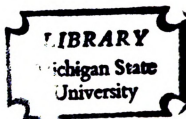MEDIATED AND UNMEDIATED SOCIAL INFLUENCES ON
MODES OF CONFLICT RESOLUTION

Dissertation for the Degree of Ph. D.
MICHIGAN STATE UNIVERSITY
MICHAEL E. ROLOFF
1975

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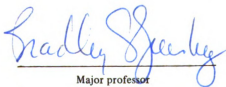
On Modes of Conflict Resolution

presented by

Michael E. Roloff

has been accepted towards fulfillment
of the requirements for

Ph.D. degree in Communication

Bradley Greenberg
Major professor

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MEDIATED AND UNMEDIATED SOCIAL INFLUENCES
ON MODES OF CONFLICT RESOLUTION

By

Michael E. Roloff

This dissertation focused on two questions:
(1) What are pro- and anti-social modes of conflict
resolution? (2) What are the social influences on a
person's decision to use a mode of conflict resolution?

Pro-social behavior was conceptualized as acts
facilitating cooperation and individual and relational
growth. Anti-social acts impede cooperation and indi-
vidual and relational growth. Conflict resolution was
defined as an attempt by one or more people in a rela-
tionship to achieve some solution to perceived contra-
dictory attitudes or behaviors.

Three pro-social modes of conflict resolution
were hypothesized to exist: reasoned discourse, for-
giveness and seeking help. Four anti-social modes of
conflict resolution were hypothesized to exist: verbal
aggression, physical aggression, internalization and
withdrawal.

Using social learning theory, mediated, unmedi-
ated and contextual influences were hypothesized. Three

television program types were hypothesized to affect the choice of modes of conflict resolution: action/adventure, family and situation comedy programs. Three unmediated influences were hypothesized to exist: perceived parental discipline, perceived peer mode usage and perceived parental media intervention.

Sex differences of mode usage were also hypothesized. Two contextual variables were hypothesized to affect the mode usage: conflict with a stranger and conflict with a friend.

Data were collected at two points in time from two groups of high school students. At time one, 175 high school juniors responded to an instrument development questionnaire. At time two, 333 high school sophomores participated in the actual survey administration.

The results indicated one pro-social mode of conflict resolution (pro-social) and four anti-social modes (verbal aggression, physical aggression, regression and revenge). These modes were significantly influenced by how the adolescent perceived favorite television characters, peer modes of conflict resolution and parental discipline. Four TV viewing patters (ABC Action/Adventure, CBS Action/Adventure, Family Pro-Social and Situation Comedy) were weaky related to ego's modes

of conflict resolution. Perceived parental media intervention slightly influenced adoption of TV modes of conflict resolution. A multiple regression indicated social influences predicted pro- and anti-social modes of conflict resolution equally well.

Sex and contextual differences were also observed for the use of modes of conflict resolution.

MEDIATED AND UNMEDIATED SOCIAL INFLUENCES

ON MODES OF CONFLICT RESOLUTION

By

Michael E. Roloff

A DISSERTATION

Submitted to
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DOCTOR OF PHILOSOPHY

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1975

Accepted by the faculty of the Department of
Communication, College of Communication Arts, Michigan
State University, in partial fulfillment of the require-
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_____
Director of Dissertation

Guidance Committee: _____, Chairman

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To Karen

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I owe special thanks to my parents and family who have been supportive financially and morally throughout my education. My father even saved the day for the second wave of data collection when the "Farewell to Seniors" assembly seemed to take precedence.

Finally, my wife, Karen, deserves a great deal of recognition and appreciation. She endured the strains

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CHAPTER I

INTRODUCTION

Crime is increasing. The increase in violent crime in the last five years is particularly disturbing: murder has increased 42 percent; rape is up 62 percent; aggravated assaults are up 47 percent.[1] These startling increases in crime have prompted a great deal of concern about how people resolve their conflicts. Much research has focused on the causes of aggression and the decision to use aggression as a mode of conflict resolution (Berkowitz, 1962). Considerable research has also focused on other modes of conflict resolution such as cooperation (Marwell and Schmitt, 1975).

This dissertation investigates the available modes of conflict resolution and what influences their use. The modes of conflict resolution are examined as communication behaviors with others as well as inter-action with self. The sources of influence on the modes of conflict resolution deal with mediated (television) and unmediated (familial and peer) communication sources.

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[1]FBI Uniform Crime Statistics: 1973 (Washington, D.C.: Government Printing Office, 1974).

1

The modes of conflict resolution are examined in light of their social desirability and a model of the influences on their use is empirically tested.

This chapter deals with three issues: the rationale for studying the social desirability of the modes of conflict resolution, the available modes of conflict resolution and a model of influences on the use of modes of conflict resolution.

Rationale

Much research has been conducted on the roots of aggression. The frustration-aggression hypothesis (Dollard, Doob, Miller, Mowrer and Sears, 1939; Berkowitz, 1962; Berkowitz, 1969) and social learning theory (Bandura, 1962; Bandura, 1971; Bandura, 1973) have been used extensively to predict aggression. Further, a group of psychologists combined their thinking and research in The Control of Aggression (Knutson, 1973) which focused on methods for the curtailment of aggression.

While this interest in understanding and controlling aggression is of great importance (the crime statistics underscore its importance), it deals with only part of the problem. It is also important to investigate ways in which pro-social behaviors may be facilitated.

When we think of social behavior or interaction between people, we can discriminate between two

types of behavior: pro-social and anti-social. Pro-social behavior encompasses those acts which facilitate cooperation and individual and relational growth; pro-social acts can be characterized as friendly, cooperative, non-violent and open. Anti-social behavior impedes cooperation and individual and relational growth; such acts may be characterized as aggressive, or on the other extreme, very withdrawn. Mead (1934) draws a similar distinction between social and anti-social:

> The fundamental socio-physiological impulses or behavior tendencies which are common to all human individuals, which lead those individuals collectively to enter or form themselves into organized societies or social communities, and which constitute the ultimate basis of those societies or social communities, fall, from the social point of view, into two main classes: those which lead to social cooperation, and those which lead to social antagonism among individuals; those which give rise to friendly attitudes and relations, and those which give rise to hostile attitudes and relations, among the human individuals implicated in the social situations. We have used the term "social" in its broadest and strictest sense; but in that quite common narrower sense, in which it bears an ethical connotation, only the fundamental physiological human impulses or behavior tendencies of the former class (those which are friendly, or which make for friendliness and cooperation among the individuals motivated by them) are "social" or lead to "social" conduct; whereas those impulses or behavior tendencies of the latter class (those which are hostile, or which make for hostility and antagonism among the individuals motivated by them) are "anti-social" or lead to "anti-social" conduct.[2]

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[2] G. H. Mead, <u>Mind, Self and Society</u> (Chicago: University of Chicago Press, 1934), p. 303.

It should be noted that both pro-social and anti-social behaviors are social to the extent that they involve interaction between people. They represent alternative ways of handling a problem. For example, two people may resolve a conflict through discussion, or through physical aggression. Either or both strategies may effectively resolve the disagreement; however, only discussion would have the effect of facilitating cooperation and individual and relational growth. Even though physical aggression effectively resolves the conflict for one person, it tends to be destructive to one or both individuals as well as stifling future relational growth.

There are three reasons for studying both pro-social and anti-social behaviors. First, if aggression serves an important function in our society, its control certainly leaves a vacuum. For example, aggression is used as a means to resolve conflicts; when people perceive that they disagree with others, they often resort to violence in order to resolve the disagreement. Parents spank children; teenagers get into fistfights; adults brawl. Indeed, all age groups seem to rely on aggression as one means to resolve conflicts. If we wish to control aggression it is necessary to offer alternative modes to replace it. Furthermore, if we can show that other forms of conflict resolution are more effective, we have a more tenable position to argue for the

control of aggression. By substituting alternative modes of conflict resolution, we can limit the consequences of aggression and also prevent people from being uncertain about how to resolve their conflicts.

Second, by examining both aggressive and non-aggressive behavior, we can build social programs to control aggression and increase pro-social behavior. At present, based on research on the acquisition of violent behavior from television (Baker and Ball, 1969), we can call for the television networks to reduce the violent models presented on television. However, we have only a limited basis upon which to suggest alternative models to provide examples of pro-social behavior. We have seen that programs such as "Sesame Street" and "Mr. Rogers" have a positive impact on children (Bogatz and Ball, 1970). However, we do not know if programs designed to have a pro-social impact, such as "The Waltons" and "Little House on the Prairie," have any impact at all.

The same argument can be made regarding suggestions about how parents should behave toward their children. If a parent tries to provide a pro-social example for the child, will it have any impact? Research indicates that parental anti-social behavior can be copied by the child (Bandura and Walters, 1959) but the research on pro-social behavior is not as conclusive. Whiting (cited in Bandura and Walters, 1959), argues

that love-oriented disciplinary methods facilitate internal control of aggression and anti-social behavior. However, the research does not indicate that such discipline will result in pro-social actions such as cooperation. Identifying models likely to have a pro-social impact could help facilitate their use.

Finally, from a social science perspective, it would be useful to see the range of the theories that have been developed to predict the socialization of individuals. For example, will Bandura's social learning theory predict the adoption of both pro-social behaviors and anti-social behaviors? Kaufman (1970) indicates that basic differences exist between the socialization of pro- and anti-social behavior:

> Throughout . . . we have emphasized our position that altruistic values and behaviors are subject to similar learning processes as are aggressive values and behaviors. However, it was also noted . . . that the specific cultural circumstances produce practical differences between these two classes in the sense that aggressive values are rarely taught overtly but often implied in behavior; whereas, ideals of cooperation, altruism, and social responsibility form the staple core of religious and secular teachings, but are often contradicted by behaviors which allow the inference of a parallel set of attitudes, translatable as "It is appropriate to say that one should go out of one's way for one's fellowman, independent of (or even in contrast with) what one does." Also, we noted that the sheer opportunity for practicing altruistic acts arises perhaps less frequently than that for its counterpart, aggression.[3]

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[3]H. Kaufmann, _Aggression and Altruism_ (New York: Holt, Rinehart and Winston, 1970), p. 132.

Thus, Kaufmann argues that the same models may exist for both pro- and anti-social behavior but that the adherence to values indicating that we should favor pro-social behavior, even if we don't practice it, may circumvent the learning of pro-social behavior. Furthermore, he argues that opportunities to practice socially desirable behaviors are limited. Obviously, these limitations should affect the predictive power of our models. Research is needed to investigate Kaufmann's arguments.

. The specific focus of this study is the means, both pro-social and anti-social, by which people resolve conflict and what influences the choice of those means. It should be noted that this position does not argue that all conflict is anti-social. Rather, this paper argues that certain modes of conflict resolution may be viewed as more pro-social or more anti-social.

Further, it should be noted that this disserta-tion takes the position that a person's attempts to resolve conflict necessarily involve communication; both communication to others and interaction with self. When conflict emerges, a person may attempt to resolve it by confronting the other person or persons and dis-cussing the problem or perhaps even by being verbally aggressive. The person might also choose to resolve the conflict through physical aggression or through internalization of the conflict. All of these forms of

conflict resolution involve some interaction in which
the person tries to resolve the conflict through the
manipulation of symbols (whether they be fists, words
or thoughts). A broad conceptualization of communication
encompasses these modes of conflict resolution.

Modes of Interpersonal
Conflict Resolution

Before examining modes of conflict resolution, it
is necessary to define the parameters of conflict and
what implications they hold for investigating its resolu-
tion. Conflict stems largely from the perception by one
or more people in a relationship that they possess dif-
ferent attitudes or behaviors toward some object. This
conceptualization provides four important implications
for the study of conflict resolution.

First, this approach deals with conflict between
people involved in some relationship. We choose to ignore
problems dealing with intrapersonal phenomena, natural
disasters or the difficulties between man and the envi-
ronment. The primary focus of this approach is in
disagreements of attitude and behavior between people.

Second, this approach assumes that people may
perceive conflict when it actually does not exist. In
other words, a person may inaccurately perceive another's
position and, as a result, feel that they are in a state
of conflict. Miller and Steinberg (1975) refer to a form

of conflict termed pseudo-conflict in which people dis-
agree because of some misperception. While the conflict
may be based on false perceptions, it is likely to be
felt as intensely as conflict based on accurate percep-
tions.

Third, conflict may exist largely because of one
person's perception of an inconsistency. Sometimes, a
person will withhold information from another; in these
cases, it is possible for only one person to realize
that conflict exists.

Finally, some relationships may require that
certain modes of conflict resolution be used. For
example, Miller and Steinberg (1975) argue that rela-
tionships can be categorized in two ways: interpersonal
or noninterpersonal. Interpersonal relationships are
those where most of the predictions about another person
are based upon psychological data (data allowing a
person to see how another is different from other people).
Interpersonal relationships tend to be rare and valued.
We might expect that conflicts occurring in interpersonal
relationships are very intense and require resolution in
such a way as to maintain the relationship in the future.

Noninterpersonal relationships are those rela-
tionships where most of the predictions are based on
group or cultural information. For example, a person's
relationship with a salesclerk may be such that he cannot

distinguish the salesclerk from other salesclerks. Consequently, the person is likely to generalize one set of attributes to all salesclerks. Noninterpersonal relationships may not be very valued and the mode of resolution of their conflict may not be designed to further the relationship.

Because of the differences in these two types of relationships, we might expect that different modes of conflict resolution will be used. People may resolve their conflicts in noninterpersonal relationships by ignoring the conflict or internalizing it. People in interpersonal relationships may be likely to verbalize their conflicts either by reasonably discussing them or by shouting at each other.

Newcomb's (1961) A-B-X model provides an excellent pictorial representation of conflict. Newcomb's model argues for three orientations within an individual's system: A's orientation toward B; A's orientation toward a third person or object, X; and A's perception of B's orientation toward A. By adding two individual systems together we can see a collective system of two people in a relationship. The problem in a collective system is to find stability in the relationship among orientations. For example, if A has a positive attitude toward B and toward X, and A perceives a negative attitude by B toward X, A will feel strain or conflict (see Figure 1). The
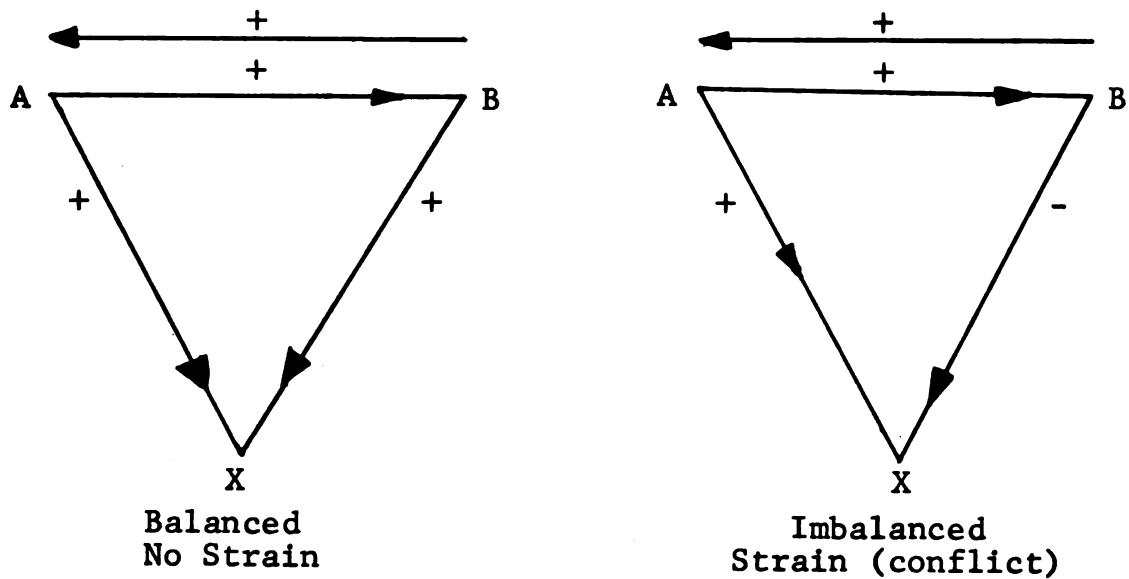
Figure 1.--Newcomb's A-B-X Model.

force of the strain caused by the imbalance or conflict varies with the relevance of X and will demand resolution depending upon the relevance.

The resolution of conflict refers to the attempt by one or more people involved in a relationship to achieve some solution to the contradictory attitudes or behaviors. This conceptualization also has several implications.

First, the attempt to resolve conflicts may be observable or unobservable. Some people attempt to resolve conflicts by addressing the issue openly, while

other people may choose to internalize the conflict or ignore it.

Second, the attempts may or may not be successful. We often attempt to resolve conflict without success. Thus, no assumption is made about the likelihood of success.

Third, the approach assumes that people may rely on other people to help resolve the conflict. We often seek help from others when we are in a conflict.

Finally, conflict resolution has both pro-social and anti-social dimensions. If we think of something as being pro-social if it facilitates the resolution of conflict and is nondestructive to the persons in the relationship, we can categorize modes of conflict resolution by their pro- or anti-social aspects. Aggression tends to be destructive to the extent that it may harm one of the individuals in the relationship. Physical aggression produces physical harm and verbal aggression may lead to worry and other psychological stress. By reasonably discussing the conflict, however, people may achieve a pro-social solution.

It is important to determine exactly what modes of conflict resolution are available to the individual. Few taxonomies have been developed to deal with modes of conflict resolution.

Newcomb's A-B-X model suggests that strain might be reduced five ways. Using the situation in Figure 1 where A has a positive attitude toward B and toward X but perceives that B has a negative attitude toward X, the possible resolutions are (1) A changes attitude toward X; (2) A changes perception of B's attitude toward X; (3) reduction of the importance assigned to X; (4) reduction in the positive attraction of A for B; or (5) reduction of the common relevance assigned to X for A and B.

These five changes fit logically into the A-B-X model. However, these changes do not provide information about the means that produced them. In terms of a change in A's perception of B's attitude toward X, we might find a number of different influences producing this change: A may physically beat B so that the victim is actually forced to change his verbal expression toward X, or A may threaten to beat B if he does not change. On the other hand, A may talk reasonably with B and convince him to change. All of this information is implied but not explicitly stated in the model.

Keltner (1970) argues that there are seven strategies for resolving interpersonal conflict:

      Joint Deliberation
      Negotiation
      Bargaining
      Mediation
      Arbitration
      Propaganda
      Warfare

These categories are largely developed from labor relations.

The first three all involve discussion between the people involved in the conflict unmediated by outsiders. Joint deliberation involves the discussion of mutually shared goals. Negotiation is similar except that the goals and the parties involved are not as close in terms of agreement about the goals. Bargaining refers to persuasion or when the parties do not have mutually shared goals and each person is seeking to persuade the others to his point of view.

Mediation and arbitration refer to strategies which seek to solve conflict by bringing in a third party. Mediation means that the third party only makes suggestions; whereas, arbitration refers to a binding decision by the third party.

Propaganda refers to psychological pressure brought to bear on the individual to conform to another's point of view in the conflict. Warfare refers to physical coercion in order to gain a person's preferred solution to the conflict.

These categories fail to accommodate a number of relevant issues. First, they seem to ignore the idea that people sometimes rely on strategies that are not successful at resolving conflicts. Some people ignore the problem and withdraw from it. While the person's

attitudes or behaviors are not more consistent with each

other, a person may choose to ignore the inconsistency

or reduce the importance of the object of disagreement.

Second, the strategies are largely prescriptive.

Keltner argues that certain strategies should be used in

given situations. It might be more interesting to

determine the strategies people actually use or would

prefer to use in given situations.

A third limitation is that the strategies are

largely oriented to labor relations and assume that

processes are open. They assume that people are meeting

in open sessions and disclosing their positions. In

most conflicts, we may find neither formal structure nor

relatively open deliberation.

In response to these limitations, the list below

is an attempt at a more extensive and inclusive list of

the modes of conflict resolution which people may use.

These modes of conflict resolution were derived from two

sources: informal observation of conflict resolution on

television and reflection about interpersonal conflict

resolution. The researchers viewed television conflicts

and jointly agreed upon modes of conflict resolution

observed. The list was then added to by others on the

basis of their own observation of strategies of conflict

resolution. The list of strategies was clustered by

looking for common attributes. The strategies and their postulated dimensions are:

<u>Physical Aggression</u>	(hit, kick, shove, shoot, stab, punish, take something from other person, destroy something of the other person's, make other person go away)
<u>Verbal Aggression</u>	(shout, argue, threaten, trick, cheat, insult, lie)
<u>Reasoned Discourse</u>	(talk, persuade, plead, be truthful, make person feel guilty, offer reward)
<u>Internalization</u>	(cry, pout, think, not know what to do, worry, hate, pray, feel guilty)
<u>Withdrawal</u>	(ignore, run away, give in to other, have a drink, take a pill, joke)
<u>Forgiveness</u>	(forgive, sympathy, help other person)
<u>Seek Help</u>	(tell someone what happened, seek advice, seek help, turn others against person)

These categories are similar to some of those discussed by Keltner. <u>Physical aggression</u> can be likened to warfare and includes such items as hitting, shooting, kicking, etc. <u>Verbal aggression</u> is similar to propaganda and includes such items as arguing, and shouting. <u>Reasoned discourse</u> might be likened to the joint deliberation, negotiation and bargaining that Keltner discusses. This dimension involves talking with the other person and offering to reward the other person. <u>Internalization</u> involves internal feelings that a person

may use to resolve a problem such as thinking about the problem or worrying about the problem. Withdrawal refers to ignoring the problem or failing to do anything about the conflict. Withdrawal is very much like internalization except that internalization involves reflection about the problem which may or may not lead to overt action to resolve the conflict. Withdrawal tends to be a decision to give up, leading to no further action to resolve the conflict. Forgiveness refers to giving in to the other person or feeling good about the other person. Seeking help is similar to arbitration and mediation in the Keltner system; it includes asking others for advice or assistance in handling the conflict.

These dimensions can also be grouped into pro-social and anti-social categories. Physical aggression can be thought of as anti-social. Generally, physical aggression is destructive to one or more of the people involved in the conflict. Even when one party is successful through physical aggression, the overall impact is destructive for another party in the relationship. Verbal aggression has a similar destructive effect even though it may be less visible. The threats and shouting may impair a person's self concept. Insults may be as damaging as physical violence. Internalization, as defined by this cluster, is neutral to anti-social because it generally means that the conflict is never aired

openly. Certainly, keeping the frustration and anger that
often accompany conflict inside oneself can be thought of
as anti-social since it can be destructive to the indi-
vidual and to the relationship. <u>Withdrawal</u> is similar
to internalization and it, too, can be thought of as
being neutral to anti-social. In withdrawal situations,
the person generally avoids the conflict by never con-
fronting it or he may tend to give in to the other
person's perceived demands. Withdrawal may be neutral to
the extent that a good solution results with no harm
to anyone. However, it is likely to be anti-social
because the person is always losing, which means not
only loss of material goods but also loss of self-esteem.
Thus, physical aggression, verbal aggression, internaliza-
tion and withdrawal have at least a potential of being
anti-social.

Three dimensions are pro-social in that they are
not destructive to the people in the relationship.
<u>Reasoned discourse</u> involves communication about the
problem with the other person or persons. By airing the
problem with the others, an equitable solution can be
obtained without threats of actual violence. This does
not preclude the solution from involving some loss
because it is possible that one person in the conflict
may be wrong. It does mean that no loss will occur as
a result of the attempt to resolve the conflict.

<u>Forgiveness</u> is pro-social even though it may mean that the person tends to give in. In these cases, though, the person gives in to others in an effort to help them. <u>Seeking help</u> is pro-social in that the person seeks opinions in order to solve the problem. This may be to seek better solutions or it may be used for consensual support when confronting the person involved in the conflict.

Thus, the first part of this study involves verifying the major modes of conflict resolution. A cluster analysis of the likelihood of use for the individual strategies will provide verification or modifications of the postulated dimensions of conflict resolution.

The next section of this chapter is a discussion of the socialization influences derived from social learning theory.

Social Learning Theory

Mead (1934) argues that a person is socialized through his interactions with others in his environment. Each person tends to adopt the attitudes and behaviors exhibited by his significant others. Following Mead's perspective, several other theories have been developed to describe the acquisition of attitudes and behavior (Bandura, 1962; Woelfel, 1972).

One of the most important models for predicting the acquisition of aggressive behavior has been Bandura's social learning theory. In his model, Bandura argues that a great deal of a person's behavior is learned rather than inherited. An important part of this learning process occurs through observational learning:

> Most of the behaviors that people display are learned observationally, either deliberately or inadvertently, through the influence of example. By observing the actions of others, one acquires an idea of how the behavior can be performed, and on later occasions the representation serves as a guide for action.[4]

Several experiments provide support for the notion that children can learn new aggressive actions from models (Bandura, Ross and Ross, 1963a; Bandura, 1965a; Hicks, 1965; Nelson, Gelfand and Hartmann, 1969). However, Bandura's theory distinguishes between the aggressive behaviors provided by the model and the factors that determine whether a person will perform what he has learned. Bandura indicates that people will tend to use what they have learned when they have been provided positive incentives for behaving in that way (Bandura, 1965b; and Madsen, 1968).

Thus, Bandura's model of social learning theory identifies at least two processes that operate to

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[4]A. Bandura, "Social Learning Theory of Aggression," in The Control of Aggression, ed. by J. Knutson (Chicago: Aldine Publishing Co., 1973).

influence a person's behavior repertoire: the oppor-
tunities to observe modeled behavior and situational or
contextual factors.

Observational Influences

Bandura cites three observational influences:
symbolic, familial and subcultural.

Symbolic influences operate through mediated
example. Their styles of behavior are conveyed through
pictures and words. Indeed, filmed models can be learned
almost as effectively as live models (Bandura, Ross and
Ross, 1963a; Bandura and Mischel, 1965).

An important symbolic influence is television.
The Surgeon General's report (1972) indicated that
Americans watch a great deal of television. About 96
percent of all homes in the United States have one or
more television sets. Most children view at least two
hours of television per day and, by the age of six, the
majority of children express attraction for certain pro-
grams and characters. Younger children enjoy situation
comedies and cartoons while older children express a
preference for action/adventure shows and variety pro-
grams. Frequent exposure to television generally begins
at age three, increases until adolescence and then
steadily declines.

Television content provides several kinds of
models that might be adopted. One such model is the

kind presented on action/adventure shows; this category

encompasses detective and police dramas and, to a lesser

extent, westerns and fantasy shows (e.g., "Six Million

Dollar Man" and "Star Trek"). These shows have been

observed to be the most violent (Baker and Ball, 1969).

We might expect these shows to have a fairly important

impact on the modeling of aggressive behavior; research

tends to support this. Atkin, Murray and Nayman (1971)

write:

> More than 20 published experiments show that
> children are capable of imitating filmed violence,
> although a variety of situational and personal
> factors combine with exposure to determine actual
> imitation. Another 30 published experiments
> indicate the violence viewing increases the like-
> lihood of subsequent aggressive behavior, at
> least in the laboratory context.[5]

However, field studies have not shown the same

degree of success in predicting aggressive tendencies from

viewing patterns. Correlations in the predicted direction

are obtained but they tend to be low (.30 or less). In

the research published in the Surgeon General's report

(1972), the field studies provided limited support for

viewing patterns and aggressive behavior. McLeod, Atkin

and Chaffee (1972a,b) found positive correlations between

the viewing of violent shows and aggression among junior

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[5]C. Atkin, J. Murray, and O. Nayman, "The Surgeon
General's Research Program on Television and Social
Behavior: A Review of Empirical Findings," Journal of
Broadcasting (Winter, 1971-72): 23.

and senior high school students in two separate samples
(overall self-report correlation of .31 and other-
report correlation of .17). Dominick and Greenberg
(1972a,b) found that high exposure to television violence
was associated with high levels of approval of aggres-
sion, perceived effectiveness of violence and willingness
to use aggression. Robinson and Bachman (1972) examined
adolescent behavior on eight measures of delinquent
behavior and found a small positive relationship between
viewing of violent television and all eight measures.
Those who preferred shows with little violence engaged in
significantly less violent behavior than those whose
favorite shows were violent. McIntyre and Teevan (1972)
found weak but significant positive correlations between
preference for television violence and indices of petty
delinquency, fighting with parents, aggressive deviance
such as getting into fights ($r = .11$) and serious delin-
quency (.16). Thus, the correlations were in the
predicted directions and often significant, but rela-
tively small (largest $r = .31$).

