

TESTING AN INTEREST MODEL OF THE KNOWLEDGE
GAP PHENOMENON

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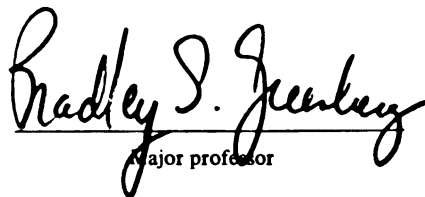
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ABSTRACT

TESTING AN INTEREST MODEL OF THE KNOWLEDGE GAP PHENOMENON

By

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The purpose of this dissertation was to examine the notion of differential levels of information acquisition from the mass media in the light of an interest based model. Interest was viewed in terms of perceived information utility to self and to milieu. To the extent that an information item is seen as having such utility, resulting interest determines the kind of attention an individual will give to that information item. A panel survey was used to examine the respondents' knowledge about two events, a football strike and presidential impeachment developments in the summer of 1974, in terms of their interest with respect to these events. The study's findings indicate that the more interested segments of the audience indeed picked up information faster and also at any point in time knew more than those less interested in the same event. Furthermore, perceived information utility to one's social milieu emerged as the most important component of interest in explaining knowledge differences. The study raises some new questions

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related to the understanding of the knowledge gap phenomenon and suggests some promising routes for further investigation.

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By
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CHAPTER I
RATIONALE AND HYPOTHESES
INTRODUCTION

European analysts have found that the average reader retains about 10 percent of the news.... This is probably fortunate; if he remembered it all, he would go mad. Jacques Ellul, "With a View Toward Assessing the 'Facts.'" N.Y. Times, July 1, 1973.

Ellul exaggerated, in the best tradition of speculative fecundity, of course. Furthermore, the European analysts are not unique for noticing that the audience, be it readers or viewers, often neglects mass media attempts to inform them on everything at all times. Yet the issue touched upon is not unrelated to the purpose of this dissertation. That is, an exploration of the knowledge gap notion advanced recently by Tichenor et al. (1970). It has focused attention on a number of formerly disparate findings, which taken together seem to show that various social strata do not share the same propensity to partake in the "information explosion."

Statement of Problem and an Overview

Recently the Minnesota group put forward the following "knowledge gap" hypothesis:

As the infusion of mass media information into a social system increases, segments of the population with higher socio-economic status tend to acquire this information at a faster rate than lower status segments, so that the gap in knowledge between them tends to increase rather than decrease.

The authors examined and found partial support in four sets of data from studies originally carried out for entirely different purposes: (a) a 48-hour news diffusion study on political affairs of the day, (b) a study of two communities, one of which suffered a newspaper strike over two weeks, (c) a field study where certain topics received heavy media coverage, while others did not, and (d) time trend data from national surveys dealing with science-related topics. Information infused in the system was operationalized as highly publicized topics, and stratification was based on education alone. Thus, in terms of the broadly formulated hypothesis, it is expected that knowledge of heavily publicized topics will be accrued faster over time by the better educated persons than by those with less education.

Proceeding from the general finding that knowledge of public affairs and science issues strongly correlated with education (Wade and Schramm, 1969), Tichenor et al., utilized education as the key variable in their study. All the while they suggested the potential role of several contributing factors which may reinforce knowledge gap differentiations:

(a) communication skills - the better educated are better equipped for reading and comprehending new information.

(b) stored information - those already better informed are more likely to be aware and responsive to news topics appearing in the media.

(c) relevant social contacts - education increases the "life space," and indicates more reference groups and interpersonal contacts, increasing the chance of discussing public affairs.

(d) selective exposure and retention - voluntary exposure to the news is often enhanced with education. One would expect the knowledge gap to be most noticeable whenever one or more of these factors is at work. In short, education was taken as an indicator of the trained capacities (or incapacities) of the audience members to respond to incoming mass media information.

Such affirmation of education as an important variable in the study of audience information levels rests on a number of consistent findings. Berelson et al. (1954) argues that the better educated have developed cognitive skills which allow them to retain better the information in whatever they see, read or hear. Robinson (1967) studies awareness of political issues in the Far East (e.g., China, Vietnam) among six groups broken down by education, and income level. There were large differences in information scores and his conclusion was that education is the most important determinant of information level. Education has been found to increase overall media use, as in Key's study of campaign news (1961); he

found differences between levels of information for people at educational extremes and attributed these to the tendency of the better educated to display higher rates of exposure.

At this point it seems appropriate to mention also some of the knowledge gap-like results reported on the Sesame Street program for children during the first and second years of implementation (Ball and Bogatz, 1970, 1971). On the whole, the first year report found that disadvantaged children, as a subgroup compared to the total sample, viewed less, advantaged children watched more. Furthermore, some rough comparisons between the family environment of these children could be made from the available data; it can be seen that some differences existed in the family environment and particularly in parent-child interaction patterns between the advantaged and disadvantaged:

(a) the advantaged children who viewed most had mothers talking often about the show, and playing Sesame-based games with them.

(b) parent expectation for the child's performance was higher among the advantaged.

(c) five out of six parents for the advantaged used the parent-teacher guide provided with the Sesame program, compared to 1 out of 20 for the disadvantaged.

(d) mothers of advantaged children read more to them (78% vs. 49%) in general, and also "once a day" (42% vs. 24%).

The report on the second year of Sesame Street added comparisons based on encouragement of children to view the program, which turned out to be a significant variable affecting the gains of the children, for all of the total tests.

Also, as in the first year, disadvantaged frequent viewers gained as much as advantaged frequent viewers. On the other hand, advantaged infrequent viewers gained more than the infrequent viewers among the disadvantaged; thus, the advantaged children seem to have alternative avenues of gaining knowledge, such as reading and discussion at home, spare time activities conducive to learning, etc.

Patterns of Media Use - The most emphasized aspect of the relation between education and mass media use has been the preference for print media among the better educated. Lower income, less educated adults display less newspaper readership, magazine use (Block, 1970, Dervin and Greenberg, 1972), but watch television almost twice as much as the general population (Dervin and Greenberg, 1972). The breadth of readership is narrower than the general population (17% versus 39% reading "all" of the newspaper), reading less front page items, and more ads in general. The preference for human interest and confessional type content in magazines is strong. In the same vein, Wade and Schramm (1969) report data collected by the University of Michigan Survey Research Center in the course of four national surveys of political

information (issues and candidates) during presidential campaigns (1952, 1956, 1960 and 1964). Percentages represent proportion of respondents making regular use of three mass media during each presidential campaign. The data from the last survey, (1964, n=1570) indicates the following trends: monotonic increase of newspaper reading with education (38% to 71%), income (39% to 57%), and with occupation (41% to 64%); slight increase with age (47% to 51%), males to females (53% to 47%), whites more than blacks (51% to 43%); for magazines, all monotonic increases with education (12% to 59%), with income (10% to 35%), occupation (24% to 40%), whites more than blacks (25% to 13%), and no difference by age or sex (24% to 24%). Thus, the familiar pattern describing the print readers as those generally found at a higher SES level clearly emerges.

The picture changes with respect to television, where the differences are much less pronounced by education (68% to 72%), income (65% to 70%), occupation (65% to 70%) or sex (69% to 71%). Similarly, Parker and Paisley (1966) found that television remains a chief source of information during campaigns for practically everyone, but respondents from lower SES strata tended to watch television more.

In terms of television content preferences, the differences are not very sharp, either. Apparently the educated viewer is as likely to turn on entertainment programs and shun "heavy" informational content, as are the less

privileged (Robinson, 1972, Bower, 1973, Dervin and Greenberg, 1972).

The observation that demographic variables have limited power in predicting the use of electronic media was made as early as 1968 by Greenberg and Kumata, on the basis of a national sample study. Similar findings have been reported more recently by Bower (1973) and Robinson (1972). In view of the fact that dealing with the mass media is only a part of daily human behavior, after all, factors other than simple demographics may tell us more about people's mass media preoccupations. Some authors have suggested alternative variables such as extent of social interaction (Rosengren, 1972, Greenberg and Kumata, 1968), cognitive needs for information (Atkin, 1974, McCombs and Weaver, 1973, Greenberg and Kumata, 1968), or available leisure time (Samuelson et al., 1963; Robinson, 1969; Nayman, et al., 1973).

Role of the Different Media - Given such differential tendencies with regard to print media use, and the relative uniformity with regard to television use, it is important to know their contribution to the audience level of information. First of all, there is some evidence to suggest that the manner in which a medium is used has a lot to do with information level, apart from which particular medium is being used. Robinson (1967) compared several social groups by eight types of "sophisticated usage" and under-

scored his finding that, aside from education differences, those who are better informed display a "more serious usage of mass media for informational content." Bagdikian (1971) noted that while surveys fail to indicate large scale pre-emption of one mass medium by another, it appears that the media are often used for different purposes.

The manner of media usage also emerged as a factor in public affairs knowledge in a study of teen-agers during the 1968 campaign; Chaffee et al., (1970) found that the youths' familiarity with the issues was significantly associated with their use of television and newspapers for public affairs content, in contrast to use for entertainment. In a similar vein, Schramm and Wade (1967) found that viewers who used television for "campaign purposes" knew more than habitual print media users.

Print and broadcast media viewed separately play different roles regarding the information level of audiences. The printed media do indeed emerge as the strongest contributor to political and public affairs information gain (Robinson, 1967, Schramm and Wade, 1967), and it is the better educated who make the most use of them (Robinson, 1970).

At the same time, while print media use indeed delineates information discrepancies between educationally unequal segments, it is good to find some evidence that television use does not seem to augment such differences much further.

There is no evidence of correlation between network tele-
vision news viewing and education (Robinson, 1972).

Also, Johnson (1973) found that both heavy and light
television viewers knew very little about people in the
news. Similiar report comes from Stern (1971), who found
half the audience of a national network unable to recall
even one of 19 stories, shortly after they were broadcast.

Exposure and Information Gain - Evidence that mere
exposure to mass media does not necessarily bring about more
news awareness abounds in the public opinion literature
(Robinson, 1972). But the fact that the manner in which
media are approached by the audience can take precedence
over the print-broadcast differentiation as a factor in infor-
mation gain strongly suggests that taking a receiver point
of view can provide good leads to explanations of audience
behavior. The reminder that mass media audiences are not
passive receptacles for any and all messages and the informa-
tion herein is indeed stating the obvious. There is one
saving grace in doing so, however--recognizing that some
formulations of what information is may have been unduly
normative, by-passing the audience's own discriminative
judgment. The point can be made by mentioning the classic
Cincinnati project and the Douglas et al., (1970) study,
with their contrasting outcomes. While Star and Hughes
(1950) found that their campaign to educate people about the
U.N. reached only the more educated and affluent residents

of Cincinnati, Douglas et al. managed to come across with their six month long information program on mental retardation, particularly so among the lower education strata. The small experimental community Reedsburg (Wisconsin), with an established closely knit system of institutions, indigenous media and interpersonal contacts turned out to be a better setting for an information campaign, compared to the diversified, fragmented locale of Cincinnati. More importantly, the issue of mental retardation, while not controversial, had local action implications; that is, the community was trying to establish better facilities for educable retardates, and already had some such facilities in existence. Therefore the campaign, which consisted of 20 news stories, 5 feature stories and a mental Retardation Week ad in the local paper, posters, radio spots, etc., fell on responsive ears since the topic was not remote from the reality of the residents. It turns out that the "know-nothings" may know little about politics, but know something about other areas, and can be good information gainers. The question why this is so may be answered through a closer look at audience information needs and interests, and their role in information gain processes. In order to do so, let us first discuss antecedent factors which emerge from previous studies in relation to exposure and information gain.

Relevance and salience of information were emphasized as better predictors of whether an individual becomes

acquainted with a news story at all, as compared to news value (e.g., percentage aware), according to a recent study by Hanneman and Greenberg (1973). Indeed, a number of studies indicate that availability of information may enhance exposure, but neither will necessarily enhance information again (Allen and Colfax, 1968; McLeod, et al., 1969; Spitzer and Denzin, 1965; Greenberg, 1964b). It is important to distinguish the expected consequences from a message-orientation standpoint, from the likely consequences from a receiver-oriented standpoint. The issue of receiver attention can be traced back to the notion of stimulus intensity, i.e., the number of discriminatory stimuli that impinge on a person (De Fleur, Rainboth, 1952). The idea was that the greater the number of messages about an event, the greater the probability of exposure to it, . . . the greater the percentage of people informed. Not necessarily so. The receiver is likely to act upon a subjectively reckoned information value in giving attention to the story. This implies that the general practice in research, of operationalizing attention as exposure, needs some refinement with respect to attention variability regarding program components. Thus, interests may direct the information use of the mass media; or given exposure, presence or absence of interest may intervene with the kind of attention given certain content areas and program components. For example, Atkin et al. (1973) studied audience reaction to political ads on TV

during two 1970 campaigns for governor and found that: (a) availability of political ads on television was unrelated to the attention given to them, with an average correlation of $-.02$; (b) interest in the campaign contributed considerably to attention patterns; (c) finally, demographic locators such as age, sex, education, or occupation were only slightly related to attention given the TV spots.

Several studies have shown a positive relationship between relevance and knowledge (Adams, et al., 1969; Levy, 1969). Fitzsimmons, et al. (1969) for example, reported that importance of an issue and interest seem to go together and are related to knowledge of public affairs gained from television documentaries. Greenberg, et al. (1965) found interest positively and strongly correlated to amount of knowledge about a sports event. Funkhouser and McCombs (1971) found interest related to amount of recall of news items.

Two recent studies, carried out by Johnson (1973) in Kentucky and Bishop (1973) in Peru, sought to isolate the factors playing a role in political knowledge acquisition. They show similiar findings even though the strength of relationships reported by Bishop was higher than for Johnson. Both authors concur on the role played by interest predictors, suggesting that the model moves from interest, through media use to knowledge in the political realm. On the other hand, Atkin and Greenberg (1974) tentatively posited a different

model in their experimental study of a public television series' impact on the political socialization of adolescents in Florida. There, media use seems to be the key variable, while interest and knowledge follow as the consequences.

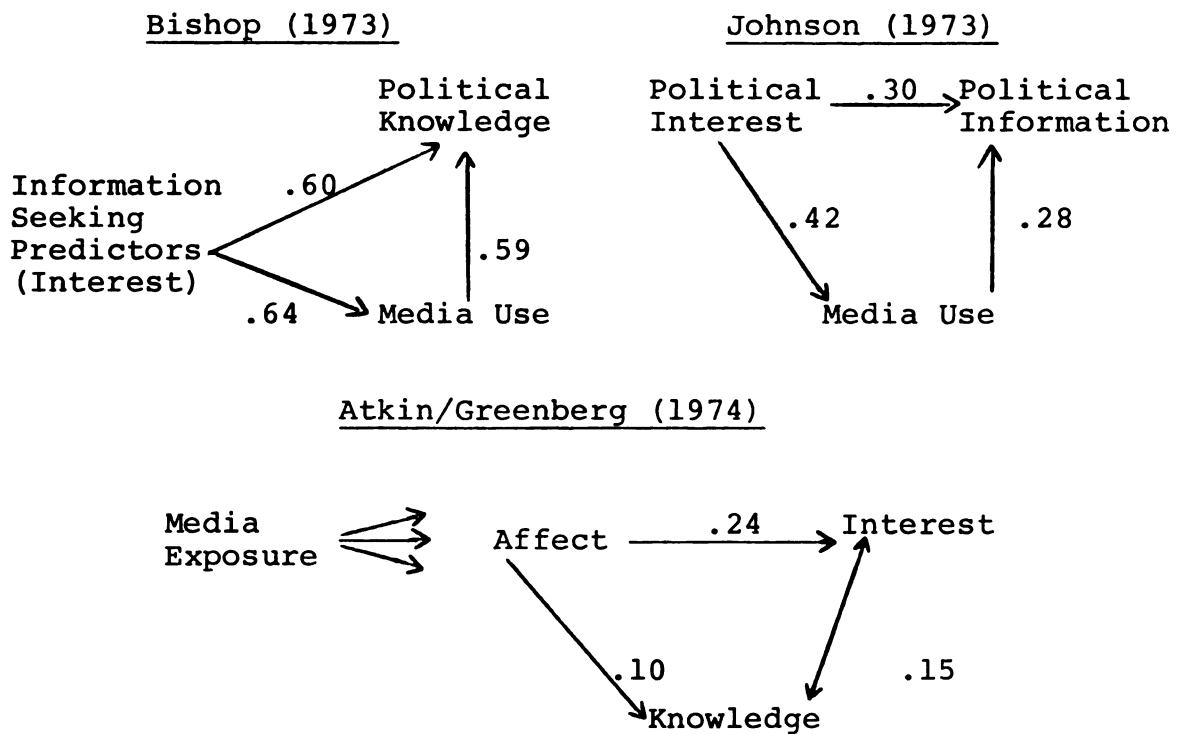


Figure 1. Three Media Use Models

Given the wide variety of events covered by the media, both topically and geographically, there is ample room for manifestation of interest diversities. Yet we know precious little about what the audience, and sub-groups within it, include in their routine "surveillance of the environment" in Lasswell's sense.

The often dismal picture of public ignorance obtained through some public opinion studies is based on a narrowly

defined set of information which implies disregard for public heterogeneity.

Antecedent Factors Systematized - An attempt to present systematically the manner in which antecedent factors have been studied shows that there is little agreement in the way of defining interest, salience, importance or relevance of events. What follows is a summary table and a brief overview of the various perspectives and terms available from previous studies (Table 1).

Adams and Mullen (1969) base their distinction on potential social utility in dividing news into "so what?"-type (i.e., minimal interpersonal discussion, event "neither relevant, nor emotional"); "how about that?" events (only a subgroup would talk, news "either relevant or emotional"); finally, "Oh my God" events (everybody talks, news "both emotional and relevant"); Greenberg, et al. found interest based on personal utility. Also, Hanneman and Greenberg (1973) utilized composite social, attitudinal and interest measures of relevance (importance) and salience (interest) to predict differential information processing. McCombs (1973) does not distinguish between the two and speaks of relevance in terms of discussion of event and interest, interchangeably; relevance is conceptualized as a receiver variable, antecedent to need for orientation and hence exposure.

Table 1. Overview of Antecedents

Study	Variable Used	Operational Definition
Adams and Mullen (1969)	Relevance	Religious affiliation indicators
Carter (1965)	Relevance=Saliency Pertinence=Relevance	Recognition of event as close, situationally meaningful to individual* Evaluation of event in general orientation scheme*
Fathi (1973)	Interest=Ego Involvement	Discussion of event, verification of news
Greenberg et al. (1965)	Interest	Perceived personal utility
Greenberg and Hanneman (1973)	Interest=Saliency Importance=Relevance	Expressed interest in event; religiosity; church activities
McCombs (1973)	Relevance	Discussion of event, expressed interest in event
Medalia and Larsen (1958)	Relevance	Media coverage, discussion=interest (rumors)
Rota (1973)	Relevance Saliency	Display in the mass media Centrality to individual pre-dispositions*

* (conceptually defined only)

Other authors talk of interest as a receiver variable antecedent to media content consumption (Medalia and Larsen, 1958) in a manner quite identical to McCombs' notion of relevance. Fathi (1973) talks about ego-involvement in an event which is "central to the self" in the Sherif and Sherif (1956) sense. Finally, Carter (1965) theoretically subsumed three notions under relevance: situational relevance, salience to individual and perceived pertinence of event, in terms of receiver goals and evaluation of the environment.

All in all, the definition of importance is often based on post-event inferences, i.e., the news which spread fast and widely must have been important (Budd, et al., 1966, Rosengren, 1972, Adams et al., 1966). Rota (1973) comes from a different standpoint, where relevance is related to the comparative emphasis placed in display of given news events by the mass media at the same time; salience is related to news' centrality to a person's cognitive, affective and behavioral predispositions. He proposes use of factorial design based on these definitions, with diffusion of information as the dependent variable. Rota predicts highest diffusion of information about events of both high relevance and high salience, with second best for low relevance and high salience. For Rota, the determining factor appears to be salience, the receiver variable, while relevance as defined by him remains in the background. Thus, for

both the cases of low relevance and low salience, or high relevance and low salience, low salience would determine limited diffusion. It is intriguing to transfer this scheme to the Tichenor et al. study and see what explanation would result (Figure 2).

		Hi	Lo
Saliency	Lo	3 Low Knowledge	4 Minimum Knowledge
	Hi	1 Maximum Knowledge	2 Second Highest Knowledge

Figure 2. Saliency and Knowledge Relevance

Now according to Tichenor, the news events studies had been given wide and pronounced mass media coverage, and these events were assumed to be of general appeal; this outlines a case of high relevance/high salience (Box 1), whereby the burden of differentiation falls on educational level alone. We suggest that, rather than assuming a uniform level of salience, we would take into account its variations, obtaining needed contrast, besides educational difference. In other words, the explanation of the knowledge gap can be facilitated when it is viewed as resulting from a case of High relevance/High salience vis a vis High relevance/Low salience, with the ensuing audience behaviors and differential knowledge gain (e.g. Box 1/Box 3).

An Interest Model

As stated before, our aim here is to integrate elements of all the previously mentioned standpoints, since resulting definitions have already been applied with various success in the corresponding studies. Despite the varied nomenclature, they all share an implication of certain selection criteria applied by members of the media audience. In short, people do not engage their attention indiscriminately but rather according to some choice hierarchy which has meaning to them. So in seeking parsimony we may attempt subsuming already mentioned considerations under the notion of interest and degrees of it. The conceptualization has its roots in a functional approach, which emphasizes utility, from the receiver's perspective (Figure 3).

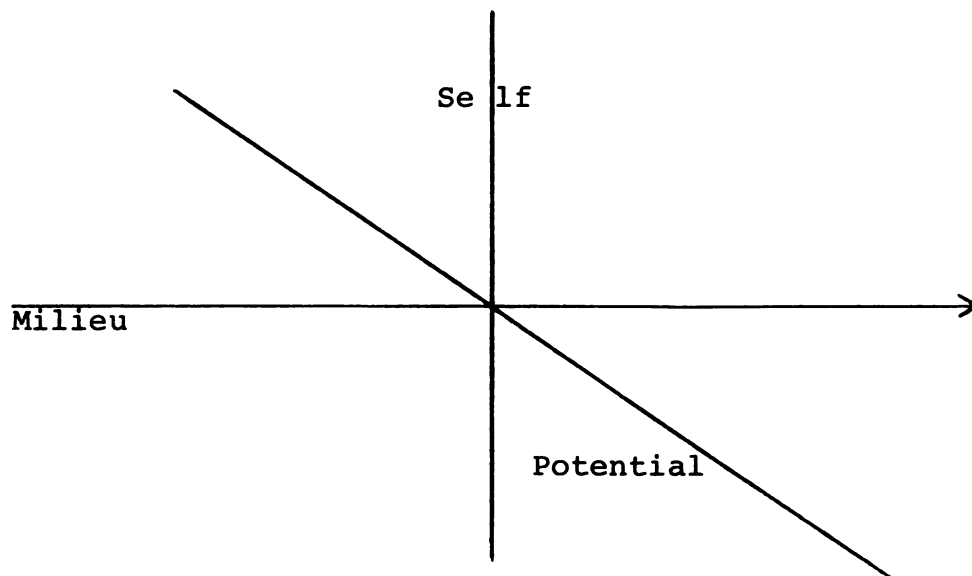


Figure 3. Perceived Utility

Interest is a function of the interplay of the following components: (a) perceived information utility to self; (b) perceived information utility to milieu; (c) perceived potential utility to either self or milieu. Utility to self is seen in terms of relatively immediate, daily coping behaviors related to the functioning of individuals and their home and family. Utility to milieu is seen in terms of communicative utility and facilitation related to an individual's social environment, the various membership and reference groups he is associated with (e.g., friends, relatives, fellow workers, neighbors, etc.). Potential utility refers to routine scanning of the information environment, focused on a relatively consistent set of information areas kept under surveillance by the individual.

To the extent to which an information item is perceived to have one or more of the above attributes, resulting interest will determine the kind and amount of attention an individual will give to that information item. The comparative emphasis on each attribute commanding attention will depend on the individual's short-term and long-term priorities, habits, pressures or changes in the environment. We believe that defined thus, interest now subsumes the importance, relevance, salience, or pertinence notions from a receiver's perspective.

In an overview of the literature dealing with man's methods of attending to information, Sears and Freedman

(1967) reemphasized the point that people expose themselves and absorb information that is useful or functional in some way. Atkin (1974) in discussing political information and mass media use emphasized adaptive requirements to the individual's satisfaction. Greenberg et al. asked respondents if a major event has been of personal interest (self-consumption), or for social uses; they found that of those who attended the event, highly interested respondents found it useful both personally and socially, less interested individuals found it mainly of social utility. In their discussion of information seeking behavior, Westley and Barrow (1959) emphasized "the persistent tendency to place a positive value on information that is potentially relevant to the individual's orientation to his surroundings." Atkin (1972) described two modes of exposure, information receptivity and information search, and brought up communicatory utility as an explanation for some media use patterns.

In the constant flow of information, few events are attended to by some, and disregarded by many; the bulk of news are noted for intermediate functional importance, scanned by 30-50-70% of the audience, and not necessarily disseminated further (Greenberg, 1964b). But in the way of example, note the changes that took place in the routine scanning for potential utility, when a group of workers were switched to a four-day work week; Nayman et al. (1973) reported that not only mass media exposure increased, but

specific types of content were sought out for utilitarian application. A substantial number started reading hobby magazines, news weeklies, increased exposure to outdoor sports reports, gourmet cooking programs, pets, homemaking, sewing, public television, and general interest magazines. As changes in daily coping and social behavior took place, new areas of potential utility were included in the routine scanning of the information environment. The newly emerging functional relevance to novel content surveillance was substantiated by the correlation found between an index of gain in viewing various outdoor recreation programs and the index of separate increases in camping, fishing, boating, skiing, etc., after the change to a four-day work week. Similar evidence of the influence daily routines may have on the perceived relevance of incoming information, as an indirect form of functional selectivity, can be found in Hill and Bonjean (1964) and O'Keefe (1969).

