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MOTIVATIONS BEHIND THE PUBLIC DISPLAY OF
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DHRUTI THANKI

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Major professor

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MOTIVATIONS BEHIND THE PUBLIC DISPLAY OF COMIC STRIPS

By

Dhruti Thanki

A THESIS

Submitted to
Michigan State University
in partial fulfillment of the requirements
for the degree of

MASTER OF ARTS

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ABSTRACT

MOTIVATIONS BEHIND THE PUBLIC DISPLAY OF COMIC STRIPS

By

Dhruti Thanki

The popularity of comic strips has prompted much
research into their appeal. However, little has been
done in terms of the uses and gratifications of comic
strips. This study specifically addressed the
motivations behind one's decision to publicly display
comic strips on one's door or walls. A survey was
administered to 81 students at Michigan State University.
Scales were constructed to measure the motivations of
identity expression, need for affiliation, affective need
for decoration, entertainment for others, and persuasion.
The question of why some people choose not to display was
also addressed. In addition to the survey, a
categorization analysis of comic strip display on doors
in the campus dormitories was included. The results show
that expression of identity was the most salient
motivation; however, more than one motivation was often
behind the decision to display. The relationships among
the motivations, as well as directions for further
research, are discussed.

To all lovers of comic strips.

ACKNOWLEDGMENTS

I would like to thank Dr. Charles Atkin, Dr. Bradley Greenberg, and Dr. Ronald Tamborini for their support throughout this project. They have shared with me their knowledge and experience, thus enabling me to gain a better understanding of the research process.

I would also like to thank John Sherry, who volunteered his personal time to help me with the various stages of this thesis.

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INTRODUCTION AND REVIEW OF LITERATURE

Introduction

Reading the comics is an important part of our daily routines. The comic section is one of the most widely read segments of the newspaper, yet relatively little research has been done on the comics' appeal. What exactly makes the funny pages so attractive? In addition, the decoration of doors and walls with comic strips has become a popular trend. What motivation lies behind this type of public display? This project will seek to provide insight into these questions.

The Popularity of Comic Strips

It may be useful to first describe the technicalities of the comic strip. M. Thomas Inge (1994) offers this definition:

[The comic strip is] an open-ended humorous or dramatic narrative about a recurring number of primary and secondary characters, told in pictures and words, with the dialogue supplied in balloons,

and published on a daily basis in newspapers,

usually in color on Sundays. (p. 14)

Harvey (1979) asserts that "it is the interdependence of word and picture that gives to the comics their most unique and distinguishing characteristic" (p. 641).

Richard Felton Outcault was the first to draw comics in a series of panels in 1895--this design became the precursor of the comics as we know them today. Outcault created the well-known comics *The Yellow Kid* and *Buster Brown.* Others followed in his success, and soon the newspapers set aside an entire section for the "funnies." *Mutt and Jeff*, the first regularly published comic, led the way for such popular strips as *Krazy Kat, Little Nemo in Slumberland*, and *Happy Hooligan* (Inge, 1994). Today, approximately 70,000,000 people regularly read the comics in the newspapers (Wigand, 1986).

Tan (1985) lists five basic psychological needs that the audience meets through the media: cognitive (the search for information), affective (the search for pleasurable emotional experiences), personal integrative (the desire for self-esteem), social integrative (the desire for affiliation), and escape (the release of tension and the need for diversion). Robinson and White (1960) conducted a qualitative study in which they attempted to discover which of these needs were satisfied through the reading of comic strips. When they asked their respondents why they read the strips, the most popular responses fell into the category of

pleasurable affective reasons: the comics are funny, amusing, and interesting. The respondents also believed that comics provide insight into everyday living, as well as escape from everyday cares.

In addition, Robinson and White (1960) interviewed people who are hesitant to read comics. These respondents believed that reading comics is associated with childish and immature behavior; they also felt that it "places their intellectual ability in question" (p. 45). Interestingly, their survey of adult comic strip readers revealed that people who do not read comics are perceived as being dull and lacking a sense of humor, while readers are considered to be youthful, normal, and are seen as having a good sense of humor.

The comics also reflect the attitudes and events that occur in everyday society, and are often used as a form of communication (i.e., propaganda, advertisements, or tutorial guides). The popularity of the comics is far-reaching. The Spinach Capital of the World (Crystal City, Texas) sports a statue of Popeye as its symbol. In another example, Apollo 10's crew answered to "Charlie Brown," and the Lunar Escape Module was nicknamed "Snoopy" (Inge, 1979).

Such evidence of the immense popularity of comics indicates that they must appeal to a wide variety of people. The following sections explore this appeal, as well as investigate the various reasons for the public display of comic strips.

The Issue of Identification

Authors have commented that people enjoy comics because they see some kind of similarity between themselves and the comic strip characters (e.g., Waugh, 1947). For example, one may identify with *Dilbert* because s/he may work in a similar environment or may have had comparable work experiences.

Studies have been done on identification with characters on television. A study done by Feilitzen and Linné (1975) dealt with the application of identification theory to Scandanavian children's experience with mass communication. Identification in this context is defined as such:

> An individual consciously or unconsciously recognizes
> him/herself in, or wishes to be, another individual so
> that he/she becomes involved in that individual and
> vicariously participates in his/her activities,
> feelings, and thoughts. As a consequence, the
> individual derives greater motivation for activities,
> feelings, and thoughts of his/her own. (Feilitzen &
> Linné, 1975, p. 52)

They found that the children identified with characters who were like themselves, in terms of sex, nationality and social situation. For example, children from lower social classes identified with characters who were from lower social classes. The researchers also addressed the concept of "wishful identification", which refers to a person's

inclination to be like a particular character. Wishful identification was found to be more prevalent among older (eight- to ten-year-old) children.

This type of research can be applied to the identification issue with comic strips. Readers may identify with characters who are like themselves, and as a result may publicly display the strip as a form of identity expression. However, there is little chance that readers want to "vicariously participate" in the lives of the comic strip characters. In this sense, identification can be defined as recognizing oneself in the behavior or personality attributes of a character in a particular comic strip.

Implications of Personalization

The posting of comic strips is related to the decoration of one's personal work and living space, or personalization. Several studies have provided insight on the reasons and implications of decorating personal space.

Mehrabian (1976) regards personalization as an avenue leading to the arousal of the senses. Clothing and makeup are used to produce feelings of pleasure, arousal, and dominance. Similarly, enhancement and decoration of personal space serve as stimulation, producing greater comfort and better work performance. He also states that personalization of dorm rooms not only aids in defining ownership of the territory, but also makes the living environment more unique to the owner.