On the other hand are television shows that pur-
port to show pro-social kinds of behavior. The family
programs (e.g., "The Waltons" and "Little House on the
Prairie") stress values such as cooperation, family
unity and support. We might expect that these programs

would have a great impact on pro-social kinds of conflict resolution.

There are also those television programs that are classified as situation comedies. While these shows have less violence than action/adventure shows, a 1968 study indicated that two-thirds of all comedy-oriented shows possessed some violence (Baker and Ball, 1969). We might expect that these shows will be influential in both pro- and anti-social modes of conflict resolution.

Certainly, some situation comedy characters attempt to resolve conflicts through reasoned discourse, forgiveness or seeking help from others. This mixture of pro-social and anti-social modes of conflict resolution may have a dual effect on the viewers. Within the same program they can learn pro-social forms of conflict resolution and anti-social forms of conflict resolution. Indeed, it may be that the viewer learns to be verbally aggressive or to internalize feelings but also learns that other people care about his problems and that by seeking their help he might resolve his problems. This does not mean that the situation comedy viewer will have more conflicts to resolve, but the situation comedy viewer will be influenced to use both pro- and anti-social modes of conflict resolution.

Thus, we make the following predictions:

Hypothesis 1: As viewing of action/adventure shows
increases, adolescent use of pro-social
modes of conflict resolution decreases
(reasoned discourse, forgiveness, seeking
help) and adolescent use of anti-social
modes of conflict resolution increases
(physical aggression, verbal aggression,
internalization, withdrawal).

Hypothesis 2: As viewing of family shows increases,
adolescent use of pro-social modes of
conflict resolution increases (reasoned
discourse, forgiveness, seeking help) and
adolescent use of anti-social modes of
conflict resolution decreases (physical
aggression, verbal aggression, internali-
zation, withdrawal).

Hypothesis 3: As viewing of situation comedies increases,
adolescent use of both pro-social and
anti-social modes of conflict resolution
increases.

The second important determinant within the

social learning theory is familial influences. Research

on violence tends to indicate that parental influence

can be a great factor in the development of aggressive

tendencies. A greater amount of familial aggressive

modeling has been found among delinquent boys than among

nondelinquent boys (Glueck and Glueck, 1950; McCord,

McCord and Zola, 1959). Some of the modeling of parental

aggression is not blatant. Two studies of aggressive

children found that their parents favored aggressive

solutions for problems (Bandura and Walters, 1959;

Bandura, 1960).

Allinsmith (cited in Miller and Swanson, 1960)

found that boys with few controls against aggression

tended to have parents who were in favor of corporal
punishment while boys showing strong inhibitions against
aggression were likely to have parents who used psycho-
logical punishment (e.g., making them feel guilty).
Bandura and Walters (1959) found that boys high in
aggression had parents who were more likely to resort to
physical punishment and deprivation of privileges and
less likely to use reasoning. Bandura (1960) found that
parents of aggressive boys were perceived by their boys
to be more punitive and less likely to use reasoning than
the parents of inhibited boys.

After reviwing the research on familial influ-
ences, Berkowitz (1962) concludes:

> The studies reviewed here agree in noting
> that punitive parental disciplinary methods
> (such as physical punishment and depriving chil-
> dren of privileges) tend to be associated with a
> high degree of aggression and other forms of
> anti-social behavior by the children. Love-
> oriented disciplinary methods on the other hand,
> evidently facilitate the development of con-
> science and internalized restraints against
> socially disapproved behavior.[6]

Thus, we make the following prediction:

Hypothesis 4: As perceived parental use of certain modes
of conflict resolution increases, adoles-
cent use of the same modes of conflict
resolution increases.

Another familial variable that also interacts

with the symbolic influence of television is the degree

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[6]L. Berkowitz, Aggression: A Social Psycho-
logical Analysis (New York: McGraw-Hill, 1962), p. 291.

to which the parents of adolescents are perceived to like
or agree with media use of modes of conflict resolution.
We might expect that a parental favorite on television
might be viewed by an adolescent as being an acceptable
model. Dominick and Greenberg (1972a,b) found that
students who perceived that their parents clearly disap-
proved of violence were less likely to approve of
aggression or to believe that violence was an effective
means of solving problems and they expressed less will-
ingness to use violence. Further, the most positive
attitudes toward aggression and violence were found among
heavy violence viewers who perceived no definite parental
stand on aggressive behavior. Perhaps these same values
were inferred from parental viewing behavior. Thus, we
make the following prediction:

Hypothesis 5:   As perceived parental agreement with a TV
                character's modes of conflict resolution
                increases, the likelihood of adolescent
                use of that character's modes of conflict
                resolution increases.

The third influence in the social learning theory
is subcultural influence. The social network in which a
person is involved has an impact on the person's behavior.
We might expect this to be true also for modes of con-
flict resolution. Two studies found that highest rates
of aggressive behavior occur in environments where there
were many aggressive models, and where aggressiveness

was highly valued (Wolfgang and Ferracuti, 1967; Short, 1968).

One set of subcultural influences might be a person's friends. To the extent that our friends behave in a certain manner, so will we. Thus, we make the following prediction:

Hypothesis 6: As perceived peer use of modes of conflict resolution increases, adolescent use of the same modes of conflict resolution increases.

Thus, a number of observational learning variables exist (symbolic, familial and subcultural) that represent our socialization in conflict resolution.

Another influence that is not part of the social learning theory but reflects a person's socialization is his or her sex. There is currently an ongoing debate about the social effects of sex differences. Indeed, many sex differences are being attributed to differing socialization standards. A large number of studies have found that boys exhibit more anti-social aggression than girls (Jersild and Markey, 1935; Yarrow, 1948; Sears, 1951; Levin and Sears, 1956; Sears et al., 1957; Sears, 1961; Lansky, Crandall, Kagan and Baker, 1961; Gordon and Cohn, 1961). After reviewing these studies, Berkowitz (1962) concludes:

> Cultural training through which the child receives reinforcements for engaging in behaviors appropriate to his sex, or punishments for

carrying out disapproved actions, unquestion-
ably is the most important source of sex dif-
ferences in human aggressiveness.[7]

Given the media coverage of recent feminist

activities, it would be useful to determine if sex

differences persist in chosen modes of conflict resolu-

tion. Furthermore, we might see if modes of conflict

resolution are used differently when we view women and

men separately. The predictions are:

Hypothesis 7: Male adolescents are more likely to use
anti-social modes of conflict resolution
than female adolescents.

Hypothesis 8: Female adolescents are more likely to
use pro-social modes of conflict reso-
lution than male adolescents.

Hypothesis 9: Male adolescents are more likely to use
anti-social modes of conflict resolution
than pro-social modes of conflict reso-
lution.

Hypothesis 10: Female adolescents are more likely to use
pro-social modes of conflict resolution
than anti-social modes of conflict reso-
lution.

Situational Influences

Bandura also indicates that certain factors

exist to prompt us to use what we have learned from

models; these are situational or contextual influences.

An important situational characteristic is the

person with whom we are in conflict and the kinds of

relationships we have with that person. Kaufmann and

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[7]Berkowitz, _Aggression_, p. 274.

Marcus (1965) found that people were generally less likely to aggress against a fictitious person whom they perceived as similar to themselves than against dissimilar people. Further, they found that people were more aggressive if they tended to perceive dissimilarity in important rather than unimportant characteristics even though the degree of overall perceived similarity was unrelated to the amount of expressed aggression. If we assume that our friends tend to be like us, we might find that we will be more likely to use anti-social modes of conflict resolution with strangers than friends.

Here it is appropriate to recall the Miller and Steinberg (1975) distinction between interpersonal and noninterpersonal relationships. Interpersonal relationships tend to be highly valued friendships and intimate relationships. These interpersonal relationships may be composed of people who are basically alike; we might expect them to use more pro-social modes of conflict resolution while in noninterpersonal relationships we might expect anti-social modes of conflict resolution to be more often used. Consequently, we make the following predictions:

Hypothesis 11: Conflicts between adolescent friends are more likely to be resolved by pro-social modes of conflict resolution than conflicts with adolescent strangers.

Hypothesis 12: Conflicts between adolescent strangers are more likely to be resolved by

anti-social modes of conflict resolution than conflicts with adolescent friends.

Hypothesis 13:   Conflicts between adolescent friends are more likely to be resolved by pro-social modes of conflict resolution than anti-social modes of conflict resolution.

Hypothesis 14:   Conflicts between adolescent strangers are more likely to be resolved by anti-social modes of conflict resolution than pro-social modes of conflict resolution.

In summary, then, this dissertation investigates modes of conflict resolution along the lines of two central questions:

1. What are some critical pro- and anti-social dimensions of modes of conflict resolution?

2. What influences the use of pro- and anti-social modes of conflict resolution?

Responding to the deficiencies in existing taxonomies of modes of conflict resolution, a more extensive and inclusive list of modes of conflict resolution was formulated in order to identify the major dimensions of conflict resolution. Using social learning theory, the following hypotheses are derived regarding the influences on the selection of modes of conflict resolution:

Hypothesis 1:   As viewing of action/adventure shows increases, adolescent use of pro-social modes of conflict resolution decreases (reasoned discourse, forgiveness, seeking help) and adolescent use of anti-social modes of conflict resolution increases (physical aggression, verbal aggression, internalization, withdrawal).

Hypothesis 2:   As viewing of family shows increases, adolescent use of pro-social modes of

conflict resolution increases (reasoned discourse, forgiveness, seeking help) and adolescent use of anti-social modes of conflict resolution decreases (physical aggression, verbal aggression, internalization, withdrawal).

Hypothesis 3: As viewing of situation comedies increases, adolescent use of both pro-social and anti-social modes of conflict resolution increases.

Hypothesis 4: As perceived parental use of certain modes of conflict resolution increases, adolescent use of the same modes of conflict resolution increases.

Hypothesis 5: As perceived parental agreement with a TV character's modes of conflict resolution increases, the likelihood of adolescent use of that character's modes of conflict resolution increases.

Hypothesis 6: As perceived peer use of modes of conflict resolution increases, adolescent use of the same modes of conflict resolution increases.

Hypothesis 7: Male adolescents are more likely to use anti-social modes of conflict resolution than female adolescents.

Hypothesis 8: Female adolescents are more likely to use pro-social modes of conflict resolution than male adolescents.

Hypothesis 9: Male adolescents are more likely to use anti-social modes of conflict resolution than pro-social modes of conflict resolution.

Hypothesis 10: Female adolescents are more likely to use pro-social modes of conflict resolution than anti-social modes of conflict resolution.

Hypothesis 11: Conflicts between adolescent friends are more likely to be resolved by pro-social modes of conflict resolution than conflicts with adolescent strangers.

Hypothesis 12: Conflicts between adolescent strangers are more likely to be resolved by anti-social modes of conflict resolution than conflicts with adolescent friends.

Hypothesis 13: Conflicts between adolescent friends are more likely to be resolved by pro-social modes of conflict resolution than anti-social modes of conflict resolution.

Hypothesis 14: Conflicts between adolescent strangers are more likely to be resolved by anti-social modes of conflict resolution than pro-social modes of conflict resolution.

Figure 2 represents a pictorial layout of the variables in this system.

The next chapter describes the methods used to test the hypotheses.

MODES OF CONFLICT RESOLUTION

Pro-Social

1. Forgiveness
2. Reasoned Discourse
3. Seeking Help

Anti-Social

1. Physical Aggression
2. Verbal Attression
3. Internalization
4. Withdrawal

SOCIAL LEARNING INFLUENCES

Observational

1. Symbolic Influences (TV)

    a. Action/adventure programs
    b. Family programs
    c. Situation comedy programs

2. Familial Influences

    a. Parental discipline
    b. Parental intervention in
       media use

3. Peer Influence

4. Sex Differences

Contextual

1. Conflict with Stranger

2. Conflict with Friend

Figure 2.--Modes of Conflict Resoution and Social Learning
Influences.

CHAPTER II

METHODOLOGY

This chapter is divided into two sections:
description of respondents and design. The description
of respondents provides information regarding the area
from which the study participants were obtained. The
section on design will discuss the instrument development
and survey administration and provides the sample charac-
teristics in each phase of data collection.

Description of Respondents

Although modes of conflict resolution are issues
that are important to all age groups, this study inves-
tigated the modes of conflict resolution used by adoles-
cents. Adolescents have long been considered an
important age group to investigate. Studies of delin-
quency and street gangs have been conducted and their
aggressive behaviors examined (Glueck and Glueck, 1950;
Jenkins, 1957) but little emphasis has been placed on
comparing modes of conflict resolution among adolescents.

We limited our focus to high school sophomores
and juniors. These groups were selected because they
represented people who would likely remain together with

both their parents and current set of friends for the next few years. We expected that the pressure felt by the students from parents and peers would be high since they could anticipate a high degree of contact over the next few years. Seniors were likely to be leaving for jobs and/or college; thus, their groups might not be as stable. Freshmen were likely to have just arrived from other schools and their groups not as solidified.

Permission was sought from the Vigo County School Corporation in Terre Haute, Indiana, to gather data on two occasions from sophomores and juniors at a local high school. Permission was granted by the principal of the high school and a school corporation administrator to collect data on April 21, 1975, from approximately 200 juniors and to collect data on May 22, 1975, from approximately 350 sophomores.

Terre Haute is a city of 70,286 (1970 census). The surrounding county includes 44,242 people. The city is situated on the far western border of central Indiana. The economy includes both industry within the city and a strong farming influence from the surrounding county.

The high school used was Terre Haute North Vigo. The total enrollment in May of 1975 was 1,800; sophomore enrollment was 696 and the junior enrollment was 605. Of the total enrollment, 7.2 percent was black (130 of

1,800) with 7.6 percent of the sophomores being black
(53 of 696) and 7.4 percent of the juniors being black
(45 of 605). The May, 1975 enrollment showed 930 males
and 870 females. The sophomore class consisted of 353
males and 343 females; the junior class was composed of
315 males and 290 females.

No information was available from the school
about average grade point, nor about the urban/rural
mix. It can be noted that the student body at Terre
Haute North Vigo is composed of students from the sur-
rounding farms and small towns as well as from the city
of Terre Haute.

Design

The design of this study involved two waves of
data collection. The purpose of the first was to develop
the instrument to be used in the final survey adminis-
tration.

Wave 1: Instrument Development

Data were collected from 175 juniors at Terre
Haute North Vigo High School on April 21, 1975. Of 175
completed questionnaires, 106 of the respondents were
males and 68 were females; the mean age was 16.8. The
mean number of brothers and sisters was three; four of
the respondents were only children and two had the

largest number of brothers and sisters, nine. Fifty
percent of the respondents had two or less brothers and
sisters. In terms of activities at the school, the mean
number of group affiliations was 1.7.

Procedurally, the participants were assembled in
a large auditorium in the school in mid-morning. The
participants were drawn from their home room period by the
school principal. After assembling in the auditorium, an
introduction to the questionnaire was provided by the
researcher. The explanation took approximately ten min-
utes. Participants were given examples and were told if
they had any problems to raise their hand and one of the
assistants would answer their question. Three persons
besides the researcher were answering the students' ques-
tions: two were graduate assistants in Speech Communica-
tion at Indiana State University and the other has doctoral
training in Speech Communication. The teachers remained
in the auditorium but were not given any role in the
testing.

The allocated test period was 45 minutes. Most
participants had finished the questionnaire in approxi-
mately 20 minutes and were encouraged to go back and make
sure that they had answered every item and had not
recorded more than one response for any one item.

The questionnaire consisted of 100 items (see
Appendix A). Three interest areas were being developed:

the television programs likely to be viewed which may
have an effect on modes of conflict resolution; the modes
of conflict resolution used by television characters on
those programs; and the respondent's use of modes of
conflict resolution.

The questionnaire began by asking the partici-
pants to think of the television they watched:

1. What are your favorite television shows?
2. Who are your favorite television charac-
    ters?
3. Who is your most favorite television char-
    acter who appears on a dramatic or comedy
    series?
4. What series does your most favorite tele-
    vision character appear on?
5. How often do you watch the program your
    favorite character appears on?
    _____Every week
    _____Almost every week
    _____Once or twice a month
    _____Less than once a month

The questions about favorite television charac-
ters were troublesome for some of the respondents. They
were often uncertain about whether to record the actor's
name or the character's name. Fortunately, they recorded
the program the character appeared on which allowed us
to categorize them correctly. Many participants also
had difficulty distinguishing between comedy and dramatic
series and other types of shows; most of them asked about
the programs so the problem was reduced.

The most favorite character was coded according
to the program type on which the character appeared.

Three categories were used: action/adventure, family drama and situation comedy. One hundred seven of the most favorite television characters appeared on situation comedies, 56 on action/adventure shows and 12 appeared on family dramas.

The most frequently named action/adventure character was Kojak (14 respondents). The most frequently named situation comedy character was JJ from "Good Times" (23 respondents) and the most frequently named family drama character was Snapper Foster from "The Young and the Restless" (3 respondents).

The participants were then asked:

Imagine that you are watching your favorite television character. On this show someone takes something very important from your favorite character without his or her permission. How likely would your favorite television character do each of the following?

This situation was followed by 44 items which represented how the character might respond to the person who took the object. The 44 items of conflict resolution were generated by the researchers from informal observations of television content and interpersonal relationships. The items were expected to cluster into the seven dimensions of conflict resolution presented in Chapter I: physical aggression, verbal aggression, reasoned discurse, internalization, withdrawal, forgiveness and seeking help. Each item had a six-point Likert scale

ranging from "very likely" to "very unlikely." "Very

likely" was coded as a 6 and "very unlikely" was coded

as a 1.

Next, the participants were told to forget about

their favorite television character and to indicate how

they would respond in a similar situation:

> It is after school and you are at your locker.
> You walk away from your locker and you see someone
> take something that is very important to you from
> the locker. The person puts it under a coat and
> walks rapidly away with it. How likely would you
> do the following things to handle the person who
> took the object?

The strategies of conflict resolution were the same as

those used for the favorite television character.

The means and standard deviations for the 175

participants' responses are presented in Table 1. The

items appear in the same order they appeared on the

questionnaire. Two things should be noted: the means

and standard deviations do not represent all 175 partici-

pants, but only those who filled out the item, and the

possible range for each item was 1 to 6 and the actual

range for each item was 1 to 6. Very little missing

data was obtained; the greatest amount of missing data

found on a variable was 5 (N = 170).

Four analyses were performed on the data col-

lected in this wave: (1) items for strategies of conflict

resolution for most favorite television character and ego

were cluster analyzed into modes of conflict resolution;

TABLE 1.—Instrument Development Means and Standard Deviations for
Perceived TV Character and Ego Use of Conflict Resolution
Items.

Conflict Resolution Items	TV Character		Ego	
	X̄	sd	X̄	sd
Shout at person	4.58	1.63	5.11	1.38
Talk to person	4.48	1.52	4.13	1.54
Hit person	3.08	1.78	3.88	1.82
Cry	1.65	1.24	1.79	1.43
Ignore missing object	1.98	1.54	1.64	1.15
Forgive person	3.12	1.76	2.97	1.66
Tell someone	3.94	1.56	3.90	1.72
Kick person	2.58	1.77	2.78	1.86
Argue with person	4.62	1.47	4.76	1.54
Try to persuade person	4.77	1.41	4.51	1.58
Pout	2.01	1.56	1.77	1.40
Run away	1.61	1.18	1.53	.95
Feel sorry	2.99	1.69	2.45	1.67
Shove person	3.09	1.76	3.46	1.90
Ask what to do	2.93	1.71	3.28	1.76
Threaten person	3.48	2.01	3.75	1.95
Plead with person	2.82	1.61	2.67	1.59
Think	4.48	1.57	4.47	1.63
Let person alone	2.24	1.41	1.81	1.27
Help person reform	3.75	1.72	2.97	1.76
Ask others' help	3.17	1.61	3.32	1.63
Shoot person	1.97	1.63	1.75	1.48
Trick person	3.92	1.76	3.22	1.74
Be honest with person	4.58	1.49	4.26	1.63
Not know what to do	2.74	1.63	2.87	1.64
Get drunk	2.26	1.80	2.00	1.72
Turn others against person	2.39	1.58	2.88	1.64
Take something from person	2.43	1.71	2.41	1.68
Take object back	4.39	1.63	4.78	1.54
Cheat person	2.80	1.80	2.73	1.79
Make person feel guilty	4.05	1.61	4.00	1.71
Worry	2.79	1.58	2.81	1.78
Take a pill	1.62	1.33	1.88	1.64
Destroy something	2.08	1.53	2.39	1.74
Insult person	3.73	1.88	3.97	1.91
Give person something for returning object	2.68	1.59	1.75	1.26
Hate person	2.80	1.69	3.25	1.78
Chase person away	2.80	1.71	2.84	1.80
Lie to person	2.78	1.83	2.37	1.67
Pray for return of object	2.26	1.54	2.76	1.84
Feel guilty about loss	2.64	1.73	2.43	1.64
Stab person	1.72	1.49	1.73	1.48
Punish person	3.17	1.93	3.19	2.03
Joke	3.11	1.90	2.60	1.79

(2) the large clusters were reduced to smaller modes of conflict resolution and reliabilities computed; (3) differences between television character types for the use of modes of conflict resolution were examined; and (4) the relationship between most favorite television character's perceived modes of conflict resolution and ego's modes of conflict resolution was examined.

Cluster analysis.--This technique is very similar to factor analysis; it identifies clusters of variables that are highly intercorrelated but do not highly correlate with other variables. For small numbers of variables, it can be done quite easily by grouping the variables that have their highest correlations with one another and then revising the clusters on the basis of their correlations with other clusters. However, this technique is difficult when dealing with more than 20 variables. As a result, cluster analysis is often done in conjunction with factor analysis (Nunnally, 1967).

The cluster analysis routine used in this study follows this procedure:

1. A principal components factor analysis is done using each variable's largest correlation as its communality and Kaiser's criterion of eigenvalue being greater than 1.00 for determining the number of factors.

2. A varimax factor analysis is done and the items recorded on each factor by their highest factor loading on all factors and within each factor in descending order by factor loading.

3. A correlation matrix is printed using as clusters the variables with their highest factor loadings on a given factor.

4. The correlations are examined for inter-correlations among cluster items, correlations between cluster items and cluster true scores (highest correlation corrected for attenuation) and correlations between cluster items and other cluster true scores.

The varimax factor analysis produced five factors for the most favorite television character's perceived modes of conflict resolution. Table 2 indicates reordered factor analysis. The total amount of variance accounted for was 43 percent. Standard score coefficient alphas were computed for the clusters. Coefficient alpha is a measure of reliability. Nunnally (1967) indicates that coefficient alpha

> . . . represents the expected correlation of one
> test with an alternative form containing the same
> number of items. The square root of coefficient
> is the estimated correlation of a test with error-
> less true scores. It is so pregnant with meaning
> that it should routinely be applied to all new
> tests.[8]

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[8]J. C. Nunnally, Psychometric Theory (New York: McGraw-Hill, 1967), p. 196.

TABLE 2.—Instrument Development Varimax Factors for Perceived TV Character's Use of Conflict Resolution Items.

Conflict Resolution Items	Factor 1 Revenge	Factor 2 Regression	Factor 3 Verbal Aggression	Factor 4 Pro-Social	Factor 5 Physical Aggression
Hate person	.66*	.05	.21	-.15	.06
Destroy something	.64*	.14	.19	-.23	.33
Cheat person	.62*	.16	.36	-.24	.13
Get drunk	.60*	.13	.13	-.05	.24
Take a pill	.59*	.28	-.02	-.14	.18
Take something from person	.58*	.12	.32	-.26	.16
Turn others against person	.57*	.13	.32	-.26	.02
Chase person away	.56*	.07	.23	-.13	.27
Lie to person	.52*	.08	.39	-.19	.18
Give person something for returning object	.32*	.26	.23	.27	-.01
Ignore missing object	.28*	.22	-.13	.13	-.20
Joke	.27*	.14	.24	.05	-.26
As what to do	-.02	.63*	.19	.29	-.07
Cry	-.01	.61*	-.06	.09	.09
Plead with person	.05	.55*	.22	.21	.05
Pray for return of object	.04	.54*	-.16	.02	.07
Worry	.04	.53*	.09	.17	-.19
Pout	.16	.53*	.13	-.05	-.04
Feel guilty about loss	.24	.52*	.07	-.05	.22
Not know what to do	.16	.48*	.12	.04	-.28
Run away	.13	.41*	.01	-.03	.03
Argue with person	.12	.04	.71*	-.12	.09
Trick person	.26	.03	.59*	.07	.21
Shout at person	.16	.02	.55*	-.32	.17
Insult person	.47	-.04	.54*	-.17	-.01
Take object back	.25	-.10	.53*	-.14	.23
Threaten person	.22	.03	.50*	-.28	.34
Tell someone	.09	.30	.49*	.10	-.19
Make person feel guilty	.17	.10	.46*	.15	.00
Ask other's help	.04	.40	.43*	.12	-.01
Help person reform	-.12	.11	-.14	.66*	-.16
Feel sorry	-.04	.14	-.09	.62*	-.06
Forgive person	-.01	.14	-.11	.59*	-.19
Talk to person	-.19	-.04	-.16	.58*	-.09
Be honest with person	-.29	.13	.10	.57*	-.13
Think	-.16	.07	.07	.54*	-.05
Try to persuade person	-.23	-.00	.29	.39*	-.06
Let person alone	.02	.28	-.21	.32*	-.24
Shoot person	.29	-.04	-.07	-.16	.68*
Hit person	.11	-.08	.32	-.20	.65*
Stab person	.41	.11	-.13	-.26	.62*
Kick person	.21	.27	.22	-.25	.59*
Punish person	.21	-.17	.25	-.02	.56*
Shove person	.17	.18	.45	-.24	.47*
Proportion of variance	.11	.08	.09	.08	.07
Standard score coefficient alpha	.86	.78	.82	.79	.83

* = Highest factor loading.

The standard score coefficient alphas are presented and all seem quite high (all greater than .77).

We attempted to label the clusters. Cluster one seems to be a revenge cluster. The items imply some kind of retribution against the person who took the object. The form of the revenge generally deals with something internal as opposed to confronting the individual. The victim will hate or turn others against but will not necessarily be open with the person or, with the exception of chasing the person, resort to violence. The second cluster was named regression largely because it seemed to represent strategies that might be used by a small child. A small child might ask what to do, cry, plead or pout. The third cluster was labeled verbal aggression; this cluster consisted of shouting, insulting or arguing with the person. The fourth cluster was named pro-social because it contained the strategies which we might hope people would use to resolve conflict; they would not involve the destruction of either person in the conflict. The cluster contained forgiveness items, sympathy, talking to the person and other pro-social items. The last cluster was labeled physical aggression and included items such as shooting and stabbing the person.