Perhaps our Figure 4, using a modified version of Lazarsfeld's "different functions," would best convey our idea on the role of interest in information gain discrepancies, and illustrate the knowledge gap model underlying this paper's rationale.

The response function for information gain is dependent on the stimulus situation. A given information item or items are seen as distributions varying in their perceived interest for the receiver, and the information gain is a

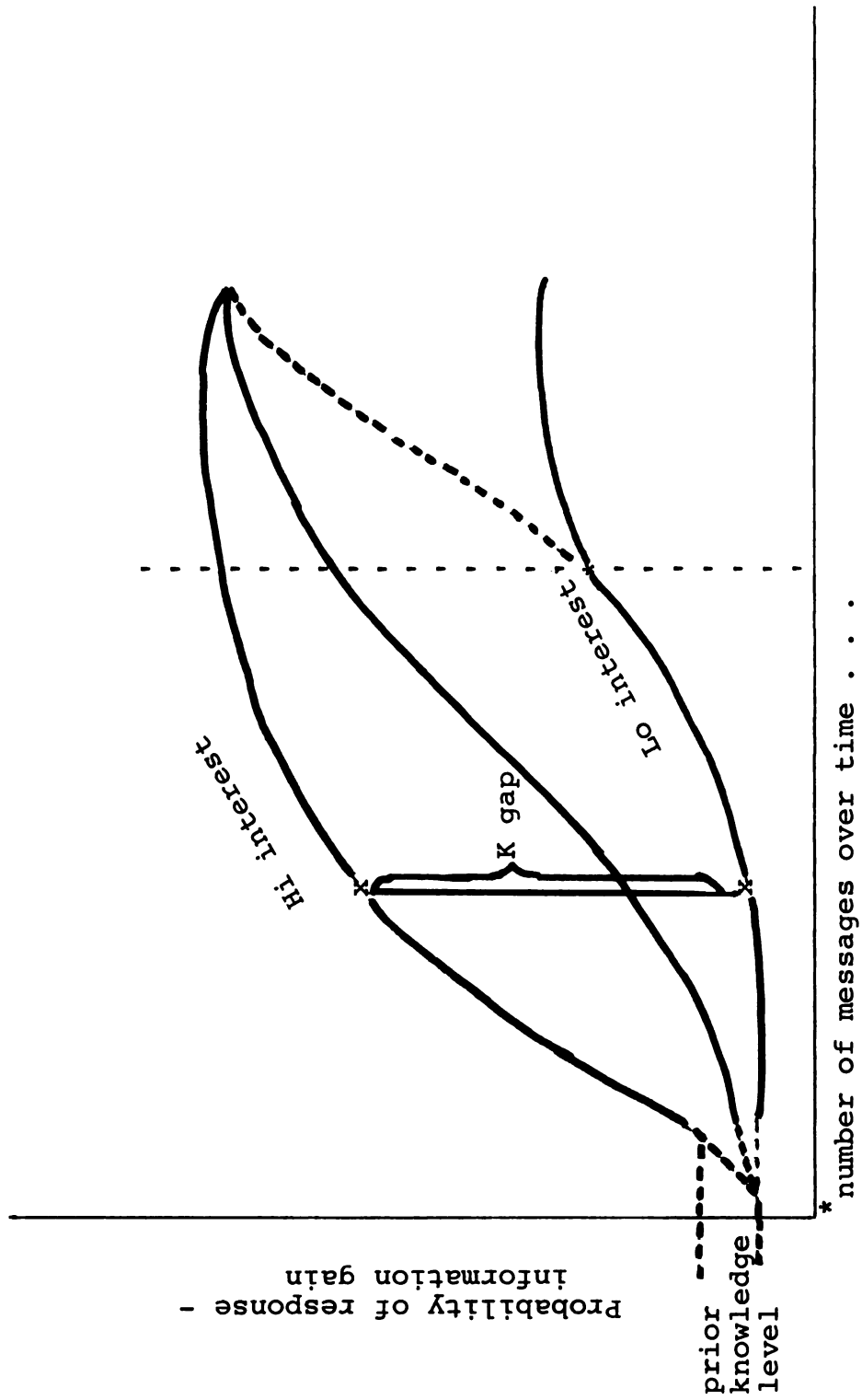


Figure 4. Information Gain Response Functions

function of interest. If the message was publicized for an indefinite time, theoretical expectations dictate that the knowledge gap regarding the specific information carried by this message will eventually close; actually this can rarely be the case, given the finite nature of mass media publicity on any given topic. So whether the resulting knowledge gap closes may depend partly on whether stimulus intensity in the mass media publicity is maintained, or is reduced, or eliminated at a point* (see point in Figure 4--designatedly *) when only the more alert persons have gained that knowledge. Previous knowledge level is an indication of prior interest, which may be rooted in relatively constant behavioral, interpersonal and environmental processes associated with the given type of information. The positive relationship between prior knowledge and information gain has been shown in research (McNelly et al. 1967, 1968; Fitzsimmons and Osburn, 1969; McLeod, et al. 1969). Also, keeping track of information areas scanned routinely will facilitate information gain in that it implies possible foreknowledge of specific information items. Adams et al. (1969) have demonstrated that attention to media content can be a function of foreknowledge, which is a function of interest.

Tracing Interest Differentiation - In view of the central role posited for interest in directing audience attention, and in order to trace the subsequent differentials in levels and areas of knowledge manifested in mass

media users, it is necessary to look carefully into interest formation; what are the factors that can help explain the shaping, maintenance and changes in the three components of interest postulated above? Some pertinent evidence can be brought to bear in understanding the processes which contribute to audience differentiation with respect to some areas of interest and commonality with respect to other areas.

Aside from native ability and biological maturation, there are two classical factors called upon to account for intellectual development: environmental influence (family, life experience) and social transmission (education). The family environment in all likelihood sets the track for lasting assumptions regarding what is worthwhile to know (e.g., art) and the ways to go about it (e.g., reading print sources).

The Role of the Family - A number of studies indeed illustrate the shaping influence that family environment exercises on youth's cognitive development and interest direction. Children in politicized families are more likely to be interested in political matters than children from politically apathetic families (Milbrath, 1965). Johnson (1973) also found that interests rest strongly on socialization factors; mother's education and family conversation were best predictors of foreign country knowledge. On the other hand, father was found to be a stronger influence by Clarke (1965), who reported that where parents were interested in public affairs, children also manifested more interest in informational

content and valued reading as a leisure activity. McLeod and Chaffee (1971) indicate that parent-child interaction partly determines the way a child learns to structure daily situations and to relate information to them. Socialization explanations in their entirety would go beyond the scope of this discussion; the social interaction view within this tradition, however, does seem pertinent to our concerns. It draws on elements of modeling and reinforcement in proposing that early norms involved in a child's interactions with relevant others (e.g., parents and parental circle) will shape behavior, including communication style and preferences. Parental guidance in terms of structuring the child's spare time, emphasis on school performance, expression of certain topics, reinforcing concentration on other topics, can all be seen as having potential effect in placing certain areas of interest on the youth's developing "cognitive map" in Tolman's (1932) sense.

While most mothers seem to restrict viewing of certain television programs (Lyle and Hoffman, 1971a), it looks like real encouragement and reinforcement in watching specific types of programs comes more so from middle-class parents (Greenberg and Dominick, 1969a). Other authors have found that when "concept-orientation" in family discussions is evident, or where a "pluralistic" atmosphere is part of the habitual pattern, family members display heavy attention to news content. There is evidence that these influences persist

beyond childhood and become part of an individual's behavior in new social situations (McLeod et al. 1967; Chaffee, et al. 1971; Chaffee, 1970). Work done by achievement motivation researchers has also linked factors of family interaction and environment to the child's subsequent behavior patterns. Most of the evidence for analysis of social origins and consequences of achievement in children comes from studies on parent-child interaction, parent reports on child rearing practices, and experimental work. Of particular interest to us would be the distinction made between early emphasis on problem solving (e.g., "mastery" school related) versus emphasis on "caretaking" (e.g., tasks around the house), where the former is associated with achievement orientation, and intellectual task independence. Winterbottom (1958) found that parental encouragement was the main factor in middle class boys' achievement orientation; the activities encouraged relatively early in life were: doing well in school, choice of books to read, having own interests and hobbies, doing well in competition with others, etc. The tendency to achieve determines interest, impetus at undertaking an activity with the intention of doing well. In addition, a number of studies have traced the behavior of high achievers later on in life; the evidence suggests that they are displaying better memory for incomplete tasks, are more active in college, community activities, etc. - behaviors that may be linked to a wider range of information needs

(Atkinson, 1958; McClelland, 1961). It is interesting enough to note that high achievers do not necessarily perform compulsively on any task and in any circumstances; rather, they do better when the performance has some significance to them, i.e., when they see some meaning or utility to the task (French, 1955).

In the light of the preceding section, future studies should devote more attention to background factors which determine initial levels of information and interest build-up, upon which there are differential effects later on in life. Also, further attention to the transitional years of adolescence should provide continuity to tracing these processes.

The Social Milieu is at work with the adolescent push toward real or imagined independence from parental constraints and more toward peer-defined activities. The influences that bear on the communication behavior cannot be understood properly without clarifying the extent to which the new overlay of peer-defined tastes and notions of "relevance" would depart from the basic directions along which the youth is already in motion. If the milieu is comprised of peers coming from families very much like one's own, there may be no deep change in the fundamental set of criteria already absorbed via family setting. The more diverse the peer milieu then, the more likely are influences to depart from early behavior formats. Coleman et al. (1966) reports that

the scholastic achievement of minority children is often strongly related to intellectual proficiency of their school-mates. They suggested that socioeconomic mix may have a lot to do with the intellectual responsiveness of youth, regardless of school facilities and resources.

Troldahl and Costello (1966) found that media use among teen-agers was bound to its potential for discussion with friends. At the same time, there is evidence that social class continues to play a differentiation role in the communication behaviors of adolescents; Lyle and Hoffman (1971a) found that youngsters of white-collar households tend to use newspapers more than their blue-collar counterparts. Similarly, Greenberg and Dominick (1969a) found lower-income and working class teen-agers spending more time with television. Most importantly, Lyle and Hoffman (1971a) and Clarke (1969a) data seem to contradict Kline's (1970) opinion that social class will diminish in predictive power as the child grows up.

Adult Audiences and the Information Environment - The most definite interest diversification can be expected to occur in response to the pressures, responsibilities, or opportunities that arise with adulthood. Yet it is more likely to be a matter of increasing specificity in information interests and needs, rather than a discontinuous shift from previous patterns.

A number of attempts to classify information has been

made in a search for effective typologies and audience response to them. Rosengren (1972, 1973) distinguishes between hard and soft news on the basis of their diffusion rate and proposes subjective interest as a criterion for analyzing the differences; Robinson (1972) talks of school knowledge topics (e.g., academic knowledge, public affairs, hard news) vis a vis life knowledge (e.g., health, consumer, human interest) similarly to Chaffee's (1973) news topics and consumer topics; finally, Rogers and Shoemaker (1971) bring up awareness knowledge, "how-to" knowledge and principles knowledge in their description of the innovation diffusion processes. In view of the observation that almost any mass media content can perform any function, depending on the audience (Rosengren, 1972), it becomes possible to talk about the effectiveness of typologies only to the extent to which they reflect priorities of various audience segments. It becomes necessary then, to accumulate a better understanding of consistent variations in functional priorities between and across different social groups; such priorities are tied to utility perception and hence interest distribution among content categories.

One such study has been directed at identifying certain attributes of poverty life styles, viewed as manifestations of a functional response to the demands of the immediate environmental conditions. Greenberg and Dervin (1972) underscore the fact that a middle-class oriented

society such as ours assumes skill, literacy, motivation education and information seeking abilities, all largely fashioned after middle class desiderata, and without taking into account that the poor may not be prepared, nor inclined to deal with society on these terms. The poverty subculture emphasized family, friendship and kin relations as a functional response to the realities of poor life. This implies homogeneity of interpersonal contacts within a largely closed system, which leaves them unprepared for role flexibility and social skills expected "outside."

It is easy to see the implication for the danger of defining the knowledge gap on the basis of unrealistic expectations regarding areas of interest and ways of deriving information from the mass media. It would be hardly surprising to find that the poor's interests direct them towards routine monitoring of media content judged low in information utility according to a middle class yardstick, yet holding personal and social utility promise to lower strata.

By the same token, we need to know what attributes of non-poverty and middle-class life styles would help determine the areas of information that are routinely scanned due to their functional utility to daily demands. Areas of information close to professional and economic patterns of coping behavior can be expected to take priority, and therefore, to direct interest with regard to media content.

Recognizing that the social milieu plays a significant part in the life of people means including interpersonal communication processes among the factors influencing information handling and intake. McCombs (1973) notes that interpersonal exchange of information often may function as an independent variable preceding any selection of messages from the mass media. Depending on the variety of social contact available to them, people of similar demographic groups may also vary in their information selection patterns. The communicatory utility of incoming information then depends largely on the kinds of interpersonal networks that individuals are involved with. Tipton (1970) reports that among respondents discussing election events, the greatest information seeking occurred for people whose friends were equally interested in a given issue. Larsen and Hill (1953) proposed that interpersonal communication about an issue be used as a measure of interest. Chaffee and McLeod (1967) found that voters who anticipated conversations on 1966 campaign issues were more likely to request information pamphlets than those not planning to discuss the topics in the near future. Berelson et al. (1954) found that one's primary groups tend to be politically homogeneous, and Katz and Lazarsfeld (1955) have demonstrated that "like talks to like" based on the opportunity for interaction between people placed within similar social loci. Chaffee and McLeod (1973) report that ongoing communication between respondents and

their social contacts accounted better for information seeking as compared to individual differences alone. Since interpersonal communication tends to require social and informational equivalence, we can expect that perceived utility is subject to the influence of what may be termed an agenda set by the milieu. Relatively permanent social networks will encourage the persistence of certain selection criteria, while changes in the social milieu should result in new perceptions of information utility, and partial re-direction of interests.

A SUMMARY

We have explored the knowledge gap phenomenon in the light of available findings, and also proposed an interest model of analysis. Some of the main points we sought to emphasize can be recapitulated as follows:

(1) the initial presentation of the knowledge gap hypothesis used education as the main locator variable in detecting information level discrepancies, and focused on the print media.

(a) while demographic variables have been helpful with respect to the print media, they have little power in predicting the use of electronic media.

(b) exposure to print media contributes well to audience's information acquisition, yet there is indication that the manner of media

use may take precedence over the print broadcast dichotomy.

- (c) evidence that exposure to the mass media does not necessarily enhance information gain dictates a need to study other determinants of the information acquisition processes; thus, we gave consideration to interest as the underlying factor of receiver attention given certain content areas and program components in the mass media.

(2) the interest model presented is rooted in a functional approach which emphasized information utility from the receiver's perspective. Some considerations flowing from such a model will be further examined in the following section.

HYPOTHESES

The preceding discussion in its entirety has been directed at clarifying the interplay of factors deemed relevant to the study of the knowledge gap phenomenon. Our position has been that its fruitful examination should go beyond education-bound stratification of audiences, include the electronic media and allow for a more detailed look into interest diversities. We do recognize that education develops cognitive skills which facilitate handling of mass media information; that it expands receiver horizons for events of

significance (Buss, 1969) and is likely to widen an individual's overall scope of interests (Wade and Schramm, 1969). Yet at the same time it must be noted that this does not require the assumption of interest homogeneity among similarly educated audiences. As discussed earlier, people do not engage their attention indiscriminately; rather, they are likely to apply certain choice criteria in attending to media content. Thus, we suggested that an interest-based model would allow a more sensitive examination of information gain processes and help trace the patterns of knowledge differentiation among mass media audiences. In explicating our notion of the independent variable, interest, we proposed a treatment in terms of the underlying components: perceived information utility to self, perceived information utility to milieu, and perceived potential utility to self or milieu. To the extent that an information item is perceived as having one or more of these attributes, resulting interest will determine the kind of attention an individual will give to that information item. In the absence of empirical evidence on the relative weight of each component and their relationship in determining interest, we can nevertheless posit a certain priority ordering for them. Thus it can be expected that an individual's vested interests (self, mate, immediate family) will take precedence over the social milieu; also, relatively immediate concerns would prevail over delayed ones.

Given such a framework, we expect that interest, compared to education, will turn out to be a better predictor of knowledge acquired from media content. A tentative juxtaposition of these two variables may be useful in the way of clarification, where level of information is the dependent variable (1 = highest); it also suggests the possibility of interaction between the two (Figure 5).

		<u>Interest</u>	
		Hi	Lo
<u>Education</u>	Hi	1	3
	Lo	2	4

Figure 5. Juxtaposition of Interest and Education

In terms of the dependent variable, knowledge, we adopted Atkin and Greenberg's (1974) component measure differentiating between factual and structural knowledge, treating them separately in hypothesis testing. Factual knowledge refers to the respondent's knowledge of specific items, names, dates, places, facts and figures, related to specific items, names, dates, places, facts and figures, related to specific news occurrences. Structural knowledge is taken as the respondent's understanding of the relationships

manifested in an event, how or why it took place, and the event's place in the broader framework of related phenomena.

The model we have proposed incorporates a time dimension and the independent variable of overall interest. The following three general hypotheses are addressed to these aspects:

- H_A: As the infusion of mass media information into a social system continues, those with a higher level of interest will acquire new information faster than those less interested, so that the knowledge gap between them will tend to increase.
- H_B: At any point in time, then, more interested members of the media audience will display a higher level of knowledge than those less interested in a publicized event.
- H_C: As the publicity on a topic continues over a long period of time, the knowledge gap between those more and less interested will begin to decrease.

Furthermore, we have postulated certain types of interest stemming from various perceptions of utility. We have indicated the use of multiple dependent variables, e.g., factual and structural knowledge treated as replicates for hypothesis testing; and we have already discussed in a comparative fashion education and interest as predictors of information level. The following main and derived specific hypotheses have been directed accordingly:

- H₁: There is a positive correlation between education and knowledge.
- H_{1a}: Education will correlate positively with both factual and structural knowledge.

- H₂: There is a positive correlation between overall interest and knowledge.
- H_{2a}: Interest stemming from perceived utility to self will be a stronger predictor for both factual and structural knowledge, than interest stemming from perceived utility to milieu.
- H_{2b}: Interest stemming from perceived potential utility to self will be a stronger predictor for both factual and structural knowledge, than interest stemming from perceived potential utility to milieu.
- H_{2c}: Interest stemming from immediate utilities will be a stronger predictor of knowledge than interest stemming from potential utilities.
- H₃: Education and overall interest combined will correlate more strongly with knowledge, than either one taken alone.
- H₄: The correlation between overall interest and knowledge will be higher than the correlation between education and knowledge.
- H_{4a}: Interest stemming from utility to self will correlate higher than will education with both structural and factual knowledge.
- H_{4b}: Interest stemming from utility to milieu will correlate higher than will education with both structural and factual knowledge.
- H_{4c}: Interest stemming from potential utility to self or milieu will correlate higher than will education with both structural and factual knowledge.

The following diagram of the hypothesized relationships may help in making the synchronic part of the model more visually apparent (Figure 6).

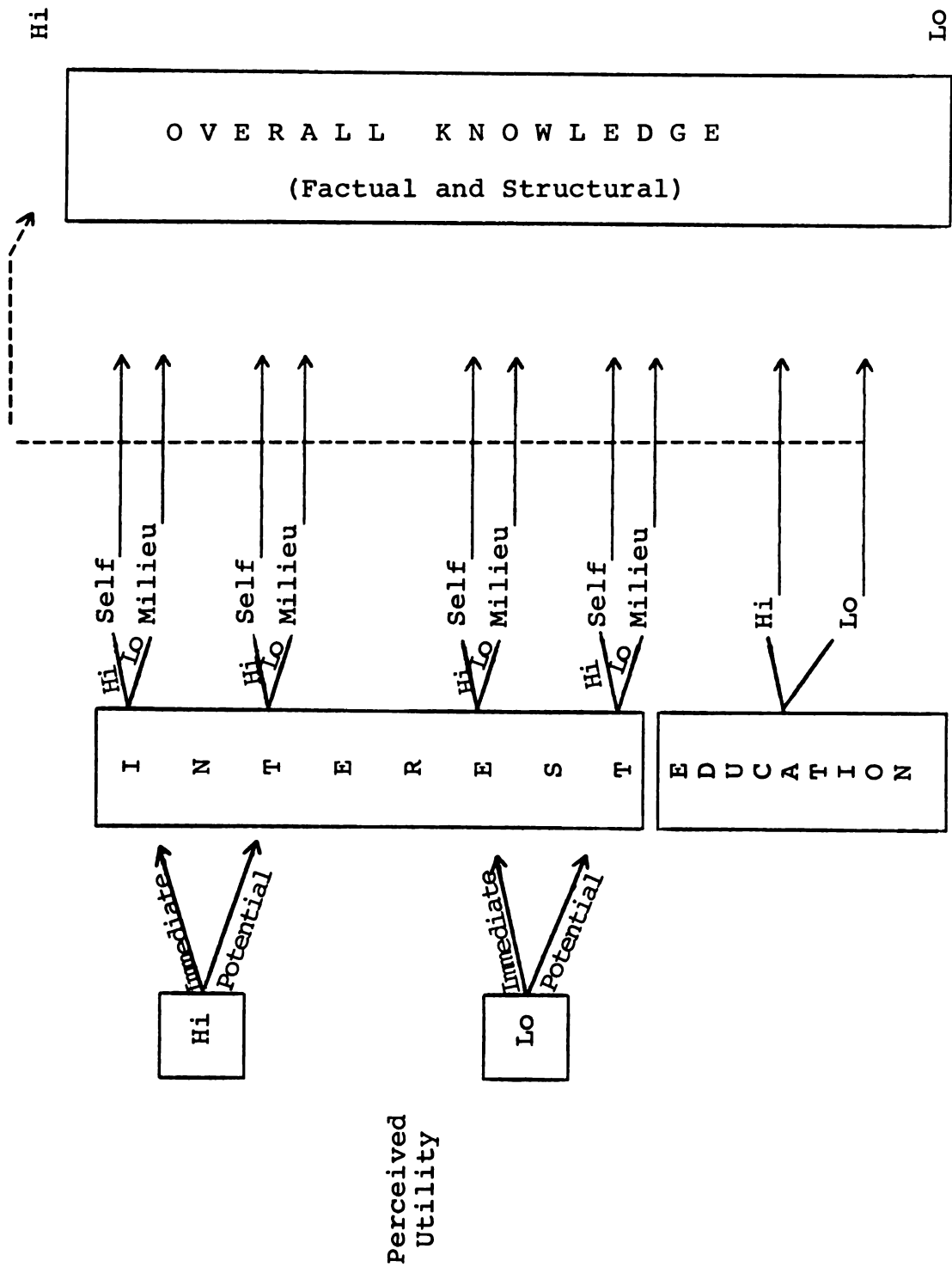


Figure 6. Diagram of Hypothesized Relationships

CHAPTER II

METHODOLOGY

The data collection for this dissertation was done in a panel survey from August 6-16, 1974 in the greater Lansing area, Central Michigan. This chapter outlines the procedures employed, namely, questionnaire development, sampling, questionnaire administration and data coding; also, in this chapter we report on the measurement and indexing of variables specific to this study.

Questionnaire Development

The questionnaire was developed in July 1974, with the objective of tapping, at two points in time, respondent interest and knowledge regarding two different kinds of events publicized in the media: the National Football League strike and the impeachment developments. The selection of these topics was guided by the following criteria consistent with study goals:

First, the need was for at least two news topics contrasting in the likely interest they hold for the mass media audience. Thus we made the assumption that the football strike would have less general appeal compared to impeachment events.

Second, the need was for news topics having different duration of display in the mass media. Again, the football strike was recent, while the impeachment events had a relatively longer standing.

And finally, once selected, both events had to remain in the news, at least throughout the period of study.

The questionnaire was pretested with adult residents of East Lansing in order to check on item wording and variances and improve the phone administration style. Interviewers for the pretest were graduate students at Michigan State University. They were trained in a two hour session prior to the pretest and debriefed afterwards. The entire process was carried out under the supervision of the project director herself. In all, twenty-five respondents selected randomly from the East Lansing telephone listings were interviewed for pretest in one evening. The final questionnaire, designed for the first administration and put in a code-book form, was seven pages long and included predominantly closed-ended items. The average time for interview completion with a respondent was ten minutes. The subsequently developed questionnaire designed for the second administration was five pages long and took an average of seven minutes to complete with a respondent. The two versions of the questionnaire will be discussed in a later section of this

chapter.

Sampling

The survey site for this study was the greater Lansing area in Central Michigan. This included Lansing, East Lansing, Bath, De Witt, Diamondale, Eaton Rapids, Grand Ledge, Holt, Laingsburg, Mason, Okemos, Perry, Potterville, Shaftsbury and Williamston. The choice corresponded to the goal of reaching varied population strata and the practical need for accessibility by phone from the project headquarters on the MSU campus. Thus, three communities, Charlotte, Dansville, and Onondaga, were excluded since they fell outside the local call area. The estimated population was 115,482 with 73% residing in Lansing, East Lansing and Okemos and 27% in the surrounding area outlined above. We also checked to ascertain availability and reception of the three main TV station signals throughout the area. The telephone directory was used as the sampling frame to draw a systematic probability sample ($n=400$) for this study, completed in late July 1974 with a check for overlaps with the pretest respondents. Actual respondent selection within each household followed the procedure recommended by Troldahl and Carter (1964). Eligible respondents were all adults, ages 20-80. At least two call attempts were made for each interview obtained. In all, 253 usable interviews were completed during the first wave, with 28% refusals, disconnects

or not-at-homes, 2% not eligible and 7% "don't-call-next-week." The second wave completed 243 interviews, with 10 respondents unwilling or unable to cooperate again. For further details on sample characteristics see Appendix A.