Sanders (1989) describes the social and psychological implications of personal decoration. He contends that alterations to our appearances are made as part of the ongoing construction of our social identities and self-concepts. For example, clothing is used to communicate aspects of our personalities. Fashions can announce dissatisfaction with mainstream thinking (i.e., punk styles) or can be used to proclaim group membership. Similarly, decoration of personal space can also be perceived as a way to announce a "symbolic" membership in a societal subculture. Sanders summarizes the rationale for our use of such symbols:

> In addition to their overt functions--keeping us warm, holding liquids, brightening our living spaces, firing projectiles, and so forth--all of the products conceived, created, distributed, obtained, consumed, and displayed carry symbolic meaning. Most importantly, they hold information about how we define ourselves, how we want those with whom we interact to identify us, and the scope and intensity of our associations with others. (p. 149)

One public example of personalization is graffiti-writing. Graffiti are often used as a form of self-expression. Brown (1978) found that graffiti are first and foremost utilized to publicize the identity of an individual or group. Other functions include a desire to

communicate thoughts to others, and a way to receive recognition. Schwartz and Dovidio (1984) found that graffiti often express non-normative points of view. As graffiti-writing is an anonymous activity, such opinions can be expressed without negative societal sanction. In contrast, the display of comic strips is not anonymous, but may serve the same functions as graffiti-writing. In addition, the display of comic strips may also enable one to communicate his/her personality to others.

A more common example of personalization is that of decorating classrooms, office space, and bedrooms. Wollin and Montagne (1981) found that the extent of decoration of a classroom affected students' academic achievement, as well as the level of social interaction. Improved performance and heightened interaction were the results of attending class in the decorated classroom, while the undecorated classroom negatively affected performance and interaction. Campbell (1979) also found similar results in his study regarding the decoration in faculty offices and the effect on visitor response. He concluded that offices that were more personalized received a more positive response from visitors than offices that lacked decoration.

Scheiberg (1990) investigated the personal decoration of work space. She found that employees arrange their spaces in order to achieve a certain mood (i.e., relaxation), as well as to relieve monotony and stress. For example, she noted that the displaying of comic strips

serves to relieve stress through laughter. Under some circumstances, she observed, "personalizing space appears to provide an unconscious outlet for emotions that might not have the chance to be expressed" (p. 334). For example, the posting of certain sarcastic cartoons may indirectly signify some dissatisfaction with the work environment--posting allows a safe outlet for such frustrations. Scheiberg concluded that personalization of work space will lead to greater satisfaction of workers, and thus will improve work performance.

Hansen and Altman (1976) conducted a study on the personalization of dormitory rooms. They found that such personalization is a universal phenomenon. Approximately 88% of their freshman sample had decorated their dorm rooms to some extent within the first two weeks of the first academic quarter; 98% had done so by the end of the term.

Willis (1990) investigated the personalization of teen bedrooms. He discovered that the young people who post pictures of movie stars and sports heroes "are expressing, at the most intimate level not just their support for their local team [or star], but the place that support has in the construction of their identities" (p. 56).

Steele and Brown (1995) conducted an extensive study on adolescent room culture. They have formulated an Adolescents' Media Practice Model in order to explain teens' use of the media. The first component of the model includes selection of media, as well as the motivations behind teens'

selections. The second component is interaction. Here, teens are actively interpreting and evaluating material. For example, they identify with characters on television and in movies, and apply song lyrics to events and emotions in their lives. The process of interpretation, according to Steele and Brown, is very important during the stage of identity formation. Teens identify with and favor characters who fit into their picture of who they would like to become. The third and final element of the model is application. There are two basic categories into which teen application of the media can be divided: appropriation (i.e., wall decorations) and incorporation (integrating media into one's attitudes and feelings). Steele and Brown assert that selection, interpretation, and application of the media are very important to teens:

> Adolescents' sense of who they are and who they
> may someday want to become plays a central role in
> their use of media--affecting what media are
> attended to, how intensely and to what
> effect--while at the same time feeding forward and
> changing the sense of self in the process....As
> one teen summed it up: "I guess it's my room in
> general that's just really me." (p. 572-573)

This model can also be applied specifically to the present study. People interpret comic strips and then proceed to implement them into the ways in which they express themselves.

Personality Correlates

Altman (1975) maintains that anxiety and extroversion/introversion are important correlates of personal space. Anxious people and introverts maintain greater personal distance, while extroverts like to close the gap between themselves and others. From this, it can be surmised that introverts will be less likely to post comic strips on their doors and office walls, in order to keep a safe distance from anxiety-producing social contact.

Conclusions

Research indicates that several motivations may influence one's decision to publicly display comic strips. One consideration which may be relevant to this decision is how often one reads comic strips. Two of the motivations which may play an important part in the decision are identification and the affective need for decoration. Whether one is an introvert or an extrovert may also affect the decision. The following section outlines the hypotheses tested in the present study.

The Present Study

The studies discussed above indicate that several variables may be involved in the decision to display comic strips.   First and foremost, I believe that identification may be a strong correlate of this behavior. This can be applied to comic strips in the sense that people identify with certain characters, and that the story lines are consistent with the reader's thoughts, values, and opinions. Waugh (1947) stated that "people read comics because they find themselves reflected in them" (p. 353). In keeping with this line of thought, people may display the comics with which they feel some sort of identification--and thus communicate aspects of their personality to others. Robinson and White (1960) contend that comic strips hold specific meanings for their readers. For example, displaying *Blondie* may convey an image of femininity. Thus, I have formulated the following hypothesis.

> **H1:** People who display comics on their doors/walls are more likely to score above the numerical midpoint of the identification scale than below the midpoint.

People may also display comics in order to gratify certain needs, as stated by Tan (1985). Two needs which may be relevant to the decision to display are the social integrative and affective needs. Research has demonstrated that certain types of decoration can proclaim group membership and identity, and thus fulfill the need for affiliation (e.g., Brown, 1978; Sanders, 1989).

H2: People who display comic strips are more likely to score above the numerical midpoint of the need for affiliation scale than below the midpoint.

Affective needs can also be met through decoration of personal space (e.g., Campbell, 1979; Scheiberg, 1990).

H3: People who display comic strips are more likely to score above the numerical midpoint of the affective need for decoration scale than below the midpoint.

Another motivation for this type of display may be that of providing entertainment for others.

H4: People who display comic strips are more likely to score above the numerical midpoint of the entertainment as motivation scale than below the midpoint.

Using comic strips to persuade others to share one's opinions is also a viable motivation for display. For example, one may display political comics in hopes of persuading others to vote for a particular candidate.

H5: People who display comic strips are more likely to score above the midpoint of the persuasion as motivation scale than below the midpoint.

There may also be a difference in the comic strip reading habits between displayers and nondisplayers. Do displayers tend to read comic strips more frequently than nondisplayers?

H6: Displayers are more likely than nondisplayers to be regular (daily or weekly) readers of comic strips.

My final hypothesis addresses the issue of personality traits which are associated with the display of comic strips. Altman (1975) asserted that introversion and extroversion are important correlates of such behavior. Thus,

> **H7:** Displayers of comic strips are more likely to be extroverts, and nondisplayers are more likely to be introverts.

Robinson and White (1960) demonstrated the attitudes of people who do not read comic strips. Such attitudes may also apply to people who do not display comics. This leads to another interesting question: why people choose not to display. In order to address this issue, I also propose this research question:

> **RQ:** Why do some people choose not to display comic strips?

Chapter 2

METHOD

For the purposes of this study, I will use M. Thomas
Inge's (1994) definition of the comic strip provided in
Chapter 1. This definition includes any recurring strip
(daily, weekly, bi-weekly, etc.), as well as single-panel
strips (ex. *The Far Side*).

Overview of Procedure

The procedure consisted of a categorization analysis
and a survey. The analysis and the survey were conducted
independently of one another; that is, dormitory residents
were not approached during the categorization analysis and
asked to take the survey.