After analyzing the correlation matrix (see Appendix B), the clusters were reduced so as to keep high

correlations. The items to be left in the cluster were selected on the basis of two criteria: having fewer correlations with other cluster items less than .25 and having an item-total correlation greater than .40. The clusters and their items are presented in Figure 3. The last three items were dropped from the revenge cluster (ignore missing object, give person something for returning object and joke). The last item in the regression and verbal aggression clusters was dropped (run away and ask others' help). The last two items were dropped from the pro-social cluster (try to persuade person and let person alone). The physical aggression cluster remained the same.

When ego's strategies were cluster analyzed using the same techniques, four clusters were found. Table 3 presents the results of the varimax factor analysis. The four factors explain 43 percent of the variance. The coefficient alphas for the clusters are relatively high (.92, .84, .74, .73).

What is encouraging is the correspondence between the TV character's and ego's modes of conflict resolution. Therefore, the clusters receive the same labels on the basis of their content. The TV character clusters of revenge and physical aggression seem to combine for ego; with the exception of five items, the ego cluster is composed totally of physical aggression and revenge items.

Revenge

Hate person
Destroy something
Cheat person
Get drunk
Take a pill
Take something from person
Turn others against person
Chase person away
Lie to person
*Give person something for returning object
*Ignore missing object
*Joke

Regression

Ask what to do
Cry
Plead with person
Pray for return of object
Worry
Pout
Feel guilty about what to do
Not know what to do
*Run away

Pro-Social

Help person reform
Feel sorry
Forgive person
Talk to person
Be honest with person
Think
*Try to persuade person
*Let person alone

Verbal Aggression

Argue with person
Trick person
Shout at person
Insult person
Take object back
Threaten person
Tell someone
Make person feel guilty
*Ask others' help

Physical Aggression

Shoot person
Hit person
Stab person
Kick person
Punish person
Shove person

Figure 3.--Modes of Conflict Resolution and Their Items.

* = Dropped for statistical reasons.

TABLE 3.--Instrument Development Varimax Factors for Ego Use of Conflict Resolution Items.

Conflict Resolution Items	Factor 1 Physical Aggression/ Revenge	Factor 2 Regression	Factor 3 Pro-Social	Factor 4 Verbal Aggression
Stab person	.80*	-.12	-.08	-.19
Shoot person	.78*	-.06	-.09	-.21
Destroy something	.75*	-.05	-.08	.14
Cheat person	.73*	.02	-.11	.08
Take something from person	.69*	.03	-.04	.21
Take a pill	.67*	.10	.19	-.07
Get drunk	.67*	.12	.03	.01
Kick person	.59*	.00	-.36	.11
Lie to person	.58*	.05	.05	.17
Shove person	.58*	-.23	-.40	.25
Threaten person	.56*	-.36	-.29	.35
Chase person away	.54*	.01	-.09	.32
Punish person	.53*	-.18	-.25	.27
Hate person	.52*	.05	-.10	.27
Hit person	.49*	-.32	-.44	.37
Turn others against person	.46*	.12	-.16	.38
Think	-.38*	.29	.34	.24
Worry	-.07	.77*	.12	.00
Not know what to do	-.09	.66*	.06	-.09
Cry	-.04	.64*	.10	-.11
Ask what to do	-.16	.60*	.29	.10
Run away	.19	.58*	.18	-.06
Pout	.11	.55*	.05	-.06
Ask others' help	-.05	.51*	.01	.42
Pray for return of object	-.10	.48*	.20	.04
Ignore missing object	.15	.45*	.12	-.21
Feel guilty about loss	.04	.41*	.03	.10
Tell someone	-.16	.40*	.17	.35
Plead with person	-.05	.38*	.33	.28
Help person reform	-.21	.18	.66*	-.13
Feel sorry for person	-.09	.31	.58*	-.14
Be honest with person	-.38	.16	.54*	.16
Talk to person	-.25	.06	.53*	.19
Forgive person	-.22	.17	.48*	-.15
Let person alone	.09	.42	.45*	-.17
Give person something for returning object	.15	.14	.40*	-.05
Joke	.09	.01	.22*	.13
Argue with person	.15	-.16	-.09	.60*
Shout at person	.11	-.07	-.18	.58*
Make person feel guilty	.11	.25	.11	.50*
Insult person	.40	-.08	-.17	.50*
Try to persuade person	-.22	.07	.36	.47*
Take object back	.28	-.16	.02	.45*
Trick person	.38	.08	.17	.44*
Proportion of Variance	.17	.10	.08	.08
Standard score coefficient alpha	.92	.84	.74	.73

* = Highest factor loading.

Regression exists in almost the same form for the two
sets of data; with the exception of one item, the ego's
regression cluster is identical to the TV character's.
The pro-social cluster is also similar; all but four of
the items are the same for both ego and television char-
acter. Finally, the verbal aggression clusters are
almost identical; only four items deviate.

On the basis of the intercorrelations (see
Appendix C), several items were dropped from the clus-
ters. The same two criteria were used for rejection from
a cluster: a large number of correlations less than .25
and item-total correlations of less than .45. The last
item was dropped from the physical aggression/revenge
cluster (think). The last four items were dropped from
the regression cluster (ignore missing object, tell
someone, plead with person, feel guilty about the loss).
The last two items were dropped from the pro-social
cluster (give person something for returning object,
joke) and the fifth item was dropped from the verbal
aggression cluster (try to persuade person).

Thus, it appears that we can reduce the strate-
gies to five clusters: revenge, regression, verbal
aggression, pro-social and physical aggression. We
chose to use the five TV character modes of conflict
resolution as opposed to the four ego modes of conflict
resolution. This decision was made to obtain greater

clarity: ego's physical aggression/revenge cluster became the physical aggression cluster and the revenge cluster.

<u>Item reduction and reliability</u>.--This phase of the analysis focused on reducing the number of items in the five clusters in order to shorten the questionnaire. We made the decision to reduce the items on the basis of their factor loadings. For the TV character clusters, we used the items with the four highest factor loadings in each cluster. This cut allowed us to have factor loadings of no less than .54. For the ego factors, it allowed us to have factor loadings no less than .38.

We chose the TV character's clusters to reduce the items because of the reduction of the one large cluster into two smaller ones. This would give us a more precise estimate of what modes are available.

However, one change was necessary. We decided to use only three of the items instead of four for a subsequent scale dealing with parental discipline. This meant that each of the modes of conflict resolution was formed from only three items. This decision was made largely because of the physical aggression cluster. Two of the four items were judged to be less than adequate for parental discipline (shoot the person and stab the person). Thus, those two items were dropped and a third

was added: punish the person. The other modes of con-
flict resolution for parents were reduced to three by
dropping the item with the lowest factor loading.
Figure 4 presents the reduced clusters and their items.

The reliabilities for the three- and four-item
clusters are presented in Table 4. The scale means
represent the mean of the item sums. For scales of 4
items, the range was 4 to 24, with 4 indicating a "very
unlikely" use of the mode and 24 representing a "very
likely" use of the mode; 13 represents a "somewhat
unlikely" use and 14 represents a "somewhat likely" use
of the mode. For scales of 3 items, the range was 3 to
18, with 3 indicating a "very unlikely" use of the mode
and 18 representing a "very likely" use of the mode; 10
represents a "somewhat unlikely" use and 11 indicates
a "somewhat likely" use of the mode.

Only one of the scales shows a coefficient alpha
less than .60 (verbal aggression for ego = .57). We made
the decision that the alphas were sufficient because if
one treats the alpha as a correlation, a significance
test can be done; the results are that they are all sig-
nificant at the .05 level.

Given the new clusters, it is now necessary to
discuss how they conform to the ones postulated in
Chapter I where we predicted that seven clusters would
be found: physical aggression, verbal aggression,

Verbal Aggression

Shout at person
Argue with person
Trick person
Insult person*

Pro-Social

Forgive person
Feel sorry for person
Help person reform
Talk to person*

Physical Aggression

Hit person
Kick person
Stab person*
Shoot person*
Punish person**

Regression

Cry
Ask what to do
Plead*
Pray*
Beg**

Revenge

Cheat person
Destroy something
Hate person
Get Drunk*

Figure 4.--Instrument Development Reduced Three- and Four-
Item Modes of Conflict Resolution.

* = As used in four-item scale.
** = As used in "parental discipline" scale.

TABLE 4.--Instrument Development Reliability for Three- and Four-
Item Modes of Conflict Resolution.

Scale	No. of Items	Scale		Inter-Item			Alpha
		$\overline{X}$	sd	$\overline{X}$ r	max r	min r	
(1)							
Revenge	4	9.97	5.43	.50	.65	.42	.80
Regression	4	9.68	4.31	.33	.48	.18	.67
Verbal aggression	4	16.88	5.22	.48	.54	.39	.78
Pro-social	4	14.39	5.04	.42	.47	.31	.74
Physical aggression	4	9.36	5.26	.50	.67	.36	.80
(2)							
Revenge	4	10.35	5.38	.45	.56	.30	.77
Regression	4	10.45	4.80	.36	.44	.28	.69
Verbal aggression	4	17.04	4.66	.33	.53	.18	.66
Pro-social	4	12.51	4.90	.39	.54	.23	.72
Physical aggression	4	10.08	5.35	.54	.88	.35	.83
(3)							
Revenge	3	7.63	4.21	.56	.64	.50	.79
Regression	3	7.44	3.56	.42	.49	.37	.68
Verbal aggression	3	13.13	3.86	.46	.51	.40	.72
Pro-social	3	9.92	4.12	.46	.48	.44	.72
Physical aggression	3	8.82	4.33	.44	.53	.33	.70
(4)							
Revenge	3	8.35	4.27	.48	.56	.43	.74
Regression	3	7.70	3.62	.35	.39	.28	.62
Verbal aggression	3	13.08	3.44	.31	.53	.18	.57
Pro-social	3	8.39	4.12	.48	.54	.44	.74
Physical aggression	3	9.79	4.70	.52	.58	.42	.77

(1) = TV character.
(2) = Ego.
(3) = TV character.
(4) = Ego.

reasoned discourse, internalization, withdrawal, forgive-
ness and seeking help. These clusters roughly conform to
the ones found in the analysis. Physical aggression and
verbal aggression were predicted accurately. Reasoned
discourse and forgiveness items combined to form a pro-
social cluster. Internalization, seeking help and with-
drawal combined to form both the revenge and regression
clusters.

When viewing the new clusters from a pro-social
or anti-social dimension, we can see that the number of
pro-social options have been reduced. The revenge clus-
ter largely consists of what was predicted to be anti-
social behavior. The major thrust of the dimension is not
to confront the problem directly and openly but to lie,
hate and get others to hate the person. Physical and
verbal aggression were also predicted to be anti-social.
Regression is difficult to judge; it represents a move
to seek help from others in the form of advice but
strangely includes some internalization like praying and
not knowing what to do. Regression is certainly neutral
at best. Pro-social is, by definition, pro-social; the
cluster includes honesty, talking about the problem and
trying to help the person reform.

Figure 5 presents the predicted clusters, the
new clusters and their classification as pro- or anti-
social.

Predicted Pro-Social   Obtained Pro-Social

Reasoned discourse   Pro-social
Forgiveness
Seeking help

Predicted Anti-Social   Obtained Anti-Social

Physical aggression   Physical aggression
Verbal aggression   Verbal aggression
Internalization   Revenge
Withdrawal   Regression

Figure 5.--Predicted and Obtained Modes of Conflict
          Resolution.

Differences between TV characters.--This phase

of the instrument development dealt with identifying the

differences between the various character types on the

modes of conflict resolution. Several analyses were

performed on part of the data; only situation comedy

characters and action/adventure characters are used in

this analysis since so few family-type characters were

mentioned (N = 12).

Three analyses were performed to determine what

differences existed between situation comedy characters

and action/adventure characters on the five modes of con-

flict resolution. First, t-tests were computed between

the two character types in order to determine which was

most likely to use a given technique. Second, a one-way

analysis of variance for repeated measures was conducted

for each character separately in order to see which of the
modes of conflict resolution a certain character was
most likely to use. Finally, a discriminant analysis
was done to see how accurately we could predict a
character type on the basis of the five modes of con-
flict resolution. Table 5 presents the results of
these three analyses. The means represent the mean of the
item sums. They range from 4 to 24 with 4 representing
a "very unlikely" use of the mode and 24 indicating a
"very likely" use of a mode; 13 represents a "somewhat
unlikely" use and 14 indicates a "somewhat likely" use
of a mode.

The t-tests indicate that significant differences
exist for four of the five modes of conflict resolution.
Situation comedy characters were significantly more likely
to use verbal aggression, revenge and regression as
modes of conflict resolution than action/adventure char-
acters. On the other hand, action/adventure characters
were significantly more likely to use physical aggression
as a mode of conflict resolution than situation comedy
characters. There was no significant difference between
situation comedy characters and action/adventure char-
acters on the pro-social dimension.

The ANOVA indicates that a significant difference
exists among the five modes of conflict resolution for
the situation comedy characters. By rank ordering the

TABLE 5.--Instrument Development t-Test, ANOVA for Repeated Measures, Scheffé Method of Selected Comparisons and Discriminant Analysis for Comparison of Action/Adventure Characters and Situation Comedy Characters.

t-Test

	Action/Adventure (N = 66) $\overline{X}$	Situation Comedy (N = 95) $\overline{X}$	t Value	Sig.
Revenge	8.59	11.29	3.19	.002
Verbal aggression	15.39	18.60	4.06	.001
Pro-social	13.94	14.19	.31	.758
Physical aggression	11.38	8.54	-3.38	.001
Regression	8.23	10.78	3.95	.001

ANOVA for Repeated Measures

	Action/Adventure Character		Situation Comedy Character	
	$\overline{X}$	sd	$\overline{X}$	sd
Verbal Aggression	15.39	5.24	18.60	4.45
Pro-social	13.92	5.21	14.19	4.88
Physical aggression	11.38	5.54	8.54	4.81
Revenge	8.59	5.15	11.29	5.49
Regression	8.23	3.65	10.78	4.51
F value	28.69		68.86	
Significance	.0001		.0001	

Scheffé Method for Action/Adventure

	Verbal Aggress.	Pro-Social	Physical Aggress.	Revenge	Regress.
Verbal aggression		T = 1.48 p > .01	T = 4.03 p < .01	T = 6.83 p < .01	T = 7.19 p < .01
Pro-social			T = 2.55 p > .01	T = 5.35 p < .01	T = 5.71 p < .01
Physical aggression				T = 2.80 p > .01	T = 3.16 p > .01
Revenge					T = 3.62 p > .01
Regression					

TABLE 5.--Continued.

Scheffé Method for Situation Comedy

	Verbal Aggress.	Pro-Social	Revenge	Regress.	Physical Aggress.
Verbal aggression		T = 5.11 p < .01	T = 8.46 p < .01	T = 9.06 p < .01	T =11.65 p < .01
Pro-social			T = 3.35 p > .01	T = 3.95 p < .01	T = 6.55 p < .01
Revenge				T = .60 p > .01	T = 3.20 p > .01
Regression					T = 2.59 p > .01
Physical aggression					

Discriminant Analysis

Eigenvalue	Canonical Correlation	x^2	D.F.	Sig.
.64	.62	77	5	.001

Orthogonal Discriminant Function Coefficients

Revenge	.11474
Verbal aggression	.11511
Pro-social	-.03369
Physical aggression	-.21491
Regression	.13024

Number Correctly Predicted by Discriminant Function (N=163)

Actual Group	Predicted Group Membership	
	Situation Comedy	Action/Adventure
Situation Comedy	71	24
Action/Adventure	19	49

Total number predicted accurately 120
Total percent predicted accurately 74%

modes according to their likelihood of use, we find that situation comedy characters are most likely to use verbal aggression, then pro-social, revenge, regression and lastly physical aggression as modes of conflict resolution. Scheffé's test for selected comparisons indicates that of the ten possible comparisons, six are significant at the .01 level. In terms of the rank ordering, verbal aggression is significantly more likely to be used than pro-social, which is more likely to be used than revenge, but not significantly. The last two comparisons are not significantly different (revenge with regression and regression with physical aggression).

When examining the action/adventure characters, we find again that a significant difference is found among the modes of conflict resolution. When looking at the Scheffé test, we find that five of the ten comparisons are significant at the .01 level but none of the rank orderings are significant ($p < .01$). In terms of the rank order, we find that verbal aggression is more likely to be used than pro-social, followed by physical aggression, revenge and regression.

The discriminant analysis provides further insight into the differences between the character types. Discriminant analysis is a technique whereby we can see how well a set of variables allows us to place subjects in their appropriate groups. Discriminant

analysis provides us with several important statistics.
First, it gives us a canonical correlation between the
set of predictor variables and the two dummy coded
groups. Second, an eigenvalue is printed which repre-
sents the relative importance of the discriminant func-
tion in predicting the groups. Third, orthogonal dis-
criminant function coefficients are printed which are
interpretable as beta weights; that is, they represent
the importance of the variable to the discriminant func-
tion. Finally, the number of correct and incorrect
classifications by the discriminant function is printed.
The results of the discriminant functions are also pre-
sented in Table 5.

The canonical correlation is .62 which is sig-
nificant at the .001 level. Thus, an important rela-
tionship exists between the predictor variables and the
groups. The eigenvalue is .64 which is fair. The
orthogonal discriminant function coefficients indicate
that the variable that shows the greatest discriminating
power is physical aggression. This is predictable from
the previous analysis. Indeed, the variable with the
least discriminating power is pro-social which showed no
significant difference between the two groups. The per-
centage of overall correct prediction into the two groups
was 74 percent.

Thus, the various analyses suggest that the two character types (situation comedy and action/adventure) show significant differences between them on the five modes of conflict resolution. The key difference seems to be that the action/adventure characters are perceived as more likely to use physical aggression. No difference was perceived between their likelihood to use pro-social techniques.

Relationship between ego and favorite character.-- This phase of the analysis focused on the relationship between the perceived TV character's modes of conflict resolution and ego's modes. Three analyses were conducted. First, canonical correlations were done between the items of both the TV character and ego. This would give us some indication of the relationships among all the strategies. Second, zero-order correlations were computed between the clusters of modes of conflict resolution and, finally, canonical correlations were done between the clusters for both the TV character and ego. The results are presented in Table 6.

The results of the canonical correlations between the items indicate that eight significant canonical variates exist between the perceived TV character's modes of conflict resolution and ego's. Of the eight significant canonical variates, none of them accounts for less than

TABLE 6.--Instrument Development Canonical Correlations Between Perceived TV Character's and Ego's Use of Conflict Resolution Items, Pearson and Canonical Correlations Between Perceived TV Character's and Ego's Modes of Conflict Resolution.

Canonical Variate Items	Eigenvalue	Canonical Correlation	x^2	D.F.	Sig.
1	.80	.90	9999	1936	.001
2	.79	.89	9999	1849	.001
3	.78	.88	2298	1764	.001
4	.75	.87	2106	1681	.001
5	.72	.85	1931	1600	.001
6	.69	.83	1769	1521	.001
7	.66	.81	1620	1444	.001
8	.64	.80	1482	1369	.016

TV Character	Ego Revenge	Ego Verb. Aggress.	Ego Pro-Social	Ego Phys. Aggress.	Ego Regress.
Revenge	r=.54 p<.001				
Verbal aggression		r=.47 p<.001			
Pro-social			r=.50 p<.001		
Physical aggression				r=.60 p<.001	
Regression					r=.49 p<.001

Canonical Variate Scales	Eigenvalue	Canonical Correlation	x^2	D.F.	Sig.
1	.43	.66	253	25	.001
2	.40	.63	159	16	.001
3	.19	.43	74	9	.001
4	.18	.43	40	4	.001
5	.04	.20	6	1	.010

64 percent of the variance in the corresponding variates. In other words, when examining the unclustered strategies of conflict resolution, we find that eight significant linear combinations of TV character strategies of conflict resolution exist that can predict ego's use of strategies of conflict resolution.

The results of the zero-order correlations between the scales indicate that no correlation exists between like scales less than .47 and all are significant at the .001 level. When doing canonical correlations between these scales, we find five significant canonical variates. The last three appear to be less important because the highest accounts for only 19 percent of the variance in the dependent canonical variate. In other words, when TV character's clusters of conflict resolution are used to predict ego's clusters of conflict resolution, we find five significant linear combinations. We might expect a reduction of canonical variates when using clusters as opposed to strategies since the number of variables used in the analysis is reduced. We find significant canonical variates in each case which indicates a significant relationship between TV character's use and ego's use of modes of conflict resolution.

Thus, the results of these three analyses tend to indicate that a significant relationship exists between

the perceived TV character's modes of conflict resolution
and ego's modes of conflict resolution.

The pretest or instrument development allowed us
to accomplish four things. First, we were able to deter-
mine what clusters of conflict resolution exist for
adolescents at the high school level to be used for the
later testing. Second, we were able to reduce the number
of items in the clusters while maintaining reliability.
Third, we were able to see differences between TV char-
acters and their modes of conflict resolution, as per-
ceived by the respondents. Finally, we were able to see
the relationship between the perceived TV character's
modes of conflict resolution and ego's modes of conflict
resolution.

Wave 2: Survey Administration

Data were collected for the test of the hypothe-
ses from 333 sophomores at Terre Haute North Vigo High
School on May 22, 1975. Of the 333, 170 were males and
160 were females; the mean age was 15.9. The mean
number of brothers and sisters was three; 15 partici-
pants had no brothers or sisters; five had nine. In
terms of extra-curricular activities at the school, the
mean number of group affiliations was 2.4. We asked
the students to indicate what grades they generally
received; the mean grade they reported receiving was C+/B-.

The procedures used in this data collection were much the same as in the instrument development data collection. Students were brought to the auditorium by their teachers. They found the questionnaires on their desks and heard a ten-minute introduction to the questionnaire. Their questions were answered by the researcher and two assistants. The teachers were present but were not given a role in the data collection. The testing took place in the early afternoon. An hour had been allocated for the testing but most students required only a half-hour to complete the questionnaire. Those who finished early were urged to go back over their questionnaires to look for errors.

The questionnaire consisted of 152 items (see Appendix D). The format was as follows:

Viewing pattern of TV comedies and dramas
Ego use of modes of conflict resolution with
    stranger
Perceived peer use of modes of conflict
    resolution
Perceived parental intervention in media
    behavior
Perceived parental discipline
Ego use of modes of conflict resolution with
    friend
Demographics

Two sets of analyses were conducted with these data which resulted in TV viewing scale formation and reliabilities were computed for the five sets of scales (excluding perceived parental intervention in media behavior and demographics).

Viewing pattern items.--These items consisted of
59 programs which were selected from a local television
guide for the Terre Haute area. All the programs were
situation comedies, action/adventure shows or family
dramas (excluding soap operas). A five-point Likert
scale was used to measure frequency of viewing. The
positions on the scale were:

      Every time it's on
      Most of the time it's on
      Some of the time it's on
      Not very often
      Not at all

"Every time it's on" was coded as 5 and "Not at all" was
coded as 1. The means and standard deviaions for the 59
programs are presented in Table 7.

The items were then cluster analyzed; Table 8
indicates the results of the varimax factor analysis.
Seven dimensions emerged. By examining the correlations
among items and clusters (see Appendix E), some small
modifications were made in the clusters. Six shows were
dropped from the first cluster because of low intercor-
relations with other items in the cluster and low corre-
lations with the cluster total ("Star Trek," "Kolchak the
Night Stalker," "That's My Mama," "Hot L Baltimore,"
"Karen" and "The Name of the Game"). Again, the criteria
for selection were few intercorrelations less than .25
and item-total correlations greater than .45. One pro-
gram was dropped from the second cluster because of

TABLE 7.—Survey Administration Means and Standard Deviations for Viewing of TV Programs.

TV Program	X̄	sd	TV Program	X̄	sd
"MASH"	3.60	1.32	"Star Trek"	2.55	1.47
"Good Times"	3.54	1.35	"Andry Griffith"	2.51	1.41
"Sanford and Son"	3.35	1.38	"Six Million Dollar Man"	2.47	1.20
"All in the Family"	3.18	1.39	"Hogan's Heroes"	2.44	1.43
"Chico and the Man"	3.16	1.39	"The Rookies"	2.42	1.33
"Emergency"	3.14	1.40	"Gunsmoke"	2.37	1.30
"Movin' On"	3.04	1.49	"Little House on the Prairie"	2.37	1.42
"Rhoda"	2.94	1.41	"Kolchak"	2.30	1.47
"Hawaii Five-0"	2.93	1.21	"SWAT"	2.22	1.48
"Policewoman"	2.92	1.51	"Marcus Welby"	2.20	1.31
"The Waltons"	2.91	1.23	"The Manhunter"	2.19	1.34
"Adam 12"	2.90	1.24	"We'll Get By"	2.19	1.40
"Kojak"	2.90	1.20	"Kung Fu"	2.17	1.36
"Mary Tyler Moore"	2.87	1.42	"Streets of San Francisco"	2.12	1.21
"Happy Days"	2.80	1.34	"Bewitched"	2.02	1.27
"Police Story"	2.80	1.38	"Odd Couple"	1.92	1.12
"Medical Center"	2.77	1.29	"Baretta"	1.91	1.31
"The Jeffersons"	2.76	1.53	"That's My Mama"	1.90	1.19
"Lucas Tanner"	2.76	1.50	"Ironside"	1.83	1.16
"Bob Newhart"	2.75	1.45	"Bob Crane"	1.80	1.27
"Mannix"	2.73	1.21	"The FBI"	1.79	1.41
"Rockford Files"	2.71	1.43	"Caribe"	1.74	1.18
"Sunshine"	2.66	1.61	"That Girl"	1.65	1.11
"Cannon"	2.64	1.27	"The Untouchables"	1.65	1.10
"Barnaby Jones"	2.63	1.24	"Hot L Baltimore"	1.61	1.10
"Gilligan's Island"	2.63	1.45	"Barney Miller"	1.57	1.02
"Petrocelli"	2.61	1.50	"Harry O"	1.56	.98
"Maude"	2.59	1.32	"Name of the Game"	1.52	.98
"Mod Squad"	2.59	1.42	"Karen"	1.51	.94

TABLE 8.—Survey Administration Varimax Factors for Television Viewing Patterns.

