family. Chaffee, McLeod and Atkin (1971) found a positive correlation between hours of television viewed by the parent and adolescent. The data were gathered through interviews of the parents and questionnaires administered 13 at school to the adolescent .

This finding is replicated in research dealing with children, parents and media use. Desmond, Singer, Singer, Calam and Colimaore (1985) found children who are heavy viewers of television often have parents who are heavy viewers. This was noted when parents of 91 kindergarten

and first graders kept a log of all activities that family members participated in during a ten day period . The amount of co-viewing has also been measured. A national survey by Bower (1983) found that 80% of respondents with two television sets viewed at least some of the time each day with their children. If there were three sets, 66% of the parents watched at least some of the time with their 15 children . In another study using 781 matched mother and child questionnaires, Abel (1976) found that interpersonal communication among family members affects the viewing preferences of the ten, eleven and twelve year-olds surveyed. He found that the family is a mediator of such outside influences as the television and that the family is more important than media in the socialization 16 process . Buerkel-Rothfuss, Greenberg, Atkin and Nuendorf (1982) demonstrated in a study of 648 fourth, sixth and eighth grade children from Michigan and California that parental intervention such as controlling the amount of viewing, guiding the child toward family shows, viewing with the child and commenting on show content can contribute to the child learning affiliative behaviors from television families . They concluded that there is a positive relationship between parental participation in the child's television use and the socialization process.

Part of this relationship between family influence and television use by children changes as the child

reaches adolescence. From a survey of 194 middle and high school age adolescents Chaffee and Tims (1976) note that humor was perceived more strongly when viewing with siblings, friends or alone while perceptions of violence 18 and reality were strongest when viewing with parents . Lull (1978) found that older children (13-18) were as likely as parents to have their choice win in the selection of what television programs to watch, while younger children (3-12) are likely to be overruled. This was concluded after studying verbal interactions relating to family choice of evening television viewing of 17 19 middle-class Midwestern families .

In a 1969 report, Greenberg and Dominick found parental control, through the form of household rules, of the child's television viewing during adolescence. This is based on a study which compared viewing habits of 307 adolescents from low and middle income homes. The tenth and eleventh graders responded to three questions on the presence of television viewing rules in their homes. Forty-three percent reported rules about how late they could watch television, twenty-four percent reported that there were programs that they were asked not to watch and nineteen percent report that they have been punished by 20 having television priviledges taken away . A 1985 study of 1100 fourteen and fifteen year olds by Greenberg and Soderman found less than half of the adolescents reporting

that their parents gave a time limit for watching television on school nights. But in other areas parents exercised almost no control over television viewing. Ninety percent of the adolescents in this survey claimed that no one had told them not to watch any program in the past week and fewer than ten percent had parents either reward them by allowing more television viewing or punish them by restricting television viewing in the past 30 21 days . The difference in parental control over the years could be due to a change in family roles toward adolescents as family structures become more diverse.

Perhaps parents are losing control over adolescents; it is known that having an adolescent in the house can lead to greater conflict among family members. In a national survey of 452 married couples and their children Olsen and McCubbin (1983) found that parents reported family adaptibility and cohesion reached its lowest stage when at least one child was in adolescence. The adolescents reported even lower levels of family cohesion 22 than did the parents .

Yes, conflict is a natural occurence when an adolescent is in the family picture. But what happens when the family unit is no longer complete? Bumpass (1984) has noted that half of all children in the United States will spend some time in a single parent family. He also notes that the single parent experience is not likely to be

brief; in the case of a single mother usually five years 23 will elapse before a remarriage . Because of the changing family structure, today's child may have multiple sets of parents and a variety of half and step-siblings, some of whom will undoubtably live in the home. These new roles and living arrangements will certainly affect the child or adolescent.

Thus the adolescent today not only faces physical and psychological changes but also changes within the family structure. These familial differences in combination with the presence and influence of television must be studied.

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RESEARCH ISSUES

Family structure may have a major impact on the amount of adolescent television viewing. Some aspects of this proposition have been studied.

Parental Education

Differences are apparent when the educational level of the head of household is taken into account. A.C. Nielsen data from 1976 documents that in homes where the head of the household had less than 4 years of college, adolescents viewed 22.5 hours of televison a week. When the head of household had more than four years of college, adolescents watched a significantly lower average of 18.2 1 hours a week. Similar findings from 1985 A.C. Nielsen data show adults with less than 4 years of college watched 23.5 hours of television a week while college graduates watched 18.8 hours a week.

From an overview of pertinent studies, Avery (1979) concludes that adolescents who have well educated parent(s) devote more time to educational concerns, placing greater importance on academic achievement and 3 less on television. Whether a higher level of parental education is negatively related to the amount of television adolescents' watch will be examined.

Hl: There is a negative relationship between amount of parental education and the amount of television adolescents watch.

Number of People in Household

Average viewing for all 12 to 17 year olds in 1976 was 21.9 hours a week. Differences were found between adolescents living in 3 or 4 person households (22.3 hours a week) and those living in 5 or more person households (20.9 hours a week) . Rosenblatt and Cunningham (1976), based on interviews with 64 Minneapolis families, found that there are higher household viewing levels in high density households. They concluded that television set operation is used to prevent tense interaction, particularly in crowded households . Although the two sets of data seem to be conflicting, perhaps the adolescent tends not to be present when viewing takes place in high density households. Thus, a negative relationship would be found between the number of people in the household and the amount of television watched by the adolescent. Whether this relationship exists will be examined.

H2: There is a negative relationship between the number of people in a household and the amount of adolescent television viewing.

Many important aspects of family structure have not been researched in relation to adolescent television viewing habits, but due to social changes may be increasingly important.

Parental Structure

The data that will be used in this study report only 45% of the adolescents to be in homes with both original

parents. Thirty percent of them were in single-parent homes with the vast majority of these (80%) being run by the mother. The remainder of the adolescents were living with a variety of different parental structures including natural mother/stepfather, natural father/stepmother and . 6stepmother/stepfather .

It has been found that children from intact families, those with both original parents, are significantly better off in personal and familial adjustment than those children from divorced families. Nunn and Parrish (1982) base these findings on a study of 633 children in grades 5 through 10. The three instruments that were used to determine personal and familial adjustment include 1) the Personal Attribute Inventory for Children 2) the State-Trait Anxiety Inventory for Children and 3) the Behavior Rating Profile . This conclusion has been replicated in an ongoing study of 18,000 children in elementary and secondary schools done by the National Association of Elementary School Principals, where it was found that children from one parent homes have much more trouble in school than twoparent children. They have also found that children from one parent homes achieve less, are absent more and have more disiplinary and health problems .

Whether there is a mother present is also very important. Chaffee, McLeod and Atkin (1971) found in data

gathered through questionnaire responses of parents and adolescents that there is strong correlation between the mothers viewing and the adolescents viewing. Chaffee, et.al., continued this investigation with another sample and found that even in multiple set households the mother-9 child viewing correlation remains high .

A variety of parental structures can now be surveyed in quanitities large enough for in-depth statistical analysis. A number of dichotomous situations will be explored including whether it is a one or two parent household, whether or not there is a stepparent, whether or not there is a mother present and whether or not there is a father present. Four mutually exclusive parental structures will also be examined. These include a mother only household, a father only household, a household in which there are both natural parents, and a household in which there is a natural mother/stepfather combination. All of these parental structures will be analyzed to determine what the direction of any significant relationship may be with the amount of television viewed by adolescents.

Q1: What is the relationship between parental structure and the amount of televison viewed by adolescents?

Work Status of Parents

"Latchkey" children are a timely topic in today's social sciences. They are children who go home after

school to no adult supervison, with all parents that live at home working during the day. Compton (1983), in a study of almost 1500 middle school subjects, found that adolescents from a suburban school spent significantly more time watching television than those from the rural or innercity schools surveyed. She attributes this to the high number of "latchkey" children located in suburban 10 areas . The relationship between the amount of televison viewed by the adolescent and whether either parent is home during the day will be explored.

Q2: What is the relationship between the work status of parents and the amount of television viewed by adolescents?

Birth Order of Adolescent

Some personality traits have been attributed to birth order among other siblings. Birth order refers to whether the child is the oldest, youngest or a middleborn. Baskett (1984), in a study which compared interactions of oldest and youngest children with parents and adults found that oldest children tended to interact with their parents more often while youngest children shared their time with the parents and older siblings. The study observed interactions and behaviors of 20 first born children and 17 last born children between the ages of 4 and 8 within 11 their home during five 45 minute sessions .

In a secondary analysis of data obtained from a national sample of 2,200 males it was found that

middleborns have a significantly lower self-esteem than first-borns and last-borns. Kidwell (1982) explains these findings according to a uniqueness theory which suggests there is no inherent uniqueness to the middleborn child while first borns and last borns inherently receive status, attention and recognition from parents and other 12 siblings because of their birth order . Whether birth order has any relationship to the amount of televison viewed by adolescents will be examined.

Q3: What is the relationship between the birth order of an adolescent and the amount of television viewed by that adolescent?

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METHODS

Eleven hundred ninth and tenth graders from three high schools in Michigan were surveyed in the Spring of 1985. Each high school was located in a urban area, 34% of the respondents were from Flint, 32% from Pontiac and 33% from Saginaw. The students were asked to fill out a lengthy questionnaire which will be the source of the data used in this investigation. There are 1097 respondents, 20.5% of them black males, 25.1% black females, 27.7% white males and 26.7% white females. The mean age was 15.3 years, which breaks down as follows:

14	years	old	13%
15	years	old	50%
16	years	old	34%
17	years	old	2*

A copy of the entire questionnaire can be found in the appendix.