Survey

Respondents

The respondents were 51 female and 30 male students
attending Michigan State University.

Procedure

Approval to conduct this study was received from the
University Committee on Research Involving Human Subjects

(UCRIHS). Students were approached on campus, in various areas such as cafeterias, the library, and outside of academic buildings. They were asked to volunteer to take the survey. Approximately 20 of the students who were approached declined to participate. For those who agreed to participate, the purpose of the study was explained briefly. The respondents were not classified as displayers or nondisplayers before they were asked to take the survey. Each respondent read and signed a consent form before beginning the survey.

The survey was designed to identify displayers of comic strips as well as nondisplayers. A displayer is defined as someone who has **ever** put comic strips on his/her door or walls inside the room. That is, s/he is still considered to be a displayer if s/he does not currently display, but has in the past. A nondisplayer is defined as someone who has never displayed comic strips. The following demographic data of the respondents were collected as the first part of the survey: age, class level, sex, and major/college. The second section of the survey dealt with the personality characteristics of introversion (3-item scale) and extroversion (4-item scale). These items were adapted from the MMPI scales. The scales and their items are listed below. (Unless otherwise noted, the possible responses for each item were "strongly agree", "agree", "neutral", "disagree", and "strongly disagree".)

The first section of the survey was comprised of the extroversion and introversion items, and was answered by all of the respondents.

Extroversion

- I consider myself to be outgoing and eager to meet new people.
- I mix well with other people.
- I enjoy the excitement of a crowd.
- I like having people stop by my door to read my comics.

Introversion

- I usually avoid being in a crowd.
- I find it hard to make conversation when I meet new people.
- I consider myself to be private; I like to keep to myself.

The questions in the second section were answered by all of the respondents. This section included questions which were intended to identify displayers and nondisplayers.

- How often do you read comic strips?

  (Never, At least once a year, At least once every 6 months, At least once monthly, At least once every 2 weeks, At least once weekly, At least once daily)

- Do you currently have one or more comic strips up on your door/walls? (Yes, No)

  If no, have **you ever** put comic strips up on your door/walls? (Yes, No)

*If the respondent answered "Yes" to either part of this question, he/she was asked to go on to the next questions.

*If the respondent answered "No" to both of these questions, he/she was classified as a nondisplayer.

- Did you put the comic strips up yourself? (Yes, No)

    *If the respondent answered "Yes" to this part of the question, he/she was classified as a displayer.

    *If the respondent answered "No" to this part of the question, he/she was classified as a nondisplayer.

    If no, then who did?

    (Roommate/Suitemate, Neighbor, Officemate, Friend, Other)

The following two questions were designed for displayers.

- How often do you have comic strips on your door/walls?

    (Always, Often, Sometimes, Rarely, Never)

- Approximately how many comic strips are on your door/walls? (fill in number)

The third section was answered by displayers, while the fourth was answered by nondisplayers. Open-ended items were also included in both the third and fourth sections in order to offer an opportunity for the respondent to expand on his/her reasons for displaying or not displaying comics.

With the exception of the introversion and extroversion items, the survey is comprised of entirely original items.

The bulk of the survey was targeted toward displayer motives, and included scales for the various reasons for displaying comics: need for affiliation (4 items), affective need for decoration (4 items), motivation to entertain others (4 items), motivation for identification (5 items), and the motivation to persuade others (4 items). The following are the displayer scales and their items, as well as the open-ended items, which comprised the third section of the survey.

Need for Affiliation

- I will usually display comics that my friends like/agree with.
- My comics let others know that I am part of a social group (ex. sports enthusiast, occupation, geographic region, age group, gender, ethnic group).
- I display comics to show that I "fit in".
- I usually like to let others know that I belong to a social group(s).

Affective Need for Decoration

- I use the comics as decoration for my room/office.
- I put comics on my doors/walls because looking at them helps me to relax.
- I put comics on my doors/walls because I feel that they brighten up the room and provide something pleasant to look at.

- I mainly display comic strips just so my walls don't look empty.

Motivation to Entertain Others

- My main purpose for displaying comics is that I want to share their entertainment value with others.
- I put comics on my door/walls because other people might think that they're funny.
- I like it when others appreciate the comic strips that I display.
- I mainly display comic strips so that others can enjoy them.

Motivation for Identification

- I put comics on my door/walls because I feel they help me to express my personality to others.
- I mostly display comic strips because I feel that they represent who I am.
- My main purpose for displaying comics is that I want others to know what kind of person I am.
- The comic strips that I display portray my personality very accurately.
- I usually like to express my personality to other people.

Motivation to Persuade Others

- I want others to know that I agree with the message that the cartoonists are sending.
- I put comics on my door/walls because I want others to agree with the message the cartoonists are sending.

- I display comic strips because they help me to persuade others to share my opinions.
- I hope that the comic strips that I display will help to change others' opinions about issues that are important to me.

Open-ended Items for Displayers

- Please finish this sentence: I think that people who do not display comic strips are...
- Please list the names of the comic strips that you display. (ex. *Calvin & Hobbes, Peanuts, B.C.,* etc.)
- Do the comic strips that you display have a common theme (ex. political, career-oriented, social awareness, hobby-oriented, etc.)?

    If yes, please list the theme(s) below.

Nondisplayers answered questions concerning their attitudes toward displayers and their reasons for not displaying comic strips. These questions comprised the fourth and final section of the survey.

Items Concerning Identification for Nondisplayers

- I feel that people who display comics do so to express their personalities.
- I don't display comics because I communicate my personality to others in different ways.
- I usually like to express my personality to other people.

Item Concerning Affiliation Needs for Nondisplayers

- I usually like to let others know that I belong to a social group(s).

Open-ended Items for Nondisplayers

- What do you think of people who do put comics on their doors/walls?

- Please finish this sentence: I don't display comics because...

The full version of the survey is located in the Appendix.

Reliabilities were run on the motivation scales for displayers and nondisplayers. This test identified weak items; after eliminating the weak items, the reliabilities were run again. The list of items removed for the purposes of increasing reliability follows:

- Need for Affiliation: *My comics let others know that I am part of a social group (ex. sports enthusiast, occupation, geographic region, age group, gender, ethnic group).*

- Affective Need for Decoration: *I mostly display comic strips just so my walls don't look empty.*

- Entertainment as Motivation: *I like it when others appreciate the comics that I display.*

- Extroversion: *I like having people stop by my door to read my comics.*

- Identification for Displayers: *I usually like to express my personality to other people.*

- Persuasion as Motivation: *I want others to know that I agree with the message that the cartoonists are sending.*

Five of the 9 scales were revised by eliminating one weak
item from each scale. The identification scale for
nondisplayers and the introversion scale were not revised,
as they both originally only contained 3 items. The
standardized alpha values from the reliability analysis are
displayed in Table 1.

Table 1. Reliability analysis of motivation scales.