TV Program	Factor 1 ABC Action/ Adventure	Factor 2 Pro-Social	Factor 3 Situation Comedies	Factor 4 CBS Action/ Adventure	Factor 5 Syndicated Situation Comedies	Factor 6 Unknown	Factor 7 Minority Situation Comedies
"SWAT" (ABC)	.63*	.21	-.14	.14	.04	-.10	-.01
"Caribe" (ABC)	.62*	.13	-.08	.22	.03	-.10	-.05
"Barney Miller" (ABC)	.53*	-.04	.26	-.10	.06	-.04	.08
"Six Million Dollar Man" (ABC)	.50*	.15	-.22	.13	.10	.12	.12
"Harry O" (ABC)	.50*	.18	.09	.23	-.02	.27	-.02
"Baretta" (ABC)	.48*	.15	.20	.03	-.01	.08	.03
"Rookies" (ABC)	.47*	.38	-.01	.00	-.04	.27	-.01
"Star Trek" (ABC)†	.46*	-.01	-.00	.08	.29	-.05	.03
"Kolchak" (ABC)†	.45*	.00	-.04	-.03	.19	.05	.08
"Untouchables"	.44*	.05	-.02	.03	.41	.20	-.01
"Police Story" (NBC)	.43*	.41	-.08	.18	.08	.06	.20
"Streets of San Francisco" (ABC)	.42*	.19	.02	.24	.17	.25	-.05
"Kung Fu" (ABC)	.42*	.06	-.17	.11	.37	.18	.17
"That's My Mama" (ABC)†	.41*	-.05	.13	.09	-.05	.38	.37
"Hot L Baltimore" (ABC)†	.40*	-.07	.31	-.13	.12	.12	.21
"Karen" (ABC)†	.39*	.10	.35	.01	.09	.19	.08
"Name of the Game"†	.35*	.20	.13	.20	.23	.34	-.08
"Lucas Tanner"	.04	.67*	.16	.08	.09	-.01	-.03
"Petrocelli"	.15	.64*	.12	.14	-.04	.13	-.07
"Sunshine"	-.05	.56*	.21	-.01	.02	.30	.11
"Emergency"	.15	.55*	-.03	.32	.10	.10	.09
"Little House on the Prairie"	-.06	.55*	.06	.09	.28	.16	.02
"Movin' On"	.15	.54*	-.09	.22	.22	.01	.16
"The Bob Crane Show"	.14	.49*	.35	-.07	-.01	-.01	.04
"Policewoman"	.27	.49*	.08	.25	-.12	.17	.20
"Rockford Files"	.26	.48*	.08	.28	-.13	.06	.17
"Adam 12"	.22	.45*	.03	.33	.13	-.02	.19
"Medical Center"	-.21	.38*	.30	.32	.03	.38	-.01
"Happy Days"†	.16	.34*	.13	-.07	.20	.08	.06
"The Bob Newhart Show"	-.04	.19	.79*	.16	.08	-.03	-.17
"Mary Tyler Moore"	-.09	.13	.78*	.17	.07	.12	-.05
"The Jeffersons"	.06	-.07	.61*	.06	.06	.25	.35
"Rhoda"	-.19	.29	.59*	.17	.02	.37	.08
"All in the Family"	.01	-.08	.55*	.13	.19	.07	.31
"Maude"	-.16	.12	.54*	.21	.10	.36	.20
"MASH"	.10	.24	.47*	.08	.17	-.25	.15
"We'll Get By"	-.03	.26	.45*	.04	.06	.13	.12
"Odd Couple"	.23	.03	.42*	.04	.40	-.02	.03
"Good Times"	.00	.22	.39*	.15	.09	-.00	.37
"Barnaby Jones"	.07	.19	.06	.72*	.13	.15	.04
"Cannon"	.06	.07	.12	.69*	.19	.13	.07
"Mannix"	.08	.11	.19	.68*	.07	.16	.13
"Kojak:	.11	.01	.16	.62*	.02	.06	.05
"Hawaii Five-O"	.15	.24	.11	.60*	.04	-.13	.02
"The Manhunter"	.29	.18	-.05	.38*	.27	-.04	.10
"Gunsmoke"	-.23	.20	.06	.37*	.35	.12	.19
"Gilligan's Island"	.21	-.01	.26	.06	.53*	.05	.01
"Andry Griffith"	.07	.10	.27	.14	.49*	.04	.11
"Hogan's Heroes"	.34	.09	.09	.21	.47*	-.05	.02
"The FBI"	.33	.13	-.00	.22	.44*	.31	-.03
"The Waltons"	-.12	.33	.14	.29	.41*	.18	.00
"That Girl"	.08	.17	.30	.04	.35*	.34	-.04
"Get Christy Love"	.31	.14	.17	.13	.01	.53*	.21
"Marcus Welby"	.03	.36	.20	.08	.21	.50*	-.05
"Bewitched"	.24	.12	.24	.04	.40	.45*	.08
"Ironside	.24	.19	.04	.35	.15	.37*	-.01
"Mod Squad"	.25	.30	.03	.16	.28	.35*	.04
"Sanford and Son"	.14	.23	.27	.17	.09	.04	.72*
"Chico and the Man"	.13	.43	.23	.21	.06	-.01	.60*
Proportion of variance	.09	.08	.08	.07	.05	.05	.03
Standard score coefficient alpha	.86	.85	.86	.82	.73	.74	.88

* = Highest factor loading.   † = Programs dropped from clusters.

low intercorrelations ("Happy Days"). All other clusters remained the same.

The first cluster seems to be an action/adventure cluster (all except for "Kung Fu" are official police agency shows). It predominantly consists of programs such as "Six Million Dollar Man," "SWAT" and "Caribe." The shows that would not fit into these categories were dropped because of low correlations with other programs and the cluster total. Only one maverick show remains: "Barney Miller," a police comedy. Even though it is supposed to be a comedy, the setting of a police station may allow it to fit in with the action/adventure cluster.

The second cluster is a pro-social cluster consisting mainly of shows such as "Medical Center," "Little House on the Prairie" and "Lucas Tanner." There were several deviant shows (e.g., "Rockford Files" and "Police-woman").

The third cluster appears to be a situation comedy cluster consisting of "All in the Family," "MASH," "The Mary Tyler Moore Show" and other such programs.

The fourth cluster is also made up of action/adventure programs such as "Mannix," "Kojak" and "Hawaii Five-O." The existence of two action/adventure clusters was surprising; an explanation follows this discussion.

The fifth cluster was a syndicated situation comedy cluster consisting of programs such as "Gilligan's

Island" and "That Girl." These shows are aired on a syndicated basis because they are no longer being produced. Two deviant cases were found: "The FBI" and "The Waltons."

The sixth cluster is unnamed since it consists of unrelated shows ("Get Christie Love," "Marcus Welby," "Bewitched," "Mod Squad" and "Ironside").

The seventh cluster is a minority situation comedy cluster consisting of "Chico and the Man" and "Sanford and Son."

We made the decision to use only the first four clusters: Action/Adventure$_1$, Pro-Social, Situation Comedy and Action/Adventure$_2$. These shows are all current; the clusters are relatively pure and their coefficient alphas are high.

The existence of the two action/adventure clusters was surprising. An explanation seems to lie in the ability of the participants to receive certain programs on TV. Terre Haute has three commercial television stations: Channel 10 (CBS), Channel 2 (NBC) and Channel 38 (ABC). However, Channel 38 is an UHF station, and some people have television sets that are unable to receive UHF, while others believe that they are unable to receive UHF, or haven't mastered the UHF tuning problems. Terre Haute also has a cable television system. It has been in existence for approximately eight years

and serves only central Terre Haute and a few suburbs.
With cable, people can receive ABC network programming
from Indianapolis and Terre Haute.

The first action/adventure cluster is composed
almost entirely of ABC programs, plus one syndicated
show, which incidentally originated with ABC. The sec-
ond action/adventure program cluster is composed
entirely of CBS programs.

Student t-tests were computed for all 59 pro-
grams comparing those respondents who had cable (157)
and those who did not (169). The results of the t-tests
are in Table 9. Six significant differences were ABC
programs, one was CBS, one was NBC and six were syndi-
cated. Of the seven ABC shows, five were in the action/
adventure cluster (although two were later dropped due
to low correlations). In all six programs, respondents
with cable watched the ABC shows more than respondents
without cable.

Thus, in order to retain the influence of ABC
action/adventure programs in the system for cable
participants, we left the two action/adventure clusters
separated.

We then reduced the number of shows in each
cluster with an attempt to keep factor loadings above
.48 and keep the content of the clusters logically con-
sistent. Figure 6 depicts the programs left in each of

TABLE 9.—Survey Administration t-Tests Between Respondents With Cable Television and Respondents Without Cable Television for All TV Programs.

TV Program	Respondents With Cable		Respondents Without Cable		t Value	Sig.	
	X̄	sd	X̄	sd			
"SWAT"	2.20	1.51	2.20	1.46	.02	.987	
"Caribe"	1.75	1.21	1.72	1.16	.27	.786	
"Barney Miller"	1.68	1.11	1.47	.93	1.86	.061*	ABC
"Six Million Dollar Man"	2.47	1.20	2.44	1.22	.21	.837	
"Harry O"	1.66	1.04	1.46	.91	1.85	.065*	ABC
"Barretta"	2.18	1.42	1.66	1.15	3.63	.001*	ABC
"The Rookies"	2.55	1.34	2.31	1.32	1.59	.113	
"Star Trek"	2.38	1.40	2.68	1.51	-1.89	.060*	Syn.
"Kolchak"	2.32	1.48	2.27	1.46	.28	.776	
"The Untouchables"	1.75	1.15	1.56	1.05	1.49	.136	
"Police Story"	2.67	1.37	2.91	1.40	-1.54	.124	
"Streets of San Francisco"	2.36	1.23	1.91	1.16	3.41	.001*	ABC
"Kung Fu"	2.11	1.37	2.20	1.36	- .58	.565	
"That's My Mama"	1.99	1.22	1.82	1.17	1.24	.215	
"Hot L Baltimore"	1.73	1.16	1.50	1.05	1.86	.063*	ABC
"Karen"	1.68	1.08	1.35	.77	3.13	.002*	ABC
"Name of the Game"	1.57	1.03	1.49	.95	.74	.450	
"Lucas Tanner"	2.69	1.42	2.85	1.57	- .95	.341	
"Petrocelli"	2.62	1.49	2.62	1.53	.02	.986	
"Sunshine"	2.75	1.68	2.59	1.56	.89	.376	
"Emergency"	3.11	1.40	3.15	1.41	- .29	.770	
"Little House on the Prairie"	2.40	1.45	2.38	1.40	.10	.918	
"Movin' On"	2.94	1.49	3.13	1.49	-1.17	.242	
"Bob Crane"	1.80	1.24	1.83	1.31	- .23	.820	
"Policewoman"	2.89	1.52	2.94	1.51	- .26	.797	
"Rockford Files"	2.63	1.44	2.79	1.42	- .98	.326	
"Adam 12"	2.75	1.20	3.02	1.26	-1.96	.051*	NBC
"Medical Center"	2.80	1.30	2.74	1.29	.39	.694	
"Happy Days"	2.93	1.39	2.70	1.29	1.52	.130	
"Bob Newhart"	2.76	1.46	2.75	1.46	.08	.939	
"Mary Tyler Moore"	2.97	1.41	2.81	1.43	1.04	.300	
"The Jeffersons"	2.86	1.57	2.68	1.49	1.06	.292	
"Rhoda"	3.01	1.42	2.89	1.42	.72	.474	
"All in the Family"	3.23	1.33	3.13	1.45	.64	.519	
"Maude"	2.70	1.35	2.49	1.30	1.43	.154	
"MASH"	3.48	1.34	3.71	1.29	-1.55	.123	
"We'll Get By"	2.12	1.38	2.26	1.44	- .93	.352	
"Odd Couple"	1.90	1.12	1.92	1.11	- .20	.840	
"Good Times"	3.48	1.32	3.58	1.38	- .64	.522	
"Barnaby Jones"	2.61	1.27	2.65	1.22	- .33	.740	
"Cannon"	2.65	1.28	2.63	1.28	.12	.907	
"Mannix"	2.72	1.19	2.74	1.24	- .15	.882	
"Kojak"	2.90	1.23	2.91	1.18	- .10	.922	
"Hawaii Five-O"	2.80	1.22	3.07	1.20	-2.05	.041	CBS
"The Manhunter"	2.08	1.34	2.28	1.33	-1.36	.174	
"Gunsmoke"	2.24	1.30	2.47	1.29	-1.57	.118	
"Gilligan's Island"	2.99	1.39	2.30	1.43	4.46	.001*	Syn.
"Andry Griffith"	2.89	1.38	2.14	1.35	4.95	.001*	Syn.
"Hogan's Heroes"	2.55	1.43	2.33	1.44	1.36	.175	
"The FBI"	1.83	1.15	1.75	1.14	.65	.515	
"The Waltons"	2.92	1.26	2.90	1.22	.13	.897	
"That Girl"	1.82	1.18	1.48	1.00	2.76	.006*	Syn.
"Get Christie Love"	2.14	1.35	1.78	1.22	2.55	.011*	ABC
"Marcus Welby"	2.42	1.37	2.00	1.22	2.92	.004*	Syn.
"Bewitched"	2.34	1.31	1.72	1.16	4.52	.001*	Syn.
"Ironside"	1.91	1.15	1.76	1.17	1.10	.273	
"Mod Squad"	2.94	1.45	2.28	1.32	4.27	.001*	Syn.
"Sanford and Son"	3.36	1.37	3.36	1.40	.01	.991	
"Chico and the Man"	3.19	1.37	3.14	1.42	.36	.723	

* = Significant difference (p < .065).

ABC Action/Adventure
"SWAT"
"Caribe"
"Barney Miller"
"Six Million Dollar Man"
"Harry O"
"Baretta"
"Rookies"

Pro-Social

"Lucas Tanner"
"Petrocelli"
"Sunshine"
"Emergency"
"Little House on the Prairie"
"Movin' On"

Situation Comedy

"Bob Newhart"
"Mary Tyler Moore"
"The Jeffersons"
"Rhoda"
"All in the Family"
"Maude"
"MASH"

CBS Action/Adventure

"Barnaby Jones"
"Cannon"
"Mannix"
"Kojak"
"Hawaii Five-0"

Figure 6.--Instrument Development Reduced Program
         Clusters.

the four clusters. Reliabilities were computed for each
of the new clusters. Table 10 presents the coefficient
alphas for the reduced clusters. The means are interpre-
ted differently depending upon the number of items in the
scale and the range. For the ABC action/adventure clus-
ter and the situation comedy cluster, there were 7 items
and a range from 7 to 35; 7 meant the shows were not
watched and 35 meant they were watched every time they
were on, with 21 meaning the shows were watched some of
the time. The pro-social cluster had 6 items and ranged
from 6 to 30; 6 represented watching the show not at all
and 30 represented watching the show every time it was
on, with 18 meaning the shows were watched some of the
time. The CBS action/adventure cluster consisted of 5
items ranging from 5 to 25; 5 represented not watching

TABLE 10.—Survey Administration Reliability for Reduced TV Program
Viewing Patterns.

Scale	No. of Items	Scale		Inter-Item			Alpha
		$\overline{X}$	sd	$\overline{X}$ r	max r	min r	
ABC action/ adventure	7	13.86	5.56	.32	.59	.15	.77
Pro-social	6	16.62	6.27	.39	.62	.30	.79
Situation comedies	7	20.72	7.22	.46	.78	.27	.85
CBS action/ adventure	5	13.84	4.75	.49	.64	.35	.83

and 25 represented watching all the time, with 15 meaning

the shows were watched some of the time. Alphas are high

(all greater than .77).

Ego's conflict with stranger.--The second set of

variables used in the questionnaire dealt with ego's use

of the modes of conflict resolution when dealing with a

stranger. The same situation was used as in the pretest:

> It is after school and you are at your locker.
> You walk away from your locker and you see someone
> you don't know take something that is very impor-
> tant to you from the locker. The person puts it
> under a coat and walks rapidly away with it. How
> likely would you do the following things to handle
> the person who took the object?

The list that was reduced to 20 items after the pretest

was used with the same six-point Likert scale. The four

items that composed a given mode of conflict resolution

were then summed and used as a separate variable. Table

11 indicates the scale means, standard deviations and

TABLE 11.--Survey Administration Reliability for Ego's Modes of Con-
flict Resolution With Stranger.

Scale	No. of Items	Scale		Inter-Item			Alpha
		$\overline{X}$	sd	$\overline{X}$ r	max r	min r	
Verbal aggression	4	14.91	5.19	.33	.48	.14	.66
Pro-social	4	11.81	5.29	.40	.53	.30	.73
Phys. aggression	4	8.96	5.79	.58	.77	.46	.85
Regression	4	10.04	4.79	.33	.48	.21	.67
Revenge	4	9.39	4.93	.36	.50	.18	.69

coefficient alphas. The means represent the mean of the item sums. They range from 4 to 24 with 4 representing a "very unlikely" use of a mode and 24 indicating a "very likely" use of a mode; 13 represents a "somewhat unlikely" use and 14 indicates a "somewhat likely" use of a mode. The alphas range from .66 to .85; these are lower than the pretest but are acceptable.

Perceived peer conflict resolution.--The third set of variables used in the questionnaire dealt with perceived peer use of the modes of conflict resolution. The situation was similar to the pretest:

> Now let's change things. Imagine what one of your friends would do if someone took something important from him or her. How likely would your friend do each of the following?

Again, the reduced list of 20 items of conflict resolution was used with the Likert scales. The four items composing a cluster were summed and this composed the scale. The means, standard deviations and coefficient alphas are presented in Table 12. The means represent the mean of the item sums. They range from 4 to 24 with 4 representing a "very unlikely" use of a mode and 24 indicating a "very likely" use of a mode; 13 represents a "somewhat unlikely" use and 14 indicates a "somewhat likely" use of a mode. The alphas range between .70 and .82 and are acceptable.

TABLE 12.--Survey Administration Reliability for Perceived Peer
Modes of Conflict Resolution.

Scale	No. of Items	Scale		Inter-Item			Alpha
		X̄	sd	X̄ r	max r	min r	
Verbal aggression	4	15.26	5.76	.43	.63	.27	.75
Pro-social	4	12.17	5.67	.44	.55	.35	.76
Physical aggression	4	9.13	5.56	.52	.83	.39	.82
Regression	4	10.05	5.23	.40	.56	.31	.73
Revenge	4	10.54	5.42	.37	.57	.14	.70

Perceived parental media intervention.--The

fourth set of variables dealt with perceived parental

intervention in the respondent's media behavior. Nine

items were developed by the researcher:

1. How much do your parents have to say about
   what you watch on TV?
2. How much do your parents criticize what
   you watch on TV?
3. How much do your parents stop you from
   watching some shows?
4. How much do your parents talk about TV with
   you?
5. How much control do you have over what you
   watch on TV?
6. How many rules are there in your home about
   what you can watch on TV?

These six items had 3-point scales: "a lot," "a little"

and "nothing at all." Items were coded 1 for "nothing at

all," 2 for "a little" and 3 for "a lot."

7. How much do you think your parents approve of shows like "Mannix," "Kojak" and "Hawaii Five-O"?
8. How much do you think your parents approve of shows like "The Waltons," "Little House on the Prairie" and "Lucas Tanner"?
9. How much do you think your parents approve of shows like "All in the Family," "Sanford and Son" and "Good Times"?

These three items had six-point scales ranging from "approve very much" to "disapprove very much." The items were coded 1 for "disapprove very much" and 6 for "approve very much." Table 13A contains the means and standard deviations for these items.

The inter-correlations of these items are presented in Table 13B. The inter-item correlation indicated that most of the items were not correlated highly with each other. Only four items appear to be highly intercorrelated: items 1, 2, 3 and 6. We made the decision, however, to use the items independently, rather than in clusters, in order to check for combinations of influence in the partial correlations (only one cluster was possible anyway).

Perceived parental discipline.--The fifth set of items dealt with perceived parental discipline. Instead of four items, only three were used as a scale. The items were set up similarly as in the pretest with six-point Likert scales:

TABLE 13A.—Survey Administration Means, Modes and Standard Devitions for Perceived Parental Media Intervention Items.

Parental Media Intervention Items	X̄	Model	sd
1. How much do your parents have to say about what you watch on TV?	1.59	1.00	.63
2. How much do your parents criticize what you watch on TV?	1.66	2.00	.65
3. How much do your parents stop you from watching some shows?	1.34	1.00	.54
4. How much do your parents talk about TV with you?	1.77	2.00	.64
5. How much control do you have over what you watch on TV?	2.57	3.00	.61
6. How many rules are there in your home about what you can watch on TV?	1.30	1.00	.50
7. How much do you think your parents approve of shows like "Mannix," "Kojak," and Hawaii Five-O"?	4.69	4.00	1.06
8. How much do you think your parents approve of shows like "The Waltons," "Little House on the Prairie," and "Lucas Tanner"?	5.01	6.00	1.15
9. How much do you think your parents approve of shows like "All in the Family," "Sanford and Son," and "Good Times"?	4.87	6.00	1.25

TABLE 13B.--Survey Administration Inter-Item Correlations Among Perceived Parental Media Intervention Items.

		1	2	3	4	5	6	7	8	9
1. How much do your parents have to say about what you watch on TV?	r		.42	.42	.12	.02	.32	.00	.08	-.12
	sig.		.01	.01	.01	.40	.01	.50	.08	.02
2. How much do your parents criticize what you watch on TV?	r			.39	.06	-.01	.30	-.09	.02	-.13
	sig.			.01	.12	.41	.01	.06	.39	.01
3. How much do your parents stop you from watching some shows?	r				.08	-.05	.41	.02	.02	-.12
	sig.				.08	.18	.01	.36	.35	.01
4. How much do your parents talk about TV with you?	r					.07	.13	.08	.02	.01
	sig.					.12	.01	.07	.37	.42
5. How much control do you have over what you watch on TV?	r						-.03	-.03	.05	.06
	sig.						.31	.30	.20	.12
6. How many rules are there in your home over what you watch on TV?	r							-.07	-.03	-.18
	sig.							.11	.30	.01
7. How much do you think your parents approve of shows like "Mannix," "Kojak," and "Hawaii Five-O"?	r								.20	.23
	sig.								.01	.01
8. How much do you think your parents approve of shows like "The Waltons," "Little House on the Prairie," and "Lucas Tanner"?	r									.11
	sig.									.02
9. How much do you think your parents approve of shows like "All in the Family," "Sanford and Son," and "Good Times"?	r.									
	sig.									

TV shows often portray how parents and children get along. In fact, most of the shows deal with how parents raise their children. Think about one or more situations where you and your parents (mother or father) had a strong disagreement about something you were doing. In those situations, how likely would your mother or father deal with you by doing the following?

Table 14 contains the scale means, standard deviations and the coefficient alphas. The means represent the sum of the three items. The range was from 3 to 18; 3 represented a "very unlikely" use of the mode and 18 represented a "very likely" use of the mode; 10 represented a "somewhat unlikely" use and 11 a "somewhat likely" use of the mode. The alphas ranged from .53 to .81. Although the .53 and .54 alphas seem low, we made the decision to keep the clusters the same (both of these reduced alphas represent the decrease in the number of items from 4 to 3).

TABLE 14.--Survey Administration Reliability for Perceived Parental Modes of Discipline.

Scale	No. of Items	Scale		Inter-Item			Alpha
		$\overline{X}$	sd	$\overline{X}$ r	max r	min r	
Verbal aggression	3	10.92	3.39	.27	.43	.17	.53
Pro-social	3	11.01	3.61	.28	.46	.17	.54
Phys. aggression	3	7.66	3.62	.34	.43	.24	.60
Regression	3	7.00	3.81	.35	.38	.33	.62
Revenge	3	4.35	2.94	.59	.65	.52	.81

Ego's conflict resolution with friend.--The sixth

set of variables dealt with the 20 items used to measure

ego's modes of conflict resolution when dealing with a

friend. The participants were asked:

> It is after school and you are at your locker.
> You walk away from your locker and you see your
> best friend take something that is very important
> to you from the locker. The person puts it under
> a coat and walks rapidly away with it. How likely
> would you do the following things to handle the
> person who took the object?

The four items were summed for each of the modes of con-

flict resolution. The scale means, standard deviations

and coefficient alphas are presented in Table 15. The

means represent the mean of the item sums. They range

from 4 to 24 with 4 representing a "very unlikely" use

of a mode and 24 indicating a "very likely" use of a

mode; 13 represents a "somewhat unlikely" use and 14

indicates a "somewhat likely" use of a mode. The alphas

TABLE 15.--Survey Administration Reliability for Ego's Modes of Con-
flict Resolution With Friend.

Scale	No. of Items	Scale		Inter-Item			Alpha
		$\overline{X}$	sd	$\overline{X}$ r	max r	min r	
Verbal aggression	4	13.21	5.55	.43	.58	.21	.75
Pro-social	4	15.11	5.70	.44	.54	.30	.76
Phys. aggression	4	7.41	5.07	.58	.81	.42	.85
Regression	4	10.04	5.31	.37	.52	.24	.71
Revenge	4	7.57	4.53	.38	.58	.14	.71

range from .71 to .85. These alphas are adequate and the clusters remained the same.

Summary of Design

The design of the study involved two phases: instrument development and survey administration. An initial list of 44 strategies of conflict resolution were clustered into five modes: revenge, regression, pro-social, verbal aggression and physical aggression. Each scale proved to be reliable. Further, two television character types (situation comedy and action/ adventure) were shown to be different on the basis of how they resolve their conflicts. A positive relationship was found between the way the favorite television character resolved his or her conflicts and the way the respondent did.

In the second data collection, five sets of scales were used: ego use of modes of conflict resolution with stranger, perceived peer use of modes of conflict resolution, perceived parental intervention in media behavior, perceived parental discipline and ego use of modes of conflict resolution with friend. Each of the scales were demonstrated to be reliable.

CHAPTER III

RESULTS

This chapter is divided into seven sections which examine the influences of the various factors on an individual's choice of modes of conflict resolution. Each section reports the results of the statistical tests used to test specific hypotheses.

Television Influence

Three hypotheses were tested about television character type influence on adolescent use of modes of conflict resolution. To test the hypotheses, Pearson correlations were computed among the indices. Each hypothesis was tested by correlating scales of conflict resolution with the TV influences. We expected that positive relationships would be found where increases of viewing are predicted to produce increases in a mode of conflict resolution and negative relationships would be found where increases in viewing are predicted to produce decreases in modes of conflict resolution.

Action/Adventure Programs

Hypothesis 1:   As viewing of action/adventure shows increases, adolescent use of the

> pro-social mode of conflict resolution
> decreases (pro-social) and adolescent use
> of anti-social modes of conflict resolu-
> tion increases (physical aggression,
> verbal aggression, revenge and regression).

For this hypothesis, two clusters of viewing patterns are available for analysis: ABC action/adventure and CBS action/adventure. We made the prediction that these two clusters would be negatively correlated with the pro-social mode of conflict resolution. Part of the results (Table 16A) run contrary to this prediction. There is a significant positive correlation between the CBS action adventure cluster and the pro-social mode when dealing with a stranger (.1084; $p < .03$) and when dealing with a friend (.1339; $p < .008$). However, the ABC action/adventure cluster does not correlate signifi-cantly with the pro-social mode of conflict resolution when dealing with stranger or when dealing with a friend.

Support is found for the predictions between these viewing clusters and anti-social modes of conflict resolution. The ABC action/adventure cluster correlates significantly with physical aggression (.1800; $p < .001$) and revenge (.1430; $p < .005$) when dealing with stran-gers; but this cluster does not correlate significantly with verbal aggression or regression when dealing with strangers. The relationship is more dramatic when we observe this viewing cluster with modes of conflict reso-lution used with friends: the ABC action/adventure

TABLE 16A.—Pearson Correlations Between Ego's Program Viewing
Clusters and Ego's Modes of Conflict Resolution With
Stranger and Friend for Action/Adventure Programs.

Mode of Conflict Resolution	ABC Action/ Adventure Programs r	CBS Action/ Adventure Programs r
Verbal aggression with stranger	.0523	.0866°
Pro-social with stranger	.0184	.1084†
Physical aggression with stranger	.1800*	.0494
Regression with stranger	-.0033	.1495*
Revenge with stranger	.1430*	.1117†
Verbal aggression with friend	.1412*	.0806°
Pro-social with friend	-.0424	.1339*
Physical aggression with friend	.2441*	.1071†
Regression with friend	-.0023	.1871*
Revenge with friend	.2776*	.0487

* = p < .01   † = p < .05   ° = p < .10

cluster correlates significantly with verbal aggression
(.1412; p < .006), physical aggression (.2441; p < .001)
and revenge (.2766; p < .001). It correlates weakly with
regression.

The CBS action/adventure cluster correlates sig-
nificantly with physical aggression (.1071; p < .027)
and regression (.1871; p < .001) with friends; but it
does not correlate significantly with verbal aggression
and revenge when dealing with friends. It correlates

significantly with regression (.1495; p < .01) and revenge
with stranger (.1117; p < .05) but not with physical or
verbal aggression with a stranger.