Dependent Variables

Each of the research issues relates some element of family structure to adolescents' television viewing behavior. Four dependent variables will measure viewing behavior. Three of these will be computed from the data gathered, the fourth will be taken directly from a question on the survey. The four include:

- Total number of hours available to view on a typical schoolday
- 2) Total hours of prime time viewed during a week

3) Total hours of daytime soap operas viewed during a week
4) Whether television is viewed while eating dinner
Number Of Hours Available to View

The total number of hours available to view on a typical schoolday has been computed by adding two variables on the survey; hours of television allowed to watch between school and dinner and hours allowed to watch between dinner and bedtime. These two were positively related (r = .574) at a significance level of $p \leq .01$. The questions, their response categories and frequency percentages are as follow:

On a typical schoolday, how many hours of television do you get to watch between the time you get home from school and dinnertime?

> 0 1 2 3 More (7%) (18%) (22%) (18%) (34%)

On a typical schoolday, how many hours of television do you get to watch between dinnertime and the time you go to bed?

> 0 1 2 3 4 5 More (2%) (9%) (17%) (22%) (16%) (12%) (21%)

The mean number of hours for this created variable is 6.0 with a standard deviation of 2.7.

These two questions ask how much television the adolescent "gets" to watch between certain times of the day and does not ask for specific viewing information. Thus, these results seem to relate to parental mediation of the adolescents television viewing and the amount of free time the adolescent has instead of actual viewing information. Another design problem is that the questions are skewed toward the right. Larger categories should have been included to insure a more even frequency distribution.

Prime Time Viewed

To determine the amount of prime time television viewing by adolescents a compilation of primetime entertainment programming from the three broadcast networks (ABC, CBS and NBC) has been utilized from the questionnaire. Only entertainment series were listed; omitted items include movies, sports, documentaries, magazines and special events. Each series was listed under the day that it normally appears on television. Respondents were asked to indicate how many of the last four episodes they had seen. A sample portion of this section of the questionnaire is below.

Here is a list of TV shows on between 8 and 11 p.m. In the last 4 weeks, how many times (0 to 4) have you seen each show?

MONDAY:

Scarecrow and Mrs. King	0	1	2	3	4
Kate and Allie	0	1	2	3	4
Newhart	0	1	2	3	4
Cagney and Lacey	0	1	2	3	4

This continues for each day of the week. In order to

determine the amount of prime time viewing in one week an additive index of all programs listed was created. The amount of time each program was viewed during one week was derived by multiplying the number of viewings in the past four weeks by the length of the program and dividing by four. Thirty-nine hours of prime time programming each week was listed in the questionnaire although because of network overlap the greatest number of hours that could be viewed during this time period is 21. The mean number of prime time television viewed during a week is 10.5 with a standard deviation of 6.4.

This question did not gather information regarding other entertainment on televison during the prime time hours because of logistical conflicts. Because of time constraints in completing the questionnaire it was not practical to ask about each cable channel or the variety of special programming that was aired over the broadcast networks. Another problem with this measure is that it requests adolescents to recall their last four weeks of viewing. Although it is unlikely that many of the adolescents reported their correct viewing habits of the past month, this measure may be a very close estimate of what is watched during the prime time hours. Soap Operas Viewed

The number of soap viewing hours is another index created. As it did with the primetime series, the

questionnaire asked for viewing habits of each of the daytime soap operas on network television.

Here is a list of the soap operas that are on each day. In the last week, how many times (0 to 5) have you seen each soap?

Ryan's Hope	0	1	2	3	4	5
Search For Tomorrow	0	1	2	3	4	5
Loving	0	1	2	3	4	5
Young and the Restless	0	1	2	3	4	5
Days Of Our Lives	0	1	2	3	4	5
All My Children	0	1	2	3	4	5
As The World Turns	0	1	2	3	4	5
Another World	0	1	2	3	4	5
One Life To Live	0	1	2	3	4	5
Capital	0	1	2	3	4	5
Guiding Light	0	1	2	3	4	5
Santa Barbara	0	1	2	3	4	5
General Hospital	0	1	2	3	4	5

These 13 soap operas comprised 11 hours of programming each day. By taking into account the differences in episode length, an index of the number of soap opera hours viewed each week was derived. The average number of hours viewed in a week was 8.55 with a standard deviation of 7.73.