	Original Scale	Revised Scale
Need for Affiliation	0.625* (4 items)	0.61 (3 items)
Affective Need for Decoration	0.767 (4 items)	0.818* (3 items)
Entertainment as Motivation	0.659 (4 items)	0.679* (3 items)
Extroversion	0.546 (4 items)	0.716* (3 items)
Identification (Displayer)	0.746 (5 items)	0.81* (4 items)
Identification (Nondisplayer)	0.742* (3 items)	
Introversion	0.679* (3 items)	
Persuasion as Motivation	0.648 (4 items)	0.769* (3 items)

The values marked by an asterisk (*) indicate the higher
reliability values. For the purposes of further data
analysis, the original scales were used for the need for
affiliation, the identification scale for nondisplayers, and
the introversion scale; the revised versions were used for
the remaining scales.

Categorization Analysis

Only dormitories were analyzed for this study, as the potential for unhindered decoration is higher than in administration or other office buildings. Restrictions are often placed on the extent to which one can decorate his/her office or cubicle. In addition, walking around residence halls causes less consternation than walking through offices. Therefore, only dormitories were analyzed for this study.

Six on-campus dormitories were chosen for the study: five undergraduate residence halls (one of these was an all-women dormitory) and one graduate residence hall. There are a total of 26 dormitories, which are arranged in 5 groups across campus. One undergraduate residence hall was randomly chosen from each group. The graduate dorm was intentionally included, in order to provide a comparison with the undergraduate dorms. Two floors in each dorm were then chosen for the analysis in the same manner that was used for the dorms. With the exception of the all-women residence hall, which had three floors, each dorm had 6 or 7 floors. The analysis of 2 floors offered a good representation of the prevalence of displaying comic strips throughout the dorm.

The floors were categorized in terms of the number of doors displaying comics, and the number without comics. The titles of the displayed comics, the number displayed, and the presence of a theme were also noted. Categories had

been developed for the themes: political, career-oriented, social awareness, and hobby-oriented. Other categories were constructed when needed. This procedure was intended to reveal the prevalence of comic strip display among dormitory residents.

Chapter 3

RESULTS

Quantitative Data. The data were analyzed using frequencies, correlations, and nonparametric techniques.

Frequencies were first run on the demographic data and on each item in the survey. The specific results of the demographic frequencies are listed in Table 2 below.

Table 2. Frequency analysis of demographic data.

Variable		Frequency
Sex		
	female	51
	male	30
Age		
	between 16 & 19	38
	between 20 & 23	24
	between 24 & 27	10
	between 28 & 33	6
	34 years & older	2
Class		
	freshman	24
	sophomore	21
	junior	10
	senior	6
	graduate	19
Major		
	sciences	15
	arts, letters, education	30
	business	16
	medicine	5
	social sciences, James Madison, human ecology	6
	no preference	4

The frequency analysis also showed that the sample consisted of 45 displayers (56%) and 36 nondisplayers (44%). Furthermore, the frequency analysis also revealed that 77.8% of displayers currently have at least one comic strip on their doors. Of the total number of displayers, 68.1% did not identify a theme among their comics.

Crosstabs were then run on the following pairs of variables: displayer/nondisplayer and major, displayer/nondisplayer and class level, and displayer/nondisplayer and age. The results of this analysis are displayed in Table 3.

Table 3. Crosstabs of displayer/nondisplayer by demographics.

	% of Displayers	% of Nondisplayers
MAJOR		
Sciences	21.4	17.6
Arts, Letters, Education	47.6	29.4
Business	11.9	32.4
Medicine	7.1	5.9
Social Science, James Madison, Human Ecology	7.1	8.8
No Preference	4.8	5.9
CLASS		
Freshman	31.1	28.6
Sophomore	22.2	31.4
Junior	13.3	11.4
Senior	11.1	2.9
Graduate	22.2	25.7
AGE		
Between 16 & 19	46.7	48.6
Between 20 & 23	31.1	28.6
Between 24 & 27	8.9	17.1
Between 28 & 33	11.1	2.9
34 & over	2.2	2.9

Chi-square statistics were computed for each pair of variables. The chi-square for displayer/nondisplayer by major was not significant, X^2 = 5.603, df = 5, n.s. The chi-square for displayer/nondisplayer by class was also not significant, X^2 = 2.625, df = 4, n.s. Finally, the chi-square for displayer/nondisplayer by age was not significant, X^2 = 2.950, df = 4, n.s.

While none of these tests yielded significant results, some interesting trends were revealed. The crosstabs show that 47.6% of displayers were majoring in fields related to arts, letters, and education, while 32.6% of nondisplayers were majoring in business-related subjects. The crosstabs and chi-square statistics for class level and age indicate that these variables do not have a significant effect on one's decision to display.

The items in the survey were recoded, so that a response of 1 now corresponded with "strongly disagree" and a response of 5 corresponded with "strongly agree". Thus, a high score (4 or 5) indicates agreement with the statement. Each item in the scales was then analyzed in terms of its responses. How many people agreed or disagreed with each statement? Table 4 presents the results from this analysis.

Table 4.   Responses to the items.

Scale/Item	Mean	Potential Range	Valid % Agree	Valid % Disagree	Valid % Neutral
Need for Affiliation Scale	**2.59**	**4 - 20**	**47.9**	**19.7**	**32.5**
My comics let others know that I am part of a social group.	2.83	1 - 5	34.1	21.2	44.7
I will usually display comics that my friends like/agree with.	3.09	1 - 5	23.4	38.3	38.3
I display comic strips to show that I "fit in".	1.85	1 - 5	82.9	2.1	14.9
I usually like to let others know that I belong to a social group(s).	2.57	1 -5	51.1	17.0	31.9
Affective Need for Decoration Scale	**3.28**	**3 - 15**	**28.4**	**56.0**	**15.6**
I put comics on my doors/walls because I feel that they brighten up the room and provide something pleasant to look at.	3.64	1 - 5	12.8	68.1	19.1
I put comics on my doors/walls because looking at them helps me to relax.	2.81	1 - 5	44.6	34.0	21.3
I use the comics as decoration for my room/office.	3.40	1 - 5	27.7	65.9	6.4

Table 4. Con'd.

Scales/Items	Mean	Potential Range	Valid % Agree	Valid % Disagree	Valid % Neutral
Entertainment as Motivation Scale	**3.68**	3 - 15	**14.2**	**71.6**	**14.2**
I put comics on my door/walls because other people might think that they're funny.	3.94	1 - 5	4.2	83.0	12.8
I mainly display comic strips so that others can enjoy them.	3.28	1 - 5	29.8	53.2	17.0
My main purpose for displaying comics is that I want to share their entertainment value w/ others.	3.81	1 - 5	8.5	78.7	12.8
Extroversion Scale	**3.89**	3 - 15	**74.9**	**3.3**	**65.5**
I consider myself to be outgoing and eager to meet new people.	3.96	1 - 5	77.8	2.5	19.8
I mix well with other people.	3.98	1 - 5	82.7	0.0	17.3
I enjoy the excitement of a crowd.	3.74	1 - 5	64.2	7.4	28.4

Table 4. Con'd.