Questionnaire Administration

This author was the project director supervising all phases in the administration of telephone survey questionnaires. Twenty-two students at Michigan State University, eleven males and eleven females, were hired as interviewers. All interviewers spent four evenings on the job. Prior to actual interviewing, all interviewers went through a thorough training session which consisted of the following:

- (a) Review and discussion of the questionnaire taken item by item, with an emphasis on optimum familiarization with its contents.
- (b) Discussion and practice of introduction to respondents, handling of problems, maintaining rapport, with appropriate utilization of experiences from pretesting.
- (c) Review and discussion of the interviewer's role, and caveats with respect to potential introduction of bias.
- (d) Practice of interviewing by role-playing and then with two outside respondents not included in the sample.

Interviewing days were Wednesdays and Thursdays for both waves, beginning around seven P.M., until approximately 8:30 P.M. On the average, interviewers completed 6.4 interviews each evening. Validation of the interviews was done

by the project director on 38 randomly drawn interviews, or 15% of completed interviews. Validation took place within two days from the actual interview date of the second survey wave. It was aimed at ascertaining that the same designated respondent had been interviewed both times, with a check on age, sex, and replies on three randomly selected closed-ended items from the questionnaire. Validation results confirmed the age, sex and identity of respondents in 34 out of 38 cases; three respondents were not available, but another household member confirmed that interviewing had taken place on the evening in question; one household was reluctant to provide information for validation purposes. With respect to closed-ended items, we compared interviewer-recorded quantitative codes with the validation check results, using Stempel's (1955) Percentage Agreement Index procedure. From a total of 102 items validated, (e.g., 34 interviews x three items each), 97 items checked out on exact code agreement, or approximately 95%. Since some of the items were knowledge questions, it is possible that some of the discrepancies were due to information picked up by respondents after the actual interview.

The questionnaires were in code-book form and included four open-ended items out of sixty for phase one, and two open-ended out of thirty-four in phase two. These open-ended questions were exploratory and thus not included in the present analysis, but coded and kept for later

examination. The remaining data derived from closed-ended items were transferred to IBM cards for machine analysis. There were differences in items between code-books: phase one contained demographic questions which were not repeated in phase two; also, phase one contained items on perception of potential utility not repeated in phase two; finally, in terms of knowledge questions, two items out of six remained constant across phases; four items varied, e.g. "current" questions during phase two replaced "old" items from phase one.

MEASUREMENT OF VARIABLES

Overall, eight variables were created for the purposes of this study: five independent and three dependent variables. The basic independent variables were: interest stemming from perceived utility to self, utility to milieu, potential utility to self, potential utility to milieu, and in addition, overall interest. The basic dependent variables were: factual knowledge and structural knowledge and in addition, overall knowledge. These variables were used at two points in time with regard to two topics (NFL strike and impeachment developments), treated as replicates within our study.

Each of the basic independent variables was created as a single index consisting of factor scores obtained from a factor analysis of the component items done separately

for each topic, at two points in time. Similarly, each basic dependent variable was created as a single index obtained by summing standardized response scores across knowledge items. The variables overall interest and overall knowledge were created by summing the single index scores across the above basic four independent and two independent variables, respectively. Education was measured by obtaining the last grade in school completed by the respondents. These data were collapsed into six categories: less than to sixth grade, junior high to some high school, finished high school, some college, finished college, and graduate work (see Appendix A).

We shall now proceed with the indexing procedures specific to each event. See Appendix B for a detailed description of generalized measurement procedures preceding final index creation.

National Football Strike - Measurement of Variables

1. Independent Variables, National Football Strike (NFL)

- (a) The variable SELF INTEREST was a single index built from the factor scores of three measures tapping perceived utility to self.
- (b) The variable MILIEU INTEREST was a single index built from the factor scores of five measures tapping perceived utility to self.
- (c) The variable POTENTIAL SELF INTEREST was a single index built from the factor scores of three variables tapping perceived utility to self.
- (d) The variable POTENTIAL MILIEU INTEREST was a single index built from the factor stores of

five measures tapping perceived potential utility to one's milieu.

- (e) OVERALL INTEREST was a composite index obtained by summing the single index scores on the above four variables.

As mentioned before, Appendix B describes in full detail the preliminary work involved in establishing the final set of component measures for each predictor class. A brief recapitulation here should, therefore, suffice.

In terms of self interest and potential self interest, we started with five questionnaire items;

1. NFL Effect (NFL Potential Effect):

Do you think the NFL strike has an effect on your life in any way? (Do you think the NFL strike could affect you in any way in the near future?)

2. NFL Cost (NFL Potential Cost):

Do you think the strike has an effect on the cost of living, or prices for you? (Would there be an effect on the cost of living or prices for you?)

3. NFL Job (NFL Potential Job):

Do you think the strike has an effect on your job, or the job of someone close to you? (Could it affect your job, or the job of someone close to you?)

4. NFL Enjoyment (NFL Potential Enjoyment):

Does the NFL strike have an effect on the enjoyment you get out of watching the game? (Will the strike have an effect on your enjoyment watching the games?)

5. NFL Keeping Up (NFL Potential Keeping Up):

Is the NFL strike the kind of thing you just want to keep up with? (Is the NFL strike the kind of thing you will want to keep up with?)

All response categories to the above items were dichotomous.

The factor analytic procedures described in Appendix B led to abandoning of items four and five; thus the final set of three items comprising the category self interest (potential self interest) was: NFL effect, NFL job and NFL cost.

In terms of milieu interest and potential milieu interest, we started with four questionnaire items;

1. NFL Talk to Friends (NFL Potential Talk to Friends):

Have you discussed it with friends? (Do you think you will talk about it with friends?)

2. With relatives?
3. With people at work?
4. Anybody else?

All response categories to the above items were dichotomous.

The factor analytic procedures described in Appendix B led to the addition of one item previously viewed as part of the self interest group; thus the final set of five items comprising the category milieu interest (potential milieu interest) was: NFL enjoyment, NFL talk friends, NFL talk relatives, NFL talk at work, and NFL talk others.

Here, we shall present the last phase in measurement procedures - building the independent variable indices.

Independent variable indexing entailed the following steps:

- (a) Factor analyses (Quartermax) of each group of component variables, in order to arrive at a factor score

coefficient for each component.

(b) Next, factor scores were created for each respondent on the chosen factor, i.e. multiplying a respondent's standardized score on the component variable by the factor score coefficient for that variable.

(c) The final index score was obtained by summing a respondent's standardized scores on n component measures, each multiplied by the appropriate factor score coefficients.

Accordingly, we shall now report the appropriate tables for each group of component measures involved in arriving at the independent variable indices for NFL, time one and two. Following each group of tables, we shall note the resulting independent variable index range, mean and standard deviation.

NFL, TIME ONE
SELF INTEREST

Table 2. Factor Matrix of the Three Measures of Self Interest

	Factor 1 ^a	Factor 2	Factor 3
NFL Effect	0.81417	0.03685	0.07201
NFL Cost	0.73507	0.18163	-0.05769
NFL Job	0.57266	-0.21739	-0.01318
Proportion of variance accounted for by factor	94.5%	5%	0.5%

^athe factor chosen

Table 2A. Pearson Product-Moment Correlations among the Component Measures^a

	NFL Effect	NFL Cost	NFL Job
NFL Effect	1.00000		
NFL Cost	0.60101	1.00000	
NFL Job	0.45728	0.38222	1.00000

^acorrelations of $\pm .13$ or greater are significant with $n=253$ at $p<.05$.

Table 2B. Variable Communalities, Factor Purities and Factor Score Coefficients for the Overall Index of Self Interest

Variable	Communality (h^2)	Factor Purity ^a	Factor Score ^b Coefficient
NFL Effect	0.66942	0.99021	0.50965
NFL Cost	0.57665	0.93699	0.35011
NFL Job	0.37537	0.87361	0.20579

h^2 is interpreted as the percent of variance in each variable explained by the factor solution, including all its factors.

^afactor purity is obtained by dividing the squared factor loading by the variable's communality, i.e. $(FL)^2/h^2$. It is interpreted as the proportion of variance accounted for in a variable by the chosen factor.

^bthe factor score coefficient can be interpreted as the beta-weight for the variable's regression on the hypothetically constructed factor.

The resulting index of self interest ranged from $-.357$ to $+3.317$, with a mean zero and a standard deviation .889.

NFL, TIME ONE
MILIEU INTEREST

Table 3. Factor Matrix of the Five Measures of Milieu Interest

	Factor 1 ^a	Factor 2	Factor 3
NFL Enjoyment	0.43112	-0.04802	-0.04867
NFL Talk Friends	0.90607	0.11012	0.24014
NFL Talk Relatives	0.74278	-0.24814	0.03849
NFL Talk at Work	0.73808	0.35059	0.03197
NFL Talk Others	0.54490	-0.00117	-0.10585
Proportion of variance accounted for by factor	90.8%	7.1%	2.1%

^athe factor chosen

Table 3A. Pearson Product-Moment Correlations among the Component Measures^a

	NFL Enjoy	NFL Talk Friends	NFL Talk Relatives	NFL Talk at Work	NFL Talk Others
NFL Enjoyment	1.00000				
NFL Talk Friends	0.37294	1.00000			
NFL Talk Relatives	0.33110	0.65553	1.00000		
NFL Talk at Work	0.30063	0.71548	0.46178	1.00000	
NFL Talk Others	0.23902	0.46796	0.40142	0.39863	1.00000

^acorrelations of $\pm .13$ or greater are significant with $n=253$ at $p<.05$.

Table 3B. Variable Communalities, Factor Purities and Factor Score Coefficients for the Overall Index

Variable	Communality (h^2)	Factor Purity ^a	Factor Score ^b Coefficient
NFL Enjoyment	0.19054	0.97543	0.07003
NFL Talk Friends	0.89075	0.92165	0.55542
NFL Talk Relatives	0.61478	0.89742	0.23476
NFL Talk at Work	0.66869	0.81466	0.16866
NFL Talk Others	0.30812	0.96361	0.10678

²
 h^2 , a, b - see Table 2B

The resulting index of milieu interest ranged from $-.445$ to $+3.023$, with mean zero and standard deviation $.944$.

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NFL, TIME ONE
POTENTIAL SELF INTEREST

Table 4. Factor Matrix of the Three Measures of Potential Self Interest

	Factor 1 ^a	Factor 2	Factor 3
NFL Potential Effect	0.67834	-0.20812	-0.01028
NFL Potential Prices	0.85394	0.00292	0.02274
NFL Potential Job	0.69632	0.20696	-0.01149
Proportion of variance accounted for by factor	95.1%	4.9%	0.0%

^athe factor chosen

Table 4A. Pearson Product-Moment Correlations among the Component Measures^a

	NFL Potential Effect	NFL Potential Prices	NFL Potential Job
NFL Potential Effect	1.00000		
NFL Potential Prices	0.57842	1.00000	
NFL Potential Job	0.42939	0.59496	1.00000

^acorrelations of $\pm .13$ or greater are significant with $n=253$ at $p<.05$.

Table 4B. Variable Communalities, Factor Purities and Factor Score Coefficients for the Overall Index

Variable	Communality (h^2)	Factor Purity ^a	Factor Score Coefficient ^b
NFL Potential Effect	0.50357	0.91375	0.24391
NFL Potential Prices	0.72973	0.99928	0.55862
NFL Potential Job	0.52783	0.91859	0.25923

h^2 , a, b - see Table 2B

The resulting index of potential self interest ranged from $-.408$ to $+ 2.993$, with mean zero and standard deviation $.907$.

NFL, TIME ONE
POTENTIAL MILIEU INTEREST

Table 5. Factor Matrix of the Five Measures of Potential Milieu Interest

	Factor 1 ^a	Factor 2	Factor 3
NFL Potential Enjoyment	0.59872	-0.16202	-0.00641
NFL Potential Friends Talk	0.90766	0.17174	0.28630
NFL Potential Relatives Talk	0.84618	0.35893	-0.01854
NFL Potential Work Talk	0.84077	-0.28374	0.05155
NFL Potential Others Talk	0.49048	0.04795	-0.22084
Proportion of variance accounted for by factor	88.3%	8.0%	3.7%
^a the factor chosen			

Table 5A. Pearson Product-Moment Correlation among the Component Measures^a

	NFL Potential Enjoyment	NFL Potential Friends Talk	NFL Potential Relatives Talk	NFL Potential Work Talk	NFL Potential Others Talk
NFL Potential Enjoyment	1.00000				
NFL Potential Friends Talk	0.51155	1.00000			
NFL Potential Relatives Talk	0.45115	0.82467	1.00000		
NFL Potential Work Talk	0.55010	0.73067	0.60691	1.00000	
NFL Potential Others Talk	0.28445	0.39028	0.43627	0.38908	1.00000

^acorrelations of $\pm .13$ or greater are significant with $n=253$ at $p<.05$.

Table 5B. Variable Communalities, Factor Purities and Factor Score Coefficients for the Overall Index

Variable	Communality (h^2)	Factor Purity ^a	Factor Score ^b Coefficient
NFL Potential Enjoyment	0.38476	0.93164	0.08401
NFL Potential Friends Talk	0.93531	0.88082	0.37478
NFL Potential Relatives Talk	0.84520	0.84716	0.26592
NFL Potential Work Talk	0.79007	0.89471	0.32976
NFL Potential Others Talk	0.29164	0.82488	0.07600

², a, b - see Table

The resulting index of potential milieu interest ranged from $-.507$ to $+2.598$, with mean zero and standard deviation .964.

Also, the index of overall interest for NFL at time one ranged from -1.716 to $+9.944$, with mean zero and standard deviation 2.618.

NFL, TIME TWO
SELF INTEREST

Table 6. Factor Matrix for the Three Measures of Self Interest

	Factor 1 ^a	Factor 2	Factor 3
NFL Effect	0.76854	-0.15306	-0.09111
NFL Cost	0.81789	-0.06155	0.10427
NFL Job	0.61106	0.21484	-0.01143
Proportion of variance accounted for by factor	94.7%	4.2%	1.1%

^athe factor chosen

Table 6A. Pearson Product-Moment Correlations among the Component Measures^a

	NFL Effect	NFL Cost	NFL Job
NFL Effect	1.00000		
NFL Cost	0.62851	1.00000	
NFL Job	0.43778	0.48536	1.00000

^acorrelations of $\pm .13$ or greater are significant with $n=243$, at $p<.05$.

Table 6B. Variable Communalities, Factor Purities and Factor Score Coefficients for the Overall Index

Variable	Communality (h^2)	Factor Purity ^a	Factor Score ^b Coefficient
NFL Effect	0.62238	0.94901	0.37344
NFL Cost	0.68360	0.97855	0.47871
NFL Job	0.41968	0.88970	0.21522

² h^2 , a, b - see Table 2 B

The resulting index of self interest ranged from $-.278$ to $+4.305$, with mean zero and standard deviation $.900$.

NFL, TIME TWO
MILIEU INTEREST

Table 7. Factor Matrix for the Five Measures of Milieu Interest

	Factor 1 ^a	Factor 2	Factor 3
NFL Enjoyment	0.50612	-0.18377	-0.00486
NFL Talk Friends	0.90882	0.23896	-0.00649
NFL Talk Relatives	0.81484	0.15276	0.15589
NFL Talk at Work	0.86766	0.11007	-0.14647
NFL Talk Others	0.47121	-0.23570	0.00261
Proportion of variance accounted for by factor	93.0%	5.5%	1.5%

^athe factor chosen

Table 7A. Pearson Product-Moment Correlations among the Component Measures^a

	NFL Enjoy	NFL Talk Friends	NFL Talk Relatives	NFL Talk at Work	NFL Talk Others
NFL Enjoyment	1.00000				
NFL Talk Friends	0.41886	1.00000			
NFL Talk Relatives	0.38191	0.77606	1.00000		
NFL Talk at Work	0.41771	0.81571	0.70112	1.00000	
NFL Talk Others	0.28204	0.36948	0.34978	0.38411	1.00000

^acorrelations of $\pm .13$ or greater are significant with $n=243$ at $p<.05$.

Table 7B. Variable Communalities, Factor Purities and Factor Score Coefficients for the Overall Index

Variable	Communality (h^2)	Factor Purity ^a	Factor Score Coefficient ^b
NFL Enjoyment	0.28995	0.88342	0.09630
NFL Talk Friends	0.88309	0.93529	0.44197
NFL Talk Relatives	0.71160	0.93305	0.19593
NFL Talk at Work	0.78641	0.95729	0.29097
NFL Talk Others	0.27760	0.79981	0.10045

h^2 , a, b - see Table 2B

The resulting index of milieu interest ranged from $-.437$ to $+3.123$, with mean zero and standard deviation .954.

The index of overall interest for NFL at time two ranged from $-.715$ to $+7.427$, with mean zero and standard deviation 1.473.

2. Dependent Variables, National Football Strike (NFL)

- (a) The variable FACTUAL KNOWLEDGE was a single index obtained by summing the standardized scores on responses to three factual questions regarding the football strike.
- (b) The variable STRUCTURAL KNOWLEDGE was a single index obtained by summing the standardized scores on responses to three questions of issue understanding.
- (c) OVERALL KNOWLEDGE was an index built by summing the single index scores on the above two variables.

NFL, TIME ONE - FACTUAL KNOWLEDGE

The three measures of factual knowledge were obtained from responses to the following questionnaire items:

- (1) What are some of the demands of the National Football League players?
(NFL 1)
- (2) How long has the strike been on?
(NFL 2)
- (3) What star quarterbacks have crossed the picketlines? (NFL 3)

Table 8. Means and Standard Deviations of Three Measures of Factual Knowledge

Variable	Mean	Standard Deviation	Cases
NFL 1	0.4071	0.4923	253
NFL 2	0.1423	0.3500	253
NFL 3	0.3399	0.4746	253

After summing the standardized scores on these measures, the resulting index of factual knowledge ranged from -1.950 to +5.046, with mean zero and standard deviation 2.336.

NFL, TIME ONE - STRUCTURAL KNOWLEDGE

The three measures of structural knowledge were obtained from responses to the following questionnaire items:

- (1) What is Ed Garvey's role in the NFL strike? (NFL 4)
- (2) Have exhibition games been successful with rookies and free agents playing? (NFL 5)
- (3) Do you think veterans lose money by remaining on strike? (NFL 6)

Table 9. Means and Standard Deviations of Three Measures of Structural Knowledge

Variable	Mean	Standard Deviation	Cases
NFL 4	0.1660	0.3728	253
NFL 5	0.3557	0.4797	253
NFL 6	0.5217	0.5005	253

After summing the standardized scores on these measures, the resulting index of structural knowledge ranged from -2.229 to +4.536, with a mean zero and standard deviation 2.122.

The index of overall knowledge about NFL at time one ranged from -4.179 to +9.582, with mean zero and standard deviation 4.034.

NFL, TIME TWO - FACTUAL KNOWLEDGE

The three measures of factual knowledge were obtained from responses to the following questionnaire items:

- (1) How long has the strike been going on?
(NFL 3)
- (2) How long is the cooling-off period
supposed to last (NFL 4)
- (3) What is the decision of the Minnesota
Vikings regarding the cooling-off
period? (NFL 5)

Table 10. Means and Standard Deviations for Three Measures of Factual Knowledge

Variable	Mean	Standard Deviation	Cases
NFL 3	0.3990	0.4910	243
NFL 4	0.3130	0.4650	243
NFL 5	0.0780	0.2690	243

After summing the standardized scores on three measures, the resulting index of factual knowledge ranged from -1.776, to +6.129, with mean zero and standard deviation 2.283.

NFL, TIME TWO - STRUCTURAL KNOWLEDGE

The three measures of structural knowledge were obtained from responses to the following questionnaire items:

- (1) Are veterans going to play in exhibition games in the coming weeks? (NFL 1)
- (2) What is Ed Garvey's role in the NFL strike? (NFL 2)
- (3) Can veterans walk out again if agreement is not reached in two weeks? (NFL 6)

Table 11. Means and Standard Deviations for Three Measures of Structural Knowledge

Variable	Mean	Standard Deviation	Cases
NFL 3	0.3790	0.4860	243
NFL 2	0.2590	0.4390	243
NFL 6	0.3990	0.4910	243

After summing the standardized scores on these measures, the resulting index of structural knowledge ranged from -2.182 to +4.190, with mean zero and standard deviation 2.365.

The index of overall knowledge about NFL at time two ranged from -3.958 to +10.319, with mean zero and standard deviation 4.183.

Measurement of Variables - Impeachment

1. Independent Variables

- (a) The variable SELF INTEREST was a single index built from the factor scores of four measures tapping perceived utility to self.
- (b) The variable MILIEU INTEREST was a single index built from the factor scores of four measures tapping perceived utility to one's social milieu.
- (c) The variable POTENTIAL SELF INTEREST was a single index built from the factor scores of four measures tapping perceived potential utility to self.
- (d) The variable POTENTIAL MILIEU INTEREST was a single index built from the factor scores of four measures tapping perceived potential utility to one's milieu.
- (e) The variable OVERALL INTEREST was a composite index obtained by summing the single index scores of the above four variables.

As mentioned before, Appendix B describes in full detail the preliminary work involved in establishing the final set of component measures for each predictor class. A brief recapitulation here should, therefore, suffice.

In terms of self interest and potential self interest, we started with five questionnaire items;

1. Impeachment Effect (IMP Potential Effect):

Do you think the impeachment events have an effect on you in any way? (Do you think impeachment development could have an effect on your life in the near future?)

2. Impeachment Cost (IMP Potential Cost):

Do impeachment events have an effect on the cost of living or prices for you? (Could there be an effect on the cost of living or prices for you?)

3. Impeachment Job (IMP Potential Job):

Do you think these events have an effect on your job, or the job of someone close to you? (Could there be an effect on your job, or the job of someone close to you?)

4. Impeachment Satisfaction (IMP Potential Satisfaction):

Do impeachment events have an effect on your general satisfaction with things around you? (Will impeachment events have an effect on your general satisfaction with things around you?)

5. Impeachment Keeping Up (IMP Potential Keeping Up):

Are the impeachment events the kind of thing you just want to keep up with? (Are impeachment events the kind of thing you will want to keep up with?)

All response categories to the above items were dichotomous.

The factor analytic procedures described in Appendix B led to abandoning of item five; thus the final set of four items comprising the category self interest (potential self interest) was: IMP effect, IMP job, IMP cost, and IMP satisfaction.

In terms of milieu interest and potential milieu interest, we started with four items;

1. Impeachment Talk with Friends (IMP Potential Talk Friends):

Have you discussed the impeachment events with friends? (Do you think you will be talking about it with friends?)

2. With relatives?

3. With people at work?

4. Anybody else?

All response categories to the above items were dichotomous.

The factor analytic procedures described in Appendix B suggested no changes, so the final set of four items comprising the category milieu interest (potential milieu interest) was the same as above; i.e., Impeachment talk friends, IMP talk relatives, IMP talk at work, IMP talk others.

Here, we shall present the last phase in measurement procedures - building the independent variable indices.

Independent variable indexing entailed the following steps:

- (a) Factor analyses (Quartermax) of each group of component variables, in order to arrive at a factor score coefficient for each component.
- (b) Next, factor scores were created for each respondent on the chosen factor, i.e. multiplying a respondent's standardized score on the component variable by the factor score coefficient for that variable.
- (c) The final index score was obtained by summing a respondent's standardized scores on n component measures, each multiplied by the appropriate factor score coefficients.

Accordingly, we shall now report the appropriate tables for each group of component measures involved in arriving at

the independent variable indices for Impeachment, time one and two. Following each group of tables, we shall note the resulting independent variable range, mean and standard deviation.

IMPEACHMENT, TIME ONE
SELF INTEREST

Table 12. Factor Matrix for the Four Measures of Self Interest

	Factor 1 ^a	Factor 2	Factor 3
IMP Effect	0.59069	-0.00569	0.21591
IMP Cost	0.64777	-0.05759	-0.09900
IMP Job	0.63652	-0.10274	-0.07178
IMP Satisfaction	0.43458	0.22425	-0.00200
Proportion of variance accounted for by factor	91.6%	5.0%	3.4%

^athe factor chosen

Table 12A. Pearson Product-Moment Correlations among the Component Measures^a

	IMP Effect	IMP Cost	IMP Job	IMP Satisfaction
IMP Effect	1.00000			
IMP Cost	0.36147	1.00000		
IMP Job	0.36119	0.42627	1.00000	
IMP Satisfaction	0.25502	0.26897	0.25354	1.00000

^acorrelations of $\pm .13$ or greater are significant with $n=253$, $p<.05$.

Table 12B. Variable Communalities, Factor Purities, and Factor Score Coefficients for the Overall Index

Variable	Communality (h^2)	Factor Purity ^a	Factor Score ^b Coefficient
IMP Effect	0.39556	.88206	0.29778
IMP Cost	0.43273	.96965	0.34915
IMP Job	0.42087	.96264	0.33452
IMP Satisfaction	0.23915	.78967	0.17991

^{h²} is interpreted as the percent of variance in each variable explained by the factor solution, including all its factors.

^afactor purity is obtained by dividing the squared factor loading by the variable's communality, i.e. $(FL)^2/h^2$. It is interpreted as the proportion of variance accounted for in a variable by the chosen factor.