Dinner With Television

Whether the adolescent watches televison while eating dinner is the fourth dependent variable to be used. It was asked directly on the questionnaire. Sixty-one percent of the adolescents reported watching television while eating dinner.

```
Do you watch TV while eating dinner? YES(1) NO(0)
(61%) (39%)
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Pearson correlations will be run to examine the interrelationship among the four dependent variables.

Independent Variables

Thirteen family structure variables will be computed from the questionnaire data to serve as independent variables. One is concerned with the education of the parent(s), one with the number of people in the household, eight with the with parental structure in the home, two with the work status of the parent(s) and one with the birth order of the adolescent.

Education of Parent(s)

The parental educational level will be based upon the highest level of education that either parent in the home has obtained. Only the higher level of education will be considered if there are two parents in the home. Parents include both natural and stepparents living in the household. One question on the survey asked specifically about the educational background of mother/stepmother and father/stepfather which live in the household.

> How much education has he(she) had? LESS THAN HIGH SCHOOL HIGH SCHOOL SOME COLLEGE COLLEGE DEGREE OTHER

When only the highest educational level of the parental structure in the household is taken into account the distribution is as follows:

CODE	<u>n</u>	<u>*</u>
OTHER(1)	9	1%
LESS THAN HIGH SCHOOL(2)	50	5 %
HIGH SCHOOL(3)	413	41%
SOME COLLEGE(4)	265	27%
COLLEGE DEGREE(5)	260	26%

Pearson correlations will be run pairing this variable with each of the dependent variables to test the hypothesis that there is a relationship between the education of the parent(s) and the adolescent television viewing behavior.

Number of People in Household

The number of people in the household include the adolescent, natural parents, stepparents, siblings and stepsiblings who live in the household. This is an additive index which includes the adolescent and responses from five questions that were asked on the survey. They are,

How many older brothers live with you? How many younger brothers live with you? How many older sisters live with you? How many younger sisters live with you?

Which parents or older adults live with you? (Circle as many as apply)

MOTHER FATHER STEPMOTHER STEPFATHER OTHER____

The distribution of this additive index is as follows:

Number	of	
People	<u>n</u>	¥
1	2	0%
2	77	7%
3	253	23%
4	325	30%
5	221	20%
6	122	11%
7	55	5 %
8	17	2%
9	13	1%
10	6	1%
11	3	0%
12	2	0%
14	1	0%

Pearson correlations will be run to test the hypothesis that there is a relationship between the number of people in the household and the adolescent viewing behavior. Parental Structure

The eight dummy-coded parental structure variables are as follow:

- 1. Whether it is a one parent or two parent home
- 2. Whether there are zero or one step-parents in the home
- 3. Whether the home has a mother
- 4. Whether the home has a father
- 5. Whether the home has a mother only
- 6. Whether the home has a father only
- 7. Whether the home has both natural parents
- 8. Whether the home has a natural mother and a stepfather

To obtain the eight dichotomous parental structure variables one question of the survey was utilized. Which parents or other adults live with you? (Circle as many as apply)

MOTHER FATHER STEPMOTHER STEPFATHER OTHER_____

The eight independent parental structure variables and how they were coded from this question are as follow: 1. Number of parents in the household.

l= one of the five responses was circled

2= two of the five responses were circled

The few cases (22) where 0, 3, 4 or 5 responses had been circled were deleted from this analysis. One and two were used as codes in this instance to represent the number of parents. The number of each coded responses is as follows:

CODE	<u>n</u>	<u>×</u>
One parent(1)	370	34%
Two parents(2)	705	66%

2. Number of stepparents in the household.

- 0= Neither the stepmother or stepfather response was circled.

On a few occasions more than one stepparent was cited as living in the household. The number of each coded response is as follows:

CODE	<u>n</u>	<u>×</u>
No stepparents(0)	918	84%
One stepparent(1)	179	16%

3. Whether there is a natural mother or stepmother in the household. NO= Neither the mother or stepmother response were circled. YES= Bither the mother, stepmother or both responses were circled. The number of each coded response is as follows: CODE * n No mother present(0) 155 14% Mother present(1) 942 86% 4. Whether there is a natural or stepfather living in the household. NO= Neither the father or stepfather response were circled. YES= Bither the father, stepfather or both responses were circled. CODE * n No father present(0) 512 47% Father present(1) 585 53% 5. Whether the household has a mother only parental structure. NO= Bither the father, stepfather or other response were circled. YES= Only the mother or stepmother response were circled. CODE % n Not mother only(0) 824 75% Mother only(1) 273 25%

6. Whether the household has a father only parental structure. NO= Bither the mother, stepmother or other response were circled. YES= Only the father or stepfather response were circled. CODE * n Not father only(0) 1041 95% Father only(1) 56 5% 7. Whether the household has both natural parents as the parental structure. NO= Any single or combination of response except mother and father were circled. YES= Only the mother and father responses were circled. CODE * n Not both natural parents(0) 602 55% Both natural parents(1) 495 45% 8. Whether the household has a natural mother and stepfather as the parental structure. NO= Any single or combination of responses except for mother and stepfather were circled. YES= Only the mother and stepfather responses were circled. CODE * n 963 88% Not mother/stepfather(0) Mother/stepfather present(1) 134 12% Using these dichotomous variables, t-tests will be run to test the research question concerning relationships between parental structure and adolescent viewing habits.

Work Status of Parents(s)

Two variables dealing with the work status of the parent(s) will be created from the questionnaire data. One variable will concerned with whether there is a natural mother or stepmother at home during the day and the other will be concerned with whether there is a natural father or stepfather at home during the day. These dichotomous variables will be created from questions on the survey in the sections that ask specifically about employment of the mother/stepmother and father/stepfather that live in the household.

Does	he(she)	work	full-time,	work	part-time	or	not	work?
F	ULL-TIME		PART-TIM	E	NOT WO	RK		

If a parent which lives in the household works less than full-time he(she) is considered to be at home during the day. The distribution for these are as follows:

CODE % n Mother at home during the day NO(0)624 57% YES(1)473 43% Father at home during the day NO(0)997 91% YES(1) 100 9%

T-tests will be used to test the research question of whether there is a relationship between whether there is a
parent home during the day and adolescent viewing habits. Birth Order

There are three possible responses to birth order of the subject based upon his/her age in respect to every other sibling (step and natural) in the household, whether the respondent is the youngest, middleborn or oldest child. An only child in considered an oldest because they 1 tend to carry those traits that an oldest child has. This was derived from questions regarding how many siblings are in living in the household.

> how many are step total or half?

How many older brothers live with you?_____How many younger brothers live with you?_____How many older sisters live with you?_____How many younger sisters live with you?______

The distribution for this is as follows:

CODE	<u>n</u>	<u>×</u>		
YOUNGEST(0)	265	24%		
MIDDLE(1)	253	23%		
OLDEST/ONLY(2)	579	53%		

Of those in the oldest/only category 58% were oldest children and 42% were only children. To test the final research question an analysis of variance has been run to determine if there is a relationship between birth order and adolescent television viewing habits.

Further Analysis

Regression analysis will be used to determine which, if any independent variables may be predictors of the four dependent variables, controlling for the full set of family structure items. Pearson correlations among the independent variables will be run first to identify and eliminate problems of multicolinearity. Any independent variable correlated higher than .6 with another will be considered multi-collinear and one or the other will be deleted from the regression anaylsis.

Endnotes

Lucille K. Forer, <u>Birth Order and Life Roles</u> (Thomas Books: Springfield, Ill., 1969)38.

Usage of .6 for multicollinearity based upon discussion with Dr. Carrie Heeter and Dr. Linda Kohl, instructors of social research in the Department of Telecommunication at Michigan State University.

RESULTS

Pearson correlations to examine intercorrelations among dependent variables can be found in Table 1. All pairings were significantly correlated at $p \leq .01$. The amount of prime time television viewed was highly correlated with total amount of television viewed (.397) and the amount of soap operas viewed (.471). The total amount of television viewed was moderately correlated with both the amount of soap operas viewed (.322) and whether television was viewed during dinner (.252).

Parental Education

Pearson correlations were used to test the first hypothesis. Results can be found in Table 2.

> H1: There is a negative relationship between amount of parental education and the amount of television adolescents watch.

No significant relationship was found between the education level of the parent(s) and the amount of television adolescents watch. The null hypothesis is not rejected.

Number of People in Household

Pearson correlations were also used to test the second hypothesis. Results can be found in Table 2.

H2: There is a negative relationship between the number of people in a household and the amount of adolescent viewing.

There is a moderate but significant (p < .05) positive

Table 1 - Pearson Correlations of Viewing Measures

	TOTAL TV VIEWING	PRIME TIME VIEWING	SOAP OPERA VIEWING
PRIME TIME VIEWING	.397**		