Scales/Items	Mean	Potential Range	Valid % Agree	Valid % Disagree	Valid % Neutral
Identification Scale for Displayers	**3.10**	**4 - 20**	**42.1**	**31.4**	**26.6**
I put comics on my doors/walls because I feel they help to express my personality to others.	3.47	1 - 5	59.6	19.2	21.3
I mostly display comic strips because I feel that they represent who I am.	3.11	1 - 5	42.6	31.9	25.5
My main purpose for displaying comics is that I want others to know what kind of personal I am.	2.79	1 - 5	27.7	40.4	31.9
The comic strips that I display portray my personality very accurately.	3.04	1 - 5	38.3	34.0	27.7
Introversion Scale	**3.57**	**3 - 15**	**60.1**	**14.4**	**25.5**
I usually avoid being in a crowd.	3.63	1 - 5	61.7	9.9	28.4
I find it hard to make conversation when I meet new people.	3.70	1 - 5	69.2	13.6	17.3
I consider myself to be private; I like to keep to myself.	3.37	1 - 5	49.3	19.8	30.9

Table 4. Con'd.

Scale/Item	Mean	Potential Range	Valid % Agree	Valid % Disagree	Valid % Neutral
Nondisplayers: Affiliation	**3.29**	**1 - 5**	**20.6**	**44.1**	**35.3**
I usually like to let others know that I belong to a social group(s).	3.29	1 - 5	20.6	44.1	35.3
Identification Scale for Nondisplayers	**3.35**	**3 - 15**	**50.0**	**19.6**	**30.4**
I feel that people who display comics do so to express their personalities.	3.35	1 - 5	50.0	17.6	32.4
I don't display comics because I communicate my personality to others in different ways.	2.94	1 - 5	26.5	29.4	44.1
I usually like to express my personality to other people.	3.76	1 - 5	73.5	11.8	14.7
Persuasion as Motivation Scale	**2.49**	**3 - 15**	**14.2**	**55.3**	**30.5**
I put comics on my door/walls because I want others to agree with the message the cartoonists are sending.	2.57	1 - 5	14.9	46.8	38.3
I display comic strips because they help me to persuade others to share my opinions.	2.32	1 - 5	10.6	66.0	23.4
I hope that the comic strips that I display will help to change others' opinions about issues that are important to me.	2.57	1 - 5	17.0	53.2	29.8

Correlations were then run to determine relationships between the scales. The significant values are displayed in Table 5. In the interest of saving space, the titles of the scales have been abbreviated.

Table 5. Correlations of displayer scales.

	Affiliation	Decoration	Entertainment	Extroversion	Identification	Introversion	Persuasion
Affiliation	1.000						
Decoration	0.178	1.000					
Entertainment	0.211	0.240	1.000				
Extroversion	0.379*	-0.029	0.191	1.000			
Identification	0.433*	0.205	0.322*	-0.011	1.000		
Introversion	-0.175	0.077	-0.093	-0.667*	0.095	1.000	
Persuasion	0.663*	0.055	0.105	0.072	0.403*	0.022	1.000

*These values are significant, $p < .05$.

The correlation between the identification scale for displayers and the affiliation scale was significant, .433, $p<.05$. Therefore, the need to display for identification purposes increases as the need to display for affiliation purposes increases. The correlation between the extroversion scale and the affiliation scale was significant, .379, $p<.05$. The need to display for affiliation purposes increases as extroverted tendencies increase. The correlation between the persuasion scale and the affiliation scale was significant, .663, $p<.05$. As the displayers' need for affiliation increases, the need to persuade others also increases. The correlation between the entertainment scale and the identification scale for displayers was significant, .322, $p<.05$. Displayers tend to exhibit comics for identification and entertainment purposes. The correlation between the persuasion scale and the identification scale for displayers was significant, .403, $p<.05$. As the motivation to display for persuasion purposes increases, the motivation to display for identification purposes increases. The correlation between the introversion and extroversion scales was significant, $-.667$, $p<.05$. As tendencies toward introversion increase, tendencies toward extroversion decrease.

The means of the scales were then computed, by summing the responses to each item in the scale and dividing by the number of items. Each mean can then be compared to its respective median and range in order to determine whether

the score is above the midpoint. This analysis corresponds with the following hypotheses:

H1: People who display comics on their doors/walls are more likely to score above the numerical midpoint of the identification scale than below the midpoint.

H2: People who display comic strips are more likely to score above the numerical midpoint of the need for affiliation scale than below the midpoint.

H3: People who display comic strips are more likely to score above the numerical midpoint of the affective need for decoration scale than below the midpoint.

H4: people who display comic strips are more likely to score above the numerical midpoint of the entertainment as motivation scale than below the midpoint.

H5: People who display comic strips are more likely to score above the midpoint of the persuasion as motivation scale than below the midpoint.

Table 6 outlines the mean, median, mode, and range of each scale.

Table 6. Measures of central tendency for each scale.

	Mean	Median	Mode	Range	Midpoint of Range
Need for Affiliation	10.20	11	10	4 - 20	12
Affective Need for Decoration	9.76	10	12	3 - 15	9
Motivation--Entertainment	10.98	12	12	3 - 15	9
Extroversion	6.32	6	6	3 - 15	9
Identification for Displayers	12.47	13	13	4 - 20	12
Identification for Nondisplayers	10.06	10	10	3 - 15	9
Introversion	10.70	11	11	3 - 15	9
Motivation--Persuasion	7.38	7	6	3 - 15	9

The following scales exhibit a mean which is above the

midpoint: affective need for decoration, entertainment as

motivation, identification scale for displayers,

identification scale for nondisplayers, and introversion. A

one-sample t test was computed in order to determine whether

each of these means differed significantly from its midpoint

value. The means of the following scales were compared

against the test value of 9, and were found to be

significantly different: affective need for decoration (t =

2.247, $p<.05$), entertainment as motivation (t = 6.986,

$p<.05$), identification scale for nondisplayers (t = 3.741,

$p<.05$), and introversion (t = 7.141, $p<.05$). The mean of

the identification scale for displayers was compared against

the test value of 12. This *t* value was not found to be
significant, *t* = .922, p<.05.

The mean value of each *response* was then computed for
each motivation scale for displayers. These means were then
ranked from highest to lowest, to show which motivation
received the most agreement. Table 7 presents the mean
response, standard deviation, range, and percent of
agreement for each motivation scale for the displayers.

Table 7. Means of the motivation scales for displayers.

Scale	Mean	Standard Deviation	Potential Range	Valid % Agree	Valid % Disagree	Valid % Neutral
Entertainment as Motivation	3.68	0.84	1 - 5	71.6	14.2	14.2
Affective Need for Decoration	3.28	0.94	1 - 5	56.0	28.4	15.6
Identification for Displayers	3.10	0.94	1 - 5	42.1	31.4	26.6
Need for Affiliation	2.59	0.86	1 - 5	19.7	47.9	32.5
Persuasion as Motivation	2.49	0.88	1 - 5	14.2	55.3	30.5

The entertainment as motivation scale shows the highest mean
response, indicating that respondents tended to agree that
they display comic strips for entertainment purposes.
Persuasion received the lowest mean response, which

indicates that respondents did not agree as strongly with this motivation.

The comic strip reading habits of the respondents were considered to be an important component of the decision to display. The more one read comic strips, the more likely that his/her interest in them would be high. Thus, an interest in displaying them may also be high. The frequency analysis showed that 30.9% of the respondents read comic strips at least once weekly, while 18.5% read them at least once daily. A crosstabulation analysis of frequency of reading by displayer/nondisplayer was then performed in order to determine whether displayers read comic strips more frequently than nondisplayers. This analysis corresponds with Hypothesis 6:

Displayers are more likely than nondisplayers to be regular (daily or weekly) readers of comic strips.