^bthe factor score coefficient can be interpreted as the beta-weight for the variable's regression on the hypothetically constructed factor.

The resulting index on self interest ranges from -1.492 to +.982 with a mean zero and standard deviation .833.

IMPEACHMENT, TIME ONE
MILIEU INTEREST

Table 13. Factor Matrix for the Four Measures of Milieu Interest

	Factor 1 ^a	Factor 2	Factor 3
IMP Talk Friends	0.80314	0.09148	0.10294
IMP Talk Relatives	0.73261	0.20998	0.06513
IMP Talk at Work	0.70288	-0.06301	-0.17006
IMP Talk Others	0.44708	-0.19465	0.00446
Proportion of variance accounted for by factor	93.4%	5.3%	1.3%

^athe factor chosen

Table 13A. Pearson Product-Moment Correlations among the Component Measures^a

	IMP Talk Friends	IMP Talk Relatives	IMP Talk at Work	IMP Talk Others
IMP Talk Friends	1.00000			
IMP Talk Relatives	0.61505	1.00000		
IMP Talk at Work	0.54106	0.49080	1.00000	
IMP Talk Others	0.34221	0.28649	0.32586	1.00000

^acorrelation of $\pm .13$ or greater are significant with $n=253$, $p<.05$.

Table 13B. Variable Communalities, Factor Purities and Factor Score Coefficients for the Overall Index

Variable	Communality (h^2)	Factor Purity ^a	Factor Score ^b Coefficient
IMP Talk Friends	0.66400	.97143	0.42293
IMP Talk Relatives	0.58506	.91735	0.29532
IMP Talk at Work	0.52693	.93758	0.28882
IMP Talk Others	0.23779	.84057	0.12363

h^2 , a, b - see Table 12B

The resulting index of milieu interest ranged from -1.766 to +.787, with mean zero and standard deviation .902.

IMPEACHMENT, TIME ONE
POTENTIAL SELF INTEREST

Table 14. Factor Matrix for the Four Measures of Potential Self Interest

	Factor 1 ^a	Factor 2	Factor 3
IMP Potential Effect	0.74382	0.10928	0.17110
IMP Potential Prices	0.77436	0.17459	0.04398
IMP Potential Job	0.67242	-0.05353	-0.18478
IMP Potential Satisfaction	0.47864	-0.20084	-0.01499
Proportion of variance accounted for by factor	92.6%	5.6%	1.7%

^athe chosen factor

Table 14A. Pearson Product-Moment Correlations among the Component Measures^a

	IMP Poten- tial Effect	IMP Poten- tial Prices	IMP Poten- tial Job	IMP Potential Satisfaction
IMP Potential Effect	1.00000			
IMP Potential Prices	0.60331	1.00000		
IMP Potential Job	0.46226	0.50373	1.00000	
IMP Potential Satisfaction	0.33191	0.33445	0.33566	1.00000

^acorrelations of $\pm .13$ or greater are significant with $n=253$, $p<.05$.

Table 14B. Variable Communalities, Factor Purities and Factor Score Coefficients for the Overall Index

Variable	Communality (h^2)	Factor Purity ^a	Factor Score ^b Coefficient
IMP Potential Effect	0.59448	.93066	0.33675
IMP Potential Prices	0.63205	.94870	0.38416
IMP Potential Job	0.48916	.92431	0.27411
IMP Potential Satisfaction	0.26966	.84955	0.14638

h^2 , a, b - see Table 12B

The resulting index of potential self interest ranged from -1.739 to +.745, with mean zero and standard deviation .896.

IMPEACHMENT, TIME ONE
POTENTIAL MILIEU INTEREST

Table 15. Factor Matrix for the Four Measures of Potential Milieu Interest

	Factor 1 ^a	Factor 2	Factor 3
IMP Potential Friends Talk	0.91339	0.17954	-0.00458
IMP Potential Relatives Talk	0.84866	0.19569	0.12551
IMP Potential Work Talk	0.74227	-0.09863	-0.11420
IMP Potential Others Talk	0.50058	-0.17565	0.01138
Proportion of variance accounted for by factor	94.9%	4.4%	0.7%

^a the factor chosen

Table 15A. Pearson Product-Moment Correlations among the Component Measures^a

	IMP Potential Friends Talk	IMP Potential Relatives Talk	IMP Potential Work Talk	IMP Potential Other Talk
IMP Potential Friends Talk	1.00000			
IMP Potential Relatives Talk	0.81036	1.00000		
IMP Potential Work Talk	0.66149	0.59579	1.00000	
IMP Potential Others Talk	0.42509	0.39228	0.38803	1.00000

^a correlations of + .13 or greater are significant with n=253, p<.05.

Table 15B. Variable Communalities, Factor Purities and Factor Score Coefficients for the Overall Index

Variable	Communality (h ²)	Factor Purity ^a	Factor Score Coefficient ^b
IMP Potential Friends Talk	0.86653	.96278	0.52399
IMP Potential Relatives Talk	0.77427	.93019	0.26809
IMP Potential Work Talk	0.57374	.96029	0.19888
IMP Potential Others Talk	0.28156	.88997	0.09550

² h², a, b - see Table 22B

The resulting index of potential milieu interest ranged from -1.675 to +.746, with mean zero and standard deviation .950.

The overall interest index for impeachment, time one, ranged from -6.671 to +3.259 with mean -.076 and standard deviation 2.656.

IMPEACHMENT, TIME TWO
SELF INTEREST

Table 16. Factor Matrix for the Four Measures of Self Interest

	Factor 1 ^a	Factor 2	Factor 3
IMP Effect	0.63442	0.05269	-0.21431
IMP Cost	0.70889	-0.19520	0.03673
IMP Job	0.61468	-0.07137	0.23770
IMP Satisfaction	0.48901	0.24455	-0.03801
Proportion of variance accounted for by factor	87.9%	8.6%	3.5%

^athe factor chosen

Table 16A. Pearson Product-Moment Correlations among the Component Measures^a

	IMP Effect	IMP Cost	IMP Job	IMP Satisfaction
IMP Effect	1.00000			
IMP Cost	0.43244	1.00000		
IMP Job	0.33455	0.45922	1.00000	
IMP Satisfaction	0.33191	0.29679	0.27470	1.00000

^acorrelations of $\pm .13$ or greater are significant with $n=243$, $p<.05$.

Table 16B. Variable Communalities, Factor Purities and Factor Score Coefficients for the Overall Index

Variable	Communality (h^2)	Factor Purity ^a	Factor Score Coefficient ^b
IMP Effect	0.45119	.89204	0.30790
IMP Cost	0.54198	.92719	0.38980
IMP Job	0.43943	.85981	0.27927
IMP Satisfaction	0.30038	.79609	0.19440

h^2 , a, b - see Table 12B

The resulting index of self interest ranged from -1.860 to +.814, with mean zero and standard deviation .860.

IMPEACHMENT, TIME TWO
MILIEU INTEREST

Table 17. Factor Matrix for the Four Measures of Milieu Interest

	Factor 1 ^a	Factor 2	Factor 3
IMP Talk Friends	0.77267	0.15219	0.09522
IMP Talk Relatives	0.79004	0.07254	0.14605
IMP Talk at Work	0.59167	-0.19976	-0.01750
IMP Talk Others	0.44922	-0.00845	-0.19011
Proportion of variance accounted for by factor	93.3%	4.8%	1.9%

^athe factor chosen

Table 17A. Pearson Product-Moment Correlations among the Component Measures^a

	IMP Talk Friends	IMP Talk Relatives	IMP Talk at Work	IMP Talk Others
IMP Talk Friends	1.00000			
IMP Talk Relatives	0.63601	1.00000		
IMP Talk at Work	0.42488	0.45064	1.00000	
IMP Talk Others	0.32792	0.32630	0.27089	1.00000

^acorrelations of $\pm$ or greater are significant with $n=243$, $p<.05$.

Table 17B. Variable Communalities, Factor Purities and Factor Score Coefficients for the Overall Index

Variable	Communality (h^2)	Factor Purity ^a	Factor Score Coefficient ^b
IMP Talk Friends	0.62925	.94876	0.37801
IMP Talk Relatives	0.65075	.95913	0.41150
IMP Talk at Work	0.39029	.89694	0.20925
IMP Talk Others	0.23801	.84782	0.13431

h^2 , a, b - see Table 123

The resulting index of milieu interest ranged from -2.039 to +.713, with mean zero and standard deviation .895.

The overall interest index for impeachment, time two, ranged from -3.899 to +1.527, with mean zero and standard deviation 1.459.

Impeachment - Dependent Variables

2. Impeachment Developments

- (a) The variable FACTUAL KNOWLEDGE was a single index obtained by summing the standardized scores on responses to three factual questions regarding impeachment developments.
- (b) The variable STRUCTURAL KNOWLEDGE was a single index obtained by summing the standardized scores on responses to three questions of issue understanding.
- (c) OVERALL KNOWLEDGE was an index built by summing the single index scores on the above two variables.

See Appendices C and D for details on measurement procedures regarding the above sets of data.

IMPEACHMENT, TIME ONE - FACTUAL KNOWLEDGE

The three measures of factual knowledge were obtained from responses to the following questionnaire items:

- (1) Is Vice President Ford in favor of impeachment? (IMP 1)
- (2) How much is a presidential pension currently? (IMP 2)
- (3) Does Senator Griffin favor resignation of the President? (IMP 3)

Table 18. Means and Standard Deviations of Three Measures of Factual Knowledge

Variable	Mean	Standard Deviation	Cases
IMP 1	0.5296	0.5001	253
IMP 2	0.4190	0.4944	253
IMP 3	0.6917	0.4627	253

After summing the standardized scores on these measures, the resulting index of factual knowledge ranged from -3.401 to +2.782, with mean zero and standard deviation 1.984.

IMPEACHMENT, TIME ONE - STRUCTURAL KNOWLEDGE

The three measures of structural knowledge were obtained from responses to the following questionnaire items:

- (1) Is a simple majority in the House of Representatives sufficient to obtain impeachment? (IMP 4)
- (2) If Nixon is censured, does he remain in office? (IMP 5)
- (3) If the President resigns, would he lose his pension? (IMP 6)

Table 19. Means and Standard Deviations of Three Measures of Structural Knowledge

Variable	Mean	Standard Deviation	Cases
IMP 4	0.4822	0.5007	253
IMP 5	0.4901	0.5009	253
IMP 6	0.6047	0.4899	253

After summing the standardized scores on these measures, the resulting index of structural knowledge ranged from -3.176 to +2.859, with mean zero and standard deviation 1.938.

The index of overall knowledge about impeachment developments at time one ranged from -6.577 to +5.641, with mean zero and standard deviation 3.306.

IMPEACHMENT, TIME TWO - FACTUAL KNOWLEDGE

The three measures of factual knowledge were obtained from responses to the following questionnaire items:

- (1) How much is the presidential pension? (IMP 2)
- (2) What are the most frequently mentioned names for a possible new Vice President? (IMP 3)

- (3) What Michigan congresswoman may be called to join the Ford administration? (IMP 4)

Table 20. Means and Standard Deviations for Three Measures of Factual Knowledge

Variable	Mean	Standard Deviation	Cases
IMP 2	0.7410	0.4390	243
IMP 3	0.6460	0.4790	243
IMP 4	0.3460	0.4770	243

After summing the standardized scores on these measures, the resulting index of factual knowledge ranged from -3.762 to +2.700, with mean zero and standard deviation 2.033.

IMPEACHMENT, TIME TWO - STRUCTURAL KNOWLEDGE

The three measures of structural knowledge were obtained from responses to the following questionnaire items:

- (1) Will Nixon keep his presidential pension now? (IMP 1)
- (2) What is President Ford's Domestic Summit Meeting supposed to deal with? (IMP 5)
- (3) Who is to make a decision for or against further prosecution and indictment of Mr. Nixon? (IMP 6)

Table 21. Means and Standard Deviations for Three Measures of Structural Knowledge

Variable	Mean	Standard Deviation	Cases
IMP 1	0.8600	0.3480	243
IMP 5	0.5680	0.5680	243
IMP 6	0.4490	0.4980	243

After summing the standardized scores on these measures, the resulting index of structural knowledge ranged from -4.518 to +2.380, with mean zero and standard deviation 2.113.

The index of overall knowledge about impeachment developments at time two ranged from -8.280 to +5.080, with mean zero and standard deviation 3.620.

After obtaining all indices and prior to embarking upon further statistical analyses, we saw fit to check the interrelationships among the interest indices (Tables 22-23) and between interest components and education (Table 24).

Table 22. NFL, Impeachment: Interest Component Intercorrelations

<u>NFL, INTER INDEX CORRELATIONS</u>				
<u>TIME ONE</u>				
	NFL Self Interest	NFL Milieu Interest	NFL Potential Self Interest	NFL Potential Milieu Interest
NFL Self Interest	1.000			
NFL Milieu Interest	0.275	1.000		
NFL Potential Self Interest	0.620	0.143	1.000	
NFL Potential Milieu Interest	0.238	0.452	0.273	1.000
<u>TIME TWO</u>				
NFL Self Interest				
NFL Milieu Interest	0.262			

Table 23. NFL, Impeachment: Interest Component Intercorrelations

<u>IMPEACHMENT, INTER INDEX CORRELATIONS</u>				
<u>TIME ONE</u>				
	IMP Self Interest	IMP Milieu Interest	IMP Potential Self Interest	IMP Potential Milieu Interest
IMP Self Interest	1.000			
IMP Milieu Interest	0.352	1.000		
IMP Potential Self Interest	0.628	0.324	1.000	
IMP Potential Milieu Interest	0.239	0.532	0.329	1.000
<u>TIME TWO</u>				
IMP Self Interest				
IMP Milieu Interest	0.381			

The above two tables show the association among the components of our composite independent variable, overall interest. Of main concern to us is the point that, while clearly interrelated in the generic sense, they should be sufficiently independent in order to function as viable and separate predictors of knowledge; as can be seen, the interest components stemming from perceived utility to self, versus the interest components stemming from perceived utility to milieu, do meet the desideratum. Within each of these categories, self and milieu, the association is much stronger among interest components stemming from immediate potential utilities (i.e., NFL SELF INTEREST and NFL POTENTIAL SELF INTEREST); the implications flowing from these relationships will become apparent with testing further along.

Equally important is the state of affairs among the components of overall interest and its competitor in predicting knowledge, education:

Table 24. Interest-Education Intercorrelations

$\underline{T^1}$ Education		$\underline{T^2}$ Education	
NFL Self Interest	0.04514	NFL Self Interest	-0.08358
IMP Self Interest	0.11811	IMP Self Interest	0.21058
NFL Milieu Interest	0.20815	NFL Milieu Interest	0.08432
IMP Milieu Interest	0.22216	IMP Milieu Interest	0.10691
NFL Potential Milieu Interest	0.14841		
NFL Potential Self Interest	-0.01293		
IMP Potential Milieu Interest	0.19647		
IMP Potential Self Interest	0.14634		

At least three observations can be made here; the association between interest and education appears to be slightly higher for the political event, which stands to reason; also, across events the link between milieu components and education is slightly higher than for self components; finally, it is worthwhile noting that the competing independent variables grow in independence at time two. As noted before, the implications of these associations will emerge with testing further along.

STATISTICAL ANALYSES

The hypotheses stated in Chapter I called for the performance of a series of Pearson product-moment correlation comparisons, t-test comparisons, cross-lagged correlation analysis and multiple regression. The multiple regression used was one in which all predictor variables involved were included in the multiple regression equation (Nie et al., 1970). Significance tests on multiple Rs were performed using the F statistic. Significance tests on single Pearson product-moment correlations were done using the r to z transformation method (McNemar, 1962). All the t-tests performed were one-tailed. All statistical analyses were performed by computer, with the criterion alpha level set at $p < .05$.

Chapter III will present a description of the analyses performed in testing each of the fourteen hypotheses, and report on the results. Chapter IV will present a summary and discussion of the results.

CHAPTER III

TEST RESULTS AND INTERPRETATION

Here we shall report on the results obtained in testing the fourteen hypotheses formulated for this study, with commentary whenever appropriate. The presentation will start with the main hypotheses, then the specific and finally the general hypotheses.

I. Main Hypotheses

Hypotheses 1 and 2 - The first main hypothesis was stated as follows:

There is a positive correlation between education and knowledge.

The second main hypothesis was stated as follows:

There is a positive correlation between overall interest and knowledge.

The results obtained for both events at time one and time two are shown in Tables 25 and 26. Both hypotheses found support in the data.

Table 25. Pearson Product-Moment Correlations Between Education and Knowledge

<u>Time One</u>	NFL Knowledge		IMP Knowledge
Education	0.2874 (253) S=0.001	Education	0.2937 (253) S=0.001
<u>Time Two</u>			
Education	0.2342 (243) S=0.001	Education	0.2600 (243) S=0.001
(Coefficient/(Cases)/Significance)			

Table 26. Pearson Product-Moment Correlations Between Overall Interest and Knowledge

<u>Time One</u>	NFL Knowledge		IMP Knowledge
NFL Interest	0.3171 (253) S=0.001	IMP Interest	0.3450 (253) S=0.001
<u>Time Two</u>			
NFL Interest	0.3551 (243) S=0.001	IMP Interest	0.3913 (243) S=0.001
(Coefficient/(Cases)/Significance)			

Hypothesis 3 - The third main hypothesis was stated as follows:

Education and overall interest combined will correlate more strongly with knowledge, than either one taken alone.

The results obtained from both events at time one and time two support Hypothesis 3 (Tables 27-30). Thus it appears that the collective power of both variables would predict knowledge best; yet $\underline{R}$ does not significantly differ from either $\underline{r}$, leaving interest in the pivotal role.

Table 27. Multiple Regression, Education, Interest and Knowledge - Time One, NFL

Variables in the Equation			Analysis of Variance			Sum of Squares	
Dependent Variable	NFL Knowledge		Regression	Residual	DF	2.	658.88935
					250.	3441.15762	

Variable	Multiple R	0.40088	Mean Square	F
NFL	R Square	0.16070	329.44467	23.93415
Interest	Standard Error	3.71007	13.76463	
Education				

Summary Table				
Multiple R	R Square	RSQ Change	B	Beta
Interest	0.31711	0.10056	0.43499	0.28229
Education	0.40080	0.16070	0.80648	0.24770
(Constant)			-3.01537	

NFL				
Interest	0.31711	0.10056	0.31711	
Education	0.40080	0.16015	0.28738	
(Constant)				

Variable	B	Beta	Std Error B	F
NFL				
Interest	0.43499	0.28229	0.09018	23.267
Education	0.80648	0.24770	0.19054	17.915
(Constant)	-3.01537			

Table 28. Multiple Regression, Education, Interest and Knowledge - Time One, Impeachment

Variables in the Equation		Analysis of Variance		Sum of Squares	
Dependent Variable	IMP Knowledge	Regression	2.	460.73834	
		Residual	250.	2293.62019	

Variable	Multiple R	0.40899	Mean Square		F
IMP	R Square	0.16728	230.36917		25.10978
Interest	Standard Error	3.02894	9.17448		
Education					

Summary Table					Beta
	Multiple R	R Square	RSQ Change	Simple R	
IMP	0.34500	0.11903	0.11903	0.34500	0.29259
Interest	0.40899	0.16728	0.04825	0.29373	0.22582
Education					-2.22547
(Constant)					

Variable	B	Beta	Std Error B	F	
NFL					
Interest	0.36420	0.29259	0.07386	24.317	
Education	0.60262	0.22582	0.15834	14.485	
(Constant)	-2.22547				

Table 28A. Pearson's r Between Education and Overall Interest, Time One

	NFL Interest	IMP Interest
Education	0.14056	0.23209

Table 29. Multiple Regression, Education, Interest and Knowledge - Time Two, NFL

Variables in the Equation			Analysis of Variance		Sum of Squares	
Dependent Variable	NFL Knowledge		Regression	Residual	DF	
					2.	714.90298
					240.	3519.09177
Variable	Multiple R	0.41091	Mean Square	F		
NFL	R Square	0.16885	357.45149	24.37798		
Interest	Standard Error	3.82921	14.66288			
Education						
Summary Table						
	Multiple R	R Square	RSQ Change	Simple R	B	Beta
NFL						
Interest	0.35515	0.12613	0.12613	0.35515	0.96163	0.33873
Education	0.41091	0.16885	0.04272	0.23416	0.70657	0.20733
(Constant)					-2.66565	
-						
Variable	B	Beta	Std Error B	F	-	
NFL					-	
Interest	0.96163	0.33873	0.16759	32.923	-	
Education	0.70657	0.20733	0.20119	12.334	-	
(Constant)	-2.66565				-	

Table 30. Multiple Regression, Education, Interest and Knowledge - Time Two, Impeachment

Variables in the Equation		Analysis of Variance			Sum of Squares
Dependent Variable	IMP Knowledge	Regression	Residual	DF	
				2.	603.42752
				250.	2567.67614

Variable	Multiple R	0.43622	Mean Square	F
IMP	R Square	0.19029	301.71376	28.20110
Interest	Standard Error	3.27088	10.69865	
Education				

Summary Table					Beta
Multiple R	R Square	RSQ Change	Simple R	B	
IMP	0.39139	0.15311	0.39129	0.88316	0.35604
Interest	0.43622	0.19029	0.26004	0.57812	0.19601
Education		0.03718		-2.18363	
(Constant)					
-	-	-	-	-	-
Variable	B	Beta	Std Error B	F	
IMP					
Interest	0.88316	0.35604	0.14647	36.359	
Education	0.57812	0.19601	0.17415	11.020	
(Constant)	-2.18363				

Table 30A. Pearson's r Between Education and Overall Interest, Time Two

Education	IMP Interest	IMP Interest
	0.07921	0.17983

Hypothesis 4 - The fourth main hypothesis was stated as follows:

The correlation between overall interest and knowledge will be higher than the correlation between education and knowledge.

The results obtained (Table 31) supported this hypothesis ($r_{int} > r_{edu}$ throughout).*

Table 31. Correlational Data for both Events at Time One and Two: Education, Interest and Knowledge

<u>NFL Time One</u>		<u>Beta</u>	<u>Standard Error B</u>	<u>F</u>
<u>r_{int}</u>	0.317	0.282	0.090	<u>23.267</u>
<u>r_{edu}</u>	0.287	0.247	0.190	<u>17.915</u>
<u>NFL Time Two</u>				
<u>r_{int}</u>	0.355	0.961	0.167	<u>32.923</u>
<u>r_{edu}</u>	0.234	0.706	0.201	<u>12.334</u>
<u>IMP Time One</u>				
<u>r_{int}</u>	0.345	0.292	0.073	<u>24.317</u>
<u>r_{edu}</u>	0.293	0.225	0.158	<u>14.485</u>
<u>IMP Time Two</u>				
<u>r_{int}</u>	0.391	0.356	0.146	<u>36.359</u>
<u>r_{edu}</u>	0.260	0.196	0.174	<u>11.020</u>

* r_{int} = Pearson's r between overall interest and knowledge.
 r_{edu} = Pearson's r between education and knowledge.

II. Specific Hypotheses

Hypothesis 1a - The first specific hypothesis was stated as follows:

Education will correlate with both factual and structural knowledge.

The results obtained for both events at time one (Table 32) and time two (Table 33) supported the hypothesis.

Furthermore, for the purposes of comparison we ran comparable correlations, using overall interest (Table 32A, 33A). Also a pattern which seems to emerge deserves note here (Table 34). While both education and interest correlated with factual and structural knowledge, there was a definite contrast in the correlational pattern of these variables; education seems to correlate a bit better with factual knowledge, while interest goes with structural knowledge. As can be seen in Table 34, the r's between interest and str. knowledge are in each case significantly higher than those between education and str. knowledge, whereas the interest/factual knowledge and education/factual knowledge differences are never very large. This should not present a great surprise if we assume that educational attributes would facilitate recall, while interest in an event may enhance the effort to understand it. Future work should definitely incorporate elements which allow a closer look at this interesting possibility.

Table 32. Pearson Correlation Coefficients for both Events at Time One: Education, Factual and Structural Knowledge

	Education	NFL Factual Knowledge	NFL Structural Knowledge	IMP Factual Knowledge	IMP Structural Knowledge
Education	1.0000 (0) S=0.001	0.3192 (253) S=0.001	0.1949 (253) S=0.001	0.2590 (253) S=0.001	0.2359 (253) S=0.001

Table 32A. Pearson Correlation Coefficients for both Events at Time One: Education, Factual and Structural Knowledge

	Education	NFL Factual Knowledge	NFL Structural Knowledge	IMP Factual Knowledge	IMP Structural Knowledge
NFL Interest	0.1406 (253) S=0.013	0.2427 (253) S=0.001	0.3356 (253) S=0.001		
IMP Interest	0.2321 (253) S=0.001			0.2280 (253) S=0.001	0.3551 (253) S=0.001

Table 33. Pearson Correlation Coefficients for both Events at Time Two: Education, Factual and Structural Knowledge

	Education	NFL Factual Knowledge	NFL Structural Knowledge	IMP Factual Knowledge	IMP Structural Knowledge
Education	1.0000 (0) S=0.001	0.1837 (243) S=0.002	0.2368 (243) S=0.001	0.2149 (243) S=0.001	0.2387 (243) S=0.001

Table 33A. Pearson Correlation Coefficients for both Events at Time Two: Education, Factual and Structural Knowledge

	Education	NFL Factual Knowledge	NFL Structural Knowledge	IMP Factual Knowledge	IMP Structural Knowledge
NFL Interest	0.0792 (243) S=0.109	0.2364 (243) S=0.001	0.3999 (243) S=0.001		
IMP Interest	0.1798 (243) S=0.002			0.2799 (243) S=0.001	0.4011 (243) S=0.001

(Coefficient/(Cases)/Significance)

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Table 34. Correlational Pattern for Education and Interest With Factual and Structural Knowledge

	<u>Time 1</u>		<u>Time 2</u>	
	NFL	IMP	NFL	IMP
r _{edu fac}	.3192	.2590	.1837	.2187
r _{int fac}	.2427	.2280	.2364	.2799
r _{edu str}	.1949	.2359	.2368	.2387
r _{int str}	.3356	.3551	.3999	.4011

Hypotheses 2a - c - The next specific hypotheses were stated as follows:

- H_{2a}: Interest stemming from perceived utility to self will be a stronger predictor for both factual and structural knowledge than interest stemming from perceived utility to milieu.
- H_{2b}: Interest stemming from perceived potential utility to self will correlate higher with both structural and factual knowledge than will potential utility to milieu.
- H_{2c}: The correlation between interest stemming from immediate utilities and knowledge will be higher than the correlation between potential utilities and knowledge.