SOAP OPERA VIEWING	.322**	.471**	
VIEWING DURING DINNER	.252**	.158**	.167**

Table 2 - Pearson Correlations of Parental Education and Number of People in Household

	TOTAL TV VIEWING	PRIME TIME VIEWING	SOAP OPERA VIEWING	DINNBR TIME VIEWING
Education of Parent	030	.000	011	034
<pre># People in Household</pre>	.018	.065*	.071**	076**

* represents significance of $p \le .05$ ** represents significance of $p \le .01$

relationship between the number of people in the household and the amount of prime time television (.065) and the amount of soap operas (.071) viewed. The number of people in the household had a moderate but significant negative relationship with whether television was watched during dinner (-.076). Thus larger households were less likely to watch television while eating dinner. Although these results had significance levels of $p \leq .05$, it should be noted that actual correlations were very low. The null hypothesis is rejected.

Parental Structure

T-tests were used to test the first research question. Results can be found in Table 3.

> Q1: What is the relationship between parental structure and the amount of television viewed by adolescents?

Significantly more viewership was found for all dependent measures under the following conditions: 1) when the household had only one parent present, 2) if a father was not present, 3) if the household had only a mother present or 4) if the parental structure was comprised of other than both natural parents.

Adolescents reported 11.62 hours of prime time viewing each week if only one parent was in the household while those adolescents with two parents present reported watching significantly less (9.85 hours per week). This pattern continues with soap opera viewing (9.63 hours per week in one parent households, 7.93 hours in two parent households), with total television viewed (6.58 hours each day in one parent households, 5.78 hours in two parent households), and with watching television while eating dinner (67% watch in one parent households, 58% watch in two parent households). There were no significant differences whether the household had a stepparent present or not.

There was significantly more viewership on all four measures if a father or stepfather was not present in the household. Adolescents reported watching 5.6 hours a day if a father or stepfather was present in the household while significantly more was viewed (6.52 hours) if a father or stepfather was not present in the household. This is also true for prime time viewing (9.74 hours in households with a father or stepfather, 11.33 hours in households without a father or stepfather), soap opera viewing (7.50 hours in households with a father or stepfather, 9.76 hours in households without a father or stepfather), and watching television while eating dinner (56% watch in households with a father or stepfather, 67%watch in households without a father or stepfather). There were no significant differences whether or not a mother or stepmother was present in the household.

Of the four mutually exclusive parental structures tested (mother only, father only, both natural parents and

Table 3 - T-tests of Parental Structure

Parents in Household Mother Present in Household Father Present in Household fonsuoh ni fonsuoh ni	2 yes no yes no yes	8*5.78 6.05 5.95 5.60*6.52 5 .85 6.	2*9.85 10.37 11.17 9.74*11.3310.37 10	3*7.93 8.50 8.87 7.50*9.76 8.98 8.	:7*.58 .61 .58 .56*.67 .58 .	
bloderoh VlnO rehoM bloderoh ni	no yes no yes	6.07 6.64*5.83 6.0	10.5111.61*10.1111.8	8.47 9.69*8.18 8.6	.61 .69*.58 .6	
blodesuoH ni	no ye)4 6.03 5.	8 10.41 9.	37 8.55 7.	. 19. 1	
Both Watural Parents in blodesuoH	es no	.64*6.36	.54*11.261(.50*9.42	.56*.65	
Natural Motherin Stepfather in blodsevold	/es nc	.19 6.01	.76 10.4	.78 8.36	.61 .61	

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mother/stepfather), mother only and both natural parents showed significant differences ($p \le .05$) in all viewership measures. Adolescents in households which had a mother only parental structure watched significantly more prime time television (11.61 hours each week) than those adolescents in households with other parental structures (10.11 hours each week). This pattern continues for soap opera viewing (9.69 hours each week in mother only households, 8.18 hours in other parental structures), total television viewing (6.64 hours a day in mother only households, 5.83 in other parental structures), and viewing while eating dinner (69% in mother only households, 58% in other parental structures).

Adolescents in households with both natural parents viewed significantly less television than adolescents in households with other parental structures. This is true on all viewing measures including total television viewing (5.64 hours in households with both natural parents, 6.36 hours in households with other parental structures), prime time viewing (9.54 hours a week in households with both natural parents, 11.26 hours a week in households with other parental structures), soap opera viewing (7.5 hours a week in households with both natural parents, 9.42 hours in households with other parental structures), and watching television while eating dinner (56% in households with both natural parents, 65% in households

with other parental structures).

Work Status of Parents

T-tests were also used to test the second research question. Results can be found in Table 4.

> Q2: What is the relationship between the work status of the parents and the amount of television viewed by the adolescent?

Significantly less viewing ($p \le .05$) was found on two measures (total television viewing and viewing television while eating dinner) if a mother was at home during the day. Significantly more viewing ($p \le .05$) was found on two measures (soap opera viewing and viewing while eating dinner) if a father was home during the day.

If a mother is not home during the day adolescents' total television viewing reached 6.31 hours a day. If a mother is home during the day significantly less (5.82) television is viewed. If a father is not home during the day adolescents' soap opera viewing averages 8.15 hours a week, if a father is home the amount of soap opera viewing is significantly greater (9.19 hours per week). Significant differences were also found for whether television is viewed while eating dinner. When a mother is at home during the day the adolescent is less likely to view television at this time (58% view if a mother is at home during the day, 65% view if a mother is not home during the day). When a father is at home during the day the adolescent is more likely to view during dinner (64%

Table	4	-	T-tests	of	Work	Status	of	Parents
14010	-			••			~ •	

	Mother at H During Da	ome Fath y Du	er at Home ring Day
	Yes no	צפ	s no
TOTAL TV Viewing	5.82 * 6.3	6.]	8 5.94
PRIME TIME Viewing	10.33 10.	69 10.9	95 10.19
SOAP OPERA Viewing	7.86 7.5	6 9.]	9 * 8.15
VIEWING DURING DINNER	.58 * .65	. 6	34 * .59

* represents significance of p \leq .05

view if a father is home during the day, 59% view if a father is not home during the day.

Birth Order

Analysis of variance was used for the third research question. Results can be found in Table 5.

> Q3: What is the relationship between the birth order of an adolescent and the amount of television viewed?

Birth order had a significant effect ($p \le .05$) for all viewing measures. Specifically, oldest and only adolescents watched less total television (5.82 hours) than other birth orders (6.21 hours if a middle child, 6.33 hours if a youngest child). This was also true of prime time viewed (10.08 hours if oldest or only compared to 11.30 hours if a middle child and 10.57 hours if a youngest child), and soap operas viewed (7.99 hours if oldest or only compared to 9.67 hours if a middle child and 8.71 hours if a youngest child). Those adolescents who were the youngest in the household were more likely to view television while eating dinner (67%) than middle borns (56%) and oldest or only children (60%).

Examination of the means indicate that birth order in non-linear along these television viewing measures. Because the oldest/only category was the most disparate on all measures, a dichotomy of oldest/only - not oldest/only was created for use in the regression analysis. Table 6 contains the results of t-tests from this dichotomy. Table 5 - Anova of Birth Order

	Youngest	Middle	<u>Oldest/Only</u>	Ð
TOTAL TV Viewing	6.33	6.21	5.82	.02
PRIME TIME Viewing	10.57	11.30	10.08	.04
SOAP OPERA Viewing	8.71	9.67	7.99	.02
VIEWING DURING DINNER	. 67	.56	. 60	.03

Table 6 - T-tests of Birth Order

	<u>Not Oldest/Only</u>		<u>Oldest/Only</u>
TOTAL TV Viewing	6.27	**	5.82
PRIME TIME Viewing	10.93	*	10.08
SOAP OPERA Viewing	9.18	*	7.99
VIEWING DURING Dinner	.61		.60
<pre>* represents signif</pre>	icance of p < .05		

** represents significance of $p \leq .00$

Again, oldest and only adolescents view significantly less $(p \leq .05)$ television on three of the measures, total television viewed (5.82 hours if oldest or only compared to 6.27 hours if not oldest or only), prime time viewed (10.08 hours if only or oldest compared to 10.93 hours if not oldest or only) and soap operas viewed (7.99 hours if oldest or only compared to 9.18 hours if not oldest or only). There was no significant difference between these two groups when television viewing during dinner was measured.

Pearson correlations pairing all family structure variables can be found in Table 7. Correlations of .6 or above were considered multi-collinear. Pairs that met that criteria are below.

<u>Variable Pair</u>

Pearson's R

Mother Only # Parents	805
Both Natural Parents # Parents	.669
Both Natural Parents Father Present	.848
Mother/Stepfather # Stepparents	.845
Mother Only Father Present	.615

These six variables measure parental structure. They can be divided into two classifications, those mutually exclusive (therefore more descriptive) and those that are not mutually exclusive among the parental structure variables. Those three variables that are not mutually exclusive, number of parents in the household, father present in the household and number of stepparents in the household were dropped from further regression analysis.

		Education of Parent	# People in Household	# Parents in Household	# Stepparents in Household	Whether Mother Present	Mether Father Present	Mether Mother Only	hether Father Only	Mether Both Natural Parents	Nether Mother/Stepfather	Athew At Homo During Davi	אסרוובו ער ווחווים התו וווא המא	ather At Home During Day	hether Oldest/Only	represents significance of p