Thus, part of this hypothesis finds some support:
action/adventure shows do correlate positively and sig-
nificantly with anti-social modes of conflict resolution
in 9 of 16 correlations. It should be noted that even
the correlations with anti-social modes of conflict reso-
lution differ with network clusters. The ABC action/
adventure cluster does not correlate highly with regres-
sion while the CBS cluster does. The negative correlation
between the action/adventure clusters and the pro-social
mode of conflict resolution is not found. However, two
significant positive correlations are found between
action/adventure shows and the pro-social mode of con-
flict resolution.

Family Programs

Hypothesis 2:   As viewing of family (pro-social) shows
                increases, adolescent use of the pro-social
                mode of conflict resolution increases (pro-
                social) and adolescent use of anti-social
                modes of conflict resolution decreases
                (physical aggression, verbal aggression,
                revenge and regression).

Positive correlations are posited between pro-
social family shows and the pro-social mode of conflict
resolution; these relationships are found but are weak
(see Table 16B). The correlation between pro-social

TABLE 16B.--Pearson Correlations Between Ego's Program Viewing
Clusters and Ego's Modes of Conflict Resolution With
Stranger and Friend for Family Pro-Social Programs.

Mode of Conflict Resolution	Family Pro-Social Programs r
Verbal aggression with stranger	-.0782°
Pro-social with stranger	.0864°
Physical aggression with stranger	-.0340
Regression with stranger	.1066†
Revenge with stranger	-.0383
Verbal aggression with friend	.0504
Pro-social with friend	.0937†
Physical aggression with friend	.0466
Regression with friend	.0992†
Revenge with friend	.0813°

* = p < .01	† = p < .05	° = p < .10

viewing and the pro-social mode of conflict resolution
when dealing with a stranger is .0864 (p < .060) and
.0937 (p < .047) when dealing with a friend.

The negative correlation between pro-social
viewing and anti-social modes of conflict resolution is
found in three of the four correlations when dealing with
strangers. Pro-social viewing is weakly and negatively
correlated with verbal aggression, physical aggression
and revenge (none of the correlations are significant
at .05). One of the anti-social modes correlates sig-
nificantly and positively with pro-social viewing: the
correlation between regression with strangers and pro-
social viewing is .1066 (p < .027).

When examining the correlations between pro-
social viewing and anti-social modes of conflict

resolution with friends, the predicted negative corre-
lations are not found. Pro-social viewing correlates
positively with verbal aggression (n.s.), physical
aggression (n.s.), regression (.0992; p < .037) and
revenge (n.s.).

Thus, some support is found for this hypothesis,
but the support is not as strong as predicted. There is
support for the positive relationship between pro-social
viewing and the pro-social mode of conflict resolution
with stranger and friend. There is no support for the
negative relationship between pro-social viewing and
anti-social modes of conflict resolution with stranger
and friend. Three of eight correlations between pro-
social viewing and anti-social modes of conflict resolu-
tions with stranger and friend are negative and none of
the three are significant. Indeed, pro-social viewing
correlates positively and significantly with the use of
regression with stranger and friend.

Situation Comedy Programs

Hypothesis 3:   As viewing of situation comedies increases,
                adolescent use of pro-social and anti-
                social modes of conflict resolution
                increases.

The results of the predicted positive correlations
between viewing of situation comedies and modes of con-
flict resolution are mixed (see Table 16C). Two signifi-
cant positive correlations are found with pro-social

TABLE 16C.--Pearson Correlations Between Ego's Program Viewing
Clusters and Ego's Modes of Conflict Resolution With
Stranger and Friend for Situation Comedy Programs.

Mode of Conflict Resolution	Situation Comedy Programs r
Verbal aggression with stranger	.0084
Pro-social with stranger	.1754*
Physical aggression with stranger	-.1081†
Regression with stranger	.2264*
Revenge with stranger	.0014
Verbal aggression with friend	.0262
Pro-social with friend	.2126*
Physical aggression with friend	-.0743°
Regression with friend	.2683*
Revenge with friend	.0470

* = p < .01
† = p < .05
° = p < .10

(.1754; p < .001) and regression (.1066; p < .027).
Viewing of situation comedies and verbal aggression with
strangers is positively but not significantly correlated,
as is the correlation with revenge. A negative correla-
tion is found with physical aggression (-.1081;
p < .026).

When looking at conflicts with friends, the
results are very parallel to the results with strangers.
Two significant positive correlations are observed with
pro-social (.2126; p < .001) and regression (.2683;
p < .001). Two positive, but not significant, relation-
ships are found with verbal aggression and revenge. A

negative, but not significant, correlation is observed with physical aggression.

These results indicate that the positive relationship between viewing of situation comedies and the pro-social mode of conflict resolution is supported. The positive relationship between situation comedies and anti-social modes of conflict resolution is largely supported. A positive relationship exists between viewing situation comedies and regression. A negative relationship exists between viewing situation comedies and physical aggression. The other correlations are not significant.

Summary of Viewing Hypotheses

Some support is found for the notion that the viewing of action/adventure programs will be positively correlated with some anti-social dimensions of conflict resolution. However, the two action/adventure clusters seem to correlate differentially with the anti-social dimensions (ABC significant with physical aggression, revenge and verbal aggression and negatively, but not significantly, with regression; CBS significant with physical aggression, revenge and regression). No support is found for the posited negative relationship between action/adventure programs and the pro-social mode of conflict resolution. Indeed, the CBS cluster

significantly related to pro-social with both stranger and friend.

The pro-social shows correlate positively with the pro-social mode of conflict resolution and regression and other anti-social modes of conflict resolution.

The situation comedies correlate significantly and positively with pro-social and regression, and negatively with physical aggression.

The correlations testing these three hypotheses do seem to be low (none above .28); however, many are significant (19 of 40 are significant at the .05 level).

Perceived Parental Discipline

One hypothesis was developed for the relationship between parental discipline and adolescent modes of conflict resolution:

Hypothesis 4: As perceived parental use of certain modes of conflict resolution increases, adolescent use of the same modes of conflict resolution increases.

This hypothesis was tested by doing Pearson correlations between each perceived mode of parental discipline and each mode of adolescent conflict resolution. We would expect a high correlation between a given parental mode and the same mode used by the adolescent. Table 17 indicates the results. Each of the perceived modes of parental discipline is significantly correlated with use by the adolescent of the same mode with both

TABLE 17.--Pearson Correlations Between Perceived Parental Modes of Discipline and Ego's Modes of Conflict Resolution with Strangers and Friends and t-Test Between Correlations.

	Parental Verbal Aggression	Parental Pro-Social	Parental Physical Aggression	Parental Regression	Parental Revenge
Verbal aggression with stranger	r = .2954*				
Pro-social with stranger		r = .2247*			
Physical aggression with stranger			r = .3798*		
Regression with stranger				r = .2391*	
Revenge with stranger					r = .3470*
Verbal aggression with friend	r = .3840*				
Pro-social with friend		r = .3466*			
Physical aggression with friend			r = .3693*		
Regression with friend				r = .2854*	
Revenge with friend					r = .4361*
t value	1.96°	2.70†	.28	1.11	2.08°

* = p < .001
† = p < .01
° = p < .05

stranger and friend; since all the correlations are sig-
nificant, the positive relationship exists.

Comparisons were made between the correlations
to see if they differed in magnitude. No significance
test was available for the within situation correlations.
The highest correlation between a parental form of dis-
cipline and ego's use with a stranger is physical
aggression, followed by revenge, verbal aggression,
regression and pro-social. For ego's use with a friend,
the highest correlation was revenge, followed by verbal
aggression, physical aggression, pro-social and regres-
sion. In the rank ordering, it appears that perceived
parental discipline has its greatest impact on anti-social
modes of conflict resolution.

A significance test was computed between correla-
tions in situations with stranger and friend (see Table
17). The verbal aggression correlation with a friend is
greater than verbal aggression with a stranger (n.s.),
as are the correlations for pro-social (p < .01), regres-
sion (n.s.) and revenge (n.s.). Only the physical
aggression correlation is greater for a stranger than a
friend (n.s.). It appears that the perception of parental
discipline has greater impact in conflicts with friends
than with strangers.

The hypothesis is supported.

Perceived Parental Intervention
in Media Behavior

One hypothesis was derived from the discussion of

parental intervention in adolescents' media behavior:

Hypothesis 5: As perceived parental agreement with a TV
character's modes of conflict resolution
increases, the likelihood of adolescent
use of that character's modes of conflict
resolution increases.

To test this hypothesis, partial correlations

were computed between the viewing pattern clusters and

the modes of conflict resolution controlling for the

perceived parental intervention items. Nine parental

intervention items were used in the study:

1. How much do your parents have to say about
   what you watch on TV?
2. How much do your parents criticize what you
   watch on TV?
3. How much do your parents stop you from
   watching some shows?
4. How much do your parents talk about TV with
   you?
5. How much control do you have over what you
   watch on TV?
6. How many rules are there in your home about
   what you can watch on TV?
7. How much do you think your parents approve
   of shows like "Mannix," "Kojak" and "Hawaii
   Five-O"?
8. How much do you think your parents approve
   of shows like "The Waltons," "Little House
   on the Prairie," and "Lucas Tanner"?
9. How much do you think your parents approve
   of shows like "All in the Family," "Sanford
   and Son" and "Good Times"?

Each of the nine items was controlled for

separately in the partial correlations; then, the

second-order and third-order partials were computed.

Table 18A contains the zero-order correlations, the nine first-order correlations and the best second- or third-order correlations for conflicts with strangers. Table 18B contains the same results for modes of conflict resolution with a friend. It should be noted that the correlations between Tables 16A, B and C and Tables 18A and B will differ slightly due to different missing data options in the computer programs.

The criteria for best correlation was that the partial correlation was smaller in magnitude than other partials and the zero-order correlation. If parental intervention would have the effect of increasing the acceptance of the character's modes of conflict resolution, by controlling for the parental intervention, the correlation should decrease. For example, if a parent encourages a child to watch "Little House on the Prairie" (a family pro-social program), the influence on the program's impact on the child would be expected to increase. The zero-order correlation between watching the show and the pro-social mode of conflict resolution would likely be high. If we control for parental intervention, the correlation should drop.

It should be noted that many of the zero-order correlations were very small and any reduction was meaningless. No statistical test was found to see the significance of difference between zero-order and partial

TABLE 18A.—Partial Correlations Between Viewing Patterns and Ego's Modes of Conflict Resolution with Strangers, Controlling for Perceived Parental Intervention.

Mode of Conflict Resolution and Program Viewing Cluster	Zero-Order	First Order Controlling for									Best
		1	2	3	4	5	6	7	8	9	
Verbal aggression											
ABC action/adventure	.050	.052	.045	.050	.049	.051	.048	.045	.060	.050	.036; 1,2,7
Family pro-social	-.078°	-.075°	-.080°	-.079°	-.080°	-.078°	-.078°	-.086°	-.031	-.073°	-.0197; 6,8,9
Situation comedy	.009	.008	.009	.009	.003	.008	.011	.005	.030	-.017	-.025; 2,4,9
CBS action/adventure	.086°	.087°	.085°	.086°	.083°	.087°	.085°	.077†	.107†	.082°	.073°; 2,4,7
Pro-social											
ABC action/adventure	.025	.024	.020	.014	.013	.025	.021	.033	.020	.025	.000; 3,4,7
Family pro-social	.091°	.091°	.089°	.084°	.078°	.091°	.091°	.101†	.067	.087°	.047; 4,8,9
Situation comedy	.175*	.172*	.172*	.177*	.131*	.172*	.176*	.177*	.162*	.196*	.120†; 1,4,8
CBS action/adventure	.108†	.107†	.107†	.105†	.082°	.108†	.106†	.129*	.091†	.111†	.072*; 4,5,8
Physical aggression											
ABC action/adventure	.180*	.178*	.171*	.165*	.184*	.173*	.175*	.165*	.191*	.177*	.151*; 3,5,7
Family pro-social	-.034	-.032	-.038	-.045	-.028	-.037	-.035	-.051	.025	-.032	.032; 4,6,8
Situation comedy	-.108†	-.108†	-.107†	-.102†	-.087°	-.104†	-.105†	-.116†	-.089°	-.122†	-.056; 3,4,8
CBS action/adventure	.049	.050	.048	.046	.063	.045	.048	.022	.074°	.047	.016; 2,5,7
Regression											
ABC action/adventure	-.003	-.005	-.002	-.028	-.006	-.001	-.013	-.005	-.007	-.001	.004; 1,2,9
Family pro-social	.107†	.097†	.107†	.091†	.101†	.107†	.111†	.104†	.073†	.104†	.051; 3,8,9
Situation comedy	.226*	.225*	.223*	.236*	.208*	.223*	.239*	.221*	.210*	.250*	.195*; 2,4,8
CBS action/adventure	.150*	.145*	.149*	.144*	.138*	.148*	.146*	.148*	.136*	.153*	.123*; 3,4,8
Revenge											
ABC action/adventure	.143*	.142*	.128*	.126†	.142*	.139*	.134*	.128	.149*	.138*	.110†; 2,3,7
Family pro-social	-.038	-.031	-.043	-.049	-.034	-.038	-.038	-.052	.012	-.036	.023; 4,8,9
Situation comedy	.001	.003	.005	.010	.018	.004	.009	-.003	.026	-.009	-.014; 2,7,9
CBS action/adventure	.112†	.114†	.109†	.107†	.119†	.111†	.109†	.091†	.133*	.108†	.035°; 2,6,7

1 = How much do your parents have to say about what you watch on TV?
2 = How much do your parents criticize what you watch on TV?
3 = How much do your parents stop you from watching some shows?
4 = How much do your parents talk with you about TV?
5 = How much control do you have over what you watch on TV?
6 = How many rules are there in your home about what you watch on TV?
7 = How much do you think your parents approve of shows like "Mannix," "Kojak," and "Hawaii Five-O"?
8 = How much do you think your parents approve of shows like "The Waltons," "Little House on the Prairie," and "Lucas Tanner"?
9 = How much do you think your parents approve of shows like "All in the Family," "Sanford and Son," and "Good Times"?

* = p < .01
† = p < .05
° = p < .10

TABLE 18B.—Partial Correlations Between Viewing Patterns and Ego's Modes of Conflict Resolution with Friend, Controlling for Perceived Parental Intervention.

Mode of Conflict Resolution and Program Viewing Cluster	Zero-Order	First Order Controlling for									Best
		1	2	3	4	5	6	7	8	9	
Verbal aggression											
ABC action/adventure	.141*	.138*	.127†	.132*	.141*	.137*	.135*	.124†	.148*	.138*	.108†; 1,2,7
Family pro-social	.050	.046	.038	.038	.048	.043	.043	.027	.103	.047	.021; 2,8,7
Situation comedy	.026	.016	.016	.019	.032	.017	.019	.008	.041	.001	-.003; 1,2,9
CBS action/adventure	.081°	.075*	.073†	.074*	.083*	.074*	.074*	.047	.098°	.072°	.042; 2,6,7
Pro-social											
ABC action/adventure	-.042	-.052	-.044	-.051	-.062	-.045	-.047	-.046	-.057	-.051	-.033; 2,5,7
Family pro-social	.094†	.081°	.087°	.085°	.071	.086°	.083°	.091°	.048	.088°	.033; 4,6,8
Situation comedy	.213*	.200*	.199*	.199*	.163*	.196*	.195*	.203*	.187*	.191*	.155*; 4,8,9
CBS action/adventure	.134*	.130†	.132*	.131*	.108†	.135*	.133*	.150*	.118†	.129†	.093†; 4,8,9
Physical aggression											
ABC action/adventure	.244*	.243*	.228*	.230*	.248*	.236*	.241*	.228*	.264*	.244*	.1995*; 2,5,7
Family pro-social	.047	.043	.039	.035	.052	.043	.048	.025	.125	.046	.009; 2,3,7
Situation comedy	-.074°	-.074°	-.074°	-.068	-.063	-.067	-.070	-.087°	-.046	-.071	-.028; 4,6,8
CBS action/adventure	.107†	.105†	.105†	.103†	.116†	.098†	.105†	.068	.140†	.108†	.055; 2,5,7
Regression											
ABC action/adventure	-.002	-.009	.004	-.015	-.012	.004	-.012	-.007	-.007	-.003	.017; 2,5,9
Family pro-social	.099†	.085°	.103†	.093†	.091°	.103†	.102†	.097†	.080°	.099†	.050; 1,4,8
Situation comedy	.268*	.272*	.268*	.274*	.244*	.265*	.280*	.267*	.260*	.284*	.235*; 4,5,8
CBS action/adventure	.187*	.181*	.187*	.184*	.170*	.193*	.184*	.186*	.178*	.187*	.160*; 1,4,8
Revenge											
ABC action/adventure	.277*	.281*	.265*	.268*	.280*	.270*	.273*	.271*	.298*	.276*	.252*; 2,5,7
Family pro-social	.081°	.093†	.076°	.074°	.085°	.079°	.083°	.073°	.164*	.085°	.063; 2,3,7
Situation comedy	.047	.046	.048	.052	.058	.053	.051	.042	.080	.033	.029; 2,7,9
CBS action/adventure	.049	.052	.046	.045	.054	.041	.046	.031	.079	.045	.022; 5,6,7

1 = How much do your parents have to say about what you watch on TV?
2 = How much do your parents criticize what you watch on TV?
3 = How much do your parents stop you from watching some shows?
4 = How much do your parents talk with you about TV?
5 = How much control do you have over what you watch on TV?
6 = How many rules are there in your home about what you can watch on TV?
7 = How much do you think your parents approve of shows like "Mannix," "Kojak," and "Hawaii Five-O"?
8 = How much do you think your parents approve of shows like "The Waltons," "Little House on the Prairie," and "Lucas Tanner"?
9 = How much do you think your parents approve of shows like "All in the Family," "Sanford and Son," and "Good Times"?

* = p < .01
† = p < .05
° = p < .10

correlations. Every correlation is included in Tables 18A and 18B but only six of the more dramatic reductions will be discussed. Many of the first-order partials showed some degree of reduction and some even changed sign. The most dramatic reductions were in the third-order partials.

The correlation between viewing of situation comedies and the pro-social mode of conflict resolution when dealing with a stranger is relatively large (.175). When controlling for how much the parent has to say about what the adolescent watches on TV, how much the parent talks to the adolescent about TV and parental approval of pro-social programs, the correlation fell to .120. Thus, when parents are perceived to impose standards, the correlation increased.

The correlation between the pro-social mode of conflict resolution with friends and the viewing of situation comedies was relatively high (.213). When controlling for how much the parents talk to the adolescent about TV and perceived parental approval of situation comedies and pro-social programs, the correlation fell to .155.

The correlation between regression with strangers and pro-social viewing was also relatively high (.107). When controlling for how much the parents stop the adolescent from watching some shows and parental approval

of situation comedies and pro-social programs, the cor-
relation fell to .051.

The correlation between revenge with strangers
and CBS action/adventure programs was fairly high (.112).
When controlling for parental criticism, rules about
watching TV and parental approval of action/adventure
shows, the correlation fell to .085.

The correlation between physical aggression with
friends and the viewing of ABC action/adventure program
was high (.244). When controlling for parental criticism,
adolescent control over TV watching and parental approval
of action/adventure shows, the correlation dropped to
.1995.

These are the more dramatic examples of the
changes in the correlations; most were smaller in their
reduction. Overall, two of the 40 series of first-order
partials showed a decrease in all nine control variables.
Eight more showed a reduction in all but one of the
nine control variables and ten more showed a reduction in
all but two of the first-order partials. Twenty of the
40 first-order partial correlation series showed a reduc-
tion in at least seven of the nine first-order partials.

Table 18C indicates the frequency with which a
control variable appeared in the best third-order partial.
A group of four variables appears to be in the best third-
order partial most frequently: parental criticism

TABLE 18C.--Frequency of Best Control Combination for Perceived Parental Intervention Items.

Perceived Parental Intervention Item	Stranger	Friend
1. How much do your parents have to say about what you watch on TV?	3	4
2. How much do your parents criticize what you watch on TV?	9	12
3. How much do your parents stop you from watching some shows?	6	2
4. How much do your parents talk about TV with you?	11	7
5. How much control do you have over what you watch on TV?	3	7
6. How many rules are there in your home about what you can watch on TV?	3	4
7. How much do you think your parents approve of shows like "Mannix," "Kojak," and "Hawaii Five-O"?	8	11
8. How much do you think your parents approve of shows like "The Waltons," "Little House on the Prairie," and "Lucas Tanner"?	10	8
9. How much do you think your parents approve of shows like "All in the Family," "Sanford and Son," and "Good Times"?	7	5

(variable 2); <u>parental discussion with adolescent</u>
(variable 4); <u>perceived parental approval of action/</u>
<u>adventure shows</u> (variable 7); and <u>perceived parental</u>
<u>approval of pro-social family shows</u> (variable 8).

Thus, some support is found for the hypothesis
although it is very limited in that most of the initial
correlations were small and many of the increments of
reduction were also small.

<p style="text-align:center;"><u>Perceived Peer Influence</u></p>

One hypothesis was developed about the relation-
ship between peer use of modes of conflict resolution
and adolescent use:

<u>Hypothesis 6</u>:   As perceived peer use of modes of conflict
resolution increases, adolescent use of
the same modes of conflict resolution
increases.

To test this hypothesis, Pearson correlations were
computed between the way a friend would handle a con-
flict with the way the participant would handle it. The
prediction is that high positive correlations would be
found between the friend's use of a given mode of conflict
resolution and the adolescent's. Table 19 indicates the
results; each of the correlations is significant and very
high, indicating that the positive relationship exists.

Comparisons were made between the correlations to
see if they differed in magnitude. No significance test
was available for the within situation correlations. The

TABLE 19.--Pearson Correlations Between Perceived Peer Use of Modes of Conflict Resolution and Ego's Use of Modes of Conflict Resolution with Stranger and Friend and t-Test Between Correlations.

	Peer Verbal Aggression	Peer Pro-Social	Peer Physical Aggression	Peer Regression	Peer Revenge
Verbal aggression with stranger	r = .6025*				
Pro-social with stranger		r = .6247*			
Physical aggression with stranger			r = .6725*		
Regression with stranger				r = .6352*	
Revenge with stranger					r = .5734*
Verbal aggression with friend	r = .5466*				
Pro-social with friend		r = .5119*			
Physical aggression with friend			r = .6355*		
Regression with friend				r = .6123*	
Revenge with friend					r = .5634*
t value	1.49	3.07†	1.28	.71	.27

* = p < .001
† = p < .01

highest correlation between peer and ego's modes of con-
flict resolution with a stranger is for physical aggres-
sion, followed by regression, pro-social, verbal aggres-
sion and revenge. The highest correlation between peer
and ego's modes of conflict resolution with a friend is
with physical aggression, followed by regression,
revenge, verbal aggression and pro-social. It appears
that peers have a greater impact on anti-social modes of
conflict resolution with both strangers and friends than
the pro-social mode of conflict resolution.

A significance test was computed between the cor-
relations in the two situations. The verbal aggression
correlation is higher for strangers than friends (n.s.),
as are the correlations for pro-social (p < .01), physical
aggression (n.s.), regression (n.s.) and revenge (n.s.).
Thus, it appears that peer influence is greater when the
adolescent deals with strangers than with friends.

The hypothesis is supported and perceived peer
use of modes of conflict resolution is a significant
determinant of the adolescent's use of the same modes of
conflict resolution.

Combined Social Learning Influence

To evaluate the combined predictive power in the
symbolic, familial and peer influence groups, ten multi-
ple regression equations were tested. Each consisted of

the dependent variable (a given mode of conflict resolution used for either stranger or friend) and six predictor variables (the same mode as used by the parents and peers and the four viewing pattern clusters). Perceived parental intervention was not included in the regressions since it was thought to interact rather than have a direct influence on the modes of conflict resolution.

An overview of the multiple R's indicates that they are very close in size; the largest is .692 and the smallest is .579 (see Table 20). All the multiple regression equation results are presented in Tables 21A-21E. In terms of the betas, the largest predictor variables consistently are perceived peer use of modes of conflict resolution and perceived parental discipline.

TABLE 20.--Multiple R's for Combined Social Learning Influences for All Modes of Conflict Resolution.

Mode of Conflict Resolution With Stranger	R	Mode of Conflict Resolution With Friend	R
Verbal aggression	.618*	Verbal aggression	.5999*
Pro-social	.632*	Pro-social	.579*
Physical aggression	.692*	Physical aggression	.665*
Regression	.651*	Regression	.648*
Revenge	.619*	Revenge	.659*

* = p < .001.

TABLE 21A.--Multiple R's for Combined Social Learning Influences for Verbal Aggression with Stranger and Friend.

Variable Names	B	Sig./B	Beta	R	R^2	Sig./R
Verbal aggression with stranger				.6180	.3819	.001
Friend's verbal aggression	.5052	.001	.5592			
Parental verbal aggression	.1718	.019	.1119			
ABC action/adventure	.0052	.909	.0055			
CBS action/adventure	.0738	.188	.0672			
Situation comedy viewing	.0022	.950	.0031			
Pro-social viewing	-.0617	.149	-.0743			
Verbal aggression with friend				.5999	.3599	.001
Friend's verbal aggression	.4582	.001	.4760			
Parental verbal aggression	.3762	.001	.2299			
ABC action/adventure	.0674	.170	.0676			
CBS action/adventure	-.0267	.661	-.0228			
Situation comedy viewing	-.0024	.949	-.0032			
Pro-social viewing	.0509	.271	.0576			

TABLE 21B.--Multiple R's for Combined Social Learning Influences for Pro-Social with Stranger and Friend.

Variable Name	B	Sig./B	Beta	R	R²	Sig./R
Pro-social with stranger				.6321	.3995	.001
Friend's pro-social	.5591	.001	.5989			
Parental pro-social	.1260	.063	.0859			
ABC action/adventure	-.0165	.715	-.0173			
CBS action/adventure	-.0260	.643	-.0233			
Situation comedy viewing	-.0287	.427	.0391			
Pro-social viewing	.0246	.566	.0291			
Pro-social with friend				.5794	.3357	.001
Friend's pro-social	.4492	.001	.4457			
Parental pro-social	.3793	.001	.2395			
ABC action/adventure	-.1120	.030	-.1087			
CBS action/adventure	.0122	.848	.0101			
Situation comedy viewing	.0446	.277	.0563			
Pro-social viewing	.0587	.229	.0644			

TABLE 21C.—Multiple R's for Combined Social Learning Influences for Physical Aggression with Stranger and Friend.

Variable Name	B	Sig./B	Beta	R	R^2	Sig./R
Physical aggression with stranger				.6919	.4787	.001
Friend's physical aggression	.6268	.001	.6018			
Parental physical aggression	.2514	.001	.1571			
ABC action/adventure	.0465	.324	.0446			
CBS action/adventure	.0181	.751	.0148			
Situation comedy viewing	-.0345	.338	-.0429			
Pro-social viewing	-.0223	.609	-.0242			
Physical aggression with friend				.6648	.4420	.001
Friend's physical aggression	.5084	.001	.5577			
Parental physical aggression	.2099	.001	.1498			
ABC action/adventure	.0876	.041	.0958			
CBS action/adventure	.0442	.393	.0412			
Situation comedy viewing	-.0308	.345	-.0438			
Pro-social viewing	.0232	.556	.0287			

TABLE 21D.--Multiple R's for Combined Social Learning Influences for Regression with Stranger and Friend.