The results we obtained (Tables 35-42) did not lend support for the above three hypotheses. Specifically, milieu interest emerged as the stronger predictor of both factual and structural knowledge, rather than self interest, as expected according to Hypotheses 2a and 2b. Also, while immediate milieu utility did emerge as the strongest predictor, the overall pattern expected according to Hypothesis 2c failed to emerge.

We ran an additional analysis using overall knowledge instead of factual and structural knowledge separately (Tables 43-44), and found that the dominance of milieu interest persisted. The following summary Figure 7 may facilitate a quick check of the results mentioned above:

National Football Strike

<u>Knowledge</u>			
	<u>Factual</u>	<u>Structural</u>	<u>Overall</u>
<u>Time One</u>	Milieu Potential Self Potential Milieu Self	Milieu Potential Milieu Potential Self Self	Milieu Potential Milieu Potential Self Self
<u>Time Two</u>	Milieu Self	Milieu Self	Milieu Self

<u>Impeachment</u>			
	<u>Factual</u>	<u>Structural</u>	<u>Overall</u>
<u>Time One</u>	Milieu Potential Milieu Potential Self Self	Potential Milieu Milieu Potential Self Self	Potential Milieu Milieu Potential Self Self
<u>Time Two</u>	Milieu Self	Milieu Self	Milieu Self

Figure 7. Summary of Interest Components as Predictors of Structural, Factual and Overall Knowledge.

One of the possible implications stemming from these findings regards the nature of information made available through the media; e.g. presently it appears that the interest component stemming from perceived utility to self was not activated as a predictor of knowledge. Further work should incorporate even more diverse publicized topics in an effort to uncover kinds of information that would activate self interest.

Table 35. NFL Factual Knowledge; Multiple Regression of Interest Components - Time One

Dependent Variable		Summary Table				
NFL Factual Knowledge		Multiple R	R Square	RSQ Change	Simple R	Beta
NFL Milieu Interest		0.43295	0.18745	0.18745	0.43295	0.42201
NFL Potential Self Interest		0.44538	0.19837	0.01092	-0.04129	-0.12105
NFL Potential Milieu Interest		0.44838	0.20104	0.00268	0.21864	0.05977
NFL Self Interest		0.44839	0.20106	0.00001	0.06005	0.00465
(Constant)						0.00010

Variable		Variables in the Equation				
		B	Beta	Std Error B	F	P
NFL Milieu Interest		1.04442	0.42201	0.16163	4.248	< .001
NFL Potential Self Interest		-0.31163	-0.12105	0.19014	41.755	< .05
NFL Potential Milieu Interest		0.14477	0.05977	0.15864	2.686	
NFL Self Interest		0.01221	0.00465	0.19584	0.833	
(Constant)		0.00010			0.004	

Table 36. NFL Structural Knowledge; Multiple Regression of Interest Components - Time One

Dependent Variable NFL Structural Knowledge		Summary Table				
Variable	Multiple R	R Square	RSQ Change	Simple R	B	Beta
NFL Milieu Interest	0.42998	0.18488	0.18488	0.42998	0.78304	0.34826
NFL Potential Milieu Interest	0.45196	0.20427	0.01939	0.31863	0.37738	0.17151
NFL Potential Self Interest	0.45511	0.20713	0.00286	0.04282	-0.21860	-0.09356
NFL Self Interest	0.45769	0.20948	0.00236	0.14252	0.15216	0.06375
(Constant)					0.00021	

Variables in the Equation				
B	Beta	Std Error B	F	p
0.78304	0.34828	0.14606	28.743	< .001
0.37738	0.17151	0.14335	6.930	< .001
-0.21880	-0.09356	0.17162	1.622	
0.15216	0.06375	0.17697	0.739	
0.00021				

Table 37. Impeachment Factual Knowledge; Multiple Regression of Interest Components - Time One

Dependent Variable		Summary Table					
IMP Factual Knowledge		Multiple R	R Square	RSQ Change	Simple R	B	Beta
IMP Milieu Interest		0.20050	0.04020	0.04020	0.20050	0.26525	0.12062
IMP Potential Self Interest		0.22243	0.04945	0.00927	0.15623	0.16482	0.07440
IMP Potential Milieu Interest		0.23482	0.05514	0.00566	0.18507	0.19161	0.09169
IMP Self Interest		0.23530	0.05536	0.00023	0.13103	0.04706	0.01975
(Constant)						0.01253	

Variable		Variables in the Equation			
		B	Beta	Std Error B	F 4.248 p
IMP Milieu Interest		0.26525	0.12062	0.16667	2.533 < .05
IMP Potential Self Interest		0.16487	0.07440	0.18100	0.829
IMP Potential Milieu Interest		0.19161	0.09169	0.15556	1.517
IMP Self Interest		0.04706	0.01975	0.19342	0.059
(Constant)		0.01253			

Table 38. Impeachment Structural Knowledge; Multiple Regression of Interest Components - Time One

Dependent Variable		IMP Structural Knowledge				
Variable		Summary Table				
		Multiple R	R Square	RSQ Change	Simple R	Beta
IMP Potential Milieu Interest		0.30559	0.09339	0.09339	0.30559	0.37848
IMP Potential Self Interest		0.34325	0.11782	0.02443	0.24831	0.25333
IMP Milieu Interest		0.36314	0.13187	0.01405	0.28586	0.28860
IMP Self Interest		0.36454	0.13289	0.00102	0.20746	0.09772
(Constant)						0.01935

Variable	Variables in the Equation			
	B	Beta	Std Error B	p
IMP Potential Milieu Interest	0.37848	0.18547	0.14553	6.763
IMP Potential Self Interest	0.25333	0.11711	0.16933	2.238
IMP Milieu Interest	0.28860	0.13441	0.15593	3.426
IMP Self Interest	0.09772	0.04199	0.18095	0.292
(Constant)	0.01935			

Table 39. NFL Factual Knowledge; Multiple Regression of Interest Components - Time Two

Dependent Variable NFL Factual Knowledge		Summary Table				
Variable		Multiple R	R Square	RSQ Change	Simple R	Beta
NFL Milieu Interest		0.30847	0.09515	0.09515	0.30847	0.75234
NFL Self Interest		0.30923	0.09552	0.00047	0.06009	-0.05694
(Constant)						0.00059

Variable		Variables in the Equation			
		B	Beta	Std Error B	F 2.240 p
NFL Milieu Interest		0.75234	0.31436	0.15225	24.418 < .001
NFL Self Interest		-0.05694	-0.02245	0.16139	0.124
(Constant)		0.00059			

Table 40. NFL Structural Knowledge; Multiple Regression of Interest Components - Time Two

Dependent Variable NFL Structural Knowledge		Summary Table				
Variable		Multiple R	R Square	RSQ Change	Simple R	Beta
NFL Milieu Interest		0.46418	0.21547	0.21547	0.46418	1.12238
NFL Self Interest		0.46610	0.21725	0.00178	0.16259	0.11494
(Constant)						0.00020

Variables in the Equation		F _{2,240}		
Variable	Beta	Std Error B	F	p
NFL Milieu Interest	0.45270	0.14674	58.505	<.001
NFL Self Interest	0.04374	0.15554	0.546	
(Constant)	0.00020			

Table 41. Impeachment Factual Knowledge; Multiple Regression of Interest Components - Time Two

Dependent Variable IMP Factual Knowledge		Summary Table				
Variable	Multiple R	R Square	R ² Q Change	Simple R	B	Beta
IMP Milieu Interest	0.29525	0.08717	0.08717	0.29525	0.61470	0.27073
IMP Self Interest	0.30115	0.09069	0.00352	0.16759	0.15168	0.06420
(Constant)					-0.00111	

Variable		Variables in the Equation			
	B	Beta	Std Error B	F	p
IMP Milieu Interest	0.61470	0.27073	0.15122	16.524	< .001
IMP Self Interest	0.15168	0.06420	0.15736	0.929	
(Constant)	-0.00111				

Table 42. Impeachment Structural Knowledge; Multiple Regression of Interest Components - Time Two

Dependent Variable	IMP Structural Knowledge	Summary Table				
		Multiple R	R Square	RSQ Change	Simple R	Beta
IMP Milieu Interest		0.37412	0.13996	0.13996	0.37412	0.72667
IMP Self Interest		0.40703	0.16568	0.02572	0.29108	0.42618
(Constant)						-0.00089

Variable	Variables in the Equation			
	B	Beta	Std Error B	F 2.240
IMP Milieu Interest	0.72667	0.30785	0.15059	23.286 < .001
IMP Self Interest	0.42618	0.17351	0.15670	7.397 < .001
(Constant)	-0.00089			

Table 43. NFL and Impeachment; Multiple Regression of Interest Components - Time One

Dependent Variable IMP Knowledge		Summary Table				
Variable		Multiple R	R Square	RSQ Change	Simple R	Beta
IMP Potential Milieu Interest		0.29018	0.08420	0.08420	0.29018	0.57009
IMP Milieu Interest		0.33029	0.10909	0.02489	0.28788	0.55385
IMP Potential Self Interest		0.35309	0.12467	0.01558	0.25930	0.41815
IMP Self Interest		0.35417	0.12544	0.00077	0.20023	0.14478
(Constant)						0.03187
Variable		Variables in the Equation				
		B	Beta	Std Error B	F	p
IMP Potential Milieu Interest		0.57009	0.16373	0.24938	4.248	< .001
IMP Milieu Interest		0.55385	0.15117	0.26720	5.226	< .01
IMP Potential Self Interest		0.41815	0.11329	0.29016	4.297	n.s.
IMP Self Interest		0.14478	0.03646	0.31008	2.077	n.s.
(Constant)		0.03187			0.218	n.s.
Dependent Variable NFL Knowledge		Summary Table				
Variable		Multiple R	R Square	RSQ Change	Simple R	Beta
NFL Milieu Interest		0.47688	0.22741	0.22741	0.47688	1.82746
NFL Potential Milieu Interest		0.48494	0.23517	0.00776	0.29421	0.52215
NFL Potential Self Interest		0.49397	0.24400	0.00883	-0.00138	-0.53043
NFL Self Interest		0.49474	0.24476	0.00076	0.10974	0.16437
(Constant)						0.00031
Variable		Variables in the Equation				
		B	Beta	Std Error B	F	p
NFL Milieu Interest		1.82746	0.42757	0.27139	45.343	< .001
NFL Potential Milieu Interest		0.52215	0.12483	0.26636	3.843	< .01
NFL Potential Self Interest		-0.53043	-0.11931	0.31926	2.760	< .05
NFL Self Interest		0.16437	0.03623	0.32883	0.250	n.s.
(Constant)		0.00031				

Table 44. NFL and Impeachment; Multiple Regression of Interest Components - Time Two

Dependent Variable		IMP Knowledge				
Variable		Summary Table				
		Multiple R	R Square	RSQ Change	Simple R	Beta
IMP Milieu Interest		0.38416	0.14758	0.14758	0.38416	1.34138
IMP Self Interest		0.40459	0.16359	0.01611	0.26401	0.57786
(Constant)						-0.00201
Variable		Variables in the Equation				
		B	Beta	Std Error B	F	p
IMP Milieu Interest		1.34138	0.33172	0.25828	26.972	.001
IMP Self Interest		0.57786	0.13733	0.26876	4.623	.01
(Constant)		-0.00201				
Dependent Variable		NFL Knowledge				
Variable		Summary Table				
		Multiple R	R Square	RSQ Change	Simple R	Beta
IMP Milieu Interest		0.43085	0.18563	0.18563	0.43085	1.87472
IMP Self Interest		0.43102	0.18578	0.00014	0.12474	0.05800
(Constant)						0.00078
Variable		Variables in the Equation				
		B	Beta	Std Error B	F	p
IMP Milieu Interest		1.87472	0.42757	0.26467	50.173	.001
IMP Self Interest		0.05800	0.01248	0.28055	0.043	n.s.
(Constant)		0.00078				

Hypothesis 4a - Specific Hypothesis 4a was stated as follows:

H_{4a}: Interest stemming from utility to self will correlate higher than will education with both structural and factual knowledge.

The results obtained for both events at time one (Tables 45-46) and time two (Tables 47-48) did not provide support for the above hypothesis. Taken alone, the self interest component did not match the predictive power of education for both factual and structural knowledge. This result is consistent with the outcome shown for specific Hypotheses 2a-c discussed before. It is interesting to note, however, that for both events the contrast in favor of education was more strongly marked with respect to factual knowledge, less so with respect to structural knowledge. This pattern appears to be consistent with the observations made in discussing specific Hypothesis 1a (see Table 34).

Table 45. NFL and Impeachment; Education and Self Interest as Predictors of Factual Knowledge
- Time One

NFL Factual Knowledge									
Dependent Variable	Variable	Summary Table					Beta	Std Error B	F
		Multiple R	R Square	RSQ Change	Simple R	B			
Education NFL Self Interest (Constant)	Education	0.31925	0.10192	0.01092	0.31925	0.59797	0.31718	0.11298	2.250
	NFL Self Interest	0.32250	0.10401	0.00209	0.06005	0.12016	0.04574	0.15744	28.013
	(Constant)						-2.23584		0.582
IMP Factual Knowledge									
Dependent Variable	Variable	Summary Table					Beta	Std Error B	F
		Multiple R	R Square	RSQ Change	Simple R	B			
Education IMP Self Interest (Constant)	Education	0.25904	0.06710	0.06710	0.25904	0.39563	0.24701	0.09799	16.301
	IMP Self Interest	0.27808	0.07733	0.01023	0.13103	0.24276	0.10185	0.14582	2.772
	(Constant)					-1.47926			

Table 46. NFL and Impeachment; Education and Self Interest as Predictors of Structural Knowledge - Time One

Dependent Variable		IMP Structural Knowledge					
Variable	Multiple R	Summary Table					F _{2,250}
		R Square	RSQ Change	Simple R	B	Beta	
Education	0.23590	0.05565	0.05565	0.23590	0.33530	0.21439	12.428
IMP Self Interest	0.29725	0.08836	0.03271	0.20746	0.42389	0.18213	8.970
(Constant)					-1.25353		
Dependent Variable		NFL Structural Knowledge					
Variable	Multiple R	Summary Table					F
		R Square	RSQ Change	Simple R	B	Beta	
Education	0.19491	0.03799	0.03799	0.19491	0.32345	0.18886	9.426
NFL Self Interest	0.23645	0.05591	0.01792	0.14252	0.31981	0.13400	4.745
(Constant)					-1.20924		

Table 47. NFL and Impeachment; Education and Self Interest as Predictors of Factual Knowledge
- Time Two

Dependent Variable		NFL Factual Knowledge					
Variable		Summary Table					F
		Multiple R	R Square	RSQ Change	Simple R	B	
Education		0.13440	0.01806	0.01806	0.13440	0.26138	0.14041
NFL Self Interest		0.15227	0.02319	0.00512	0.06009	0.18221	0.07182
(Constant)						-0.98687	
							2.240
							4.810
							1.259
Dependent Variable		IMP Factual Knowledge					
Variable		Summary Table					F
		Multiple R	R Square	RSQ Change	Simple R	B	
Education		0.22050	0.04862	0.04862	0.22050	0.32119	0.19380
IMP Self Interest		0.25294	0.06398	0.01536	0.16759	0.29953	0.12678
(Constant)						-1.21450	
							9.203
							3.938

Table 48. NFL and Impeachment; Education and Self Interest as Predictors of Structural Knowledge - Time Two

Dependent Variable		IMP Structural Knowledge					
Variable		Summary Table					F
		Multiple R	R Square	RSQ Change	Simple R	B	
IMP Self Interest		0.29108	0.08473	0.08473	0.29108	0.62695	0.25525
Education		0.33525	0.11239	0.02766	0.22389	0.29315	0.15280
(Constant)						-1.10834	0.10718
							7.480
							16.835
							2.240
Dependent Variable		NFL Structural Knowledge					
Variable		Summary Table					F
		Multiple R	R Square	RSQ Change	Simple R	B	
Education		0.17937	0.03218	0.03218	0.17937	0.37475	0.19432
NFL Self Interest		0.25285	0.06393	0.03176	0.16259	0.46998	0.17883
(constant)						-1.41558	0.16471
							8.142
							9.614

Hypothesis 4b - Specific Hypothesis 4b was stated as follows:

H_{4b}: Interest stemming from utility to milieu will correlate higher than will education with both structural and factual knowledge.

The results obtained for both events at time one (Tables 49-50) provided only partial support for the above hypothesis. That is, in the case of factual knowledge about impeachment, education did better as a predictor compared to milieu interest. For the other two comparisons, interest was more highly correlated than education, e.g. in the case of structural knowledge, the obtained pattern was as could be expected, emphasizing milieu interest. Again, this outcome is consistent with previous note on the tendency of interest to enhance structural knowledge (e.g. understanding) and for education to enhance recall of factual information.

The results obtained for both events at time two (Tables 51-52) did provide support for the above hypothesis.

Table 49. NFL and Impeachment; Education and Milieu Interest as Predictors of Factual Knowledge
- Time One

Dependent Variable		NFL Factual Knowledge						
Variable		Summary Table						F
		Multiple R	R Square	RSQ Change	Simple R	B	Beta	Std Error B
NFL Milieu Interest		0.43295	0.18745	0.18745	0.43295	0.94813	0.38310	0.13930
Education		0.49227	0.24233	0.05488	0.31925	0.45153	0.23951	0.10611
(Constant)						-1.68824		
Dependent Variable		IMP Factual Knowledge						
Variable		Summary Table						F
		Multiple R	R Square	RSQ Change	Simple R	B	Beta	Std Error B
Education		0.25904	0.06710	0.06710	0.25904	0.36139	0.22563	0.09919
IMP Milieu Interest		0.29765	0.08860	0.02150	0.20050	0.33068	0.15038	0.13618
(Constant)						-1.35124		

Table 50. NFL and Impeachment; Education and Milieu Interest as Predictors of Structural Knowledge - Time One

Dependent Variable		NFL Structural Knowledge					
Variable		Summary Table					F
		Multiple R	R Square	RSQ Change	Simple R	Beta	
NFL Milieu Interest		0.42998	0.18488	0.18488	0.42998	0.91515	0.13032
Education		0.44328	0.19650	0.01161	0.19491	0.18871	0.09927
(Constant)						-0.70537	49.317
							3.614
Dependent Variable		IMP Structural Knowledge					
Variable		Summary Table					F
		Multiple R	R Square	RSQ Change	Simple R	Beta	
IMP Milieu Interest		0.28586	0.08172	0.08172	0.28586	0.52730	0.13118
Education		0.33612	0.11298	0.03126	0.23590	0.28361	0.09555
(Constant)						-1.06031	16.158
							8.811

Table 51. NFL and Impeachment; Education and Milieu Interest as Predictors of Factual Knowledge
- Time Two

Dependent Variable	NFL Factual Knowledge	Summary Table					Beta	Std Error B	F
		Multiple R	R Square	RSQ Change	Simple R	B			
NFL Milieu Interest	0.30847	0.09515	0.09515	0.09515	0.30847	0.71621	0.29926	0.14651	23.898
Education	0.32709	0.10699	0.10699	0.01183	0.13440	0.20322	0.10917	0.11396	3.180
(Constant)						-0.76715			
Dependent Variable	IMP Factual Knowledge	Summary Table					Beta	Std Error B	F
		Multiple R	R Square	RSQ Change	Simple R	B			
IMP Milieu Interest	0.29525	0.08717	0.08717	0.08717	0.29525	0.62397	0.27481	0.13802	20.438
Education	0.35111	0.12328	0.12328	0.03611	0.22050	0.31674	0.19112	0.10074	9.885
(Constant)						-1.19769			

Table 52. NFL and Impeachment; Education and Milieu Interest as Predictors of Structural Knowledge - Time Two

Dependent Variable		NFL Structural Knowledge					
Variable		Summary Table					F
		Multiple R	R Square	RSQ Change	Simple R	B	
NFL Milieu Interest		0.46418	0.21547	0.21547	0.46418	1.12132	63.739
Education		0.48505	0.23527	0.01981	0.17937	0.27238	6.216
(Constant)						-1.02879	
Dependent Variable		IMP Structural Knowledge					
Variable		Summary Table					F
		Multiple R	R Square	RSQ Change	Simple R	B	
IMP Milieu Interest		0.37412	0.13996	0.13996	0.37412	0.83614	36.049
Education		0.41734	0.17417	0.03421	0.22389	0.32051	9.942
(Constant)						-1.21166	

Hypothesis 4c - Specific Hypothesis 4c was stated as follows:

H_{4c}: Interest stemming from potential utility to self or milieu will correlate higher than will education with both structural and factual knowledge.

The results obtained with regard to potential self interest (Tables 53-54) did not provide support for the above hypothesis, with an exception of structural knowledge about impeachment (Table 54).

The results obtained with regard to potential milieu interest (Tables 55-56) provided only partial support for the hypothesis; as could be expected, potential milieu interest was a better predictor in the case of structural knowledge about both events.

Table 53. NFL; Education and Potential Self Interest as Predictors of Factual and Structural Knowledge - Time One

Dependent Variable		NFL Factual Knowledge					
Variable		Summary Table					F
		Multiple R	R Square	RSQ Change	Simple R	B	
Education		0.31925	0.10192	0.10192	0.31925	0.60095	28.32
NFL Potential							
Self Interest		0.32140	0.10330	0.00138	-0.04129	-0.09568	0.38
(Constant)						-2.24700	
Dependent Variable		NFL Structural Knowledge					
Variable		Summary Table					F
		Multiple R	R Square	RSQ Change	Simple R	B	
Education		0.19491	0.03799	0.03799	0.19491	0.33482	9.95
NFL Potential							
Self Interest		0.20011	0.04005	0.00206	0.04282	0.10605	0.53
(Constant)						-1.25174	

Table 54. Impeachment; Education and Potential Self Interest as Predictors of Factual and Structural Knowledge - Time One

Dependent Variable		IMP Factual Knowledge						
Variable	Multiple R	Summary Table					Beta	Std Error B
		R Square	RSQ Change	Simple R	B			
Education	0.25904	0.06710	0.06710	0.25904	0.38656	0.24134	0.09815	15.513
IMP Potential								
Self Interest	0.28532	0.08141	0.01431	0.15623	0.26786	0.12091	0.13575	3.893
(Constant)					-1.42505			
Dependent Variable		IMP Structural Knowledge						
Variable	Multiple R	Summary Table					Beta	Std Error B
		R Square	RSQ Change	Simple R	B			
*IMP Potential								
Self Interest	0.24831	0.06166	0.06166	0.24831	0.47257	0.21846	0.13103	13.007
Education	0.31993	0.10235	0.04070	0.23590	0.31894	0.20393	0.09474	11.334
(Constant)					-1.15658			

Table 55. NFL; Education and Potential Milieu Interest as Predictors of Factual and Structural Knowledge - Time One

Dependent Variable		NFL Factual Knowledge					
Variable		Summary Table					
		Multiple R	R Square	RSQ Change	Simple R	B	Beta
Education		0.31925	0.10192	0.10192	0.31925	0.55287	0.29326
NFL Potential							
Milieu Interest		0.36319	0.13191	0.02999	0.21864	0.42415	0.17512
(Constant)						-2.06724	
Dependent Variable		NFL Structural Knowledge					
Variable		Summary Table					
		Multiple R	R Square	RSQ Change	Simple R	B	Beta
NFL Potential		0.31863	0.10153	0.10153	0.31863	0.65181	0.29623
Milieu Interest							
Education		0.35187	0.12381	0.02228	0.19491	0.25852	0.15095
(Constant)						-0.96651	

Table 56. Impeachment; Education and Potential Milieu Interest as Predictors of Factual and Structural Knowledge - Time One

Dependent Variable		IMP Factual Knowledge						
Variable		Summary Table						
		Multiple R	R Square	RSQ Change	Simple R	B	Beta	Std Error B
Education		0.25904	0.06710	0.06710	0.25904	0.37098	0.23162	0.09878
IMP Potential								14.105
Milieu Interest		0.29296	0.08583	0.01873	0.18507	0.29166	0.13956	0.12889
(Constant)						-1.38713		5.121
Dependent Variable		IMP Structural Knowledge						
IMP Potential								
Milieu Interest		0.30559	0.09339	0.09339	0.30559	0.55026	0.26965	0.12309
Education		0.35434	0.12555	0.03217	0.23590	0.28608	0.18292	0.09433
(Constant)						-1.06958		9.197

General Hypotheses

The first general hypothesis was stated as follows:

- H_A: As the infusion of mass media information into a social system continues, those with a higher level of interest will acquire new information faster than those less interested, so that the knowledge gap between them will tend to increase.