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Table 7 - Pearson Correlations of Family Structure Variables

Mother only in the household, both natural parents in the household and mother/stepfather in the household were kept because of their descriptiveness when comparing parental structures.

Using the remaining ten variables to predict total television viewing, the overall equation was significant at $p \leq .01$ with a multiple R of .206. Table 8 lists each predictor with its standardized beta and F to enter significance. Four variables were significant predictors of total television viewing. Having a mother present in the household was a positive predictor. Both natural parents in the household, having a mother at home during the day and being the oldest or only child were negative predictors of total television viewing.

Table 9 lists the predictors of prime time viewing with an overall significance of $p \leq .01$ and a multiple R of .176. Number of people in the household was the only variable that was a significant (positive) predictor of soap opera viewing.

Table 10 reports the standardized betas and F to enter significance of the predictors of soap opera viewing. The set of variables was significant at $p \leq .01$ with a multiple R of .180. Number of people in the household was again the only variable that was a significant (positive) predictor of soap opera viewing.

Predictors of viewing television while eating dinner

can be found in Table 11. The overall equation was significant at $p \leq .05$ with a multiple R of .149. Again, only one variable was a significant predictor of viewing television while eating dinner; having a mother home during the day was negatively related.

Table 8 - Predictors of Total Television Viewing

	STANDARDIZED BETA	р
Both Natural Parents in Household	192	.029
Mother Present in Household	.152	.022
Mother at Home During Day	088	.007
Eldest/Only Child	072	.036
Mother/Stepfather in Household	063	. 329
Father at Home During Day	062	.129
<pre># People in Household</pre>	.052	.151
Education of Parent	046	.155
Father Only in Household	.043	. 274
Mother Only in Household	.019	.802

Multiple R = .206 p = .000

Table 9 - Predictors of Prime Time Viewing

	STANDARDIZED BETA	P
Both Natural Parents in Household	118	.181
# People in Household	.106	.003
Father Only in Household	.053	. 183
Mother Only in Household	.044	.560
Bldest/Only Child	029	. 392
Mother At Home During Day	027	.400
Mother/Stepfather in Household	018	.781
Mother Present in Household	.015	.824
Education of Parent	.010	.764

Multiple R = .176 p = .001

Table 10 - Predictors of Soap Opera Viewing

	STANDARDIZED BETA	р
<pre># People in Household</pre>	.098	.007
Both Natural Parents in Household	082	.351
Mother Only in Hou se hold	.068	.365
Mother/Stepfather in Hou s ehold	.048	.460
Eldest/Only Child	045	.189
Mother at Home During Day	039	. 231
Mother Present in Household	.018	.813
Bducation of Parent	010	.763
Father at Home During Day	.009	.824
Father Only in Household	.004	. 992

Multiple R = .180 p = .000

Table 11 - Predictors of Viewing Television While Eating Dinner

	STANDARDIZED BETA	р
Both Natural Parents	153	.084
Mother Present in Household	.125	.063
Mother at Home During Day	067	.041
Mother/Stepfather in Household	066	.310
<pre># People in Household</pre>	064	.081
Mother Only in Household	063	.405
Eldest/Only Child	047	.171
Bducation of Parent	043	.188
Father Only in Hou s ehold	.030	.451
Father At Home During Day	.001	.988
Multiple R = .149	p = .014	

DISCUSSION

This investigation found significant differences in the amount of television adolescents view when family structure was controlled for. Each of the research issues has introduced interesting results and possible implications.

Contrary to previous findings cited, no relationship was found between education level of the parent(s) and the amount of adolescent television viewing. This difference may be due to the samples involved. The respondents used for this study came from three high schools that were very close in all characteristics measured, including education level of the parent(s) (which was well distributed across categories but similarly so across high schools). Other data cited had national samples, which may have included both adolescents from areas with highly educated parents and adolescents from separate areas with non-educated parents. Perhaps school and peers play a larger role viewing habits than parents during these years.

The number of people in the household was significantly positively related to the amount of prime time television and the amount of soap operas viewed. It is also a positive predictor of these two variables when all other family structure variables have been controlled for. This is in conflict with previous research findings.

The number of people in the household was significantly negatively related to whether television is watched during dinner thus adolescents in large households were less likely to view television while eating dinner.

Viewing during prime time may prevent tense interaction which may be associated with households with larger number of inhabitants. Adolescents may view during the daytime in households with more inhabitants because they are babysitting younger siblings and are not allowed to leave the household. Viewing television during dinner may be too much of a distraction when organization in serving a large household is needed. Conversely, it may be a welcome distraction in small households.

On all viewing measures, adolescents watch more television when the parental structure of the household is made up of only one parent. This is also true if the one parent is the mother but no significant relationship is found in a father only parental structure. This may be due to the small number (5%) of households with a father only parental structure. A significant negative relationship was found on all viewing measures when a father was present in the household, this is also true when both natural parents are in the household. Having both natural parents was a significant negative predictor of adolescent viewing while having a mother present in the household was a significant positive predictor of total television

viewing when all family structure variables were controlled for.

Such strong viewing differences attributable to parental structure are seen as one social impact of the demise of the traditional family structure. As deviation occurs from the traditional parental structure of both natural parents, adolescent viewing increases.

Having a mother home during the day had a significant negative relationship with the total amount of television viewed and viewing television while eating dinner. It was also a significant negative predictor of those two viewing measures when controlling for all other family structure variables. Having a father in the home during the day was positively related to soap opera viewing and watching television while eating dinner.

The decrease in viewing when a mother is home during the day may be due to the mother being able to take care of younger siblings and household chores. This would allow the adolescent greater freedom to participate in activities that take place outside of the home and thus away from the television set. This also may be due to the mother actively regulating television viewing. The increase in viewing when a father is home during the day may be due to avoidance of interaction between the adolescent and the father or perhaps indicates the adolescent is viewing with the father. The birth order of the adolescent was significantly related to all viewing measures tested. Those adolescents who were the youngest child watch more total television and watch more often during dinner than the other birth orders. Middle children watch the most prime time television and soap operas and are least likely to watch television during dinner. Oldest or only children view the least amount on three of the measures; total television viewed, prime time television viewed and soap operas viewed. Being an oldest or only child was also a significant negative predictor of total amount of television viewed when all other family variables were controlled for.

Oldest and only children may have more responsibilities within the household which leaves them less opportunity to view television than youngest and middle children. There are also fewer people in the household which has shown to be a negative predictor of adolescent television viewing.

The biggest weakness of this study was that all viewing behavior was based upon self report, sometimes weeks after the viewing had taken place. Because of this, absolute number of hours viewed cannot be compared to other measures of viewing behavior, such as daily diaries. Another weakness was that only black and white races were included in the analysis. Further use of this data should

include comparison analysis based on race and gender.

Future studies should include the interaction effects of the education level of the parent(s), peers and school with adolescent television viewing. A greater understanding of the relationship between adolescent viewing and number of people in the household may be had if viewing data is segmented into dayparts and if the amount of viewing with parents and siblings is measured.

A great deal of future research into adolescent viewing habits should be focussed on the parental structure in the household. Measures which should be included are duration of the parental structure in the household and what structure exsisted previously. What relationship the duration of the parental structure has with adolescent viewing habits must be explored.

The results of adolescent viewing behavior when a mother is home during the day or father is home during the day is somewhat conflicting. This may be due to varying amounts of viewing by the parents. Further research into the viewing habits of the parents is called for.

The birth order of the adolescents resulted in significant differences among three of the viewing measures. As this may be due to what activities they are involved in, how the various birth orders spend their time should be explored.

Additional research examing family structure and its

relationship to viewing behavior of other age groups is called for. Other information which should be gathered in future studies include the availablility of other television sets in the home, what type of programming is preferred, what relationship cable television has with viewing habits, what activities accompany viewing and what the motivations to view are. APPENDIX