Table 8 outlines the results of the crosstabs.

Table 8. Crosstab analysis of comic strip reading habits.

How often do you read comics?		% of Displayers	% of Nondisplayers
	Never	2.2	8.3
	At least once a year	0.0	25.0
	At least once every 6 months	6.7	11.1
	At least once monthly	13.3	22.2
	At least once every 2 weeks	6.7	11.1
	At least once weekly	44.4	13.9
	At least once daily	26.7	8.3

This analysis yielded a significant chi-square value, X^2 = 24.271, df = 6, $p<.05$. Displayers and nondisplayers do differ in terms of their comic strip reading habits.

Crosstabs were also performed for extroversion by displayer/nondisplayer, and for introversion by displayer/nondisplayer. This analysis corresponds with Hypothesis 7:

Displayers of comic strips are more likely to be extroverts, and nondisplayers are more likely to be introverts.

Table 9 presents the values from this analysis. A respondent was classified as an introvert if his/her score

on the scale was greater than or equal to 12. Similarly, a
respondent was considered to be an extrovert if his/her
score on the scale was greater than or equal to 12. The
value of 12 was chosen because both scales contained 3
items. A respondent had to "agree" (assigned a value of 4)
or "strongly agree" (assigned a value of 5) with all 3 of
the items in order to be classified as an introvert or an
extrovert. Thus, the minimum value for either
classification is 12. The table shows the percentage of
displayers and nondisplayers who scored "low" (below 12) and
those who scored "high" (equal to or above 12).

Table 9. Crosstabs of introversion and extroversion by
displayer/nondisplayer.

		Number of Displayers	Number of Nondisplayers
Extroversion			
	Low	17	16
	High	28	20
Introversion			
	Low	28	22
	High	17	14

A chi-square statistic was computed in order to determine
whether the frequencies of expected scores for both high and
low scores for extroversion were different from the observed

frequencies. The chi-square test was significant for the high scores ($X^2 = 19.5$, df = 3, $p < .05$) and the low scores ($X^2 = 20.182$, df = 4, $p < .05$). Another chi-square was computed to determine whether the expected frequencies of both high scores and low scores for introversion differed significantly observed frequencies. This test was also significant for the high scores ($X^2 = 14.806$, df = 3, $p < .05$) and the low scores ($X^2 = 17.2$, df = 5, $p < .05$).

A one-way ANOVA was performed for the extroversion scale by displayer/nondisplayer. This was done in order to determine whether displayers are more likely than nondisplayers to be extroverts. The test was not significant, $F(1, 79) = .040$, n.s. Another one-way ANOVA was performed for the introversion scale by displayer/nondisplayer, in order to determine whether nondisplayers are more likely than displayers to be introverts. This test was also not significant, $F(1, 79) = .001$, n.s.

Qualitative Data. The survey also included open-ended questions regarding perceptions of displayers and nondisplayers, as well as a question for the nondisplayers asking why they choose not to display (as per the research question). The most common responses to each question are summarized below.

<u>Open-ended questions for nondisplayers</u>

1. Please finish this sentence. I don't display comics because...

- I don't need/want to.

  count: 18

- they don't help me express my personality.

  count: 14

- I hang other things on my door/walls.

  count: 11

- I am not interested in comics.

  count: 10

- comics look tacky.

  count: 8

- I do not consider comics to be an important means of communication.

  count: 3

- I have other things to do with my time.

  count: 3

2. What do you think of people who do display comic strips?

- They are normal.

    count: 26

- They show others that they have a sense of humor.

    count: 20

- Comics represent something significant about their personalities.

    count: 12

- They do it to amuse others.

    count: 6

- Comics help them to express themselves in a nonthreatening manner.

    count: 3

One comment made by a respondent to this question was very interesting: he mentioned that such display is expected in dormitory hallways, and is often perceived as a type of contest to "one-up each other."

Open-ended questions for displayers

1. Please finish this sentence. I think that people who do not display comics are...

- normal.

    count: 34

- serious.

    count: 21

- too busy to hang things up.

    count: 14

- people who hang other things up.

  count: 11

- not interested in comics.

  count: 10

- not friendly.

  count: 4

- worried about others' opinions of them.

  count: 2

- people who like to keep their opinions and their sense of humor private.

  count: 2

2. Please list the titles of the comics that you display.
   - *The Far Side*   **count: 11**
   - *Calvin & Hobbes*   **count: 9**
   - *Mother Goose & Grimm*   **count: 8**
   - *Dilbert*   **count: 5**

3. If your comics have a theme, please list the theme(s).
   - Political   **count: 4**
   - Career-oriented   **count: 4**
   - Humor   **count: 3**

Categorization Data. In the undergraduate residence halls, a total of 228 doors were categorized. Of these, only 18 (7.9%) displayed comic strips. However, approximately 1/3 of the total number of doors in the undergraduate halls exhibited some kind of display, such as posters, bumper stickers, or other drawings. The most commonly displayed comics were *Calvin and Hobbes* and *The Far Side.* Themes were detected among the displayed comics on 5 of the 18 (28%) doors.

In the graduate dorm, a total of 248 doors were categorized. Comic strips were only displayed on 11 doors (4.4%). Unlike the undergraduate dorms, there was very little in terms of other types of display on the graduate students' doors. Almost all of the doors in the graduate dorm were bare with the exception of the occasional memo board. Themes were detected among 3 of the 11 (27%) graduate dorm doors. The most commonly displayed comics were *The Far Side* and *Dilbert.*

Chapter 4

DISCUSSION

The analysis of the demographic data showed that major,
class, and age are not reliable predictors of the decision
to display. However, the crosstabs did reveal that
displayers tend to major in subjects related to arts,
letters, and education. A relationship cannot be
articulated between the variables within this study;
however, further research may substantiate the trend.

The correlations indicate that the decision to display
is often based on more than one motivation. Interestingly,
the introversion scale was not significantly correlated with
any of the displayer scales, while extroversion was
significantly correlated with the need for affiliation.
These results seem to indicate that such personality
characteristics may play a role in the decision to display.

Affiliation was also correlated with identification and
persuasion. The need to let others know that one belongs to
a certain social group(s) is part of expressing one's
identity to others. In addition, attempting to persuade
others to accept one's opinion is related to the need to let

others know that they belong to a particular social group(s), especially if the displayer is proud to be part of that group.

The identification scale for displayers was significantly correlated with the entertainment as motivation scale. The reason for this may be that people want to show others that they have a sense of humor, or they want to show others the lighter side of their personalities. Therefore, displaying comic strips not only expresses a part of one's identity, but also serves to entertain others.

In addition, the identification scale for displayers was significantly correlated with the persuasion as motivation scale. This is interesting from a psychological point of view. There is a certain element of risk involved in public expression of one's personality, in terms of the possibility of negative social sanction from one's peers. Persuading others to join one's opinions, on the other hand, provides evidence that s/he is not alone in her/his views. Thus, if persuasion is successful, the risk of negative social sanction is lessened.