After obtaining scores on "new" knowledge for each respondent at time two, we compared the mean knowledge differences between the high and low interest groups* for each event. "New" knowledge was measured on the four new knowledge items asked at time two, which reflected event developments after the first contact with respondents. The results are shown in Table 57. General Hypothesis A found support in the data.

The second general hypothesis was stated as follows:

- H_B: At any point in time, then, more interested members of the media audience will display a higher level of knowledge than those less interested in a publicized event.

The results for both events at time one and time two (Table 58) gave support to the above hypothesis.

* Included in these groups were only those respondents who consistently remained interested, or disinterested, in the event over time one and time two. Respondents who switched, e.g. became interested or lost interest at time two, were excluded from analysis.

Table 57. Comparison on "New Knowledge" at Time Two, For Both Events

Variable	Number of Cases	Mean	Standard Deviation	Standard Error	T Value	Degree of Freedom	2-Tail Problem
NFL New Knowledge							
Group 1*	49	1.9940	2.869	0.410			
Group 2*	112	-1.0524	2.392	0.226	6.99	159	0.000
IMP New Knowledge							
Group 1*	80	0.7493	2.657	0.297			
Group 2*	79	-0.8997	2.657	0.299	3.91	157	0.000

* Group 1 = interested at T1 and T2

* Group 2 = disinterested at T1 and T2

Table 58.

t-test Comparisons of Mean
Knowledge for Both Events
(Group 1 = High Interest; Group 2 = Low Interest*)

Variable	Number of Cases	Mean	Standard Deviation	Standard Error	T Value	Degrees of Freedom	2-Tail Problem
<u>Time One</u>							
NFL Knowledge Group 1	130	1.6467	4.088	0.359			
Group 2	123	-1.7400	3.162	0.285	7.34	251	0.000
IMP Knowledge Group 1	127	0.9225	3.002	0.266			
Group 2	126	-0.9294	3.349	0.298	4.63	251	0.000
<u>Time Two</u>							
NFL Knowledge Group 1	53	3.0771	3.894	0.535			
Group 2	190	-0.8575	3.852	0.279	6.56	241	0.000
IMP Knowledge Group 1	120	0.8704	3.165	0.289			
Group 2	123	-0.8530	3.839	0.346	3.81	241	0.000

* Median split of the overall interest index was used to obtain the high and low interest groups.

Hypothesis C

H_C : As the publicity on a topic extends over a long period of time, the knowledge gap between those more and less interested will begin to decrease.

Since impeachment was the longer standing event, we tested whether indeed the discrepancy in knowledge level between those more and less interested would be smaller for impeachment than for NFL; e.g., $IMP^d(\bar{X}_{Hi} - \bar{X}_{Lo}) < NFL^d(\bar{X}_{Hi} - \bar{X}_{Lo})$. The results are shown in Table 57. Hypothesis C found support in the data.

Table 59. Comparisons of Discrepancy in Knowledge on NFL and Impeachment

	NFL ^d $\longleftrightarrow$ IMP ^d		t	df	p
Time One	3.3867 ^	1.8519 v	2.51	502	< .05
Time Two	3.9346	1.7234	2.20	482	< .05

Despite the fact that we found support for the above hypothesis, a few remarks are in order here. Admittedly, the test performed and reported above, was not the best way to test Hypothesis C; that is, we compared the corresponding gaps for two events, NFL strike and impeachment, which are not equivalent. We settled for this solution, though inadequate, because the time span between our two measures was one week and deemed insufficient to allow a manifestation of the processes implied by the hypothesis. The best test should be one whereby knowledge discrepancies are compared within one and the same event, along a time continuum.

Yet let it be noted that the indications which the data on Table 59 give us, are encouraging. That is, the comparison of discrepancies between time one and time two for each event, while not reaching significance, seem to "move in the right direction." Thus, for the NFL strike, which is the short term event, the knowledge gap seems to be increasing at time two in accordance with general Hypothesis A; at the same time, the gap for impeachment developments, which were the long standing event, seems to be diminishing at time two, according to the presently discussed Hypothesis C.

CHAPTER IV

SUMMARY AND DISCUSSION

Our main argument in this dissertation emphasized the receiver viewpoint as follows; in attending to media content, people do not engage their attention indiscriminately, but rather according to some choice hierarchy which has meaning to them. This implied that the frequent practice in research, of operationalizing attention as exposure, needs some refinement with respect to attention variability regarding program components. Thus, interest may direct the way mass media are used for information; given exposure, presence or absence of interest may intervene with the kind of attention given certain content areas and program components.

We suggested that an interest-based model would allow sensitive examination of information gain processes and help trace the patterns of knowledge differentiation among mass media audiences. For the purposes of this study we chose a relatively narrow functional perspective. Thus, in explicating our notion of the independent variable, interest, we proposed a treatment in terms of these components:

perceived information utility to self, perceived information utility to milieu and perceived potential utility to self or milieu. To the extent that an information item is seen as having one or more of these attributes, resulting interest would determine the kind of attention an individual gives to that information item.

Utility to self was seen in terms of relatively immediate, daily coping behaviors related to the functioning of individuals and their home and family. Utility to milieu was seen in terms of communicative utility and facilitation related to an individual's social environment, the various membership and reference groups he is associated with (e.g., friends, relatives, fellow workers, neighbors, etc.) Potential utility referred to the routine scanning of the information areas kept under surveillance by the individual.

The comparative emphasis on each utility attribute commanding attention will depend on the individual's short-term and long-term priorities, habits, pressures and changes in the environment. For the purposes of testing in this study we postulated an ordering whereby interest stemming from perceived utility to self took precedence over the social milieu; also relatively immediate concerns were expected to prevail over delayed ones.

In terms of the dependent variable, knowledge, we used a component measure differentiating between factual and structural knowledge, treating them separately in hypothesis

testing. Factual knowledge refers to the respondent's knowledge of specific items, names, dates, places, facts and figures, related to specific news occurrences. Structural knowledge is taken as the respondent's understanding of the relationships manifested in the broader framework of related phenomena.

Furthermore, we were interested in comparing the role of interest and that of education in tracing differential knowledge levels over time.

The following diagram of the hypothesized relationships represented the synchronic part of the model (Figure 8).

Thus, we formulated fourteen hypotheses which dealt with various aspects of the model. First, the model incorporated a time dimension and the independent variable of overall interest. The following three general hypotheses were addressed to these aspects:

H_A: As the infusion of mass media information into a social system continues, those with a higher level of interest will acquire new information faster than those less interested, so that the knowledge gap between them will tend to increase.

H_B: At any point in time, then, more interested members of the media audience will display a higher level of knowledge than those less interested in a publicized event.

H_C: As the publicity on a topic continues over a long period of time, the knowledge gap between those more and less interested will begin to decrease.

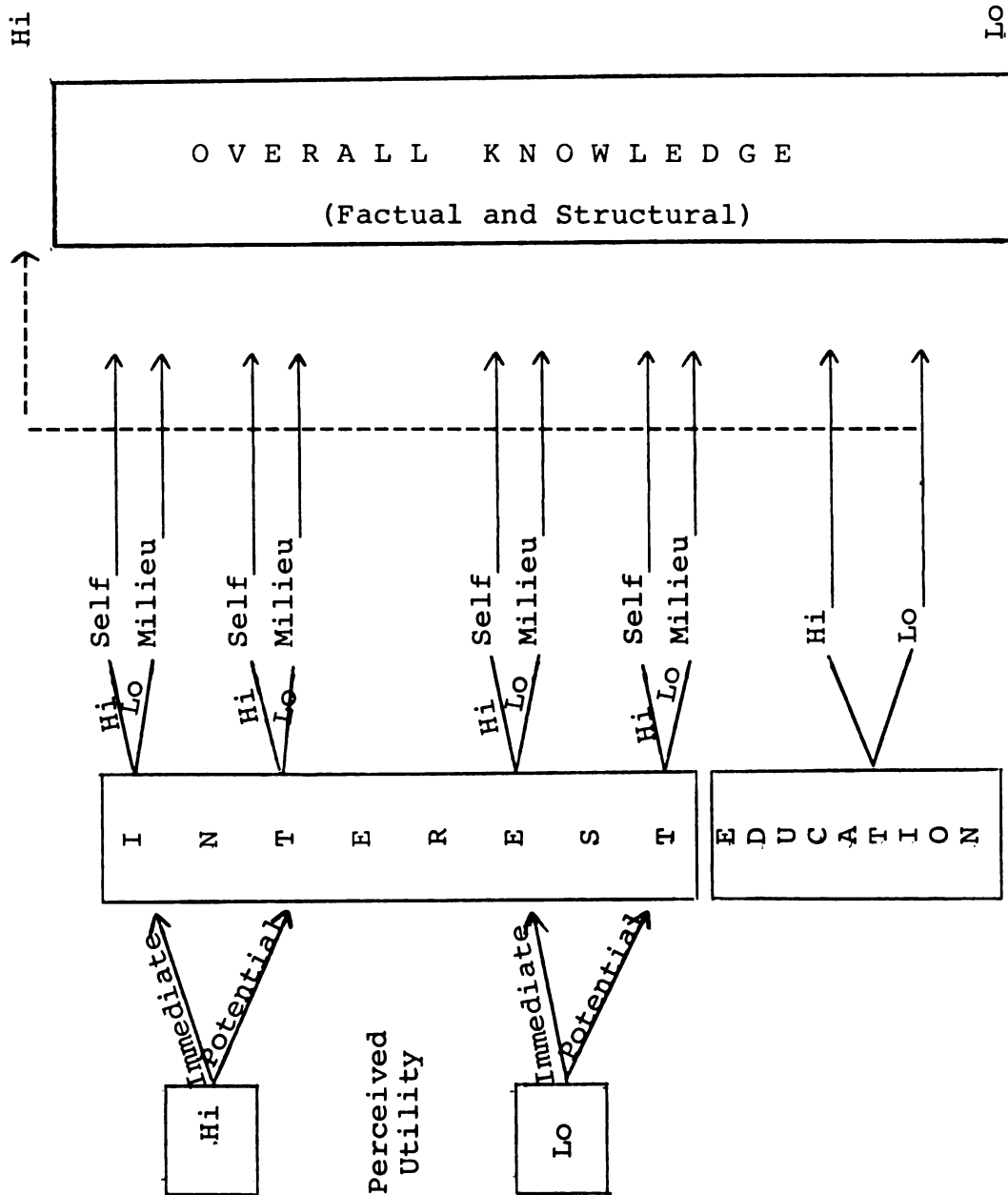


Figure 8. Diagram of Hypothesized Relationships

Furthermore, we postulated certain types of interest stemming from various perceptions of utility. We indicated the use of factual and structural knowledge as dependent measures; and we wanted to discuss in a comparative fashion education and interest as predictors of information level. The following main and derived specific hypotheses were directed accordingly:

- H₁: There is a positive correlation between education and knowledge.
 - H_{1a}: Education will correlate with both factual and structural knowledge.
- H₂: There is a positive correlation between overall interest and knowledge.
 - H_{2a}: Interest stemming from perceived utility to self will be a stronger predictor for both factual and structural knowledge, than interest stemming from perceived utility to milieu.
 - H_{2b}: Interest stemming from perceived potential utility to self will be a stronger predictor for both factual and structural knowledge, than interest stemming from perceived potential utility to milieu.
 - H_{2c}: Interest stemming from immediate utilities will be a stronger predictor of knowledge than interest stemming from potential utilities.
- H₃: Education and overall interest combined will correlate more strongly with knowledge than either one taken alone.
- H₄: The correlation between overall interest and knowledge will be higher than the correlation between education and knowledge.

- H_{4a}: Interest stemming from utility to self will correlate higher than will education with both structural and factual knowledge.
- H_{4b}: Interest stemming from utility to milieu will correlate higher than will education with both structural and factual knowledge.
- H_{4c}: Interest stemming from potential utility to self or milieu will correlate higher than will education with both structural and factual knowledge.

*
* * *

Overall the findings of this study indicated that the proposed model stands on several sound foundations. At the same time, the work is not finished in terms of clarifying certain conceptual and methodological issues. In summary, the outcomes obtained on the 14 originally stated hypotheses were as follows:

General: The more interested segments of the audience indeed picked up incoming information faster, and also at any point in time knew more than those less interested in the same event (Figure 8a). Furthermore, the resulting knowledge gap seemed tempered in the case of a longer lasting event (e.g. the impeachment developments (Figure 8b).

Main: Both education and overall interest were related to information gain, and interest was a better predictor throughout. At the same time, the relationship between education and interest seems not entirely topic-independent, being consistently lower for NFL and higher for impeachment.

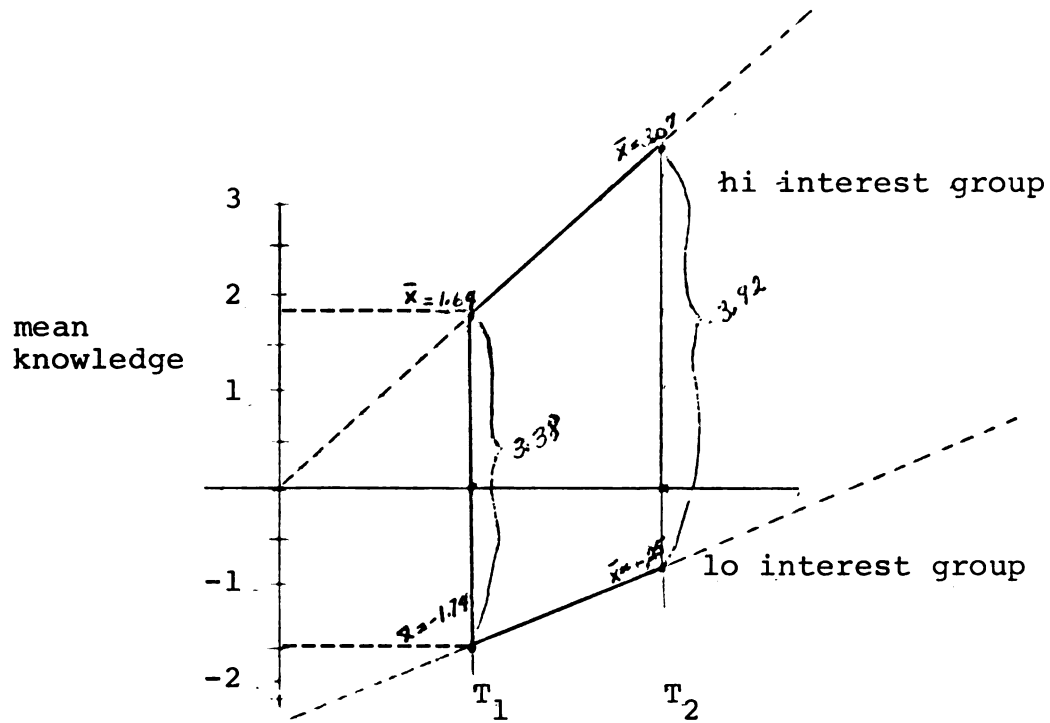


Figure 8a
(Hypothesis A). Knowledge Comparisons Over Time,
National Football League Strike.

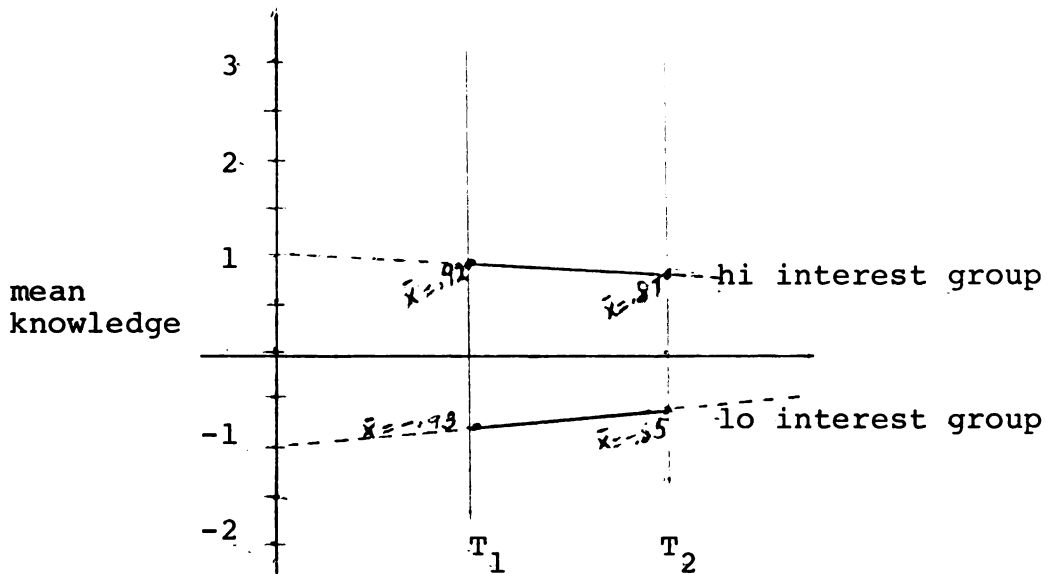


Figure 8b
(Hypothesis C). Knowledge Comparisons Over Time,
Impeachment Developments.

Both education and overall interest were related to factual and structural knowledge; we also identified a tendency for interest to correlate much more strongly with structural knowledge.

Specific: The components of overall interest did not relate to knowledge as expected. Milieu interest emerged as the strongest predictor, leaving the other components behind. Specific components of interest did not do better than education as predictors of knowledge. A positive exception was milieu interest and potential milieu interest, which did emerge as stronger predictors for structural knowledge.

Discussion

There are several important points to dwell upon in this discussion. First, the emergence of milieu interest as the best predictor of knowledge clearly needs attention in further research. Presently, we have seen that in the context of one political and one sports event, interest stemming from perceived utility to milieu was at work throughout. The other interest components were not activated sufficiently as predictors of knowledge.

The implication of this may be at least twofold; one would regard the nature of information made available through the media. That is, what type of events does it take to activate self-interest; also, are such topics aired over television? To begin answering this question, one has to

encompass diverse publicized topics besides political and sports events; for example, economic, ethical or religious issues. These topical areas are mentioned as possibilities because they are likely to touch off areas where the direct economic well being, or principles held by an individual are at stake. Such an inquiry would help clarify the role, if any, played by the self-interest component. It may indicate that self-interest does emerge as a predictor of knowledge for only certain kinds of broadcast topics. Examples of that would be inflation developments, the controversy over absorption of large numbers of Vietnamese, or the controversy over Catholicism and abortion. In case self-interest does not yet seem activated, it would become necessary to question the very role of self-interest as a viable component of the predictor variable, overall interest.

Furthermore, since milieu interest did play a dominant role, it is important to understand well what it stands for. The least complicated interpretation would emphasize the mere facilitation of talk, chat or discussion. The likelihood of having something to build conversation about, based on shared concerns at various levels of intensity. Earlier we referred to utility to milieu seen in terms of communicative facilitation related to an individual's social affiliation groups.

However, this may hardly be doing justice to the entire picture. Building conversation over issues of various

levels of intensity implies involvement with different segments within the social milieu, i.e. friends perhaps being placed closer to the individual than fellow workers.

Viewed this way, the social milieu become less attractive as a catch-all notion; it looks more promising when used to distinguish among possible variability in utility perceptions, depending on who is the focus of concern. Thus we may embark on a more complicated, but compelling line of interpretation. For example, Greenberg* has suggested altruism as an interesting interpretation regarding perceived utility to milieu. Presently, the shape of our data precludes analysis along these lines, but the implications are clear. First, measurement might be such as to allow differentiation within the milieu (e.g., utility perceptions to milieu regarding close friends, as compared to perceived utility to milieu regarding distant members of the social circle). Also, it could be expected that some interesting interaction may take place between the self and milieu components; for example an inverse relationship may emerge between self-interest and milieu-as altruism component, at least in certain cases. This last point is debatable, of course, if altruism is viewed as self-denial, yet awareness of the existence of self interest on a particular occasion.

*Bradley S. Greenberg, informal communication, Spring 1975.

A final idea in interpreting milieu interest based on differentiation within the milieu suggests an overhaul of the self/milieu dichotomy. It emphasizes the point that just about everything gets discussed sooner or later, but issues are being discussed selectively. So it may turn out that what we presently term milieu interest regards discussion in the broader social circle; topics which would be primarily discussed with intimates may represent what we presently term self-interest.

Thus one way of providing a flexible linkage between the two would be to view communicative utility in terms of one's primary and secondary groups. Furthermore, one may have to consider interest which does not necessarily entail discussion; so utility categories other than the communicative variety emerge; for example, issues where behavioral or gratification outcomes take precedence.

Another point of discussion here regards the relationship between education and interest and their predictive power for factual and structural knowledge. As already noted, they were associated with each other, and each also was related to factual and structural knowledge. Moreover, while their predictive power for factual knowledge was roughly comparable, interest was much stronger than education in relation to structural knowledge. Finally, the combined predictive power of education and interest taken together was only slightly better than the predictive power

of interest taken alone. Taking this last outcome in particular consideration we wonder whether viewing the association between education and interest as a part-whole relationship may not be helpful, where education contributes to the whole configuration of existing interests.

We did the preliminary checks possible at this time, by computing the partial correlation coefficients for both events at two points in time. The purpose of doing this was to see how much change in the magnitude of correlation between interest and knowledge would occur when the influence of education is removed. If the notion of part/whole relationship is on the right track, then partialling out the influence of education would not diminish the interest-knowledge association drastically. Table 59A shows the results of this check. As can be seen there, partialling out education slightly diminishes the magnitude of correlation between interest and knowledge.

Table 59A. Partial Correlation Check for Interest, Knowledge and Education

	NFL T1	NFL T2	IMP T1	IMP T2
a)	.317	.355	.345	.391
b)	.307	.346	.301	.362

a) = correlation between interest and knowledge.

b) = same as above, with education partialled out.

It is also noticeable that the correlations at time two have increased, and the explanations of this are not likely to be very crisp at this time. It is conceivable that the first time around respondents answered to the interest questions in a more or less stereotypic way, particularly since the commitment of further thought was to come later on with the knowledge questions. This possibility can be backed up with the existences of "switchers" at time two, i.e. people who changed their mind a week later and decided that they really were interested in the discussed event.¹ The other possible explanation is less pleasant; that is unavoidable sensitization may have occurred with some people, where the mere presence of the survey aroused interest. This however can be contradicted by the presence of those "switchers" who at time two lost interest in the event(s).²

Indeed it seems that further exploration of the issue is necessary in order to understand the consequences of all this with respect to knowledge about different kinds of events. The place where we would begin is establishing what are the types of cases for which education becomes a sizeable component of interest in the event, more so that we have presently found for one political event. The goal of such exploration would be to decide in the long run whether

¹For NFL $n=4$; Impeachment $n=40$;

²for NFL $n=78$; Impeachment $n=44$.

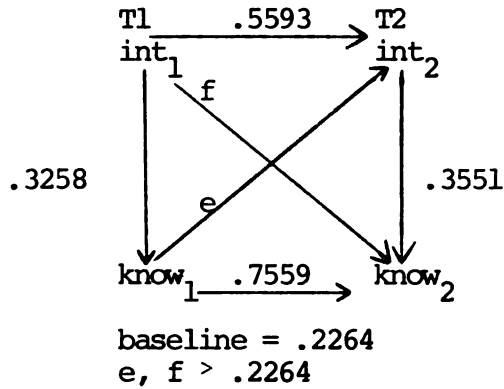
using the combined predictive power of education and interest is necessary, if overall interest would do about the same job most of the time.

We would like to add to this discussion one further aspect which has not been touched upon. After testing our three general hypotheses as stated specifically for the study, we saw fit to test the underlying causal flow from interest to knowledge. We used the cross-lagged correlational technique, applying the Rozelle - Campbell baseline criterion for causal relationships between two variables at two points in time. Also, since potential interest was not measured at time two, we computed the cross-lagged analysis both with and without the potential interest component for each event; the pattern remained stable both ways (Figure 8c).

Since cross-lagged analysis is revealing of mutual causation and sensitive to time lag equivalencies, we thought such analysis particularly interesting for two reasons. These are, the short time lag used in the present study, and also the difference in media display duration between the two events, football strike and impeachment developments. There was some possibility, therefore, that the test would show differences in the way the main causal process of concern to us will manifest itself in each instance; it will be seen that this is precisely what happened.

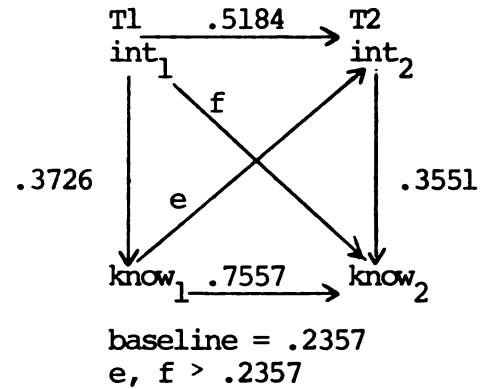
As the results indicate the main diagonal $\underline{f}$ exceeds the baseline for both events, so that we can infer a causal

(Computed with potential
interest components)

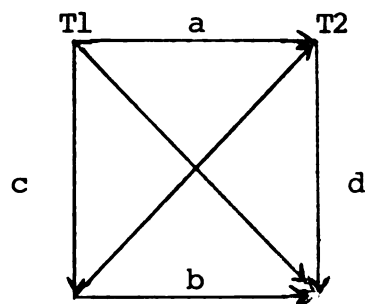
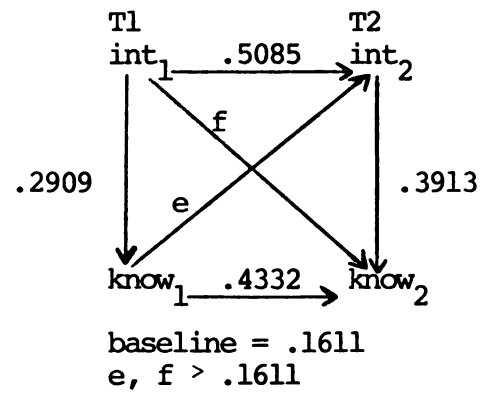
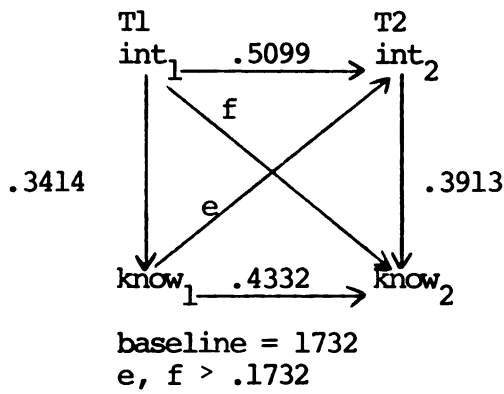


NFL

(Computed without poten-
tial interest components)



IMP



n = 243:

$$\text{baseline} = \frac{c + d}{2} \times \frac{a^2 + b^2}{2}$$

Figure 8c. Cross-lagged Analysis of the Causal Flow.

flow from interest at time one to knowledge at time two. More importantly, diagonal e also exceeds the baseline in both cases. Since both diagonals exceed the baseline, it will appear that causality flows in both directions, and the question becomes one of time lag equivalences; e.g., which process is faster, the causal flow from interest to knowledge, or the flow from knowledge towards interest.