TELEVISION AND MOVIE STUDY

We are asking these questions in high schools in Michigan. The puestions ask you to tell us about what TV shows and what movies you like to weth. There are questions about radio and music, also. Hour answers will help us understand what teen-agers are going with the mass media. This is combitely anonymous we don't want you to but your name on this, just your nonest answers. When you are through filling its out, we will tak to the class about the study.



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	Scarecrow and Mrs. King		0	1		2	3	4		7
	Kate & Allie		0	1		2	3	4		8
	Newhart		0	1		2	3	4		9
	Cagney and Lacey		0	1		2	3	4		10
TUE	SŪAY:					•				
	A-Team		n	1	1	2	3	4		11
	Riptide		0	1		2	3	4		12
	Remington Steele		0	1		2	3	4		13
	Three's A Crowd		0	1		2	3	4		14
	Who's the Boss?		0	1	:	2	3	4		15
	Jeffersons		0	1		2	3	4		16
	Call to Glory		0	1		2	3	4		17
	MacGruder and Loud		0	1		2	3	4		18
WED	NESDAY:									
	Charles in Charge		0	1		2	3	4		19
	Highway to Heaven		0	1		2	3	4		20
	Fall Guy		0	1		2	3	4		21
	Facts of Life		0	1	;	2	3	4		22
	Dynasty		0	1		2	3	4		23
	St. Elsewhere		0	· 1		2	3	4		24
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THU	RSUAT:					-				
	Magnum, P.I.		0	1		2	3	4		27
	Cosby Show		0	1		2	3	4		28
	Family Ties		0	1	i	2	3	4		29
	Simon & Simon		0	1		2	3	4		30
	Uneers		0	1	:	2	3	4		31
	Night Court		0	1		2	3	4		32
	Knots Landing		0	1		Z	3	4		33
	Hill Street Blues		0	1		2	3	4		34

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FR)	IDAY:						COL
	Dukes of Hazzard	0	1	2	3	4	36
	v	0	1	2	3	4	37
	Benson	0	1	2	3	4	38
	Webster	0	1	2	3	4	39
	Dallas	0	1	2	3	4	40
	Hawaiian Heat	0	1	2	3	4	41
	Falcon Crest	0	1	2	3	4	42
	Matt Houston	0	1	2	3	4	43
	Hunter	0	1	2	3	4	44
	Street Hawk	0	1	2	3	4	45
	Miami Vice	0	1	2	3	4	46
SAT	URDAY :						
	Airwolf	0	1	2	3	4	47
	Diff'rent Strokes	0	1	2	3	4	48
	Gimme a Break	0	1	2	3	4	49
	Love Boat	0	1	2	3	4	50
	Double Trouble	0	1	2	3	4	51
	Spencer	0	1	2	3	4	52
	Berrenger's	0	1	2	3	4	53
	Finder of Lost Loves	0	1	2	3	4	54
	Otherworld	O	1	2	3	4	55
SUN	-						
	Knight Rid er	0	1	2	3	4	56
	Murder, She Wrote	0	1	2	3	4	57
	Trapper John, M.D.	0	1	2	3	4	58
	Crazy Like a Fox	0	1	2	3	4	59

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Here is a list of the soap operas that are on each day.

In the last week, how many times (0 to 5) have you seen each soap?

		PLEASE	CIRCLE	YOUR	ANSWER	1	COL
Ryan's Hope	0	1	2	3	4	5	61
Search For Tomorrow	0	1	2	3	4	5	62
Loving	0	1	2	3	4	5	63
Young and the Restless	ņ	1	2	3	4	5	64
Days of Our Lives	0	1	2	3	4	5	65
All My Children	0	1	2	3	4	5	66
As The World Turns	0	1	2	3	4	5	67
Another World	0	1	2	3	4	5	68
One Life to Live	0	1	2	3	4	5	69
Capitol	0	1	2	3	4	5	70
Guiding Light	0	1	2	3	4	5	71
Santa Barbara	0	1	2	3	4	5	72
General Hospital	0	1	2	3	4	5	73

5 74-80

Here is a list of some TV sho	ows that are on each day in the late afternoon	COL
or early evening.	Card #((2) 1
In the last week, how many ti	mes (0 to 5) have you seen each show?	6

PLEASE CIRCLE YOUR ANSWER

Dukes of Hazzard	0	1	2	3	4	5	7
Charlie's Angels	0	۱	2	3	4	5	8
Bewitched	0	1	2	3	4	5	g
Battlestar Galactica	0	1	2	3	4	5	10
WKRP in Cincinnati	0	1	2	3	4	5	11
Make Me Laugh	0	۱	2	3	4	5	12
What's Happening	0	۱	2	3	4	5	13
Leave it to Beaver	0	1	2	3	4	5	14
M.A.S.H.	0	۱	2	3	4	5	15
Three's Company	0	1	2	3	4	5	16
Little House on the Prairie	0	1	2	3	4	5	17
Diff'rent Strokes	0	1	2	3	4	5	18
Beverly Hillbillies	0	1	2	3	4	5	19
Lavern and Shirley	0	1	2	3	4	5	20
Hot Potatoes	0	1	2	3	4	5	21

b 22-24

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		PLEASE CIRCLE	ONE	ANSUER		COL.
When watching TV, how often do you talk about the show with a parent?	OFTEN	SOMETIMES	101°	OFTEN	NE VE R	25
After a TV show ends, how often do you talk about the show with a parent?	OFTEN	SOMETIMES	NOT	OFTEN	NE VE R	26
How often do you talk about TV with a parent, when you're not watching TV?	OFTEN	Sometimes	NOT	OFTEN	NEVER	27
How often do your parents say negative things about something you're watching?	OFTEN	SOMETIMES	NOT	OFTEN	NEVER	28
How often do you ask your parents questions while watching TV?	OFTEN	SOMETIMES	NOT	OFTEN	NEVER	29
How often do your parents say positive things about something you're watching?	OFTEN	SOMETIMES	NOT	OFTEN	NEVER	30
How often do you watch TV alone?	OFTEN	SOMETIMES	NOT	OFTEN	NEVER	31
How often do you watch TV with a boyfriend or girlfriend?	OFTEN	SOMETIMES	хот	OFTEN	NEVER	32
How often do you watch TV with other friends?	OFTEN	SOMETIMES	NOT	OFTEN	NEVER	33
How often do you watch TV with a parent?	OFTEN	SOMETIMES	NOT	OFTEN	NEVER	34
On school nights, how often do you watch the same shows your parents watch?	OFTEN	SOMETIMES	NOT	OFTEN	NEVER	35
On the weekends, how often do you watch the same shows your parents watch?	OFTEN	SOMETIMES	NOT	OFTEN	NEVER	36
How often does a parent know what shows you are watching?	OFTEN	SOMETIMES	NOT	OFTEN	NEVER	37
How often does a parent not let you watch an R-rated movie on TV?	OFTEN	SOMETIMES	NOT	OFTEN	NEVER	38
How often does a parent not let you watch other movies on TV?	OFTEN	SOMETIMES	NOT	OFTEN	NEVER	39
How often does a parent set limits on how much TV you can watch?	OFTEN	SOMETIMES	NOT	OFTEN	NEVER	40
	 When watching TV, how often do you talk about the show with a parent? After a TV show ends, how often do you talk about the show with a parent? How often do you talk about TV with a parent, when you're not watching TV? How often do your parents say negative things about something you're watching? How often do your parents say positive things about something you're watching? How often do you watch TV alone? How often do you watch TV with a boyfriend or girlfriend? How often do you watch TV with other friends? How often do you watch TV with a parent? On school nights, how often do you watch the same shows your parents watch? On the weekends, how often do you watch the same shows your parents watch? How often does a parent know what shows you are watching? How often does a parent not let you watch other movies on TV? How often does a parent set limits on how much TV you can watch? 	When watching TV, how often do you talk about the show with a parent?OFTENAfter a TV show ends, how often do you talk about the show with a parent?OFTENHow often do you talk about TV with a parent, when you're not watching TV?OFTENHow often do your parents say negative things about something you're watching?OFTENHow often do you ask your parents questions while watching TV?OFTENHow often do you ask your parents guestions while watching TV?OFTENHow often do you watch TV alone?OFTENHow often do you watch TV with a boyfriend or girlfriend?OFTENHow often do you watch TV with a parent?OFTENHow often do you watch TV with a parent?OFTENHow often do you watch TV with a parent?OFTENHow often do you watch TV with a parent?OFTENOn school nights, how often do you watch the same shows your parents watch?OFTENHow often does a parent know what shows you are watching?OFTENHow often does a parent not let you watch other movies on TV?OFTENHow often does a parent set limits on how much TV you can watch?OFTEN	PLEASE CIRCLEWhen watching TV, how often do you talk about the show with a parent?OFTENSOMETIMESAfter a TV show ends, how often do you talk about the show with a parent?OFTENSOMETIMESHow often do you talk about TV with a parent, when you're not watching TV?OFTENSOMETIMESHow often do your parents say negative things about something you're watching?OFTENSOMETIMESHow often do you ask your parents questions while watching TV?OFTENSOMETIMESHow often do you ask your parents questions while watching TV?OFTENSOMETIMESHow often do you watch TV alone?OFTENSOMETIMESHow often do you watch TV alone?OFTENSOMETIMESHow often do you watch TV with a boyfriend or girlfriend?OFTENSOMETIMESHow often do you watch TV with a parent?OFTENSOMETIMESHow often do you watch TV with a parent?OFTENSOMETIMESIon the weekends, how often do you watch the same shows your parents watch?OFTENSOMETIMESHow often does a parent know what: shows you are watching?OFTENSOMETIMESHow often does a parent not let you watch an R-rated movie on TV?OFTENSOMETIMESHow often does a parent not let you watch other movies on TV?OFTENSOMETIMESHow often does a parent n	PLEASE CIRCLE OMEWhen watching TV, how often do you talk about the show with a parent?OFTENSOMETIMES'10TAfter a TV show ends, how often do you talk about the show with a parent?OFTENSOMETIMESNOTHow often do you talk about TV with a parent, when you're not watching TV?OFTENSOMETIMESNOTHow often do your parents say negative things about something you're watching?OFTENSOMETIMESNOTHow often do you ask your parents questions while watching TV?OFTENSOMETIMESNOTHow often do you akk your parents guestions while watching TV?OFTENSOMETIMESNOTHow often do you watch TV alone?OFTENSOMETIMESNOTHow often do you watch TV with a boyfriend or girlfriend?OFTENSOMETIMESNOTHow often do you watch TV with a parent?OFTENSOMETIMESNOTHow often do you watch TV with a parent?OFTENSOMETIMESNOTHow often do you watch TV with a parent?OFTENSOMETIMESNOTIow often do you watch TV with a parent?OFTENSOMETIMESNOTIow often do you watch TV with a parent?OFTENSOMETIMESNOTOn school nights, how often do you watch the same shows your parents watch?OFTENSOMETIMESNOTHow often does a parent not let you watch other movies on TV?OFTENSOMETIMESNOTHow often does a parent not let you watch other movies on TV?OFTENSOMETIMESNOTHow often does a parent se	PLEASE CIRCLEOHE AHSLERWhen watching TV, how often do you talk about the show with a parent?OFTENSOMETIMESNOT OFTENAfter a TV show ends, how often do you talk about the show with a parent?OFTENSOMETIMESNOT OFTENHow often do you talk about TV with a parent, when you're not watching TV?OFTENSOMETIMESNOT OFTENHow often do you parents say negative things about something you're watching?OFTENSOMETIMESNOT OFTENHow often do you ask your parents questions while watching TV?OFTENSOMETIMESNOT OFTENHow often do you ask your parents guestions while watching?OFTENSOMETIMESNOT OFTENHow often do you watch TV alone?OFTENSOMETIMESNOT OFTENHow often do you watch TV with a boyfriend or girlfriend?OFTENSOMETIMESNOT OFTENHow often do you watch TV with a parent?OFTENSOMETIMESNOT OFTENHow often do you watch TV with a parent?OFTENSOMETIMESNOT OFTENNo often do you watch TV with a parent?OFTENSOMETIMESNOT OFTENNo school nights, how often do you watch the same shows your parents watch?OFTENSOMETIMESNOT OFTENOn the weekends, how often do you watch the same shows your parents watch?OFTENSOMETIMESNOT OFTENOn the weekends, how often do you watch the same shows your parents watch?OFTENSOMETIMESNOT OFTENOn the weekends, how often do you watch the same shows your parents watch?OFTENSOMETI	PLEASE CIRCLE ONE ANSIACEWhen watching TV, how often do you talk about the show with a parent?OFTENSOMETIMESNOT OFTENNEVERAfter a TV show ends, how often do you talk about the show with a parent?OFTENSOMETIMESNOT OFTENNEVERHow often do you talk about TV with a parent, when you're not watching TV?OFTENSOMETIMESNOT OFTENNEVERHow often do your parents say negative things about something you're watching?OFTENSOMETIMESNOT OFTENNEVERHow often do you ask your parents questions while watching TV?OFTENSOMETIMESNOT OFTENNEVERHow often do you watch TV alon?OFTENSOMETIMESNOT OFTENNEVERHow often do you watch TV with other friends?OFTENSOMETIMESNOT OFTENNEVERHow often do you watch TV with other friends?OFTENSOMETIMESNOT OFTENNEVERHow often do you watch TV with a parent?OFTENSOMETIMESNOT OFTENNEVERHow often do you watch TV with a parent?OFTEN