Variable Name	B	Sig./B	Beta	R	R^2	Sig./R
Regression with stranger				.6510	.4238	.001
Friend's regression	.5471	.001	.5958			
Parental regression	.1464	.009	.1162			
ABC action/adventure	-.0344	.396	-.0398			
CBS action/adventure	.0030	.952	.0029			
Situation comedy viewing	-.0379	.235	-.0569			
Pro-social viewing	.0349	.356	.0456			
Regression with friend				.6476	.4194	.001
Friend's regression	.5579	.001	.5492			
Parental regression	.2286	.001	.1640			
ABC action/adventure	-.0482	.284	-.0504			
CBS action/adventure	.0450	.417	.0401			
Situation comedy viewing	.0767	.031	.1040			
Pro-social viewing	.0101	.810	.0119			

TABLE 21E.—Multiple R's for Combined Social Learning Influences for Revenge with Stranger and Friend.

Variable Name	B	Sig./B	Beta	R	R^2	Sig./R
Revenge with stranger				.6195	.3838	.001
Friend's revenge	.4673	.001	.5137			
Parental revenge	.3471	.001	.2069			
ABC action/adventure	.0195	.656	.0219			
CBS action/adventure	.1010	.056	.0969			
Situation comedy viewing	-.0022	.946	-.0033			
Pro-social viewing	-.0724	.073	-.0920			
Revenge with friend				.6590	.4342	.001
Friend's revenge	.3938	.001	.4705			
Parental revenge	.4463	.001	.2891			
ABC action/adventure	.1255	.001	.1535			
CBS action/adventure	-.0719	.123	-.0749			
Situation comedy viewing	.0309	.290	.0491			
Pro-social viewing	.0169	.633	.0234			

For all ten equations, the perceived peer use of modes of conflict resolution is a significant positive predictor at p < .001. Perceived parental discipline is a significant predictor at p < .001 for eight equations and at p < .019 and p < .063 for two equations. ABC action/adventure is a positive significant predictor at p < .001 for revenge with a friend, at p < .041 for physical aggression with a friend and a negative predictor at p < .030 for pro-social with a friend (B = -.1087). CBS action/adventure is a positive significant predictor at p < .056 for revenge with a stranger. Situation comedies are a significant predictor at p < .031 for regression with a friend. Pro-social is a significant negative predictor at p < .073 for revenge with a stranger.

The results tend to indicate that the social learning model can predict to the same extent for the learning of both pro-social and anti-social modes of conflict resolution. The amount of variance explained ranges from 34 percent to 48 percent.

Sex Differences

Four hypotheses were developed regarding the relationship of sex differences and modes of conflict resolution. Two of these hypotheses focused on between-sex differences:

Hypothesis 7:   Male adolescents are more likely to use
                anti-social modes of conflict resolution
                than female adolescents.

Hypothesis 8:   Female adolescents are more likely to
                use the pro-social mode of conflict
                resolution than male adolescents.

Two analyses were conducted to investigate these
two hypotheses. First, a t-test was computed between men
and women for each of the five modes of conflict resolu-
tion. Second, a discriminant analysis was performed
using the five modes of conflict resolution as predictors
of sex. The discriminant analysis used the same method
as in the analysis of TV character types described in
Chapter II. The modes of conflict resolution were used
as predictor variables to place the respondent into sex
categories. A canonical correlation is computed which
indicates the correlation between the modes of conflict
resolution and the two sexes. Orthogonal discriminant
function coefficients indicate which of the five modes
best discriminate between males and females. Finally,
the percent of correctly placed respondents is indicated.
The results of these tests are presented in Table 22.

Student t-tests were computed for the five modes
of conflict resolution when dealing with a stranger and
a friend. The results indicate that significant differ-
ences exist between males and females for all ten. The
same significant differences exist for males when dealing
with a stranger or friend: males are more likely to use

TABLE 22.—t-Test, Discriminant Analysis, ANOVA for Repeated
Measures and Scheffé Method of Selected Comparisons for
Sex Differences.

t-Test

	Male $\bar{X}$ (N = 170)	Female $\bar{X}$ (N = 159)	t Value	Sig.
Stranger				
Verbal aggression	15.55	14.22	2.33	p<.020
Pro-social	10.09	13.59	-6.34	p<.001
Physical aggression	10.76	7.08	6.09	p<.001
Regression	8.27	11.93	-7.41	p<.001
Revenge	10.28	8.49	3.34	p<.001
Friend				
Verbal aggression	14.53	11.88	4.46	p<.001
Pro-social	13.39	17.02	-6.07	p<.001
Physical aggression	8.89	5.82	5.65	p<.001
Regression	8.59	11.56	-5.24	p<.001
Revenge	8.69	6.40	4.70	p<.001

Discriminant Analysis for Strangers

Eigenvalue	Canonical Correlation	X^2	D.F.	Sig.
.2985	.4795	84	5	.001

Orthogonal Discriminant Function Coefficients

Verbal aggression	.01135
Pro-social	-.05112
Physical aggression	.09582
Regression	-.14798
Revenge	.00334

Number Correctly Predicted by Discriminant Function (N=330)

Actual Group	Predicted Group Membership	
	Male	Female
Male	115	55
Female	44	116

Total number predicted accurately 231
Total percent predicted accurately 70%

TABLE 22.--Continued.

Discriminant Analysis for Friends

Eigenvalue	Canonical Correlation	χ^2	D.F.	Sig.
.2357	.4367	68	5	.001

Orthogonal Discriminant Function Coefficients

Verbal aggression	.05540
Pro-social	-.04824
Physical aggression	.07830
Regression	-.11159
Revenge	.03170

Number Correctly Predicted by Discriminant Function (N=330)

Actual Group	Predicted Group Membership	
	Male	Female
Male	126	44
Female	42	118

Total number predicted accurately 244
Total percent predicted accurately 74%

ANOVA for Repeated Measures

	Male (N=165)		Female (N=158)	
	$\overline{X}$	sd	$\overline{X}$	sd
Stranger				
Verbal aggression	15.52	5.50	14.21	4.83
Pro-social	10.04	4.86	13.57	5.13
Physical aggression	10.72	6.04	7.06	4.88
Regression	8.14	3.95	11.93	4.81
Revenge	10.19	5.03	8.49	4.63
F	54.45		80.03	
Significance	p<.0001		p<.0001	
Friend				
Verbal aggression	14.59	5.63	11.89	5.08
Pro-social	13.41	5.69	17.01	5.11
Physical aggression	8.92	5.48	5.84	4.10
Regression	8.62	4.66	11.57	5.51
Revenge	8.72	4.84	6.39	3.90
F	66.93		166.52	
Significance	p<.0001		p<.0001	

TABLE 22.--Continued.

Scheffé Method for Males with Strangers

	Verbal Aggress.	Physical Aggress.	Revenge	Pro-Social	Regress.
Verbal aggression		T = 7.96 p < .01	T = 8.50 p < .01	T = 9.08 p < .01	T = 12.23 p < .01
Physical aggression			T = .88 p > .01	T = 1.13 p > .01	T = 4.28 p < .01
Revenge				T = .25 p > .01	T = 3.40 p > .01
Pro-social					T = 3.15 p > .01
Regression					

Scheffé Method for Males with Friends

	Verbal Aggress.	Pro-Social	Physical Aggress.	Revenge	Regress.
Verbal aggression		T = 1.99 p > .01	T = 9.58 p < .01	T = 9.92 p < .01	T = 10.08 p < .01
Pro-social			T = 7.58 p < .01	T = 7.92 p < .01	T = 8.09 p < .01
Physical aggression				T = .34 p > .01	T = .51 p > .01
Revenge					T = .17 p > .01
Regression					

TABLE 22.--Continued.

Scheffé Method for Females with Strangers

	Verbal Aggress.	Pro-Social	Regress.	Revenge	Physical Aggress.
Verbal aggression		T = 1.05 p > .01	T = 3.75 p < .01	T = 9.41 p < .01	T =11.76 p < .01
Pro-social			T = 2.70 p > .01	T = 8.36 p < .01	T =10.71 p < .01
Regression				T = 5.66 p < .01	T = 8.01 p < .01
Revenge					T = 2.35 p > .01
Physical aggression					

Scheffé Method for Females with Friends

	Pro-Social	Verbal Aggress.	Regress.	Revenge	Physical Aggress.
Pro-Social		T = 7.14 p < .01	T = 7.58 p < .01	T =14.80 p < .01	T =15.57 p < .01
Verbal aggression			T = .45 p > .01	T= 7.67 p < .01	T = 8.43 p < .01
Regression				T = 7.22 p < .01	T = 7.99 p < .01
Revenge					T = .77 p > .01
Physical aggression					

verbal aggression, physical aggression and revenge than females. On the other hand, females are more likely to use the pro-social mode of conflict resolution and regression than males with both stranger and friend.

The between-sex differences hypotheses find some support. Males are more likely to use anti-social modes of conflict resolution than females with the exception of regression. Females are more likely to use regression than males. Females are also more likely to use the pro-social mode of conflict resolution than males. The results are consistent for the stranger and friend situation for both males and females.

The discriminant analysis was equally successful in predicting sex differences on the basis of modes of conflict resolution with strangers. The canonical correlation is .4795 and significant at the .001 level. In terms of predictive power, the strongest orthogonal discriminant function coefficient is the regression mode followed by physical aggression. On the basis of the five variables, 70 percent of the respondents could be placed into their sex category correctly.

When dealing with a conflict with a friend, the discriminating power remained stable. The canonical correlation is .4367 and is significant at the .001 level. Again, the regression mode is the most significant predictor followed by physical aggression. On the basis of

the five modes of conflict resolution, 74 percent of the respondents could be classified correctly according to sex.

Thus, the discriminant analysis indicates that males and females differ on the modes of conflict resolution. The best discriminators are physical aggression and regression. The t-tests indicate the same kinds of results: with the exception of regression, males tend to rely more on anti-social modes of conflict resolution than females and females tend to rely more on the pro-social mode of conflict resolution than males.

Two additional hypotheses focused on within-sex differences:

Hypothesis 9: Male adolescents are more likely to use anti-social modes of conflict resolution than the pro-social mode of conflict resolution.

Hypothesis 10: Female adolescents are more likely to use the pro-social mode of conflict resolution than anti-social modes of conflict resolution.

These two hypotheses were tested using a one-way analysis of variance for repeated measures computed separately for males and females; we used the five modes of conflict resolution as the dependent measures. The Scheffé test for selected comparisons was also employed. The results of these tests are also presented in Table 22.

The one-way analysis of variance for repeated measures indicates that significant differences exist

among the modes of conflict resolution (p < .0001). The
rank ordering for males (by mean likelihood) indicates
that the most likely mode of conflict resolution to be
employed when dealing with strangers is verbal aggres-
sion, followed by physical aggression, revenge, pro-
social and regression. The Scheffé method for selected
comparisons indicates five of the ten possible comparisons
are significant (p < .01). In terms of the rank order-
ing, the verbal aggression mode is more likely to be used
than the physical aggression mode (p < .01); the physical
aggression mode is more likely to be used than the revenge
mode (n.s.); the revenge mode is more likely to be
used than the pro-social mode (n.s.); and the pro-social
mode is more likely to be used than the regression mode
(n.s.).

When looking at males in a situation where they
are dealing with a friend, the results change. A sig-
nificant F also exists (.0001). The rank ordering
changes; the most frequent mode of conflict resolution
(based on mean likelihood) is still verbal aggression,
but the rest of the ordering changes. The second most
frequent mode of conflict resolution is pro-social, fol-
lowed by physical aggression, revenge and regression.
The Scheffé test indicates six of the ten differences are
significant (p < .01). In terms of the rank ordering,
the only significant difference is between the second

most used mode (pro-social) and the third most used
mode (physical aggression).

These results do not support Hypothesis 9.
When males are dealing with strangers, they use three
anti-social modes of conflict resolution (verbal aggres-
sion, physical aggression and revenge) more than the
pro-social mode. However, only verbal aggression is
used significantly more (p < .01) than the pro-social
mode. When males are dealing with friends, they use
only one anti-social mode of conflict resolution
(verbal aggression) more than the pro-social mode, but
it is not used significantly more often.

The females show a significant F between the
modes of conflict resolution when dealing with a
stranger (.0001). The most frequently used mode is
verbal aggression, followed by pro-social, regression,
revenge and physical aggression. The Scheffé test for
selected comparisons indicates that seven of the ten
comparisons are significant (p < .01). In terms of the
rank ordering, only one of the differences is signifi-
cant: the difference between the third and fourth
modes (regression and revenge).

When females are involved in a conflict with a
friend, the same significant F exists (.0001). The
first and second ranks change positions. The most likely
mode to be used is pro-social, followed by verbal

aggression, regression, revenge and physical aggression. The Scheffé test indicates eight of the ten differences are significant (p < .01). Only two of the rank orderings are significant: the difference between the first and second ranks (pro-social and verbal aggression) and between the third and fourth ranks (regression and revenge).

Hypothesis 10 finds some support. When females are in conflict with strangers, the most likely response is verbal aggression, followed by the pro-social mode. The difference between the two is not significant. The difference between the pro-social mode and the other anti-social modes of conflict resolution is significant in two of the three comparisons (pro-social is not significantly different from regression).

When females are in conflict with a friend, the most likely used mode of conflict resolution is the pro-social mode and it is significantly more likely to be used than all the anti-social modes.

Summary of the Sex Differences

The hypotheses dealing with between-sex differences and within-sex differences received mixed support. Males were more likely to use anti-social modes of conflict resolution than females. Females were more likely

to use the pro-social mode of conflict resolution and regression than males. Within the sexes, males tended to use verbal aggression more than the pro-social mode of conflict resolution; other anti-social modes were used more often than pro-social but not significantly. Females were more likely to use the pro-social mode of conflict resolution than anti-social modes, with the exception of verbal aggression with a stranger.

Contextual Differences

Four hypotheses were developed to deal with the contextual influences. Two of these hypotheses focused on between-context differences:

Hypothesis 11: Conflicts between adolescent friends are more likely to be resolved through the pro-social mode of conflict resolution than conflicts with adolescent strangers.

Hypothesis 12: Conflicts between adolescent strangers are more likely to be resolved by anti-social modes of conflict resolution than conflicts with adolescent friends.

A t-test between the friend conflict and the stranger conflict was computed to analyze these two hypotheses. The results are in Table 23.

The correlated t-test indicates four of the five modes of conflict resolution showed significant differences between the conflict with a stranger and conflict with a friend. Verbal aggression is significantly more likely to be used in a conflict with a stranger than a

TABLE 23.--t-Test, ANOVA for Repeated Measures and Scheffé Method of
Selected Comparisons for Modes of Conflict Resolution
With Stranger and Friend.

t-Test

	Stranger $\overline{X}$	Friend $\overline{X}$	r	t	Sig.
Verbal aggression	14.87	13.24	.60	6.11	.001
Pro-social	11.74	15.15	.62	-12.73	.001
Physical aggression	8.93	7.14	.73	6.67	.001
Regression	9.98	10.25	.68	-.20	.838
Revenge	9.36	7.58	.62	7.76	.001

ANOVA for Repeated Measures

	Stranger		Friend	
	$\overline{X}$	sd	$\overline{X}$	sd
Verbal aggression	14.88	5.22	13.27	5.53
Pro-social	11.77	5.29	15.17	5.70
Physical aggression	8.93	5.79	7.41	5.08
Regression	9.99	4.78	10.06	5.30
Revenge	9.36	4.90	7.58	4.55
F	79.50		166.55	
Significance	$p < .0001$		$p < .0001$	

TABLE 23.--Continued.

Scheffé Method for Strangers

	Verbal Aggress.	Pro-Social	Regress.	Revenge	Physical Aggress.
Verbal aggression		T = 7.35 p < .01	T =11.56 p < .01	T=13.04 p< .01	T =14.06 p < .01
Pro-social			T = 4.21 p < .01	T= 5.70 p< .01	T = 6.71 p < .01
Regression				T= 1.49 p> .01	T = 2.51 p > .01
Revenge					T = 1.02 p > .01
Physical aggression					

Scheffé Method for Friends

	Pro-Social	Verbal Aggress.	Regress.	Revenge	Physical Aggress.
Pro-social		T = 4.15 p < .01	T =11.67 p < .01	T=16.59 p< .01	T =16.96 p < .01
Verbal aggression			T = 7.02 p < .01	T=12.43 p< .01	T =12.81 p < .01
Regression				T= 5.42 p< .01	T = 5.79 p < .01
Revenge					T = .37 p > .01
Physical aggression					

conflict with a friend. The pro-social mode is significantly more likely to be used in a conflict with a stranger than with a friend. Regression is more likely to be used in a conflict with a friend than in a conflict with a stranger (but not significantly). Revenge is significantly more likely to be used in a conflict with a stranger than with a friend.

Hypothesis 11 is supported. Conflicts with friends are significantly more likely to be resolved through the pro-social mode of conflict resolution than conflicts with strangers.

Hypothesis 12 is supported. Three of the four anti-social modes of conflict resolution are significantly more likely to be used when dealing with a stranger than with a friend. Only the regression mode is more likely to be used when dealing with a friend (but not significantly).

Two additional hypotheses focused on within-context differences:

Hypothesis 13: Conflicts between adolescent friends are more likely to be resolved by the pro-social mode of conflict resolution than anti-social modes of conflict resolution.

Hypothesis 14: Conflicts between adolescent strangers are more likely to be resolved by anti-social modes of conflict resolution than the pro-social mode of conflict resolution.

Two analyses were performed on these two
hypotheses. First, a one-way analysis of variance for
repeated measures was done separately for the stranger
conflict and the friend conflict. A Scheffé test for
selected comparisons was also done. These results are
also found in Table 23.

The one-way analysis of variance for repeated
measures for the conflict with a friend showed a sig-
nificant difference among the five modes of conflict
resolution (.0001). The rank ordering is the same except
for the first two modes. The most frequent mode of con-
flict resolution is pro-social, followed by verbal
aggression, regression, revenge and physical aggression.
Nine of the Scheffé selected comparisons are significant
(p < .01). All of the rank orders are significant
except between the fourth and fifth (revenge and physical
aggression).

Thus, conflicts between friends are significantly
more likely to be resolved through the pro-social mode
than all of the anti-social modes. Hypothesis 13 is
supported.

The one-way analysis of variance for the conflict
with a stranger showed a significant difference among the
five modes of conflict resolution (.0001). The rank
ordering (based on mean likelihood) for the conflict with
stranger is verbal aggression, followed by pro-social,

regression, revenge and physical aggression. The Scheffé test indicated that seven of the ten comparisons are significant (p < .01). In terms of the rank ordering, two of the comparisons are significant: the difference between the first and second (verbal aggression and pro-social) and between the second and third (pro-social and regression).

Thus, conflicts with a stranger are most likely to be resolved through only one of the anti-social modes of conflict resolution (verbal aggression); the second most likely used mode of conflict resolution is the pro-social mode. Verbal aggression is significantly more likely to be used than pro-social and pro-social is significantly more likely to be used than regression (the third rank). Hypothesis 14 is supported by one of the anti-social modes.

Summary of Contextual Differences

In terms of the predictions regarding contextual influences, Hypotheses 11 and 12 are supported: conflicts with friends are more likely to be resolved through the pro-social mode than conflicts with strangers and anti-social modes of conflict resolution are more likely to be used between strangers. Hypotheses 13 and 14 are also supported. Conflicts between friends are more likely

to be resolved through the pro-social mode of conflict resolution, but conflicts between strangers also have a chance of being resolved through the pro-social mode (it ranks second on mean likelihood of use).

CHAPTER IV

SUMMARY AND DISCUSSION

This chapter will discuss three sets of issues
resulting from this investigation: theoretical issues,
future research issues and practical issues. The the-
oretical issues will consider the impact of the results
on our thinking about modes of conflict resolution and
their prediction from social learning theory. The future
research issues will focus on potential research genera-
ted from this study and the practical issues will
indicate the utility of the research to everyday
application.

Theoretical Issues

This section will focus on the data which devel-
oped the five modes of conflict resolution and the
results of the field survey.

Modes of Conflict Resolution

At the outset of this research seven modes of
conflict resolution were hypothesized to exist: physical
aggression, verbal aggression, reasoned discourse,
internalization, withdrawal, forgiveness and seeking help.

These seven modes of conflict resolution were categorized into pro-social modes of conflict resolution (reasoned discourse, seeking help and forgiveness) and anti-social modes of conflict resolution (physical aggression, verbal aggression, internalization, and withdrawal) based upon whether they were likely to facilitate or impede coopera- tion and individual and relational growth.

The results of the cluster analysis in the pre- test indicated that two of the seven hypothesized modes of conflict resolution were found and the other five hypothesized modes of conflict resolution combined into three clusters. The five obtained modes of conflict resolution were regression, revenge, pro-social, physical aggression and verbal aggression. In terms of the hypothesized clusters, we found that physical aggression and verbal aggression were observed in the instrument development stage. Reasoned discourse and forgiveness combined to form pro-social; internalization, withdrawal and seeking help combined to form revenge and regression. These five clusters were then categorized into pro- and anti-social modes of conflict resolution. Only one cluster seemed to be pro-social; it was named the pro- social mode. The other four (verbal aggression, physical aggression, revenge and regression) were all categorized as anti-social.

These five modes of conflict resolution raise an important methodological issue and two important conceptual issues. We were able to determine methodologically the five modes of conflict resolution for both ego and favorite television character with little revision of content. When dealing with the favorite television character, five modes of conflict resolution arose from the cluster analysis: physical aggression, verbal aggression, regression, revenge and pro-social. The cluster analysis of ego's use of the strategies produced four clusters: regression, verbal aggression, pro-social and physical aggression/revenge. In terms of content, the clusters were almost identical.

This similarity in clusters provides some support for the notion that the identified modes of conflict resolution are stable, at least for one sample. The stability of the clusters may be due in part to a response set or learning, and replicative testing for stability is necessary.

Conceptually, the obtained modes of conflict resolution raise an interesting issue: if people see more anti-social modes of conflict resolution than pro-social modes, this may provide an indication of the preponderance of anti-social behavior. Kaufmann (1970) argues that the situations in which socially desirable behaviors may be performed are few. It may be that this

has stifled the awareness of people that certain pro-
social modes of conflict resolution can be used.

Initially, we argued that there would be three
pro-social modes of conflict resolution: seeking help,
forgiveness and reasoned discourse. The cluster analy-
sis indicated that parts of the three modes collapsed
into a mode of conflict resolution which we called pro-
social. We also predicted that there would be four anti-
social modes of conflict resolution: physical aggression,
verbal aggression, withdrawal and internalization; these
four showed greater stability than the pro-social modes
of conflict resolution. We found verbal aggression and
physical aggression to exist in the pretest but also
found revenge and regression (regression was very much
like withdrawal and internalization). Perhaps the limited
pro-social alternatives found from the cluster analysis
provides us with an understanding of why people often
display anti-social behavior in situations which would
seemingly permit pro-social behavior.

It should be noted, however, that even though we
found a preponderance of anti-social modes of conflict
resolution, the one pro-social mode was consistently
used a great deal with strangers and friends. Indeed, the
only anti-social mode of conflict resolution that was
significantly more likely to be used than the pro-social
mode was verbal aggression. Thus, we have a greater

number of anti-social modes of conflict resolution but the pro-social mode is more likely to be used than most of them.

A second conceptual issue that is raised by these modes of conflict resolution is that the modes may be ranked along a pro- and anti-social continuum. In other words, we can array the modes along a continuum depending upon how likely the mode of conflict resolution would facilitate or impede cooperation or individual or relational growth. Only one mode of conflict resolution was pro-social so it would anchor one end of the continuum.

The least anti-social mode of conflict resolution seems to be regression. Regression tends to be harmful to individual growth but by internalizing the conflict, the relationship may grow for some time. Indeed, if the conflict is not repeated, the harm of internalizing may dissipate. Further, regression contains a number of items that suggest the person would seek help from others. It was originally hypothesized that seeking advice would be pro-social. While we would not argue that regression is pro-social, it seems to be the least harmful of the anti-social modes of conflict resolution.

The next least harmful anti-social mode of conflict resolution is revenge. This mode suggested that the conflict would not be brought out into the open but would be resolved through internalization or group

pressure. The person who resolves conflict through revenge may hate the other person but not express it openly. Further, the person would rely on others for help and pressure to resolve the conflict. While these outside group pressures tend to be negative in their emphasis, they certainly create bonds between the person and other members in the group.

One of the most harmful modes of conflict resolution is verbal aggression. Verbal aggression is a reliance on insult, trickery and threats. Miller and Steinberg (1975) speak of conflicts which become ego-centered instead of issue-centered. Verbal aggression tends to be ego-centered. The conflict resolution can impair the other person's self-concept. Watzlawick, Beavin and Jackson (1967) indicate the harms of attacking another person's self-conception, particularly the harm of denying the other person's self-conception. Mortensen (1972) argues that communication is irreversible in that each message has an impact and that any further message should be considered in light of the previous one. A person who relies on verbal aggression may impair a relationship by being too quick to attack a person's self-concept. He may attempt to modify his original statement but may not be successful in negating its impact on later relational affairs.

The most harmful mode of conflict resolution is physical aggression. The reliance on this mode of conflict resolution is likely to stifle the growth of other people around the aggressive person. He may be successful in obtaining his favored outcome, but the success may be due to fear rather than understanding. The chance may exist in the future that when the aggressive person is at a point of weakness, the victims of is aggression will seek revenge.

Thus, we might place the modes of conflict resolution on the following continuum:

```
P                                                              A
R                                                              N
O |           |              |          |         |     T
  |           |              |          |         |     I
--+-----------+--------------+----------+---------+---
S |           |              |          |         | S
O Pro-Social  Regression   Revenge   Verbal    Physical  O
C                                     Aggression Aggression C
I                                                          I
A                                                          A
L                                                          L
```
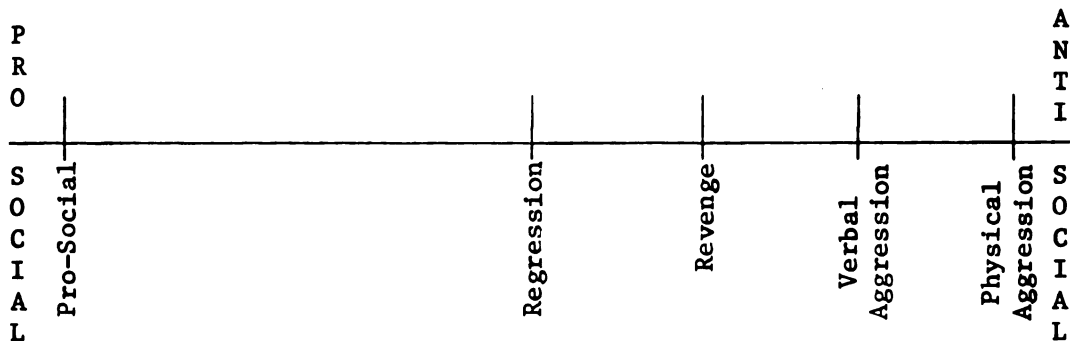
Social Learning Theory

Social learning theory provides some important insights into how pro- and anti-social modes of conflict resolution are developed. The basic generalization is that the same models are influential for learning both pro- and anti-social modes of conflict resolution. Further, they appear to be equally effective for both.

The most powerful model for adolescents is their perception of their peers. This is true whether the conflict is with a stranger or a friend and whether the mode of conflict resolution is pro- or anti-social.

This strong relationship may be a function of studying adolescents. We may find that adolescents are more influenced by peers than by their parents or television; we make that statement on the basis of larger correlations. The sample consisted of sophomores in high school who may be experiencing more freedom to do as they want than ever before. They are probably reaching the driving age which increases their mobility and to some degree their status with their peers. Certainly, further research on younger age groups is necessary to test these ideas.