In the case of a short time lag, which we have here, the slower process (f) would not have manifested itself. This seems to be happening in the case of NFL. With impeachment, the main causal flow from interest to knowledge has already manifested itself, since the main diagonal f exceeds both the baseline and diagonal e. This outcome is particularly interesting given the differences in mass media display duration between the two events. Impeachment was of longer standing, thereby allowing sufficient time for the slower process to emerge in view. Further work should focus on events of equivalent durations in mass media display in order to ascertain whether the above interpretation of results is basically sound. Another point of interest would be ascertaining the difference in speed between the two causal processes as such, for various events and time lag conditions.

Discussion of the above mentioned work in toto, and all that remains to be done, cannot be divorced from discussing the present study's limitations. Let us note first

that to the extent to which this study was built without many specific conceptual or methodological precedents, some limitations were bound to emerge after the fact. Thus the failure of the specific hypotheses, where the postulated hierarchy of utilities did not emerge as expected, is a case in point. On the other hand, these latter findings, although disappointing, have the definite merit of raising important issues about the nature of information and sources of information which go beyond the parameters of this particular study. Furthermore, we have learned a few methodological lessons as well. The design of future work wrestling with the implications of the interest model and the differential levels of information acquisition would surely have to take into account the shortcomings of this work.

Let us first briefly outline some of these shortcomings, should the same or similar design be considered.

One is the need for longer time span between measures in the panel design, or keeping the same time span and then implement more than two measures. This would give a better feeling for variations in interest and the reasons for it, as the events unfold through mass media coverage. The problem in doing this would be the generally limited duration of publicized events. One will have to be prepared to handle the problems that arise in studying events which may not persist in the media as long as the researcher would like. This happened with this study, where the Bell Telephone strike in

in the summer of 1974 was called off on a Sunday night, around midnight, so that the event dropped from the media and had to be dropped from consideration for this study.

Another important point is the inclusion and study of a larger number of diverse events simultaneously. This implies that we would be taking more measures within the same time span. The considerations here are at least of two kinds. First, the appropriate selection of events is of crucial importance, as well as carefully keeping track of event developments, particularly if measures are to be taken at more than two points in time. Such a study may then be carried out much better through face-to-face interviews in the respondents' household, to allow sufficient time to go through the considerable battery of questions, and assure a reasonable amount of cooperation. However, cost and mortality problems would enter the picture. With such changes, one could better clarify the issue of knowledge gap attenuation over time. Presently we can only say that results on Hypothesis C give a tentative answer; that is, it may be that with the information saturation over time, those less interested have the opportunity to catch up on old knowledge; or, that accruing information would also generate some degree of interest where there was none before. Clearly, there is room for better testing and more definitive answers.

Another change is the need to measure the potential interest components more than once during a panel. This

would indeed be much more sensible within a study using either longer time spans, or multiple measures in time. Then, shifts in the perception of potential utility could be justifiably expected to occur and be examined.

Finally, knowledge items measuring the dependent variable should definitely move away from the dichotomous format, to refine the possible comparisons of differential knowledge levels. Immediate suggestions for format are as follows; first, questions which call for simple yes/no, or true/false reply should be eliminated so that there is no question about some of the respondents guessing, rather than truly knowing, the right answers. In this study, the large proportions of false replies given by respondents in answering questions where they could have guessed, alleviated our concern this time around. Yet there is no need to run such a risk again. Another suggestion is for use of knowledge questions constructed in a manner which allows the measure of degrees of knowledge among the "informed"; that is, carefully designing items which would allow us to go into as much depth and exhaustiveness, as the actual knowledge of the respondent allows.

This is probably the appropriate time to return briefly to the shape of hypothesized relationships presented earlier. After incorporating some of the changes suggested by test results, Figure 8d gives a diagram of relationships as they look now.

The main change regards the hierarchy postulated

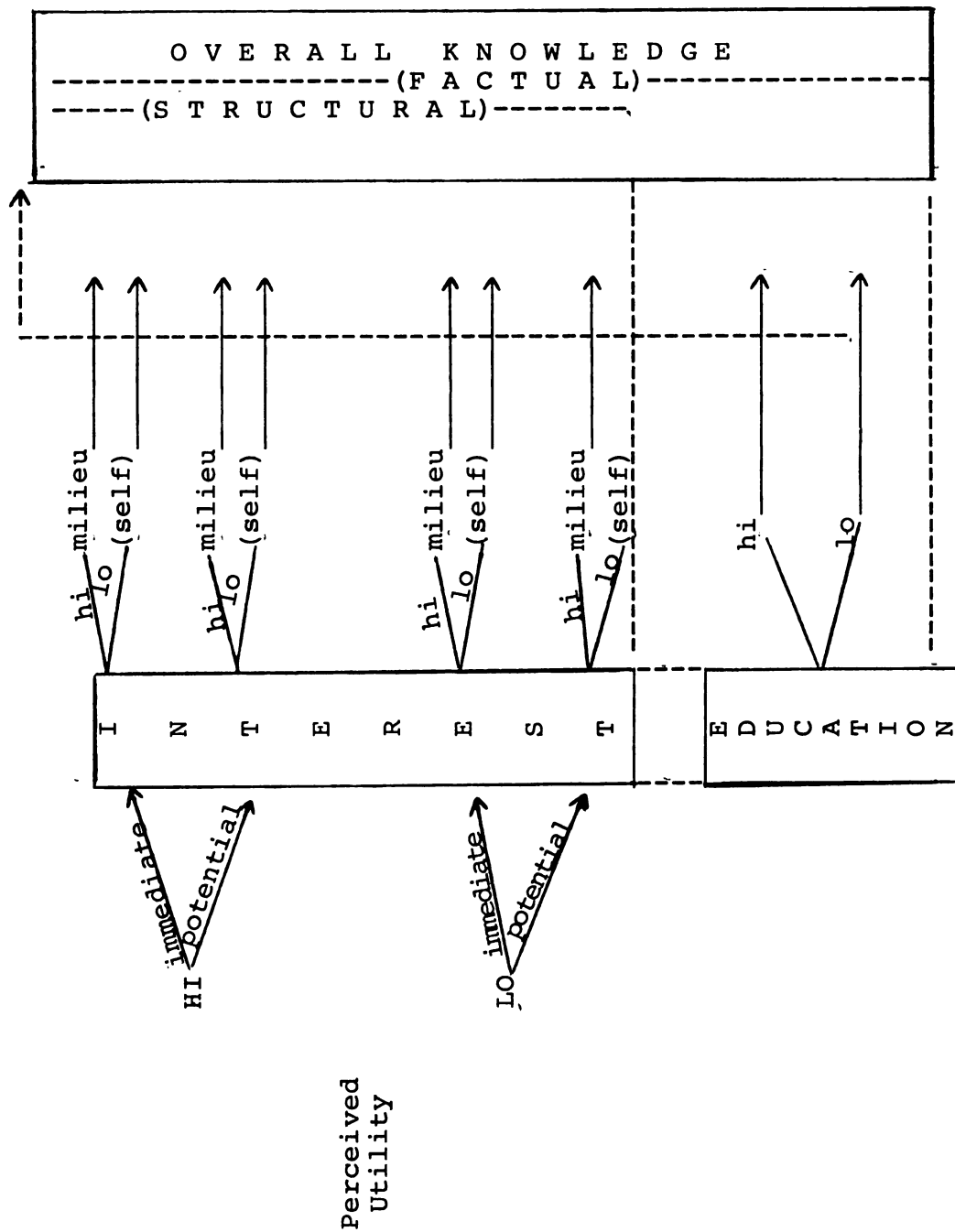


Figure 8d. Revised Diagram of Hypothesized Relationships

among the interest components. The dominant role of milieu interest over the self interest is, therefore, to be noted. We have also indicated a tentative linkage, rather than the original full juxtaposition of education versus interest. This tentative linkage is meant to indicate our reflection over the possible part-whole relationship, which we must leave as an open issue for the time being. Finally, we have tried to visually indicate the tendency for overall interest to associate itself better with the structural component of overall knowledge, while factual knowledge is associated comparably with both education and overall interest.

Apart from noting the concrete changes in the present model based on test results, we would like to briefly recapitulate some of the remarks made earlier in relation to the self-milieu dichotomy and the latter's dominant role. These few ideas, while not developed at the present time, take us toward a possible alternative conceptualization of the problem area. Thus, while keeping the underlying notion of interest as a useful variable, it seems sensible to broaden the notion of utilities in which interest may be rooted. We would like to eventually identify a set of communication utilities as they are linked to one's primary and/or secondary groups of human association. Furthermore, we would like to expand on the notion of utilities other than the communicative kind using notions found in the functions and gratifications approach in the past. All of this implies

covering a vast amount of ground, of course; one probable result, however, could be a useful configuration of inter-related typologies. Such a configuration may include the links among the set of primary, secondary and other groups of human association and the various communicative and non-communicative utilities as perceived in terms of carefully prepared typologies of events and information available through a variety of sources.

We have come to recognize that the methodological make-up of an investigator's studies is likely to improve not only with the accumulation of experience (sine-qua-non), but also with his/her increasing opulence; this would make for fewer pressures due to limited resources and need to "cut corners." Given all of the above considerations and caveats, it remains for the next efforts focusing on the same problem area to build on the sound ideas and remedy the previous weaknesses.

APPENDIX A
Sample Characteristics

APPENDIX A

Sample Characteristics

Tables 59, 60 and 61 give the demographic and mass media use profiles obtained for our sample. Briefly, 45.5% of the respondents were male, 54.5% were female, with a reasonable spread in terms of education, occupational status and age; the mass media use patterns indicated that the majority of respondents used mostly one (60%) or two (26%) media to get the news; in terms of specific media, television emerges as the favorite, followed by newspapers and radio, with magazines ranking last.

Also, 29 respondents were reluctant to cooperate further, after having replied to the initial interview, and were thus excluded from the usable sample (e.g., 7% don't-call-next-week). We deemed it necessary to check for possible systematic bias, by comparing those who did not agree to participate in the second wave, with the respondents who agreed to do so. Table 62 gives the results of this comparison between the study sample and the non-cooperative group. All tests indicated lack of significant differences on any demographic dimension, or in terms of reported interest, discussion and knowledge on the topics used for the study. The conclusion, therefore, was that both the un-cooperative group and the study sample have been drawn from the same population. Furthermore, Tables 63 and 64 give

sample comparisons with available census data.

Table 59B. Demographic Profile of the Sample¹

Variable	Absolute Frequency	Relative Frequency (Percent)
<u>Sex</u>		
Male	115	45.5
Female	138	54.5
	<u>253</u>	<u>100.0</u>
<u>Age</u>		
18-20's	86	34.0
30's	62	24.6
40's	36	14.2
50's	32	12.6
60's	15	5.9
70-80's	22	8.7
	<u>253</u>	<u>100.0</u>
<u>Occupation</u>		
Retired	33	13.0
Housewife	50	19.8
Labor, Service	43	17.0
Craftsman, Foreman	11	4.3
Sales, Clerical	40	15.8
Professional	52	20.6
Official, Manager	12	4.8
Student	12	4.7
	<u>253</u>	<u>100.0</u>
<u>Education</u>		
6th grade	4	1.6
Junior high-some high school	38	15.0
Finished high school	74	29.2
Some college	71	28.1
Finished college	38	15.0
Graduate work	28	11.1
	<u>253</u>	<u>100.0</u>

¹n=253

Table 60. Use of Separate Media

	TV		Newspapers		Radio		Magazines	
	n	%	n	%	n	%	n	%
Yes	161	63.6	125	49.4	76	30.0	37	14.6
No	<u>92</u>	<u>36.4</u>	<u>128</u>	<u>50.6</u>	<u>177</u>	<u>70.0</u>	<u>216</u>	<u>85.4</u>
	253	100.0	253	100.0	253	100.0	253	100.0

Table 61. Overall Mass Media Use Profile

Number of Media Mentioned	Absolute Frequency	Percent
Use none	3	1.2
Use one	152	60.1
Use two	66	26.1
Use three	15	5.9
Use four	<u>17</u>	<u>6.7</u>
	253	100.0

Table 62. Bartlett's Test Comparisons of the Sample and the Uncooperative Group¹

Variable	Sample Variance	Group Variance	df	χ^2	
Sex	.326	0.233	1	1.2201	n.s.
Age	2.586	2.254	1	.2471	n.s.
Education	1.642	1.278	1	.7027	n.s.
Occupation	6.266	6.713	1	0.1051	n.s.
Overall media use	.794	1.238	1	2.7750	n.s.
Interest index on NFL strike	1.227	1.078	1	0.1604	n.s.
Discussion of strike	1.060	0.970	1	0.0885	n.s.
Overall knowledge NFL strike	3.206	3.965	1	0.5865	n.s.
Interest index impeachment developments	2.114	1.780	1	0.3264	n.s.
Discussion of impeachment developments	1.902	1.958	1	0.0249	n.s.
Overall knowledge impeachment developments	2.968	3.123	1	0.0027	n.s.

¹n=253 and n=29 respectively

Table 63. Comparison of Sample Demographic Characteristics and 1970 Census Data

Characteristic	Urban			%	Sampled %	
	Lansing	+ Balance	= Totals			
Sex:						
Male	39,276	46,236	85,512	48.1	45.5	
Female	44,763	47,465	92,228	51.9	54.5	
			<u>177,740</u>			
Age:						
18-20's	29,151	49,966	79,117	44.5	34.0	
30's	13,620	12,541	26,161	14.8	24.5	
40's	13,660	11,751	25,411	14.3	14.2	
50's	11,871	8,894	20,765	11.7	12.6	
60's	8,485	5,792	14,277	8.0	5.9	
70-80's	7,252	4,757	12,009	6.8	8.7	
Education:						
Total: 120,171	less than 6 years	4,214	1,565	5,779	4.8	1.6
	some high school					
	(including 7+8)	23,087	12,432	35,519	29.6	15.0
	finished high school	24,015	16,916	40,931	34.0	29.2
	some college	7,969	8,206	16,175	13.5	28.1
	finished college	3,484	6,499	9,983	8.3	15.0
	graduate work	2,982	8,802	11,784	9.8	11.1
	18-24 year olds					
w/o high school	4,687	2,707	7,394	-	-	

The area covered by our study did not fully coincide with the census definition of "urban balance" or Lansing area; also the age and education categories available in the census data made direct comparisons impossible. The above figures then, represent an approximate comparison. This comparison indicates a higher overall level of education manifested in our study sample.

Table 64. Census Data for Occupational Classifications
for Lansing SMSA (breakdown for Lansing Area
+ Urban Balance unavailable)

Occupational Category	Total	Population %	Sampled %
*Labor, service (including operatives)	48,798	26%	25.0%
Craftsmen, Foremen	19,393	10%	6.5%
Sales, Clerical	40,452	21%	23.5%
Professional	25,831	14%	30.6%
Officials, Managers	10,507	6%	7.0%
Students	43,778	23%	7.0%

* labor and service only: 23,844; operatives and
transport: 24,954

Our study also included housewives and retired persons in the sample. However, since these categories are not reported in census data, they are omitted from the comparison and the sampled percentages recomputed based on comparable categories. The occupational categories which were available in the census data were measured and compared with the adjusted sampled percentages. The figures above represent that comparison.

(There were two other occupational categories reported in the census data, but these** were judged to be negligible for purposes of comparison. These were also omitted since they weren't reported separately in the study. See below.)

** farm managers and workers: 3,204; private household workers: 1,246

The two large discrepancies, professional and student, can be explained as follows:

Students--the census is done in April while MSU is in session; our study was done in August, and furthermore, dorm phones were discarded from the sample.

Professional--as noted elsewhere we did not sample the entire SMSA. It is plausible that more professionals live in Lansing (city) and the urban balance than in the remainder of the SMSA. We have some indication of this when we examine the education levels. Over 86% of people with five years or more of college live in the sampled area, and over 78% of the college grads do so, as compared to about 72% of the total population.

APPENDIX B

General Measurement Procedures

APPENDIX B

General Measurement Procedures

Here we shall present:

- (a) an overview of the general measurement procedures employed for both events, and
- (b) the preliminary variable development work.

Overview

The purpose of this study dictated the creation of eight variables in total. These were the four basic predictor variables (self interest, milieu interest, potential self interest and potential milieu interest) and in addition, overall interest; also, the two basic criterion variables (factual knowledge, structural knowledge) and in addition, overall knowledge. We also measured education as a corollary demographic predictor variable in contrast to ours.

As mentioned earlier, the behavioral measures needed here were devised largely ex novo, given the lack of many useful precedents in prior research. Thus, the development of variable classes underwent three phases:

- (a) operationalization of component measures at the questionnaire development stage.
- (b) check on component measures configuration based on the obtained data.

- (c) obtaining final measure of our variables, by indexing the appropriate component measures.

By necessity we made some a priori decisions at the questionnaire development stage, with careful consideration to conceptual fit to the interest mode. Next we checked the actual data configuration for the measurement components underlying each variable class, for each event, at two points in time. This was done by means of factor analysis, where varimax rotation appears to be most appropriate for our needs; we used principal axis solution, and stopped at three factors, after subsequent solutions did not contribute to data interpretation. (See Tables 65-67c (NFL), 68-71c (IMP.)) This check was done in order to avoid distortions introduced by undue a priori variable structuration, while disregarding indications given by response data, reflecting the conceptual set of queried individuals. In short, we stood by the variables as postulated in our model but remained open to revisions regarding some component measures for these variables. We thought such flexibility appropriate, since from the beginning our argument had been for receiver orientation, so that sensitivity to manifest respondent behavior becomes the raison d'etre of our model.

Once we established a sensible set of component measures for each predictor class, we applied the following identical procedures for all. Using factor analysis, we obtained factor scores for the n measures in each predictor

class and combined them into a single index. This method was chosen because it enables us to come up with an index which conceptually taps all predictor class measures, while combining them in such a way that greater weight is given to the components which emerge as central within a given class. This method was also useful in gleaning the relationship among component measures in a way which would help in further work, but was missing at the planning stage of the present study. Throughout, we used principal axis solution, quartermax rotations. With respect to principal axis solutions, we settled for three factor solution, since further factoring did not markedly change, i.e. the solution stabilized; orthogonal quartermax rotation was chosen since it simplifies variable structure and is thus useful in measurement procedures. The choice of final factor was guided by three criteria:

- (a) proportion of the variance accounted for in all component variables;
- (b) proportion of the variance accounted for in a given variable by a given solution (i.e. communality);
- (c) factor purity of the variable on a given factor.

Our goal was to base the index on a factor which provides the best conceptual fit with the predictor variable postulated in the model.

For the dependent variables, we used the standardized scores to combine the n measures of knowledge in each criterion class into a single index. The resulting index reflected the relative status of any score in the overall distribution of responses to knowledge items.

Preliminary Data Development Work

Following is a description of the varimax check on measure configurations for both events at two points in time.

NFL Strike

NFL SELF INTEREST was seen in terms of the component measures:

1. NFL effect
2. NFL talk relatives
3. NFL talk at work
4. NFL talk others

Questionnaire items:

- (1) Have you discussed it with friends? . . .
- (2) With relatives?
- (3) With people at work?
- (4) Anybody else?

NFL POTENTIAL SELF INTEREST was seen in terms of the component measures:

1. NFL potential effect
2. NFL potential price
3. NFL potential job
4. NFL potential enjoyment
5. NFL potential keep up

Questionnaire items:

- (1) Do you think the NFL strike could affect you in any way in the near future?
- (2) Would that be an effect on the cost of living or prices for you?
- (3) Could it affect your job, or the job of someone close to you?
- (4) Will the strike have an effect on your enjoyment watching the games?
- (5) Is the NFL strike the kind of thing you will want to keep up with?

NFL POTENTIAL MILIEU INTEREST was seen in terms of the component measures:

1. NFL potential friends
2. NFL potential relatives
3. NFL potential work
4. NFL potential others.

Questionnaire items:

- (1) Do you think you will talk about it with friends?
- (2) With relatives?
- (3) With people at work?
- (4) Anybody else?

The factor analytic check on component measures configuration for NFL strike gave the following indications:

- (a) the measure of game enjoyment shifted from the expected self interest group, actually alining itself with the milieu interest group of component measures.

- (b) the measure of keeping up with the event failed to align itself consistently with either group of interest measures.¹

The problem was consistent for both items one and two, so that the final configurations we established for further indexing were as follows:

NFL SELF INTEREST

1. NFL effect
2. NFL job
3. NFL cost

NFL MILIEU INTEREST

1. NFL enjoyment
2. NFL talk friends
3. NFL talk relatives
4. NFL talk at work
5. NFL talk others

NFL potential self interest and potential milieu interest followed the same pattern.

Following on next page are the tables and figures illustrative of the above mentioned procedures.

¹As this component measure was also inconsistent in its placement for impeachment developments, it was removed from data analysis.