The analyses for introversion and extroversion by displayer/nondisplayer were not found to be significant (Hypothesis 7). However, more displayers scored high on the extroversion scale and low on the introversion scale (see Table 9). This indicates an interesting trend. In order to gain more conclusive results for this particular variable, the scales should contain more items. Administering the

survey to a larger sample may also lead to more definitive results.

The analysis of the means of the scales, as well as the mean responses, revealed some interesting results (Hypotheses 1, 2, 3, 4, 5). Displayers do not feel that comic strips are the most useful medium for persuasion. Instead, comics are more useful as entertainment for others or as decoration. Surprisingly, identification was not the primary motivation for display.

This study was more focused on the reasons people display comic strips; however, the open-ended items for the nondisplayers did provide some interesting information on the reasons why people choose not to display (as per the research question). Nondisplayers cited a general lack of interest in comics as one of the main reasons that they choose not to display. Some nondisplayers do not consider comics to be a form of communication. Based on their comments, nondisplayers do not perceive displayers in a negative manner. Instead, they stated that comics may help some people to express their personalities or to entertain others. A few nondisplayers mentioned that comics may help displayers to express their opinions in a nonthreatening manner, and in a way that is not likely to bring negative social sanctions upon them. This is similar to the assessment of graffiti artists made by Schwartz and Dovidio (1984).

Conversely, displayers did express some negative opinions of nondisplayers. Many felt that nondisplayers are serious, unfriendly, and worried about others' opinions of them. However, the majority of displayers simply stated that nondisplayers are seemingly uninterested in comics, and thus are perfectly normal.

A few of the displayers did identify themes among their comic strips. Political and career-oriented topics were listed as the two most popular themes. Otherwise, displayers cited general humor as the only commonality among their comic strips.

The categorization analysis of the doors in the residence halls yielded some interesting observations as well. The number of comic strips that were displayed on doors was lower than expected. However, while many of the students did not display comic strips specifically, approximately 1/3 of the doors observed displayed some type of material, such as posters, photographs, and bumper stickers.

On the contrary, the graduate dorm had the least amount of display. This analysis indicates that age may play some part in the decision to display, yet the crosstabs indicated no such trend. This discrepancy may be due to the definition of the displayer; for the purposes of the study, a displayer was anyone who had *ever* displayed a comic strip. A study which addresses only people who currently display

comic strips may yield a significant relationship between age and/or class and the decision to display.

The display of comic strips is not just popular in dormitories; many people display comic strips in their offices as well. Offices were not included in the present study, as they were not as easily accessible as residence halls. However, the study of display in offices would be very interesting, as the motivations to display may be different. For example, employees may display comic strips in order to convey their dissatisfaction with their jobs, their workplace, or their boss. I recently e-mailed Scott Adams, whose comic strip *Dilbert* graces many office doors and bulletin boards. I asked him if he could comment on why so many people display *Dilbert*. His response was, "It's mainly to taunt their boss and blame the cartoonist."

This study was intended to be a pilot study to determine the uses and gratifications of comic strips. Obviously, comic strips have a wide audience, and must have some kind of appeal to be so widely received. This study provided some insight into the motivations for display of comic strips; specifically, that the decision to display is based on several motivations. Interesting trends between motivations and personality traits were also revealed, which warrant further study.

APPENDIX

APPENDIX

SURVEY

Demographic Data

Class:

____ Freshman

____ Sophomore

____ Junior

____ Senior

____ Graduate

Age:

____ Between 16 and 19

____ Between 20 and 23

____ Between 24 and 27

____ Between 28 and 33

____ 34 and older

Major/College:

_____

Sex:

____ Male

____ Female

Please choose <u>one</u> answer which you consider to be the <u>MOST APPLICABLE</u> to yourself.

1. *(Extroversion)* I consider myself to be outgoing and eager to meet new people.

STRONGLY AGREE   AGREE   NEUTRAL   DISAGREE   STRONGLY DISAGREE

2. *(Introversion)* I usually avoid being in a crowd.

STRONGLY AGREE   AGREE   NEUTRAL   DISAGREE   STRONGLY DISAGREE

3. *(Introversion)* I find it hard to make conversation when I meet new people.

STRONGLY AGREE   AGREE   NEUTRAL   DISAGREE   STRONGLY DISAGREE

4. *(Introversion)* I consider myself to be private; I like to keep to myself.

STRONGLY AGREE   AGREE   NEUTRAL   DISAGREE   STRONGLY DISAGREE

5. *(Extroversion)* I mix well with other people.

STRONGLY AGREE   AGREE   NEUTRAL   DISAGREE   STRONGLY DISAGREE

6. *(Extroversion)* I enjoy the excitement of a crowd.

STRONGLY AGREE   AGREE   NEUTRAL   DISAGREE   STRONGLY DISAGREE

7. How often do you read comic strips?

Never   At least once a year   At least once every six months

At least once monthly   At least once every two weeks

At least once weekly   At least once daily

8. a. Do you currently have one or more comic strips up on your
        door/walls?

           Yes   No

    b. If no, have **you ever** put comic strips up on your door/walls?

           Yes   No

If you answered "Yes", please answer the next question.
If you answered "No", please go to question # 38 now.

9. a. Did you put the comic strips up yourself?

        Yes   No

    If you answered "Yes" to this question, please answer questions # 10 - 37 now.
    If you answered "No", please answer the next question.

    b. If no, then who did?

    Roommate/Suitemate   Neighbor   Officemate   Friend

        Other_____

    Please go to question # 38 now.

10. How often do you have comic strips on your door/walls?

Always   **Often**   **Sometimes**   **Rarely**   **Never**

11. Approximately how many comic strips are on your door/walls?

      _____(please fill in a number)

12. *(Identification)* I put comics on my door/walls because I feel they help me to express my personality to others.

STRONGLY AGREE   **AGREE**   **NEUTRAL**   **DISAGREE**   **STRONGLY DISAGREE**

13. *(Affiliation)* My comics let others know that I am part of a social group (ex. sports enthusiast, occupation, geographic region, age group, gender, ethnic group).

STRONGLY AGREE   **AGREE**   **NEUTRAL**   **DISAGREE**   **STRONGLY DISAGREE**

14. *(Identification)* I mostly display comic strips because I feel that they represent who I am.

STRONGLY AGREE   **AGREE**   **NEUTRAL**   **DISAGREE**   **STRONGLY DISAGREE**

15. *(Entertainment)* I put comics on my door/walls because other people might think that they're funny.

STRONGLY AGREE   **AGREE**   **NEUTRAL**   **DISAGREE**   **STRONGLY DISAGREE**

16. *(Identification)* My main purpose for displaying comics is that I want others to know what kind of person I am.