Further research should also be conducted on adults as well; we may find that peer influence remains the strongest determinant. Further, we may find that the modes of conflict resolution may change in their likelihood of use. The physical aggression and regression modes may reduce in their impact. Pro-social, revenge and verbal aggression may be the most likely used modes of conflict resolution with adults.

The second most powerful influence on adolescent use of modes of conflict resolution is perceived parental discipline. This was true whether the mode of

conflict resolution was pro- or anti-social and whether the conflict was with a friend or stranger.

Again, these results may be a function of dealing with adolescents. Adolescents may be disciplined less than other age groups and the influence of this discipline may be waning. This also suggests the need for further research with younger age groups.

The influence of the parents' intervention in the adolescents' media behavior was only weakly, albeit steadily, related to an increase in television program impact on modes of conflict resolution. Again, the influence of the parents' intervention, or even the amount of parental intervention, may be so little that it is not likely to have any impact on television influence. Younger children may be subject to a greater amount of parental intervention and may be more influenced.

The symbolic or television influence was the least influential. Most of the correlations were low (less than .10), although a few were relatively high (.28).

The pretest had indicated that we might expect differential impact of television characters on modes of conflict resolution. We were able to discriminate successfully between action/adventure and situation comedy characters on the basis of the five modes of conflict

resolution. Situation comedy characters were perceived by adolescents to be more likely to resolve conflict through verbal aggression, revenge and regression while action/adventure characters were perceived to be more likely to resolve conflicts through physical aggression. No significant difference was found between their use of pro-social modes. Unfortunately, the number of people in the pretest who indicated a pro-social character as their favorite was so low, no meaningful comparisons could be made.

When looking at the relationships between the favorite television character's use of modes of conflict resolution and ego's use of modes of conflict resolution, we find significant canonical variates when dealing with both the items and the clusters. The zero-order correlations between the television character scales and ego scales were positive and significant. Thus, a significant relationship was found in the pretest.

In terms of the survey administration, instead of favorite character's modes of conflict resolution we used participant viewing patterns. A cluster analysis of the viewing patterns of 59 dramatic and situation comedy shows produced four usable clusters: ABC action/adventure, CBS action/adventure, situation comedy and pro-social. The zero-order correlations

between viewing patterns and the modes of conflict resolution provided mixed support for the hypotheses.

The two action/adventure clusters showed differential impact on the various modes of conflict resolution. Neither action/adventure viewing cluster was significantly negatively correlated with the pro-social mode of conflict resolution. The ABC action/ adventure cluster was significantly and positively correlated with physical aggression and revenge with a stranger, and physical aggression, verbal aggression and revenge with a friend. This partially supports the hypothesis of a positive relationship between viewing these shows and the use of anti-social modes of conflict resolution. The CBS action/adventure viewing cluster correlates significantly and positively with verbal aggression, regression and revenge when the conflict is with a stranger and correlates significantly and positively with physical aggression and regression when dealing with a friend. Thus, differences appear in the correlations between the two action/adventure clusters and the modes of conflict resolution. The ABC action/adventure cluster appears to be more supportive of the hypothesis that action/adventure shows are positively related to the use of anti-social modes of conflict resolution (particularly physical aggression). The CBS action/adventure cluster indicates that the

hypothesis is not supported in terms of pro-social modes of conflict resolution (positive correlation is found); however, it does correlate in the predicted direction when dealing with some of the anti-social modes of conflict resolution, but with different ones than the ABC action/adventure cluster.

The situation comedy viewing cluster appears to be one of the better socialization influences. It correlates significantly and negatively with the use of physical aggression with a stranger and negatively (but not significantly) with the use of physical aggression with a friend. It correlates significantly and positively with the pro-social mode with both stranger and friend. The only anti-social mode it correlates with significantly and positively is regression with stranger and friend.

The pro-social viewing cluster has the weakest correlations with the modes of conflict resolution. It has a weak negative correlation with the use of physical aggression with a stranger and a weak positive correlation with the pro-social mode of conflict resolution with a stranger. It correlates significantly and positively with regression with a stranger and with pro-social and regression with a friend.

The impact of television on modes of conflict resolution may be affected by three influences: the

access the adolescent has to TV programming, mixed view-
ing patterns, and different indicants of TV influence.
The t-test results indicated that significant differences
existed between the frequency of viewing TV shows (par-
ticularly ABC) and adolescents who had cable TV at home
and those who didn't. We might expect that the impact
of television would be different for those who had
cable and those who didn't due to the expanded program
offerings. In order to examine this relationship,
separate correlations were done between the viewing
clusters and modes of conflict resolution for cable and
non-cable participants. Significance tests were com-
puted between the two correlations in order to see if
the relationship is the same.

Table 24A indicates that the relationships between
the ABC action/adventure cluster and modes of conflict
resolution are slightly stronger for cable participants
than non-cable participants in seven of the ten correla-
tions although none are significant at $p < .05$. Of the
ten correlations for the cable participants, five are
significant at $p < .05$; of the ten correlations for
non-cable participants, five were also significant at
$p < .05$.

In terms of the hypothesis, studying the cable
and non-cable participants separately yields similar
results as the entire sample: a positive relationship

TABLE 24A.—Significance of Difference Between Correlations of ABC
Action/Adventure Programs and Modes of Conflict Resolu-
tion With Stranger and Friend for Respondents with Cable
TV and Respondents Without Cable TV.

Mode of Conflict Resolution	Respondents With Cable TV r	Respondents Without Cable TV r	z
Verbal aggression with stranger	.0880	.0357	.4685
Pro-social with stranger	.0702	-.0695	1.2485
Physical aggression with stranger	.2351*	.1425†	.8563
Regression with stranger	.0722	-.1336†	1.8446°
Revenge with stranger	.2186*	.0836	1.2331
Verbal aggression with friend	.1587†	.1506†	.0737
Pro-social with friend	.0173	-.1201°	1.2236
Physical aggression with friend	.3443*	.1607†	1.7459°
Regression with friend	.0610	-.0753	1.2128
Revenge with friend	.3314*	.2539*	.7522
Mean	14.5	13.3	
Standard Deviation	5.8	5.3	

* = p < .01
† = p < .05
° = p < .10

with physical aggression and revenge with stranger (a
stronger relationship for cable participants) and a nega-
tive relationship with regression with stranger (a
stronger relationship for non-cable participants).
Positive relationships were found with verbal aggres-
sion, physical aggression and revenge with friend (a
stronger relationship for cable participants).

For the CBS action/adventure cluster correla-
tions with modes of conflict resolution, nine of ten
correlations are greater for cable participants than
non-cable participants (see Table 24B). Only two of
the ten correlations are significantly different. The
CBS action/adventure correlations with regression and
revenge with stranger are significantly greater for
cable participants than non-cable participants. Seven
of the ten correlations for cable participants were
significant at $p < .05$; none of the non-cable correla-
tions reached this level.

The correlations between the CBS action/
adventure cluster and modes of conflict resolution for
cable and non-cable participants are fairly consistent
with the correlations for the total sample: a positive
correlation with verbal aggression, regression, revenge
and pro-social with stranger (a stronger relationship is
found for cable participants). The CBS action/adventure
cluster is also positively correlated with pro-social,

TABLE 24B.--Significance of Difference Between Correlations of CBS
Action/Adventure Programs and Modes of Conflict Resolu-
tion With Stranger and Friend for Respondents With Cable
TV and Respondents Without Cable TV.

Mode of Conflict Resolution	Respondents With Cable TV r	Respondents Without Cable TV r	z
Verbal aggression with stranger	.1316†	.0375	.8463
Pro-social with stranger	.1599†	.0803	.7211
Physical aggression with stranger	.1037°	-.0118	1.0324
Regression with stranger	.2640*	.0296	2.1487†
Revenge with stranger	.2251*	-.0190	2.2100†
Verbal aggression with friend	.0505	.0985	.4289
Pro-social with friend	.1678†	.1073°	.5471
Physical aggression with friend	.1326†	.0746	.5202
Regression with friend	.2787*	.0892	1.7486°
Revenge with friend	.0527	.0364	.1449
Mean	13.7	14.0	
Standard Deviation	4.9	4.6	

* = p < .01
† = p < .05
° = p < .10

physical aggression and regression with friend (a stronger correlation is found for cable participants). The non-cable participants have a stronger relatinship between CBS action/adventure programs and verbal aggression with friends than do the cable participants.

For the pro-social viewing cluster and the modes of conflict resolution, five of the ten correlations are greater for cable participants than non-cable participants (see Table 24C); though none of the differences are significant at p < .05. For the cable participants none of the correlations are significant at p < .05. Three of the non-cable correlations are significant at p < .05.

Pro-social show correlations for cable and non-cable participants are fairly consistent with the total sample. They are negatively correlated with verbal aggression with stranger (a stronger relationship for cable participants) and negatively correlated with revenge with stranger (a stronger relationship for non-cable participants). They are positively correlated with regression with stranger (a stronger relationship for non-cable participants) and pro-social with stranger (both cable and non-cable participants show nearly the same degree of correlation). Pro-social TV viewing is positively correlated with the pro-social mode of conflict resolution and revenge with a friend (a stronger

TABLE 24C.--Significance of Difference Between Correlations of Family
Pro-Social Programs and Modes of Conflict Resolution With
Stranger and Friend for Respondents with Cable TV and
Respondents Without Cable TV.

Mode of Conflict Resolution	Respondents With Cable TV r	Respondents Without Cable TV r	z
Verbal aggression with stranger	-.1095°	-.0544	.4950
Pro-social with stranger	.0926	.0879	.0423
Physical aggression with stranger	-.0008	-.0654	.5764
Regression with stranger	.0653	.1613†	.8684
Revenge with stranger	.0540	-.1316†	1.6609
Verbal aggression with friend	-.0097	.1029°	1.0035
Pro-social with friend	.1222°	.0682	.4834
Physical aggression with friend	.0465	.0461	.0035
Regression with friend	.0631	.1361†	.6554
Revenge with friend	.1221°	.0432	.7050
Mean	16.5	16.7	
Standard Deviation	6.3	6.3	

* = p < .01
† = p < .05
° = p < .10

relationship for cable participants). Pro-social view-
ing is also positively correlated with regression with
a friend (a stronger relationship with non-cable
participants).

For situation comedies, six of the ten correla-
tions are greater for cable than non-cable participants
(see Table 24D). One significant difference is found
but it is in the opposite direction; the correlation
between situation comedy viewing and physical aggression
with a stranger is significantly (p < .05) stronger for
non-cable participants than cable participants. Four of
the cable correlations are significant at p < .05; five
of the non-cable correlations are significant at p < .05.

The cable/non-cable breakdown for the situation
comedy cluster is pretty much the same as the total
sample: there is a positive correlation with pro-
social and regression with stranger (correlations fairly
similar for cable and non-cable participants). Situation
comedy viewing is negatively correlated with physical
aggression with stranger (a stronger relationship for
non-cable participants). This cluster is positively
correlated with pro-social and regression with a friend
(correlations are nearly the same for cable and non-
cable participants). Situation comedy viewing is nega-
tively correlated with physical aggression with a friend
(a stronger relationship for non-cable participants).

TABLE 24D.--Significance of Difference Between Correlations of Situ-
ation Comedy Programs and Modes of Conflict Resolution
With Stranger and Friend for Respondents With Cable TV
and Respondents Without Cable TV.

Mode of Conflict Resolution	Respondents With Cable TV r	Respondents Without Cable TV r	z
Verbal aggression with stranger	.0625	-.0368	.8869
Pro-social with stranger	.1909*	.1635†	.2525
Physical aggression with stranger	.0184	-.2211*	2.1669†
Regression with stranger	.2187*	.2343*	.1467
Revenge with stranger	.1041°	-.0967	1.7951°
Verbal aggression with friend	.0620	-.0049	.5950
Pro-social with friend	.2136*	.2111*	.0232
Physical aggression with friend	-.0398	-.1040°	.5725
Regression with friend	.2586*	.2809*	.2137
Revenge with friend	.1280°	-.0180	1.3010
Mean	21.0	20.5	
Standard Deviation	7.1	7.3	

* = p < .01
† = p < .05
° = p < .10

Cable TV affects the relationship between TV program viewing clusters and the modes of conflict resolution significantly in three cases; four other comparisons approach significance (p < .10). Although few comparisons of the 40 are significant, many show different, but not significantly different, relationships for the two groups. Therefore, cable TV affects the relationship, but not significantly.

A second influence on the television cluster correlation with modes of conflict resolution deals with mixed viewing patterns. It is possible that people who are high viewers of one of the clusters are also high viewers of the other clusters. This mixed viewing may provide a leveling affect of the television content. People who are high viewers of media may not discriminate among the various contents and their differential impact. Thus, by testing all viewers, ignoring whether they are high viewers or low viewers, may provide us with mixed results and low correlations.

Many of the viewing clusters were significantly correlated. The ABC action/adventure cluster was correlated with the pro-social viewing cluster at .34 (p < .001), with situation comedy at .06 (p < .135) and with CBS action/adventure at .28 (p < .001). The pro-social cluster was correlated with situation comedy cluster at .32 (p < .001) and with CBS action/adventure

cluster at .39 (p < .001). The situation comedy cluster was correlated with the CBS action/adventure cluster at .35 (p < .001).

Since the clusters are correlated to some degree, we might expect that the mixed viewing hypothesis is supported. A later analysis will investigate the viewing patterns separately.

The third influence that may have lessened the apparent impact of television programs on modes of conflict resolution is the particular indicant of media impact used. We asked people how often they viewed certain programs and then clustered their responses. This clustering process assumes that people see certain content in all of the programs. In other words, we assumed that viewing of the programs would increase or decrease the impact of program content we observed informally in the program types. This inference may not be a valid one.

In the pretest we found that the action/adventure characters and the situation comedy characters used different modes of conflict resolution but not in the exact direction we predicted. Situation comedy characters were significantly more likely to use such anti-social modes of conflict resolution such as verbal aggression, revenge and regression than action/adventure characters. There was no difference in their use of

pro-social. Action/adventure characters were signifi-
cantly more likely to use physical aggression than situ-
ation comedy characters.

In the pretest, when we correlated the favorite
television characters's perceived use of the modes of
conflict resolution with ego's use of modes of conflict
resolution, we got Pearson correlations in the same
degree of magnitude as parental discipline and peer use
(.47 to .60). Thus, when we asked specifically how
the person's favorite character would behave we found
higher correlations with ego's modes of conflict reso-
lution than when we used the viewing clusters. Thus,
the different operationalizations of media impact pro-
vided very different results. It would seem that the
more general operationalization introduces an unwar-
ranted assumption that all of the characters in a
cluster of programs are viewed entirely the same and
that each would contribute equally to the overall
influences.

The combined social learning theory observa-
tional influences produced significant multiple R's for
both pro- and anti-social modes of conflict resolution.
This indicates that these same social learning influ-
ences operate for both.

Sex differences.--We also investigated to see
if different modes of conflict resolution would exist

between the sexes. Differences were found; we could
successfully discriminate between the sexes on the
basis of their choice of modes of conflict resolution.
Males were consistently more likely to use physical
aggression, verbal aggression and revenge than females
who were consistently more likely to use regression and
pro-social behaviors than males. When comparing males
and females dealing with strangers, we found that males
were most likely to use verbal aggression, physical
aggression and revenge than females; however, females
were more likely to use pro-social behavior and regres-
sion than males. When comparing males and females
dealing with friends, we found that males were more
likely to use verbal aggression, physical aggression
and revenge than females. Again, we found that females
were more likely to use pro-social and regression than
males.

When males were dealing with strangers, they
were most likely to use verbal aggression, then physical
aggression, revenge, pro-social and regression. Females
dealing with strangers were most likely to use verbal
aggression, then pro-social, regression, revenge and
physical aggression.

When males were dealing with friends they were
most likely to use verbal aggression, then pro-social,
physical aggression, revenge and regression. When females

were dealing with friends they were most likely to use pro-social, then verbal aggression, regression, revenge and physical aggression.

In terms of socialization, sex differences still appear to be an important determinant of modes of conflict resolution. It might be interesting to see how this relationship holds for younger age groups; we could then determine the first differences that occur, and when they occur.

Further, we might examine the differences between adult males and females. It would be interesting to see if males become less aggressive as they age and women become more aggressive. Perhaps at some age, the point is reached at which males and females are not significantly different on the modes of conflict resolution.

These sex differences raise an important point about socialization: Is it possible that sex differences are due primarily to differential socialization? It is possible that due to different forms of discipline and peer behavior, boys are likely to be more aggressive than females. Research by Sears, Maccoby, and Levin (1957) found that identification with parent, chief punisher parent and form of punishment produced aggression in children. Girls showing the greatest proportion of aggression with doll-playing were ones who strongly identified with punitive mothers and who lived in

households where the mother was the usual punisher. For boys, high identification with the father when the father was the usual punisher produced the strongest aggressive doll-play. In other words, a combination of factors may interact to produce aggression in males and females. Certainly, these variables should be investigated further.

Contextual differences.--The final social learning theory variable investigated was context. Using Miller and Steinberg (1975) as a basis we differentiated between conflicts between strangers (noninterpersonal) and conflicts between friends (interpersonal). The results were interesting. When dealing with a stranger the most frequently used mode of conflict resolution was verbal aggression, then pro-social, regression, revenge and physical aggression. We had expected that pro-social would have been used later. When dealing with a friend the most frequently used mode of conflict resolution was pro-social, then verbal aggression, regression, revenge and physical aggression.

Thus, the order of use of the modes was not substantively different between conflicts with friends or strangers. (Verbal aggression ranked first with stranger and pro-social ranked second; that order was reversed for conflicts with a friend.)

When comparing the use of the modes of conflict resolution between the two types of conflicts we did find some predicted differences. Conflicts between strangers were more likely to be resolved by verbal aggression, revenge and physical aggression than conflicts between friends. Conflicts between friends were more likely to be resolved through pro-social and regression than conflicts between strangers.

Indeed, the rationale of the importance of the interpersonal relationships seems to have some support. However, the stranger conflict also merits some discussion. We may find no significant differences in the rank ordering for two different reasons. Conflict with a stranger may require caution; the person does not know the stranger or what the stranger is trying to do. This situation may require caution in order to avoid falsely accusing or to protect oneself from harm. Thus, the pro-social mode of conflict resolution is relatively high in the rank ordering and physical aggression last. When dealing with a friend we can more accurately predict behavior; we know what he is capable of doing and would be more likely to talk with him about what he is doing. Thus, similar rank orderings are found but they may exist for different reasons.

Now that we have evidence that social learning theory can predict both pro- and anti-social modes of

conflict resolution, we must address another important
theoretical issue: what explains the remaining
variance?

The multiple R's using the observational influ-
ences as predictor variables explained between 34 per-
cent to 49 percent of the variance in the modes of con-
flict resolution. Obviously, a good deal of variance is
left unaccounted for. The amount of variance unexplained
could result from several sources. First, measurement
error may account for part of the loss. Reliabilities
were computed for the reduced clusters and most were
high (alpha greater than .70). While these alphas were
accepted as adequate, they might be improved through
further development of the instrument.

Second, this study focused on the perceived use
of modes of conflict resolution by peers, parents and
television characters. This choice may have introduced
more error into the system. A person's perceptions may
not totally incoporate the actual behavior of the sig-
nificant others. Thus, the impact of the significant
other may not be fully assessed.

Third, the study ignored an area of importance
in determining habit formation: reinforcement for the
behavior. To the extent that a person feels he has been
rewarded for using a given mode of conflict resolution,
he will tend to use that mode of conflict resolution.

Children who are praised for physical aggression tend to be more aggressive than children who receive no reinforcement (Patterson, Ludwig and Sonoda, 1961). Adults commended for punitive actions against another become progressively more aggressive, whereas nonreinforced adults show a low level of aggression (Staples and Walters, 1964; Geen and Stonner, 1971). Furthermore, reinforced aggression can enhance other forms of aggression as well (Loew, 1967; Geen and Pigg, 1970). Perhaps a measure of perceived success or reinforcement from others in using a mode of conflict resolution in the past would have increased the amount of variance explained in both pro- and anti-social modes of conflict resolution.

Finally, this study chose to look at social learning influences and ignore physiological explanations. Research on physiological causes of aggression is very interesting (see Moyer, 1973). Brain activity has been correlated with aggressive behavior (Sem-Jacobsen and Torkildsen, 1960; Sem-Jacobsen, 1966; Ervin, Mark and Stevens, 1969; and Mark and Ervin, 1970). One of the more dramatic studies was conducted by King (1961): a mild-mannered woman became verbally aggressive and threatened physical aggression when stimulated electrically in the amygdala. When the electronic stimulation stopped, she returned to her nonaggressive state.

The aggression could be produced or reduced through the electronic stimulation.

While such studies are not a common focus in communication, they may be an important area from which aggressive behavior or perhaps pro-social behavior may be studied.

Theoretically, the study produced some interesting issues. The applicability of the modes of conflict resolution to pro- and anti-social categorization is demonstrated. Both the pro- and anti-social modes of conflict resolution could be predicted by the social learning theory. Sex differences also seemed to be an important influence.

Future Research Issues

Six important research questions are generated from this study.

The first question is: Can the paper and pencil test for modes of conflict resolution be tied to other behavioral indications of pro- and anti-social modes of conflict resolution? One of the limitations of this research is the use of a paper and pencil test for aggression or nonaggression. Kaufmann (1970) argues that we suffer from an ethic which requires us to pay lip service to pro-social forms of conflict resolution while behaving anti-socially. If this is true, we may

not have a completely accurate picture of modes of con-
flict resolution in this study. One way to attempt to
see how accurate we are is to do a known groups analysis.
By seeking out two groups generally thought to differ in
their modes of conflict resolution and getting their
responses on the questionnaire, we can attempt to see
how well the instrument will discriminate between them.
For example, we might choose to collect data from reform
school adolescents and those about to enter the ministry.
By performing a discriminant analysis on their responses
we could find important differences on the use of physical
and verbal aggression, pro-social, regression and
revenge. A less blatant discrimination might be done
by discriminating between communication majors and
physical education majors.

The second research question is: Is there a time
sequence or pattern involved in the use of modes of con-
flict resolution? This research asked subjects to
indicate how likely they would use each of the 20
strategies; this type of question ignored whether a time
structure existed. For example, a person's first
response to a conflict may be to use physical aggression
to resolve it, whereas the second response may be to
use a pro-social strategy. We all know people who tend
to "fly off the handle," others who "keep their cool" and
still others who just "simmer." Each of these types of

people differ only to the extent that they tend to use one strategy first and later resort to another. It would be useful to sequence the use of modes of conflict resolution over time in an interaction and also in a relationship. People who have been in a relationship for a long time may use a different sequence of modes than people who are just starting a relationship.

The third research question is: Is there a difference between the influence of perceived use of modes of conflict resolution by significant others and the real use of modes of conflict resolution by significant others? This question arises for several of the significant others. Sometimes children perceive that their parents use harsh modes of discipline with them when they don't. People in youth gangs often perceive that their gang is tough or aggressive when it isn't. Television programs which contain limited violence may be categorized as violent because of the show type.

If a significant other is perceived to be violent because of cultural or group expectations, the influence of the significant other should be violent regardless of the significant other's actual behavior. This raises a number of practical issues. If a television program is perceived to be violent and correlates highly with violent modes of conflict resolution even though it actually is not violent, what do we do to curb its influence? Can

we justifiably require the program to decrease the violence when it may contain very little? The same could be true of parents or peers. Such questions are difficult but interesting and should be pursued.

The fourth question is: What socialization influences affect the sex differences in the modes of conflict resolution? This study found sex differences in choice and use of modes of conflict resolution. It might be interesting, using the social learning model, to find what influences are different for males and females. We might predict that males receive different modes of discipline and belong to different kinds of groups and watch different television shows. Each of these could contribute to sex differences.

The discriminant analysis would indicate on a per subject basis which subjects were correctly placed into their sex group on the basis of mode of conflict resolution. By identifying the person incorrectly placed into their sex group, we could perform a deviant case analysis to determine what makes them different in terms of socialization.

The fifth research question is: Will the social learning process for pro- and anti-social modes of conflict resolution remain the same across age groups? If we assume that people develop their moral systems through stages (Piaget, 1932), we might expect that moral

affinities toward modes of conflict resolution will also develop through stages. The decision to use a mode of conflict resolution may differ depending upon the stage the person is in. Furthermore, the degree of control placed upon the person may differ. Small children may be given stringent warnings by their parents about using certain modes of conflict resolution. While they realize that it may be wrong to use a given mode of conflict resolution they may find the warning contradicted by their parents' use of the same mode of conflict resolution. Thus, we may find different influences operating on a person throughout his stages of cognitive development. A comparative study across several age groups is needed.

A final research question is: What other contextual influences affect a person's use of modes of conflict resolution? This study looked at the relationships with the person in the conflict. We left the missing object undifferentiated. The object may be an important determinant of what modes of conflict resolution will be used. Tangible objects (as implied in this study) may require different forms of conflict resolution than more abstract objects (such as love or trust). Furthermore, we might differentiate between relational objects (love, trust) and individual objects (privacy).

These objects may be very important in the context and
further research should investigate such influences.

Practical Issues

The practical applications from this study are
derived from the observational influences on adolescent
use of modes of conflict resolution.

The results suggest that the television view-
ing patterns are the weakest of the observational
influences on adolescent use of modes of conflict reso-
lution. Perhaps TV is more important at earlier stages
of development, but it appears to be of little concern
when dealing with adolescents. Of all the television
programs, the ABC action/adventure shows seem to produce
the most consistent anti-social responses. Viewing
these shows correlates significantly with such anti-
social modes of conflict resolution as verbal aggression,
physical aggression and revenge. The CBS action/
adventure shows correlate with some anti-social modes
of conflict resolution as well; however, they seem to
be less harmful than the ABC action/adventure cluster.
The CBS cluster correlates with pro-social forms of
conflict resolution and with one of the less anti-social
forms of conflict resolution (regression). These data
would indicate that if one wishes the adolescents to
watch action/adventure shows, the CBS action/adventure

shows are least harmful and have some beneficial influence at least for cable viewers.

The situation comedies appear to be beneficial; they are positively correlated with the pro-social mode of conflict resolution and negatively correlated with physical aggression. They do, however, correlate positively with regression which is slightly less anti-social than other forms of conflict resolution.

The pro-social programs have very little impact. They do correlate with the pro-social mode of conflict resolution but not as strongly as CBS action/adventure shows or situation comedies. The pro-social shows are also correlated with regression.

The overall suggestion is that the adolescent seems to be better off watching situation comedies, pro-social programs or at least CBS action/adventure shows.

The viewing patterns seem to have little impact on the modes of conflict resolution based on their correlations. A parent should not be concerned about the total viewing of the show types but might be more concerned about the favorite television character.

The favorite television character's perceived modes of conflict resolution was a strong influence on the adolescent's use of the mode of conflict resolution. The action/adventure characters were perceived to use

physical aggression more than situation comedy charac-
ters. Given this difference one might be concerned as
to who the adolescent's favorite character is, or set of
TV characters. From these data we cannot say which type
of favorite character had the greatest impact on the
modes, but we can say in general that the favorite
character was related to each mode of conflict resolu-
tion used by ego.

It should be noted that perceived parental
reinforcement of certain television shows seems to have
a weak but steady impact on the adolescent's acceptance
of the program's content. This variable did not signifi-
cantly increase the impact of a program, although some
increase could be attributed to it. Parental interven-
tion is likely to be more important for younger age
groups.