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		COL
1.	In the past seven days has a parent recommended some show for you to watch? YES NO	42
2.	In the past seven days has a parent told you that you watch too much television? YES NO	43
3.	In the past seven days has a parent told you not to watch some show on TV? YES NO	44
4.	In the past 30 days has a parent let you watch more TV to reward you for something? YES NO	45
5.	In the past 30 days has a parent punished you by not letting you watch some show on TV? YES NO	46
6.	Are there rules in your house about watching TV? LOTS SOME A FEW NOT REALLY	47
7.	On school nights, how late can you stay up to watch TV?	
	9:00 9:30 10:00 10:30 11:00 11:30 NO TIME LIMIT GIVEN	48
8.	If your parents see you watching a show they don't want you to watch, what do they <u>most often</u> do? (CIRCLE ONE)	49
	TURN IT OFF SUGGEST YOU STOP CHANGE IT SUGGEST YOU DO SOMETHING ELSE NOTHING	
9.	With whom do you most prefer to watch TV? (CIRCLE ONE) ALONE FRIENDS A PARENT BROTHER OR SISTER BOYFRIEND OR GIRLFRIEND	50
10.	When you check TV channels to see what's on, about how many different channels do you check before you decide what to watch?	51-52
11.	How many different television channels do you watch regularly, at least once a week?	53-54
	ji ji	55

In the last two weeks, have you watched any of these TV music shows?

PLEASE	CIRCL	E YES OR NO	COL
Star Search	YES	NO	56
Fraggle Rock	YES	NO	57
Soul Train	YES	NO	58
Radio 1990	YES	NO	59
Night Flight	YES	NO	60
Night Tracks	YES	NO	61
ABC Rocks	YES	NO	62
Solid Gold	YES	NO	63
Dance Fever	YES	NO	64
America's Top Ten	YES	NO	65
Friday Night Video	YES	NO	66
Do you ever watch the channel, MTV?	YES	NO	67
(if YES) have you watched it this week?	YES	NO	68
How many MINUTES did you watch it YESTER	RDAY?		69-71

AGREE (A), or DISAGREE (D), or STRONGLY DISAGREE (SD).

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Work fairly quickly and CIRCLE one choice after each statement..

COL (3) 1 2-5
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MOVIE			C	ard #(4) 1 ID # 2-5 Ø 6
Police Academy	Theatre	TV	VCR	7
Thief of Hearts	Theatre	τv	VCR	8
The Razor's Edge	Theatre	TV	VCR	9
Little Drummer Girl	Theatre	TV	VCR	10
A Soldier's Story	Theatre	τv	VCR	11
Teachers	Theatre	TV	VCR	12
Sudden Impact	Theatre	τv	VCR	13
Purple Rain	Theatre	TV	VCR	14
Country	Theatre	τv	VCR	15
Savage Streets	Theatre	τv	VCR	16
Exterminator 2	Theatre	τv	VCR	17
Footloose	Theatre	TV	VCR	18
Revenge of the Nerds	Theatre	τv	VCR	19
Bachelor Party	Theatre	τv	VCR	20
The Wild Life	Theatre	τv	VCR	21
Return of the Jedi	Theatre	· TV	VCR	22
Flashdance	Theatre	τv	VCR	23
Tootsie	Theatre	TV	VCR	24
National Lampoon Vacation	Theatre	TV	VCR	25
Splash	Theatre	тν	VCR	26
Risky Business	Theatre	TV	VCR	27
Superman III	Theatre	TV	VCR	28
Blue Thunder	Theatre	TV	VCR	29
Staying Alive	Theatre	TV	VCR	30
Porky's II: The Next Day	Theatre	TV	VCR	31
The Big Chill	Theatre	TV	VCR	32
Spring Break	Theatre	TV	VCR	33
Breathless	Theatre	τv	VCR	34
All The Right Moves	Theatre	TV	VCR	35
Class	Theatre	TV	VCR	36
My Tutor	Theatre	τv	VCR	37
Terms of Endearment	Theatre	τv	VCR	38

Which of the following movies have you seen? Please circle <u>Theatre</u> if you saw it in the theatre, <u>TV</u> if you saw it on TV, or <u>VCR</u> if you saw it on a home video cassette. Please circle one that applies to you; if you saw the movie in more than one way, circle all the ways you saw it. If you saw none, leave it blank.

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COL

An Officer and a Gentleman	Theatre	тν	VCR		40
Rocky III	Theatre	τv	VCR		41
The Best Little Whorehouse in Texas	Theatre	τv	VCR		42
Star Trek II: The Wrath of Khan	Theat re	τv	VCR		43
Sharky's Machine	Theatre	τv	VCR		44
On Golden Pond	Theatre	TV	VCR		45
Fast Times at Ridgemont High	Theatre	TV	VCR		46
Poltergeist	Theatre	TV	VCR		47
Neighbors	Theatre	TV	VCR		48
Indiana Jones and the Temple of Doom.	Theatre	TV	VCR		49
Richard Pryor Live on Sunset Strip	Theatre	TV	VCR		50
Conan the Barbarian	Theatre	TV	VCR		51
Friday the 13th	Theatre	TV	VCR		52
				×	57

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	۱.	In the past 30 days how many times have you seen a movie in a theatre	? 0	1	2	3	4	5	MORE		54
	2.	In the past 30 days how many times have you gone to a movie alone?	0	1	2	3	4	5	MORE		55
	3.	In the past 30 days how many times have you gone to a movie with your steady boyfriend or girlfriend?	0	1	2	3	4	5	MORE		56
	4.	In the past 30 days how many times have you gone to movie with other friends?	0	1	2	3	4	5	MORE		57
	5.	In the past 30 days how many times have you gone to a movie with a parent?	0	1	2	3	4	5	MORE		58
6.	How movi	often have you gone to PG-rated es with a parent?	OFTEN	SO	METI	MES	1	тол	OFTEN	NEVER	59
7.	How movi	often have you gone to R-rated es with a parent?	OFTEN	so	IETI	MES	I	тол	OFTEN	NE VE R	60
8.	How abou	often do you talk with a parent t the movies you've gone to see?	OFTEN	S 0	METI	ÆS	1	NOT	OFTEN	NE VE R	61
9.	H ow movi	often does a parent recommend some e for you to go see?	OFTEN	so	METI	MES		тс	OFTEN	NEVER	62
10.	How you	often does a parent not permit to go see a movie you want to see?	OFTEN	so	METI	MES	ł	пот	OFTEN	NEVER	63
11.	How movi	often does a parent know what es you go to see?	OFTEN	so	METI	MES	1	NOT	OFTEN	NEVER	64
12.	How movi	often does a parent pay for the es you go to see?	OFTEN	so	METI	MES	I	NOT	OFTEN	NEVER	65
										¥	66-80

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۱.	First, how many working television sets do you have at home?	0	1	2	3	4	Mor	ID re	¥ \$	2-3 6 7
2.	Do you have your own TV set?	YES		NO						8
3.	Do you get cable television at nome?	YES		NO						9
	3a. Do you get HBO or some other pay movie channel?	YES		NO						10
4.	On a typical schoolday, how many hours of television do you get to watch between the time you get home from school and dinner- time?	0	1	2	3	Mor	re			11
5.	On a typical schoolday, how many hours of television do you get to watch between dinner- time and the time you go to bed?	n	1	2	3	4	5	More		12
6.	On a typical Saturday, how many hours of television do you watch?	0	1	2	3	4	5	More		13
7.	On a typical Sunday, how many hours of TV do you watch?	0	1	2	3	4	5	More		14
8.	Do you watch TV while eating dinner?	YES		40						15
9.	Do you have your own radio?	YES		NO						16
10.	On a typical schoolday, how many hours of radio do you listen to in the morning, before noon?	0	1	2	3	4	Мот	re		17
11.	On a typical schoolday, how many hours of radio do you listen to in the afternoon, between noon and 6 o'clock?	0	1	2	3	4	5			18
12.	On a typical schoolday, how many hours of radio do you listen to in the evening, after 6 p.m.?	0	1	2	3	4	5	More		19
13.	Do you have a record or tape player at home?	YES		NO						20
	13a. On a typical day, how many hours do you listen to something on the record or tape player?	0	1	2	3	4	5	More		21
14.	How many days a week do you read a daily newspaper?	0	1	2	· 3	4	6	7		22
15.	What magazines do you read regularly?									23
									R	24

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16.	Not counting schoolbooks, how many books nave you read in the last 2 months? 012345 More	25
17.	Do you have a videocassette recorder at your home? YES NO	25
18.	Do you have a home computer at your nome? YES NO	27
19.	Do you have video games at your home? YES NO	28
20.	Have you ever used a computer? YES NO	29
	(if YES) Please circle all the places you have used one:	
	AT HOME IN CLASS IN THE LIBRARY IN A COMPUTER CLASS	30-31
	OTHER (Write in where)	
21.	In the past 30 days, how many times did you go to shopping malls?	32
	0 1 2 3 4 5 6 7 More	
22.	In the past 30 days, how many times did you play in some sport, for example, play basketball, go swimming, jog?	33-34
	0 1 2 3 4 5 6 7 8 9 10 More	
23.	In the past 30 days, how many times did you watch a live sports event?	35-3f
	0 1 2 3 4 5 6 7 8 9 10 More	
24.	In the past 30 days, how many times, did you go to church/synagogue?	37
	0 1 2 3 4 5 More	
25.	In the past 30 days, how many times did you go to a party or dance?	38
	0 1 2 3 4 5 More	
26.	In the past 30 days, how many times did you babysit?	39
	0 1 2 3 4 5 6 More	
27.	Do you work, (not counting babysitting?) YES NO	40
	27a. What kind of work do you do?	41
28.	In the past 7 days, how many hours did you work? Write in the number of hours next to the days that you worked. If you didn't work on some day, write 0 on the space:	42-48
	MONDAYTUESDAYHEDNESDAYTHURSDAY	
	FRI DAYSATURDAYSUNDAY	

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Your answers to these questions will help us understand more about the overall student population in your school. Your answers will be anonymous.

۱.	How old are you?	50-51
2.	What grade are you in? 9 10	52-53
3.	Are you male or female? MALE FEMALE	54
4.	What kind of grades do you usually get in school?	55
	A A-/B+ B B-/C+ C C-/D E/F	

COL

For the next five questions, please tell us how many brothers or sisters live at home with you, including step or half brothers and sisters. Then in the next column, tell us how many are step or half.

	total how many are		
5.	How many older brothers live with you?	5	56 5
6.	How many younger brothers live with you?	5	58 5
7.	How many older sisters live with you?	6	50 6
8.	How many younger sisters live with you?	6	52 6
9.	How many other brothers or sisters do you have, not living with you?	6	i4 6
10.	Which parents or older adults live with you? (Circle as many as apply)	6	6 - 6
	MOTHER FATHER STEPMOTHER STEPFATHER OTHER		