STRONGLY AGREE   **AGREE**   **NEUTRAL**   **DISAGREE**   **STRONGLY DISAGREE**

17. *(Decoration)* I put comics on my doors/walls because I feel that they brighten up the room and provide something pleasant to look at.
STRONGLY AGREE   **AGREE**   **NEUTRAL**   **DISAGREE**   **STRONGLY DISAGREE**

18. *(Persuasion)* I want others to know that I agree with the message that the cartoonists are sending.
STRONGLY AGREE   **AGREE**   **NEUTRAL**   **DISAGREE**   **STRONGLY DISAGREE**

19. *(Entertainment)* I like it when others appreciate the comic strips that I display.
STRONGLY AGREE   **AGREE**   **NEUTRAL**   **DISAGREE**   **STRONGLY DISAGREE**

20. *(Affiliation)* I will usually display comics that my friends like/agree with.
STRONGLY AGREE   **AGREE**   **NEUTRAL**   **DISAGREE**   **STRONGLY DISAGREE**

21. *(Persuasion)* I put comics on my door/walls because I want others to agree with the message the cartoonists are sending.
STRONGLY AGREE   **AGREE**   **NEUTRAL**   **DISAGREE**   **STRONGLY DISAGREE**

22. *(Decoration)* I put comics on my doors/walls because looking at them helps me to relax.
STRONGLY AGREE   **AGREE**   **NEUTRAL**   **DISAGREE**   **STRONGLY DISAGREE**

23. *(Affiliation)* I display comic strips to show that I "fit in."
STRONGLY AGREE   **AGREE**   **NEUTRAL**   **DISAGREE**   **STRONGLY DISAGREE**

24. *(Entertainment)* I mainly display comic strips so that others can enjoy them.
STRONGLY AGREE   **AGREE**   **NEUTRAL**   **DISAGREE**   **STRONGLY DISAGREE**

25. *(Decoration)* I mostly display comic strips just so my walls don't look empty.
STRONGLY AGREE   **AGREE**   **NEUTRAL**   **DISAGREE**   **STRONGLY DISAGREE**

26. *(Persuasion)* I display comic strips because they help me to persuade others to share my opinions.

STRONGLY AGREE   AGREE   NEUTRAL   DISAGREE   STRONGLY DISAGREE

27. *(Identification)* The comic strips that I display portray my personality very accurately.

STRONGLY AGREE   AGREE   NEUTRAL   DISAGREE   STRONGLY DISAGREE

28. *(Decoration)* I use the comics as decoration for my room/office.

STRONGLY AGREE   AGREE   NEUTRAL   DISAGREE   STRONGLY DISAGREE

29. *(Affiliation)* I usually like to let others know that I belong to a social group(s).

STRONGLY AGREE   AGREE   NEUTRAL   DISAGREE   STRONGLY DISAGREE

30. *(Identification)* I usually like to express my personality to other people.

STRONGLY AGREE   AGREE   NEUTRAL   DISAGREE   STRONGLY DISAGREE

31. *(Entertainment)* My main purpose for displaying comics is that I want to share their entertainment value with others.

STRONGLY AGREE   AGREE   NEUTRAL   DISAGREE   STRONGLY DISAGREE

32. *(Persuasion)* I hope that the comic strips that I display will help to change others' opinions about issues that are important to me.

STRONGLY AGREE   AGREE   NEUTRAL   DISAGREE   STRONGLY DISAGREE

33. *(Extroversion)* I like having people stop by my door to read my comics.

STRONGLY AGREE   AGREE   NEUTRAL   DISAGREE   STRONGLY DISAGREE

34. The comic strips that I display help me to communicate my degree of satisfaction with the policies of the school, the government, etc.

STRONGLY AGREE   AGREE   NEUTRAL   DISAGREE   STRONGLY DISAGREE

35. **Please finish this sentence:** I think that people who do not display comic strips are...

36. Please list the names of the comic strips that you display. (ex. *Calvin & Hobbes, Peanuts, B.C.,* etc.)

37. Do the comic strips that you display have a common theme (ex. political, career-oriented, social awareness, hobby-oriented, etc)?

        Yes   No

     If yes, please list the theme(s) below.

IF YOU ANSWERED QUESTIONS # 11 - 37, PLEASE STOP HERE AND HAND IN THE SURVEY.

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38. *(Identification)* I feel that people who display comics do so to express their personalities.
STRONGLY AGREE   AGREE   NEUTRAL   DISAGREE   STRONGLY DISAGREE

39. *(Identification)* I don't display comics because I communicate my personality to others in different ways.
STRONGLY AGREE   AGREE   NEUTRAL   DISAGREE   STRONGLY DISAGREE

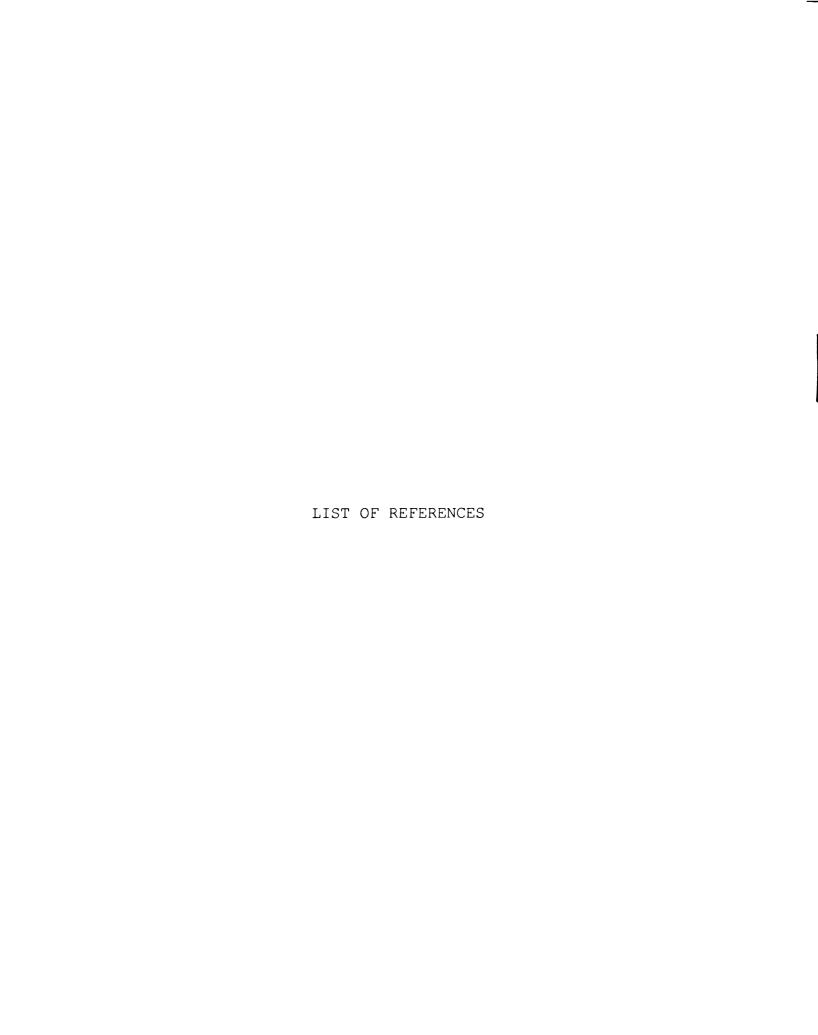40. *(Affiliation)*I usually like to let others know that I belong to a social group(s).
STRONGLY AGREE   AGREE   NEUTRAL   DISAGREE   STRONGLY DISAGREE

41. *(Identification)* I usually like to express my personality to other people.
STRONGLY AGREE   AGREE   NEUTRAL   DISAGREE   STRONGLY DISAGREE

42. What do you think of people who do put comics on their doors/walls?

43. **Please finish this sentence:**   I don't display comics because...

PLEASE STOP HERE AND HAND IN THE SURVEY.

LIST OF REFERENCES

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