In terms of perceived parental discipline, the
study suggests that parents should attempt to use pro-
social modes of discipline with the adolescent. While
their influence is not as great as the peers, it still
can be an important determinant of behavior. Discussion
of problems and empathy still appear to be more desirable
than physical or verbal aggression.

However, the most important practical applica-
tion issue deals with peers; the results of the study
indicate that perceived peer use of modes of conflict

resolution is the most important influence. Furthermore, when the adolescent is in a conflict with a friend he is more likely to use pro-social forms of conflict resolution than when he is in a conflict with a stranger.

Peer groups appear to be a very important means of instilling pro-social modes of conflict resolution and often anti-social modes of conflict resolution. Short (1968) found that skills in fighting and aggressiveness were a road to social status and recognition in juvenile groups. The question remains: Will skills in pro-social modes of conflict resolution also be rewarded. The results of this study suggest that people with friends who use pro-social forms of conflict resolution will themselves use pro-social forms of conflict resolution.

Furthermore, we correlated the number of high school group affiliations and the modes of conflict resolution and found some interesting results. Table 25 presents the correlations. The number of group affiliations correlated positively with the pro-social mode of conflict resolution and regression with a stranger. The number of group affiliations correlated negatively with physical aggression and revenge with a stranger. The number of group affiliations correlated positively with pro-social and regression with a friend and

TABLE 25.--Correlations Between Number of High School Group Affiliations and Modes of Conflict Resolution With Stranger and Friend.

	Verbal Aggression	Pro-Social	Physical Aggression	Regression	Revenge
Stranger					
Number of high school group affiliations	$r = .0695$ $p < .106$	$r = .1624$ $p < .002$	$r = -.1721$ $p < .001$	$r = .1751$ $p < .001$	$r = -.0731$ $p < .095$
Friend					
Number of high school group affiliations	$r = -.0714$ $p < .100$	$r = .2521$ $p < .001$	$r = -.1500$ $p < .003$	$r = .1333$ $p < .008$	$r = -.1545$ $p < .003$

negatively with physical aggression, verbal aggression
and revenge with a friend.

These results are very encouraging. The people
who belong to many school groups tend to demonstrate
more pro-social forms of conflict resolution and less
anti-social forms of conflict resolution. The people
who are not very active in school organizations are
more likely to demonstrate anti-social forms of conflict
resolution and less pro-social forms of conflict reso-
lution.

While these results are encouraging, they should
be viewed with some caution. It may be that people
already prone to use pro-social modes of conflict reso-
lution self-select themselves into school activities
and vice versa. It can be suggested that peer groups
may prove to be an important means to instill pro-social
modes of conflict resolution in the adolescent.

APPENDICES

APPENDIX A

INSTRUMENT DEVELOPMENT

QUESTIONNAIRE

APPENDIX A

INSTRUMENT DEVELOPMENT QUESTIONNAIRE

Introduction

Did you know that 98 of every 100 homes in the United States have a television set? Did you know that 40 of every homes have more than one television set? About two of every three homes have color television sets. It is not surprising that watching television is a major way we spend our waking hours. High school students watch four hours of television per day. Because young people are watching television quite a bit, an interesting question arises: What do young people think about television shows and television characters? This study will try to find out how you think television characters act in different situations. If we find out what you think about television then we can start figuring out how important television is in our lives.

Think about the television you watch. What do you see on television? Who do you like to watch? How often do you watch TV? Think of your answers to these questions as you fill out this questionnaire. First, think about your favorite TV shows.

1. What are your favorite television shows?

   _____   _____

   _____   _____

   _____   _____

2. Who are your favorite television characters?

   _____   _____

   _____   _____

   _____   _____

3. Who is your most favorite television character who appears on a dramatic or comedy series?

   _____

4. What series does your most favorite television character appear on?

      _____

5. How often do you watch the program your favorite character appears on?

        _____ Every week

        _____ Almost every week

        _____ Once or twice a month

        _____ Less than once a month

Now think about how your favorite television character behaves. Does your favorite television character seem peaceful or violent? Is your favorite television character seemingly friendly or unfriendly? Imagine that someone took something very important from your favorite television character on one of the shows. How would your favorite television character treat that person? There are a large number of ways persons use to get others to do something. We are interested in knowing how likely your favorite television character would be to use certain ways of handling other people. On the next pages you will find a large number of ways that people do handle other people. We would like you to tell us how likely your favorite television character would use each way. For example, if someone took something from your favorite television character, the character might respond by hitting that person.

	Very Likely	Quite Likely	Somewhat Likely	Somewhat Unlikely	Quite Unlikely	Very Unlikely
If you think the character would be "very likely" to hit the person then place an X in the blank column underneath "Very Likely."	X					
My favorite character would hit the person.						
If you think the character is "very unlikely" to hit the other person put an X in the column underneath "Very Unlikely."						X
My favorite character would hit the person.						
If you think the character is "quite likely" to hit the person put an X in the column underneath "Quite Likely."		X				
My favorite character would hit the person.						
If you think the character is "quite unlikely" to hit the person put an X in the column underneath "Quite Unlikely."					X	
My favorite character would hit the person.						

	Very Likely	Quite Likely	Somewhat Likely	Somewhat Unlikely	Quite Unlikely	Very Unlikely
If you think the character is "somewhat unlikely" to hit the person put an X in the column underneath "Somewhat Unlikely."						
My favorite character would hit the person.				X		
If you think the character is "somewhat likely" to hit the person put an X in the column underneath "Somewhat Likely."						
My favorite character would hit the person.			X			

Imagine that you are watching your favorite television character. On this show someone takes something very important from your favorite character without his or her permission. How likely would your favorite television character do each of the following?

How likely would your favorite character	Very Likely	Quite Likely	Somewhat Likely	Somewhat Unlikely	Quite Unlikely	Very Unlikely
1. Shout at the person.						
2. Talk to the person about why he/she took the object.						
3. Hit the person.						
4. Cry.						
5. Ignore the fact that the person took the object.						
6. Forgive the person for taking the object.						
7. Tell someone that the person took the object.						
8. Kick the person.						

How likely would your favorite character?	Very Likely	Quite Likely	Somewhat Likely	Somewhat Unlikely	Quite Unlikely	Very Unlikely
9. Argue with the person.						
10. Try to persuade the person to give it back.						
11. Pout.						
12. Run away from the problem.						
13. Feel sorry for the person.						
14. Shove the person.						
15. Ask someone what to do.						
16. Threaten to hurt the person unless he/she gives it back.						
17. Plead with the person to give it back.						
18. Think about what to do.						
19. Let the person have the object.						
20. Try to help the person reform.						
21. Ask other people to help get the object back.						
22. Shoot the person.						
23. Trick the person into giving it back.						
24. Be honest with the person about giving it back.						
25. Not know what to do.						
26. Get drunk.						
27. Turn other persons against the person who took the object.						

How likely would your favorite character	Very Likely	Quite Likely	Somewhat Likely	Somewhat Unlikely	Quite Unlikely	Very Unlikely
28. Take something from the person who took the object.						
29. Take the object back from the person.						
30. Cheat the person who took the object.						
31. Try to make the person feel guilty about taking the object.						
32. Worry about what to do.						
33. Take a pill.						
34. Destroy something that the person has.						
35. Insult the person.						
36. Offer to give the person something if he/she gives it back.						
37. Hate the person.						
38. Chase the person away.						
39. Lie to the person.						
40. Pray that the object will be returned.						
41. Feel guilty that someone was able to take the object away.						
42. Stab the person.						
43. Punish the person.						
44. Joke about the person taking the object.						

Now let's change things. Imagine that you are the person from whom something has been taken. How would you go about handling the situation? We want to know how likely you would be to use each of these ways in handling the situation. Forget about your favorite television character. Tell us how you think you would handle the following situation.

It is after school and you are at your locker. You walk away from your locker and you see someone take something that is very important to you from the locker. The person puts it under a coat and walks rapidly away with it. How likely would you do the following things to handle the person who took the object?

How likely would you:	Very Likely	Quite Likely	Somewhat Likely	Somewhat Unlikely	Quite Unlikely	Very Unlikely
1. Shout at the person						
2. Talk to the person about why he/she took the object.						
3. Hit the person.						
4. Cry.						
5. Ignore the fact that the person took the object.						
6. Forgive the person for taking the object.						
7. Tell someone that the person took the object.						
8. Kick the person.						
9. Argue with the person.						
10. Try to persuade the person to give it back.						
11. Pout.						
12. Run away from the problem.						
13. Feel sorry for the person.						

How likely would you:	Very Likely	Quite Likely	Somewhat Likely	Somewhat Unlikely	Quite Unlikely	Very Unlikely
14. Shove the person.						
15. Ask someone what to do.						
16. Threaten to hurt the person unless he/she gives it back.						
17. Plead with the person to give it back.						
18. Think about what to do.						
19. Let the person have the object.						
20. Try to help the person reform.						
21. Ask other people to help get the object back.						
22. Shoot the person.						
23. Trick the person into giving it back.						
24. Be honest with the person about giving it back.						
25. Not know what to do.						
26. Get drunk.						
27. Turn other persons against the person who took the object.						
28. Take something from the person who took the object.						
29. Take the object back from the person.						
30. Cheat the person who took the object.						
31. Try to make the person feel guilty about taking the object.						

How likely would you:

	Very Likely	Quite Likely	Somewhat Likely	Somewhat Unlikely	Quite Unlikely	Very Unlikely
32. Worry about what to do.						
33. Take a pill.						
34. Destroy something that the person has.						
35. Insult the person.						
36. Offer to give the person something if he/she gives it back.						
37. Hate the person.						
38. Chase the person away.						
39. Lie to the person.						
40. Pray that the object will be returned.						
41. Feel guilty that someone was able to take the object away.						
42. Stab the person.						
43. Punish the person.						
44. Joke about the person taking the object.						

We would like to know a few things about you . . .

Sex: ____Male   ____Female

Age: _____

Year in school:

    ____Sophomore   ____Junior   ____Senior

How many brothers and sisters do you have? _____

How many brothers and sisters are older?   _____

            How many are younger? _____

What clubs or oganizations do you belong to at North?

_____   _____

_____   _____

APPENDIX B

INSTRUMENT DEVELOPMENT CORRELATION

MATRIX FOR TV CHARACTER'S MODES

OF CONFLICT RESOLUTION

APPENDIX B

INSTRUMENT DEVELOPMENT CORRELATION

MATRIX FOR TV CHARACTER'S MODES

OF CONFLICT RESOLUTION

Key

Variable 1 = Shout at the person.
2 = Talk to the person about why he/she took the object.
3 = Hit the person.
4 = Cry.
5 = Ignore the fact that the person took the object.
6 = Forgive the person for taking the object.
7 = Tell someone that the person took the object.
8 = Kick the person.
9 = Argue with the person.
10 = Try to persuade the person to give it back.
11 = Pout.
12 = Run away from the problem.
13 = Feel sorry for the person.
14 = Shove the person.
15 = Ask someone what to do.
16 = Threaten to hurt the person unless he/she gives it back.
17 = Plead with the person to give it back.
18 = Think about what to do.
19 = Let the person have the object.
20 = Try to help the person reform.
21 = Ask other people to help get the object back.
22 = Shoot the person.
23 = Trick the person into giving it back.
24 = Be honest with the person about giving it back.
25 = Not know what to do.
26 = Get drunk.
27 = Turn other persons against the person who took the object.
28 = Take something from the person who took the object.

Variable 29 = Take the object back from the person.
        30 = Cheat the person who took the object.
        31 = Try to make the person feel guilty about taking the object.
        32 = Worry about what to do.
        33 = Take a pill.
        34 = Destroy something that the person has.
        35 = Insult the person.
        36 = Offer to give the person something if he/she gives it back.
        37 = Hate the person.
        38 = Chase the person away.
        39 = Lie to the person.
        40 = Pray that the object will be returned.
        41 = Feel guilty that someone was able to take the object away.
        42 = Stab the person.
        43 = Punish the person.
        44 = Joke about the person taking the object.
      501 = Revenge cluster sum.
      502 = Regression cluster sum.
      503 = Verbal aggression cluster sum.
      504 = Pro-social cluster sum.
      505 = Physical aggression cluster sum.

Note: 1. Computer program does not print decimal points. Interpret 22 as .22 and 2 as .02.
       2. Communality in the diagonals.

FACTOR INTERCORRELATIONS AND LOADING MATRIX,

COMMUNALITY IN THE DIAGONAL

APPENDIX C

INSTRUMENT DEVELOPMENT CORRELATION

MATRIX FOR EGO'S MODES OF

CONFLICT RESOLUTION

APPENDIX C

INSTRUMENT DEVELOPMENT CORRELATION MATRIX

FOR EGO'S MODES OF CONFLICT RESOLUTION

Key

Variable
1 = Shout at the person.
2 = Talk to the person about why he/she took the object.
3 = Hit the person.
4 = Cry.
5 = Ignore the fact that the person took the object.
6 = Forgive the person for taking the object.
7 = Tell someone that the person took the object.
8 = Kick the person.
9 = Argue with the person.
10 = Try to persuade the person to give it back.
11 = Pout.
12 = Run away from the problem.
13 = Feel sorry for the person.
14 = Shove the person.
15 = Ask someone what to do.
16 = Threaten to hurt the person unless he/she gives it back.
17 = Plead with the person to give it back.
18 = Think about what to do.
19 = Let the person have the object.
20 = Try to help the person reform.
21 = Ask other people to help get the object back.
22 = Shoot the person.
23 = Trick the person into giving it back.
24 = Be honest with the person about giving it back.
25 = Not know what to do.
26 = Get drunk.
27 = Turn other persons against the person who took the object.
28 = Take something from the person who took the object.
29 = Take the object back from the person.

Variable 30 = Cheat the person who took the object.
      31 = Try to make the person feel guilty about taking the object.
      32 = Worry about what to do.
      33 = Take a pill.
      34 = Destroy something that the person has.
      35 = Insult the person.
      36 = Offer to give the person something if he/she gives it back.
      37 = Hate the person.
      38 = Chase the person away.
      39 = Lie to the person.
      40 = Pray that the object will be returned.
      41 = Feel guilty that someone was able to take the object away.
      42 = Stab the person.
      43 = Punish the person.
      44 = Joke about the person taking the object.
     501 = Physical aggression/revenge cluster sum.
     502 = Regression cluster sum.
     503 = Pro-social cluster sum.
     504 = Verbal aggression cluster sum.

Note: 1. Computer program does not print decimal points. Interpret 22 as .22 and 2 as .02.
      2. Communality in the diagonals.

FACTOR INTERCORRELATIONS AND LOADING MATRIX,

COMMUNALITY IN THE DIAGONAL

APPENDIX D

SURVEY ADMINISTRATION

QUESTIONNAIRE

APPENDIX D

SURVEY ADMINISTRATION QUESTIONNAIRE

Introduction

Did you know that 98 of every 100 homes in the United States have a television set? Did you know that 40 of every 100 homes have more than one television set? About two of every three homes have color television sets. It is not surprising that watching television is a major way we spend our waking hours. High school students average four hours of television every day. Because young people are watching television quite a bit, an interesting question is: What do young people think about television characters? This study will try to find out what television shows you watch.

Think about the television you watch. What do you see on television? Who do you like to watch? How often do you watch TV? Think of your answers to these questions as you fill out this questionnaire.

Below are listed a number of television shows that are now on television. Put a check in the space beneath the response that best represents how often you watch the show.

How often do you watch:	Every time it's on	Most of the time it's on	Some of the time it's on	Not very often	Not at all
1. Six Million Dollar Man					
2. Kojak					
3. Mannix					
4. Rookies					
5. Gunsmoke					
6. Maude					
7. Rhoda					
8. Medical Center					
9. SWAT					
10. Caribe					
11. Happy Days					
12. Good Times					
13. MASH					
14. Hawaii Five-O					
15. Barnaby Jones					
16. Adam 12					
17. Police Story					
18. That's My Mama					
19. Get Christie Love					

How often do you watch:	Every time it's on	Most of the time it's on	Some of the time it's on	Not very often	Not at all
20. Cannon					
21. The Manhunter					
22. Little House on the Prairie					
23. Lucas Tanner					
24. Petrocelli					
25. Barney Miller					
26. Karen					
27. Streets of San Francisco					
28. Harry O					
29. The Waltons					
30. Movin' On					
31. Sunshine					
32. The Bob Crane Show					
33. Kolchak the Night Stalker					
34. Hot 1 Baltimore					
35. Odd Couple					
36. Baretta					
37. We'll Get By					
38. Sanford and Son					
39. Chico and the Man					
40. Rockford Files					
41. Policewoman					

How often do you watch:	Every time it's on	Most of the time it's on	Some of the time it's on	Not very often	Not at all
42. Kung Fu					
43. Emergency					
44. All in the Family					
45. The Jeffersons					
46. Mary Tyler Moore					
47. The Bob Newhart Show					
48. Gilligan's Island					
49. That Girl					
50. Hogan's Heroes					
51. The Andy Griffith Show					
52. The Untouchables					
53. Star Trek					
54. Mod Squad					
55. The FBI					
56. Bewitched					
57. Ironside					
58. Marcus Welby					
59. Name of the Game					

Imagine that someone has taken something from you. This is a frequent situation on TV shows. How would you go about handling the situation? We want to know how likely you would be to use each of these ways in handling the situation.

It is after school and you are at your locker. You walk away from your locker and you see someone you don't know take something that is very important to you from the locker. The person puts it under a coat and walks rapidly away with it. How likely would you do the following things to handle the person who took the object?

How likely would you:	Very Likely	Quite Likely	Somewhat Likely	Somewhat Unlikely	Quite Unlikely	Very Unlikely
1. Shout at the person						
2. Talk to the person about why he/she took the object						
3. Hit the person						
4. Cry						
5. Get drunk						
6. Forgive the person for taking the object						
7. Cheat the person who took the object						
8. Kick the person						
9. Argue with the person						
10. Destroy something the person has						
11. Insult the person						
12. Hate the person						
13. Feel sorry for the person						
14. Pray that the object will be returned						
15. Ask someone what to do						

How likely would you:	Very Likely	Quite Likely	Somewhat Likely	Somewhat Unlikely	Quite Unlikely	Very Unlikely
16. Stab the person						
17. Plead with the person to give it back						
18. Shoot the person						
19. Trick the person						
20. Try to help the person reform						

Now let's change things. Imagine what one of your friends would do if someone took something important from him or her. How likely would your friend do each of the following?

How likely would your friend:	Very Likely	Quite Likely	Somewhat Likely	Somewhat Unlikely	Quite Unlikely	Very Unlikely
1. Shout at the person						
2. Talk to the person about why he/she took the object						
3. Hit the person						
4. Cry						
5. Get drunk						
6. Forgive the person for taking the object						
7. Cheat the person who took the object						
8. Kick the person						
9. Argue with the person						
10. Destroy something the person has						
11. Insult the person						

How likely would your friend?	Very Likely	Quite Likely	Somewhat Likely	Somewhat Unlikely	Quite Unlikely	Very Unlikely
12. Hate the person						
13. Feel sorry for the person						
14. Pray that the object will be returned						
15. Ask someone what to do						
16. Stab the person						
17. Plead with the person to give it back						
18. Shoot the person						
19. Trick the person						
20. Try to help the person reform						

1. How much do your parents have to say about what you watch on TV?

         _____   _____   _____
         a lot   a little   nothing at all

2. How much do your parents criticize what you watch on TV?

         _____   _____   _____
         a lot   a little   nothing at all

3. How much do your parents stop you from watching some shows?

         _____   _____   _____
         a lot   a little   nothing at all

4. How much do your parents talk about TV with you?

         _____   _____   _____
         a lot   a little   nothing at all

5. How much control do you have over what you watch on TV?

         _____   _____   _____
         a lot   a little   nothing at all

6. How many rules are there in your home about what you can watch on TV?

         _____   _____   _____
         a lot   a little   nothing at all

7. How much do you think your parents approve of shows like Mannix, Kojak and Hawaii Five-0?

Approve very much	Approve quite a bit	Approve	Disapprove	Disapprove quite a bit	Disapprove very much

8. How much do you think your parents approve of shows like The Waltons, Little House on the Prairie, and Lucas Tanner?

Approve very much	Approve quite a bit	Approve	Disapprove	Disapprove quite a bit	Disapprove very much

9. How much do you think your parents approve of shows like All in the Family, Sanford and Son, and Good Times?

Approve very much	Approve quite a bit	Approve	Disapprove	Disapprove quite a bit	Disapprove very much

TV shows often portray how parents and children get along. In fact, most of the shows deal with how parents raise their children. Think about one or more situations where you and your parents (mother or father) had a **strong** disagreement about something you were doing. In those situations, how **likely** would your mother or father deal with you by doing the following?

How likely would your parents:	Very Likely	Quite Likely	Somewhat Likely	Somewhat Unlikely	Quite Unlikely	Very Unlikely
1. Shout at you.						
2. Hit you or try to hit you						
3. Cry						
4. Forgive you for what you did						
5. Kick you						
6. Argue with you						
7. Feel sorry for you.						
8. Ask somewhat what to do about you						
9. Beg you to change						
10. Try to help you be a better person						
11. Trick you into agreeing with them						
12. Cheat you						
13. Destroy something of yours						
14. Hate you						
15. Punish you						

Now let's talk about something different. Imagine that your best friend took something from you. How would you go about handling the situation? We want to know how likely you would be to use each of these ways in handling the situation.

It is after school and you are at your locker. You walk away from your locker and you see your best friend take something that is very important to you from the locker. The person puts it under a coat and walks rapidly away with it. How likely would you do the following things to handle the person who took the object?

How likely would you:	Very Likely	Quite Likely	Somewhat Likely	Somewhat Unlikely	Quite Unlikely	Very Unlikely
1. Shout at the person						
2. Talk to the person about why he/she took the object						
3. Hit the person						
4. Cry						
5. Get drunk						
6. Forgive the person for taking the object						
7. Cheat the person who took the object						
8. Kick the person						
9. Argue with the person						
10. Destroy something the person has						
11. Insult the person						
12. Hate the person						
13. Feel sorry for the person						
14. Pray that the object will be returned						

How likely would you:	Very Likely	Quite Likely	Somewhat Likely	Somewhat Unlikely	Quite Unlikely	Very Unlikely
15. Ask someone what to do						
16. Stab the person						
17. Plead with the person to give it back						
18. Shoot the person						
19. Trick the person						
20. Try to help the person reform						

We would like to know a few things about you . . .

Sex: ____Male   ____Female

Age: _____

Year in school:

    ____Sophomore   ____Junior   ____Senior

How many brothers and sisters do you have? _____

How many brothers and sisters are older?   _____

              How many are younger? _____

How many clubs or oganizations do you belong to at North? _____

Generally, what grades do you get: ___ A
                                      ___ B+, A-
                                      ___ B
                                      ___ C+, B-
                                      ___ C
                                      ___ D+, C-
                                      ___ D or less

Do you have cable TV in your home? ___Yes   ___No

APPENDIX E

SURVEY ADMINISTRATION CORRELATION

MATRIX FOR TV VIEWING PATTERNS

SURVEY ADMINISTRATION CORRELATION

MATRIX FOR TV VIEWING PATTERNS

Key

Variable 1 = "Six Million Dollar Man'
2 = "Kojak"
3 = "Mannix"
4 = "Rookies"
5 = "Gunsmoke"
6 = "Maude"
7 = "Rhoda"
8 = "Medical Center"
9 = "SWAT"
10 = "Caribe"
11 = "Happy Days"
12 = "Good Times"
13 = "MASH"
14 = "Hawaii Five-0"
15 = "Barnaby Jones"
16 - "Adam 12"
17 = "Police Story"
18 = "That's My Mama"
19 = "Get Christie Love"
20 = "Cannon"
21 = "The Manhunter"
22 = "little House on the Prairie"
23 = "Lucas Tanner"
24 = "Petrocelli"
25 = "Barney Miller"
26 = "Karen"
27 = "Streets of San Francisco"
28 = "Harry O"
29 = "The Waltons"
30 = "Movin' On"
31 = "Sunshine"
32 = "The Bob Crane Show"
33 = "Kolchak the Night Stalker"
34 = "Hot L Baltimore"
35 = "Odd Couple"
36 = "Baretta"
37 = "We'll Get By"

Variable 38 = "Sanford and Son"
         39 = "Chico and the Man"
         40 = "Rockford Files"
         41 = "Policewoman"
         42 = "Kung Fu"
         43 = "Emergency"
         44 = "All in the Family"
         45 = "The Jeffersons"
         46 = "Mary Tyler Moore"
         47 = "The Bob Newhart Show"
         48 = "Gilligan's Island"
         49 = "That Girl"
         50 = "Hogan's Heroes"
         51 = "The Andy Griffith Show"
         52 = "The Untouchables"
         53 = "Star Trek"
         54 = "Mod Squad"
         55 = "The FBI"
         56 = "Bewitched"
         57 = "Ironside"
         58 = "Marcus Welby"
         59 = "Name of the Game"
        501 = ABC action/adventure cluster sum
        502 = Pro-social cluster sum
        503 = Situation comedy cluster sum
        504 = CBS action/adventure cluster sum
        505 = Syndicated situation comedy cluster sum
        506 = Unknown clumster sum
        507 = Minority situation comedy cluster sum

FACTOR INTERCORRELATION AND LOADING MATRIX.

COMMUNALITY IN THE DIAGONAL

	502	503	504	505	506	507
9	29	-5	23	25	25	14
10	21	-2	27	29	24	16
25	11	19	3	24	20	20
1	29	-7	24	21	37	19
28	38	19	36	32	45	25
36	28	22	19	22	31	26
4	47	12	13	27	50	17
53	11	10	16	35	27	12
33	13	4	12	21	23	4
52	22	15	21	50	42	11
17	54	15	32	34	41	31
27	39	16	37	44	48	23
42	23	4	28	42	38	19
18	19	27	22	25	48	34
34	12	31	10	24	26	22
26	31	35	23	33	34	29
59	42	29	36	49	64	20
23	65	32	27	31	34	29
24	66	27	28	29	41	29
31	61	37	24	25	46	30
43	65	22	44	34	46	36
22	55	26	33	41	41	26
30	61	16	42	39	34	36
32	49	39	17	23	29	30
41	59	27	38	29	50	42
40	55	25	46	22	34	43
16	57	26	48	39	35	34
8	47	48	45	32	48	26
11	35	23	13	31	29	25
47	34	72	27	40	27	24
46	33	77	27	42	34	28
45	20	70	20	31	33	40
7	47	70	33	35	49	32
44	17	64	26	34	26	35
6	35	67	36	36	45	34
13	35	51	23	33	16	33
37	39	52	23	29	30	28
35	23	44	25	51	34	23
12	38	53	32	34	31	47
15	44	27	79	44	47	32
20	37	30	77	44	41	29
3	42	38	74	42	42	34
2	29	29	60	29	29	19
14	41	28	59	33	23	31
21	36	13	50	40	25	24
5	34	30	65	41	26	27
48	18	34	25	65	35	19
51	27	40	34	63	40	29
50	25	25	35	58	41	22
55	34	21	37	52	63	21
29	46	38	47	45	44	22
49	35	40	25	51	57	20
19	40	34	30	39	54	29
58	51	38	25	47	69	26
56	35	41	26	69	69	30
57	39	22	44	45	61	28
54	47	26	34	55	62	23
38	43	49	37	36	39	89
39	59	44	41	35	41	89
501	53	28	44	62	71	39
502	100	52	59	55	70	58
503	52	100	44	59	53	52
504	59	44	100	61	52	44
505	55	59	61	100	94	40
506	70	53	52	84	100	45
507	58	52	44	40	45	100

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