11.	Which parents do not live with you? (Circle as many as apply)	e	8-69
	MOTHER FATHER STEPMOTHER STEPFATHER OTHER		
Plea If n	se answer the next 4 questions <u>if your mother or stepmother lives with you.</u> ot, skip to the next page.		
Plea If n 12a.	se answer the next 4 questions <u>if your mother or stepmother lives with you.</u> ot, skip to the next page. Does she work full-time, work part-time, or not work? FULL-TIME PART-TIME NOT WORK		70
Plea If n 12a. 12b.	se answer the next 4 questions <u>if your mother or stepmother lives with you.</u> ot, skip to the next page. Does she work full-time, work part-time, or not work? FULL-TIME PART-TIME NOT WORK If she works, what is her job ?		70 71
Plea If n 12a. 12b. 12c.	se answer the next 4 questions <u>if your mother or stepmother lives with you.</u> ot, skip to the next page. Does she work full-time, work part-time, or not work? FULL-TIME PART-TIME NOT WORK If she works, what is her job ? How much education has she had?		70 71 71
Plea If n 12a. 12b. 12c.	se answer the next 4 questions <u>if your mother or stepmother lives with you.</u> ot, skip to the next page. Does she work full-time, work part-time, or not work? FULL-TIME PART-TIME NOT WORK If she works, what is her job ? How much education has she had? LESS THAN HIGH SCHOOL HIGH SCHOOL SOME COLLEGE OTHER (write in below) COLLEGE DEGREE		70 71 72
Plea If n 12a. 12b. 12c.	se answer the next 4 questions <u>if your mother or stepmother lives with you.</u> ot, skip to the next page. Does she work full-time, work part-time, or not work? FULL-TIME PART-TIME NOT WORK If she works, what is her job ? How much education has she had? LESS THAN HIGH SCHOOL HIGH SCHOOL SOME COLLEGE OTHER (write in below) COLLEGE DEGREE Approximately how much money does she earn or receive each year?		70 71 72 73

If n	ot, skip to the last	cuestion.				COL
13a.	Does he work full-	time, work par	t-time, or	not work?		75
	FULL-TIME	PART-TIME	NOT WO	RK		
135.	If he works, what	is his job?				7ĉ
13c.	How much education	has he had?				77
	LESS THAN HIGH SCH HIGH SCHOOL SOME COLLEGE COLLEGE DEGREE	100L 0THER	(write in	below)		
13 d.	Approximately how	much money doe:	s he earn o	or receive each year?		78
	0 - \$3,000 \$3,100 - \$10,000 \$10,100 - \$20,000	\$20,100 - \$30,100 - more than	\$30,000 \$40,000 \$40,000			
 14.	Are you (circle as	many as apply)				79- 80
	BLACK ASIAN	HISPANIC	WHI TE	OTHER(WHAT)	Ŗ	

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mere are some questions about what you do whe	n you wa	aton TV.			~	U
Her often de vou know west vou are going te	VERY OFTEN	QUITE OFTEN	OFTEN	NOT VERY OFTEN	NOT AT <u>ALL</u>	
watch <u>before</u> you turn the TV set on?	vo	Q0	c	NVO	NAA	7
How often do you cneck a TV guide or news- paper list <u>before</u> you turn the TV set on?	٧O	QO	0	NVO	NAA	8
How often do you check a TV guide or news- paper list while you are watching TV?	٧O	Q 0	0	NVO	NAA	9
On school days, how often do you watch the same shows you watched the day before?	vo	QO	0	NVO	NAA	10
On week nights, how often do you watch the same shows you watched the week before?	VO	Q O	0	NVO	NAA	11
How often do you watch a whole show, <u>without</u> changing channels?	VO	Q0	0	NVO	NAA	12
When commercials come on, how often do you change channels to check and see what else is on?	VO	Q 0	0	NVO	NAA	13
During a show (but not during commercials), how often do you change to check and see what else is on?	VO	Q0	0	NVO	NAA	14
When the show you are watching ends, how often do you change channels to check and see what else is on?	VO	Q 0	0	NVO	RAA	15
After the show you are watching ends, how often do you know what the next show is that you want to watch?	VO	QO	0	NVO	NAA	16
How often do you watch more than one TV show at a time by changing back and forth?	٧O	QO	0	NVO	NAA	17
When you turn the TV set on, how often do you change channels to see what else is on?	vo	QO	0	NVO	NAA	18
When you change channels to see what is on, how often do you stop changing channels <u>as</u> <u>soon as</u> you find something that looks good?	VO	QO	0	NVO	NAA	19
When you change channels to see what is on, how often do you check many channels, and then <u>go back</u> to the best ones?	n VO	QO	0	NVO	NAA	20
When you check channels to see what's on, how often do you start with Channel 2 or 3, then go to 4, 5, 6 and so on in order?	vo	QO	0	NVO	NAA	21
When you check channels to see what's on, how often do you check them in some particular order <u>other</u> than 2, 3, 4, 5, 6 and so on?	VO	QO	0	NVO	NAA	22
					N N	23

These next questions ask you how real certain things on television are. Zero means you think something is not real at all, and 10 means you think it is very real. For each question, give the number between 0 and 10 that describes now real you think each thing is.

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		NOT AT	r re All	al.							VE Re	RY AL		COL
First,	think about television shows in general:													
۱.	How real to life are most TV characters?	0	1	2	3	4	5	6	7	8	9	10		24-25
2.	How real to life are the problems they have?	0	1	2	3	4	5	6	7	8	9	10		26- 27 [!]
3.	How real to life are the ways in which they solve those problems?	0	1	2	3	4	5	6	7	8	9	10		28-29
Now, t	hink about your favorite television show:													
4.	How real are the characters on your favorite TV show?	0	1	2	3	4	5	6	7	8	9	10		30-31
5.	How real are the problems they have?	0	1	2	3	4	5	6	7	8	9	10		32-33
6.	How real are the ways in which they solve those problems?	0	1	2	3	4	5	6	7	8	9	10		34-35
Now, t	hink about your favorite television charac	ter:												
7.	How real is your favorite television character?	0	1	2	3	4	5	6	7	8	9	10		36-37
8.	How real are the problems that person has?	0	1	2	3	4	5	6	7	8	9	10		38-39
9.	How real are the ways in which that character solves those problems?	0	1	2	3	4	5	6	7	8	9	10		40-41
10.	How real is the way that person lives?	0	1	2	3	4	5	6	7	8	9	19		42-43
													ß	44

74

Which 2 snows have stories about love and romance that help you understand those ideas better?

Magnum PI Dallas Remington Steele Guiding Light Dynasty Cheers General Hospital Happy Days Cover-Up The Fall Guy Three's Company Family Ties Paper Dolls Simon and Simon Benson The A Team WKRP Charles In Charge Diff'rent Strokes One Day at a Time Little House On The Prairie

Which 2 characters might you like to be like when you are an adult?

Vallarie Bertinelli (One Day at a Time)

Heather Locklear (Dynasty)

Jennifer (WKRP)

Diane Chambers (Cheers)	Rujack (Guiding Light)
Dominique (Dynasty)	Magnum
Chrissy (Three's Company)	Blake (Dynasty)
Morgan Fairchild (Paper Dolls)	Benson
Heather Thomas (The Fall Guy)	Alex Keaton (Family Ties)
Beth Raines (Guiding Light)	Blackie (General Hospital)
Vallerie Bertinelli (One Day at a Time)	Remington Steele
Heather Locklear (Dynasty)	Anthony Hamilton (Cover-Up)
Jennifer (WKRP)	T.C. (Magnum PI)

Which 2 characters are like the kind of person you would like to date?Diane Chambers (Cheers)Rujack (Guiding Light)Dominique (Dynasty)MagnumChrissy (Three's Company)Blake (Dynasty)Morgan Fairchild (Paper Dolls)BensonHeather Thomas (The Fall Guy)Alex Keaton (Family Ties)Beth Raines (Guiding Light)Blackie (General Hospital)

Remington Steele

T.C. (Magnum PI)

Anthony Hamilton (Cover-Up)

Which 2 male characters do you think most females would be attracted to? 57-60 Rujack (Guiding Light) Magnum Blake (Dynasty) Benson Alex Keaton (Family Ties) Blackie (General Hospital) Remington Steele Anthony Hamilton (Cover-Up) T.C. (Magnum PI)

75

5 61

53-56

45-48

49-52

Diane Lnambers (Lneers) Dominique (Dynasty) Chrissy (Three's Company) Morgan Fairchild (Paper Dolls) Heather Thomas (The Fall Guy) Beth Raines (Guiding Light) Vallarie Bertinelli (One Day at a Time) Heatner Locklear (Dynasty) Jennifer (WKRP) Pick one character who would be an ideal wife and one who would be an ideal 66-61 husband. Diane Chambers (Cheers) Rujack (Guiding Light) Diane Chambers (Cheers) Dominique (Dynasty) Chrissy (Three's Company) Morgan Fairchild (Paper Dolls) Heather Thomas (The Fall Guy) Beth Raines (Guiding Light) Magnum Blake (Dynasty) Benson Alex Keaton (Family Ties) Blackie (General Hospital) Vallerie Bertinelli (One Day at a Time) Remington Steele Heather Locklear (Dynasty) Jennifer (WKRP) Anthony Hamilton (Cover-Up) T.C. (Magnum PI)

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Which 2 female characters do you think most males would be attracted to?

Diane Cnampers (Cneers)

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COL 62-6

Final	question. Here are the TV channels availab	le	in Gi	rand	Rap	ids.	So	ne		
are av	ailable only on cable. <u>Please tell us how n</u>	man	y day	ys ii	n th	e la	<u>st 7</u>			
<u>days</u> y	ou watched something on each channel. If y	ou (don't	t ha	ve ca	able	, an	swer		
only t	hose channels you do get at home.						. .			COL
						(Card	#(7)	1
							ID	#		2-5
								ß		6
Cable	# Station #, City	How many times <u>Station #, City</u> watched in last 7 days								
2	Disney Channel	0	1	2	3	4	5	6	7	7
3	3-WKZO, Kalamazoo	0	1	2	3	4	5	6	7	8
4	41-WUHQ, Battle Creek	0	1	2	3	4	5	6	7	9
5	17-WXMI, Grand Rapids	0	1	2	3	4	5	6	7	10
6	CNN Headline News	0	1	2	3	4	5	6	7	11
7	Showtime	0	1	2	3	4	5	6	7	12
8	8-WOTV, Grand Rapids	0	1	2	3	4	5	6	7	13
9	Government Access	0	1	2	3	4	5	6	7	14
10	SPN and Financial News Network	0	1	2	3	4	5	6	7	15
11	35-WGVC	0	1	2	3	4	5	6	7	16
12	Nickelodeon	0	1	2	3	4	5	6	7	17
13	WZZM, Grand Rapids	0	1	2	3	4	5	6	7	18
14	USA Network	0	1	2	3	4	5	6	7	19
15	50-WKBD, Detroit	0	1	2	3	4	5	6	7	20
16	HBO (Home Box Office)	0	1	2	3	4	5	6	7	21
17	WTBS, Atlanta	0	1	2	3	4	5	6	7	22
18	Educational Channel	0	1	2	3	4	5	6	7	23
19	Weather and Messages	0	1	2	3	4	5	6	7	24
20	Educational Channel (College)	0	1	2	3	4	5	6	7	25
21	Nashville Channel	0	1	2	3	4	5	6	7	26
22	Music TV (MTV)	0	1	2	3	4	5	6	7	27
23	Public Access	0	1	2	3	4	5	6	7	28
24	(CBN) Christian Broadcast Net.	0	1	2	3	4	5	6	7	29
25	9-WGM, Detroit	0	1	2	3	4	5	6	7	30
26	ESPN (Sports Network)	0	1	2	3	4	5	6	7	31
27	CNN (Cable News Network)	0	1	2	3	4	5	6	7	32
28	HBO (Home Box Office)	0	1	2	3	4	5	6	7	33
29	Arts and Entertainment Network	0	1	2	3	4	5	6	7	34
30	The Movie Channel	0	1	2	3	4	5	6	7	35

Thank you very much for your assistance with this survey. If you finish early, turn the questionnaire over and list your favorite music videos! When you raise your hand, one of the researchers will come pick it up. Thanks!!

Lifetime

31

36

0 1 2 3 4 5 6 7

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BIBLIOGRAPHY

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