Table 65. Varimax Configuration Check, NFL, Time One, Self/Milieu Interest

		(Milieu) Factor 1	(Self) Factor 2	Factor 3
1.	NFL Effect	0.16314	0.80977	0.17565
2.	NFL Cost	0.07744	0.73238	0.02193
3.	NFL Job	0.09344	0.51029	0.08571
4.	NFL Enjoyment	0.35297	0.09122	0.28008
5.	NFL Keep Up	0.18443	0.15012	0.70786
6.	NFL Talk Friends	0.88299	0.08082	0.28037
7.	NFL Talk Relatives	0.61222	0.13299	0.37210
8.	NFL Talk Work	0.71054	0.09485	0.15474
9.	NFL Talk Ohters	0.56809	0.14516	-0.04408

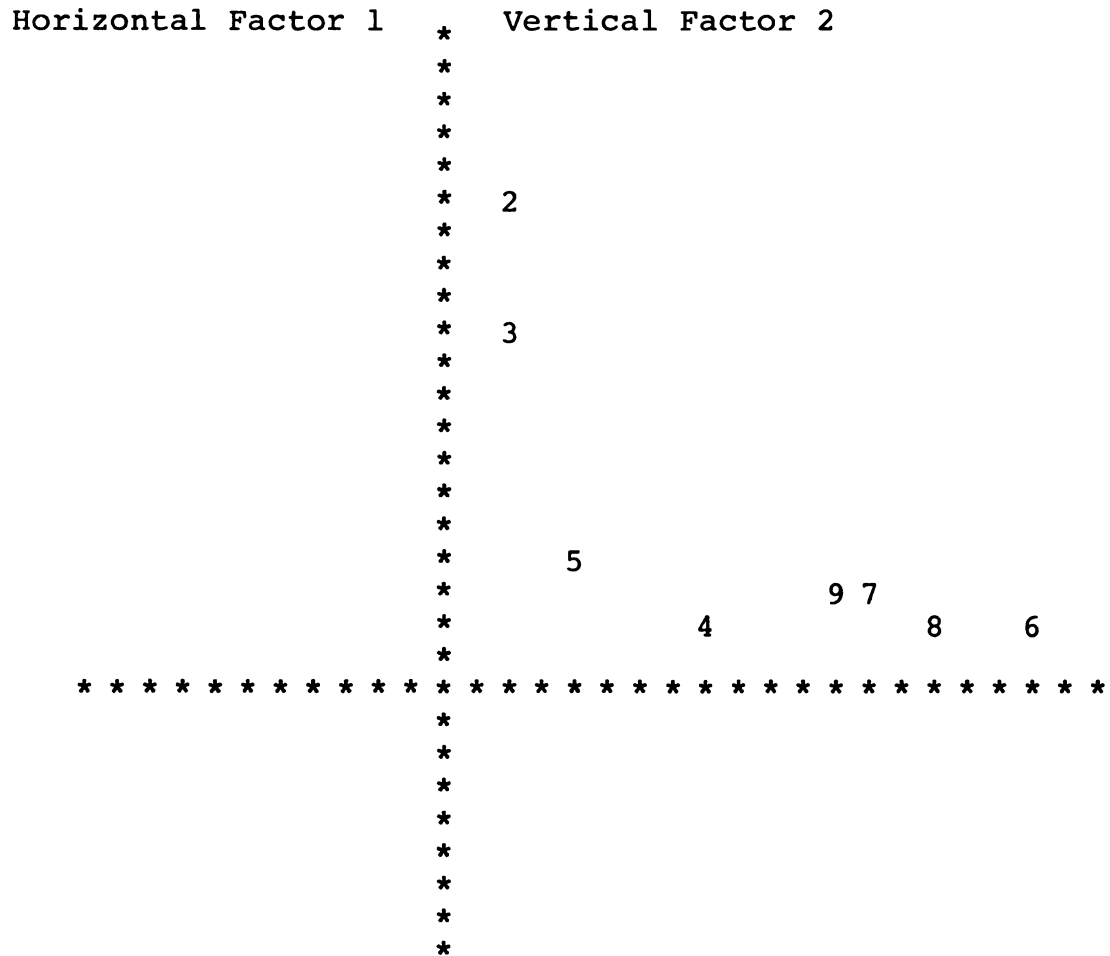


Figure 9. Vector Representation

Table 65A. Varimax Configuration Check, NFL, Time One, Self/Milieu Interest

Variable	Communality	Factor	Eigenvalue	Pct of Var	Cum Pct
NFL Effect	0.71319	1	2.94886	64.4	64.4
NFL Cost	0.54285	2	1.18468	25.9	90.2
NFL Job	0.27648	3	0.44725	9.8	100.0
NFL Enjoyment	0.21135				
NFL Keep Up	0.55761				
NFL Talk Friends	0.86482				
NFL Talk Relatives	0.53095				
NFL Talk Work	0.53781				
NFL Talk Others	0.34574				

Table 65B. Varimax Configuration Check, NFL, Time One, Self/Milieu Interest

Variable	NFL Effect	NFL Cost	NFL Job	NFL Enjoyment	NFL Keep Up	Correlation Coefficients			
						NFL Talk Friends	NFL Talk Relatives	NFL Talk Work	NFL Talk Others
NFL Effect	1.00000								
NFL Cost	0.60101	1.00000							
NFL Job	0.45728	0.38222	1.00000						
NFL Enjoyment	0.20660	0.07555	0.08903	1.00000					
NFL Keep Up	0.24729	0.17083	0.15606	0.28633	1.00000				
NFL Talk Friends	0.27076	0.10733	0.17525	0.37294	0.36770	1.00000			
NFL Talk Relatives	0.32148	0.13918	0.09071	0.33110	0.40572	0.65553	1.00000		
NFL Talk Work	0.15873	0.13644	0.21848	0.30063	0.26703	0.71548	0.46178	1.00000	
NFL Talk Others	0.20013	0.20226	0.04361	0.23902	0.07815	0.46796	0.40142	0.39863	1.00000

Table 65C. Varimax Configuration Check, NFL, Time One, Self/Milieu Interest

Variable	Mean	Standard Deviation	Cases
NFL Effect	0.1344	0.3417	253
NFL Cost	0.0909	0.2880	253
NFL Job	0.0474	0.2130	253
NFL Enjoyment	0.2451	0.4310	253
NFL Keep Up	0.2134	0.4105	253
NFL Talk Friends	0.1423	0.3500	253
NFL Talk Relatives	0.1186	0.3239	253
NFL Talk Work	0.1502	0.3580	253
NFL Talk Others	0.0435	0.2043	253

Table 66. Varimax Configuration Check, NFL, Time One,
Potential Self/Milieu Interest

		(Milieu) Factor 1	(Self) Factor 2	Factor 3
1.	NFL Potential Effect	0.24882	0.59278	0.37225
2.	NFL Potential Prices	0.12597	0.89621	0.05916
3.	NFL Potential Job	0.00152	0.65848	0.07733
4.	NFL Potential Enjoyment	0.42849	0.28052	0.75976
5.	NFL Potential Keep Up	0.57592	0.16152	0.15217
6.	NFL Potential Friends	0.94100	0.09608	0.10987
7.	NFL Potential Relatives	0.85860	0.04186	0.10258
8.	NFL Potential Work	0.71482	0.11236	0.26829
9.	NFL Potential Others	0.4306	0.04380	0.12772

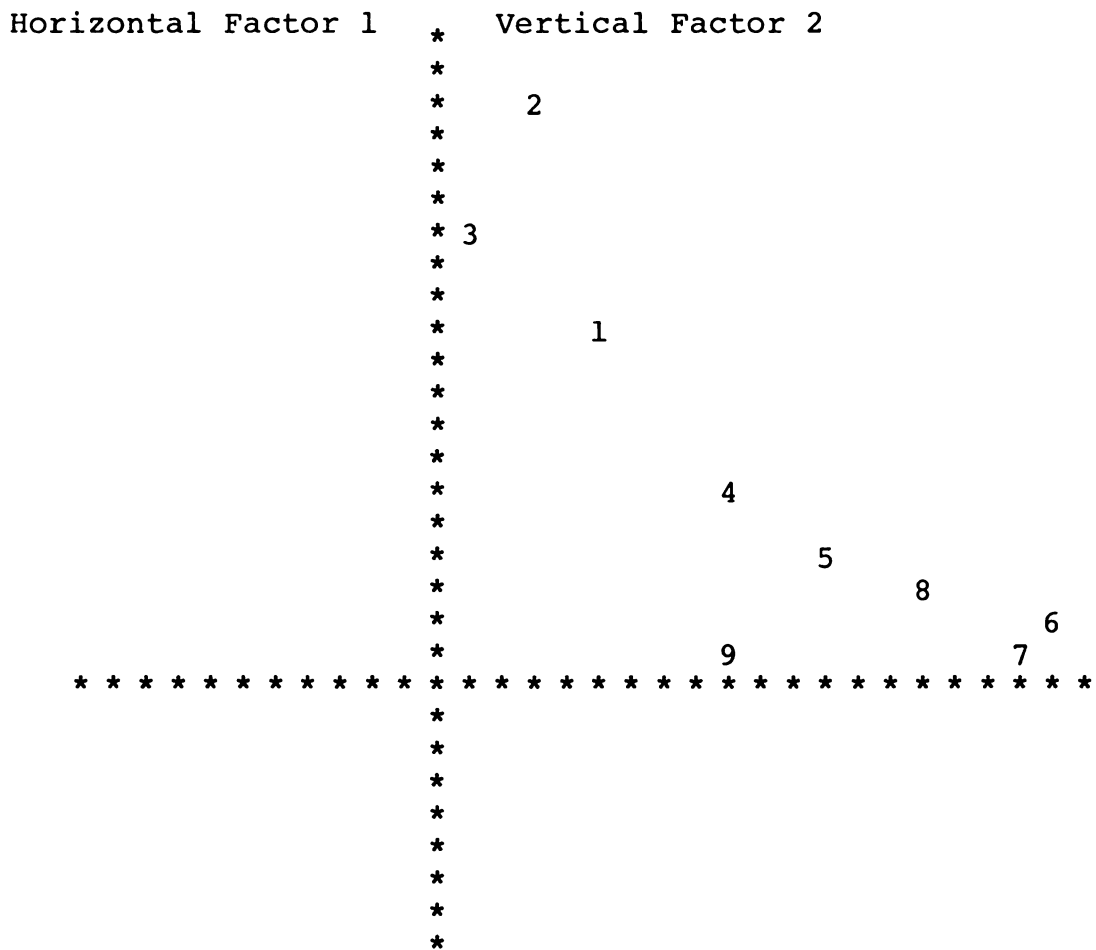


Figure 10. Vector Representation

Table 66A. Varimax Configuration Check, NFL, Time One, Potential Self/Milieu Interest

Variable	Communality	Factor	Eigenvalue	Pct of Var	Cum Pct
NFL Potential Effect	0.55187	1	3.68457	67.1	67.1
NFL Potential Prices	0.82257	2	1.41577	25.8	92.9
NFL Potential Job	0.43958	3	0.39259	7.1	100.0
NFL Potential Enjoyment	0.83953				
NFL Potential Keep Up	0.38093				
NFL Potential Friends	0.90678				
NFL Potential Relatives	0.74948				
NFL Potential Work	0.59557				
NFL Potential Others	0.20664				

Table 66B. Varimax Configuration Check, NFL, Time One, Potential Self/Milieu Interest

Variable	NFL Potential Effect	NFL Potential Prices	NFL Potential Job	NFL Potential Enjoyment	Correlation Coefficients				
					NFL Potential Keep Up	NFL Potential Talk Friends	NFL Potential Talk Relatives	NFL Potential Work	NFL Potential Others
NFL Potential Effect	1.00000								
NFL Potential Prices	0.57842	1.00000							
NFL Potential Job	0.42939	0.59496	1.00000						
NFL Potential Enjoyment	0.56232	0.34841	0.24000	1.00000					
NFL Potential Keep Up	0.28714	0.26844	0.06565	0.41977	1.00000				
NFL Potential Friends	0.33071	0.19773	0.09081	0.51155	0.58224	1.00000			
NFL Potential Relatives	0.30208	0.14657	0.02578	0.45115	0.52149	0.82467	1.00000		
NFL Potential Work	0.31587	0.22060	0.09553	0.55010	0.47277	0.73067	0.60691	1.00000	
NFL Potential Others	0.18690	0.06773	0.09265	0.28445	0.22731	0.39028	0.43627	0.38908	1.00000

Table 66C. Varimax Configuration Check, NFL, Time One, Potential Self/Milieu Interest

Variable	Mean	Standard Deviation	Cases
NFL Potential Effect	0.2411	0.4286	253
NFL Potential Prices	0.1225	0.3285	253
NFL Potential Job	0.0553	0.2291	253
NFL Potential Enjoyment	0.1858	0.3897	253
NFL Potential Keep Up	0.2411	0.4286	253
NFL Potential Friends	0.2055	0.4049	253
NFL Potential Relatives	0.1739	0.3798	253
NFL Potential Work	0.1462	0.3541	253
NFL Potential Others	0.0553	0.2291	253

Table 67. Varimax Configuration Check, NFL, Time Two, Self/Milieu Interest

		(Milieu) Factor 1	(Self) Factor 2	Factor 3
1.	NFL Effect	0.10465	0.72879	0.35189
2.	NFL Cost	0.11680	0.86715	-0.03952
3.	NFL Job	0.09102	0.54916	0.07378
4.	NFL Enjoyment	0.36526	0.13717	0.47472
5.	NFL Keep Up	0.55047	0.20841	0.42947
6.	NFL Talk Friends	0.93906	0.07619	0.13760
7.	NFL Talk Relatives	0.79156	0.16620	0.14439
8.	NFL Talk Work	0.82414	0.10746	0.25386
9.	NFL Talk Others	0.35764	0.06554	0.26068

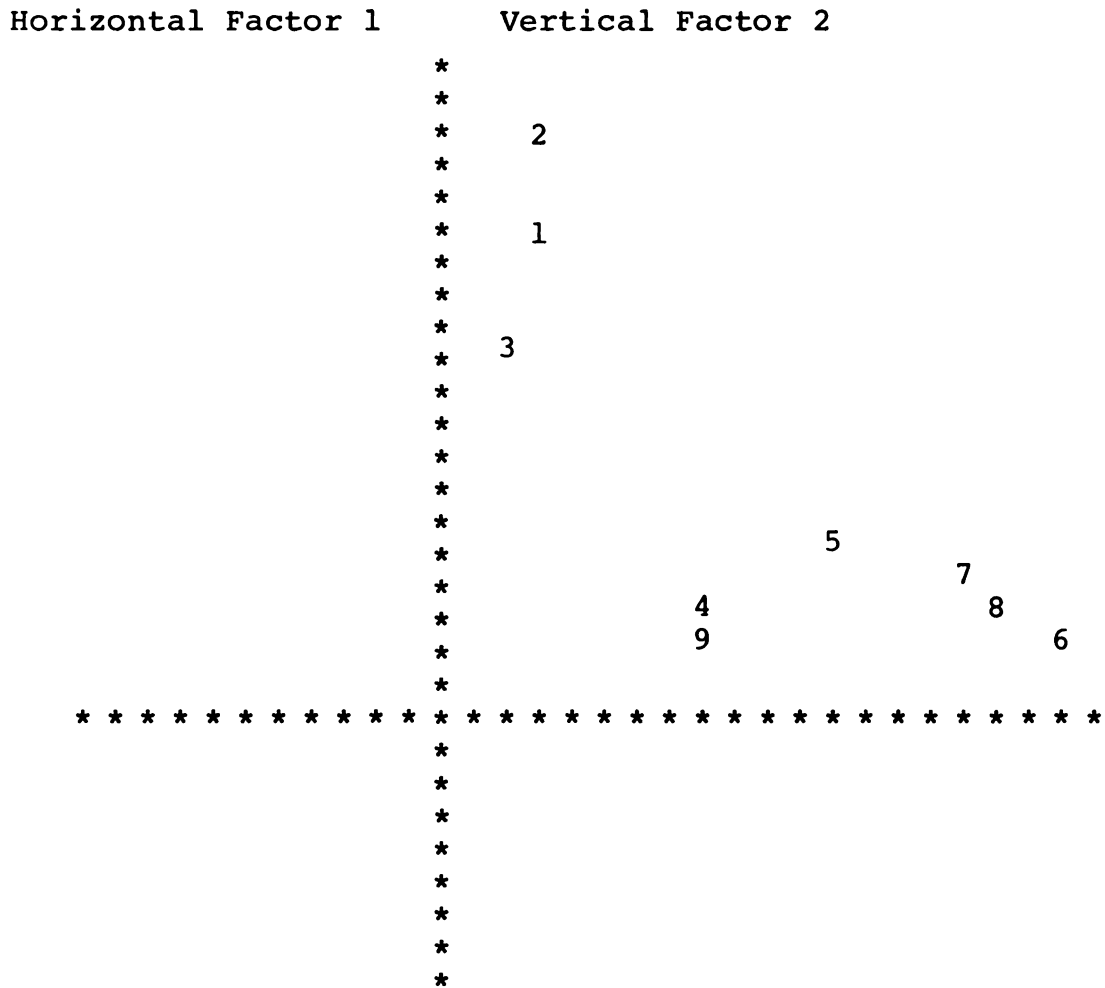


Figure 11. Vector Representation

Table 67A. Varimax Configuration Check, NFL, Time Two, Self/Milieu Interest

Variable	Communality	Factor	Eigenvalue	Pct of Var	Cum Pct
NFL Effect	0.66592	1	3.56615	68.7	68.7
NFL Cost	0.76716	2	1.34789	26.0	94.6
NFL Job	0.31531	3	0.27977	5.4	100.0
NFL Enjoyment	0.37759				
NFL Keep Up	0.53089				
NFL Talk Friends	0.90658				
NFL Talk Relatives	0.67503				
NFL Talk Work	0.75520				
NFL Talk Others	0.20016				

Table 67B. Varimax Configuration Check, NFL, Time Two, Self/Milieu Interest

Variable	NFL Effect	NFL Cost	NFL Job	Correlation Coefficients			
				NFL Enjoyment	NFL Keep Up	NFL Talk Friends	NFL Talk Work NFL Talk Others
NFL Effect	1.00000						
NFL Cost	0.62851	1.00000					
NFL Job	0.43778	0.48536	1.00000				
NFL Enjoyment	0.29403	0.16667	0.11609	1.00000			
NFL Keep Up	0.36539	0.21549	0.21009	0.44840	1.00000		
NFL Talk Friends	0.19741	0.16485	0.15121	0.41886	0.59799	1.00000	
NFL Talk Relatives	0.25704	0.25067	0.13956	0.38191	0.52898	0.77606	1.00000
NFL Talk Work	0.25314	0.17564	0.15974	0.41771	0.59725	0.81571	0.70112
NFL Talk Others	0.19038	0.06301	0.11743	0.28204	0.27008	0.36948	0.34978
							1.00000

Table 67C. Varimax Configuration Check, NFL, Time Two, Self/Milieu Interest

Variable	Mean	Standard Deviation	Cases
NFL Effect	0.0988	0.2990	243
NFL Cost	0.0576	0.2335	243
NFL Job	0.0288	0.1676	243
NFL Enjoyment	0.2716	0.4457	243
NFL Keep Up	0.2140	0.4110	243
NFL Talk Friends	0.1317	0.3388	243
NFL Talk Relatives	0.1440	0.3518	243
NFL Talk Work	0.1235	0.3296	243
NFL Talk Others	0.0288	0.1676	243

Impeachment Development

At the questionnaire development stage, our expectations regarding variable structure was reflected in the following operationalizations.

IMPEACHMENT SELF INTEREST was seen in terms of the component measures:

1. Impeachment effect
2. Impeachment cost
3. Impeachment job
4. Impeachment satisfaction
5. Impeachment keep up

Questionnaire items:

- (1) Do you think the impeachment events have an effect on your life in any way?
- (2) Do impeachment events have an effect on the cost of living or prices for you?
- (3) Do you think these events have an effect on your job, or the job of someone close to you?
- (4) Do impeachment events have an effect on your general satisfaction with things around you?
- (5) Are the impeachment events the kind of thing you just want to keep up with?

IMPEACHMENT MILIEU INTEREST was seen in terms of the component measures:

1. Impeachment talk friends
2. Impeachment talk relatives
3. Impeachment talk at work
4. Impeachment talk others

Questionnaire items:

- (1) Have you discussed the impeachment with friends?
- (2) With relatives?

- (3) With people at work?
- (4) Anybody else?

IMPEACHMENT POTENTIAL SELF INTEREST was seen in

terms of the component measures:

- 1. Impeachment potential effect
- 2. Impeachment potential prices
- 3. Impeachment potential job
- 4. Impeachment potential satisfaction
- 5. Impeachment potential keep up

Questionnaire items:

- (1) Do you think impeachment developments could have an effect on your life in the near future?
- (2) Could there be an effect on the cost of living or prices for you?
- (3) Could there be an effect on your job, or the job of someone close to you?
- (4) Will impeachment events have an effect on your general satisfaction with things around you?
- (5) Are impeachment events the kind of thing you will want to keep up with?

IMPEACHMENT POTENTIAL MILIEU INTEREST was seen in

terms of the component measures:

- 1. Impeachment potential talk friends
- 2. Impeachment potential talk relatives
- 3. Impeachment potential talk at work
- 4. Impeachment potential talk others

Questionnaire items:

- (1) Do you think you will be talking about it with friends?
- (2) With relatives?
- (3) With people at work?
- (4) Anybody else?

The factor analytic check on component measures configuration for impeachment developments gave the following indications:

- (a) the measure of keeping up with the event was inconsistent in its placement, as with NFL, and was therefore removed from further data analysis.¹

The remaining pattern was consistent for both times one and two, so that the final configurations we established for further indexing were as follows:

IMPEACHMENT SELF INTEREST

- 1. Impeachment effect
- 2. Impeachment cost
- 3. Impeachment job
- 4. Impeachment satisfaction

IMPEACHMENT MILIEU INTEREST

- 1. Impeachment talk friends
- 2. Impeachment talk relatives
- 3. Impeachment talk at work
- 4. Impeachment talk others

Impeachment potential self interest and potential milieu interest followed the same pattern.

Following on next page are the tables and figures illustrative of the above mentioned procedures.

¹Impeachment keep up shifted from the milieu configuration at time one, to the self interest group at time two.

Table 68. Varimax Configuration Check, Impeachment, Time One, Self/Milieu Interest

		(Milieu) Factor 1	(Self) Factor 2	Factor 3
1.	IMP Effect	0.22645	0.56636	-0.03272
2.	IMP Cost	0.11615	0.60869	0.07431
3.	IMP Job	0.04994	0.63600	0.42272
4.	IMP Satisfaction	0.18349	0.38488	0.01469
5.	IMP Keep Up	0.52656	0.20450	-0.05123
6.	IMP Talk Friends	0.84949	0.12887	-0.04130
7.	IMP Talk Relatives	0.69493	0.21305	0.00667
8.	IMP Talk Work	0.61166	0.21311	0.25030
9.	IMP Talk Others	0.40724	0.09629	0.23160

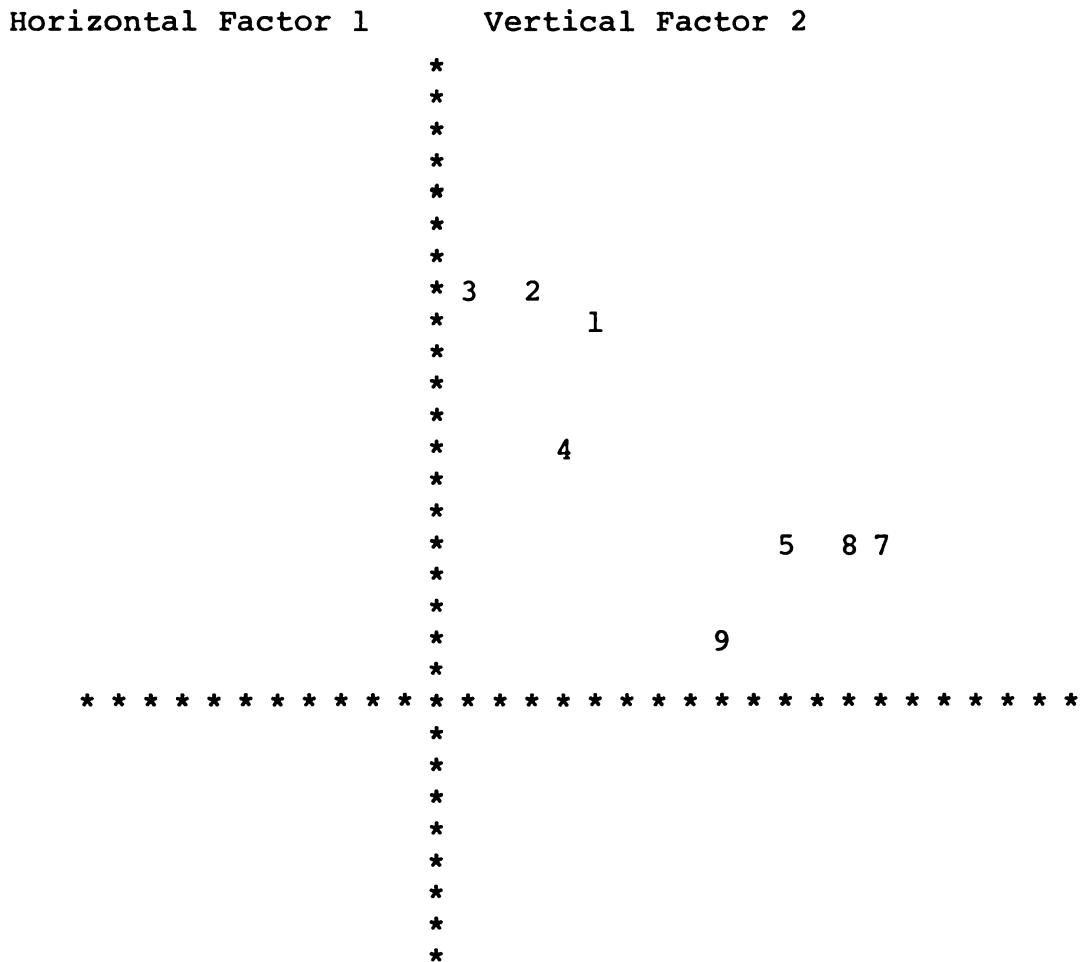


Figure 12. Vector Representation

Table 68A. Varimax Configuration Check, Impeachment, Time One, Self/Milieu Interest

Variable	Communality	Factor	Eigenvalue	Pct of Var	Cum Pct
IMP Effect	0.37311	1	2.73255	71.3	71.3
IMP Cost	0.38951	2	0.90247	23.6	94.9
IMP Job	0.58569	3	0.19626	5.1	100.0
IMP Satisfaction	0.18201				
IMP Keep Up	0.32171				
IMP Talk Friends	0.73994				
IMP Talk Relatives	0.52837				
IMP Talk Work	0.48219				
IMP Talk Others	0.22876				

Table 68B. Varimax Configuration Check, Impeachment, Time One, Self/Milieu Interest

IMP Effect	IMP Cost	IMP Job	Correlation Coefficients			
			IMP Satis-	IMP Keep Up	IMP Talk Friends	IMP Talk Relatives
1.00000						
0.36147	1.00000					
0.36119	0.42627	1.00000				
0.25502	0.26897	0.25354	1.00000			
0.25589	0.17308	0.13661	0.16575	1.00000		
0.24653	0.19364	0.10395	0.20494	0.48354	1.00000	
0.29366	0.18959	0.17582	0.21443	0.40178	0.61505	1.00000
0.24477	0.23860	0.26565	0.19102	0.32367	0.54106	0.49080
0.14226	0.09915	0.18849	0.12814	0.25799	0.34221	0.28649
						1.00000

Table 68C. Varimax Configuration Check, Impeachment, Time One, Self/Milieu Interest

Variable	Mean	Standard Deviation	Cases
IMP Effect	0.7589	0.4286	253
IMP Cost	0.6364	0.4820	253
IMP Job	0.3953	0.4899	253
IMP Satisfaction	0.6285	0.4842	253
IMP Keep Up	0.8617	0.3459	253
IMP Talk Friends	0.7984	0.4020	253
IMP Talk Relatives	0.7115	0.4540	253
IMP Talk Work	0.6206	0.4862	253
IMP Talk Others	0.3676	0.4831	253

		(Milieu) Factor 1	(Self) Factor 2	Factor 3
1.	IMP Potential Effect	0.12709	0.70452	0.21558
2.	IMP Potential Prices	0.11533	0.76460	0.11036
3.	IMP Potential Job	0.17947	0.65772	-0.05893
4.	IMP Potential Satisfac- tion	0.17762	0.40701	0.22494
5.	IMP Potential Keep Up	0.29434	0.17562	0.39247
6.	IMP Potential Friends	0.89681	0.09677	0.25738
7.	IMP Potential Relatives	0.80237	0.12899	0.22920
8.	IMP Potential Work	0.71552	0.19858	0.02850
9.	IMP Potential Others	0.45094	0.19463	0.07316

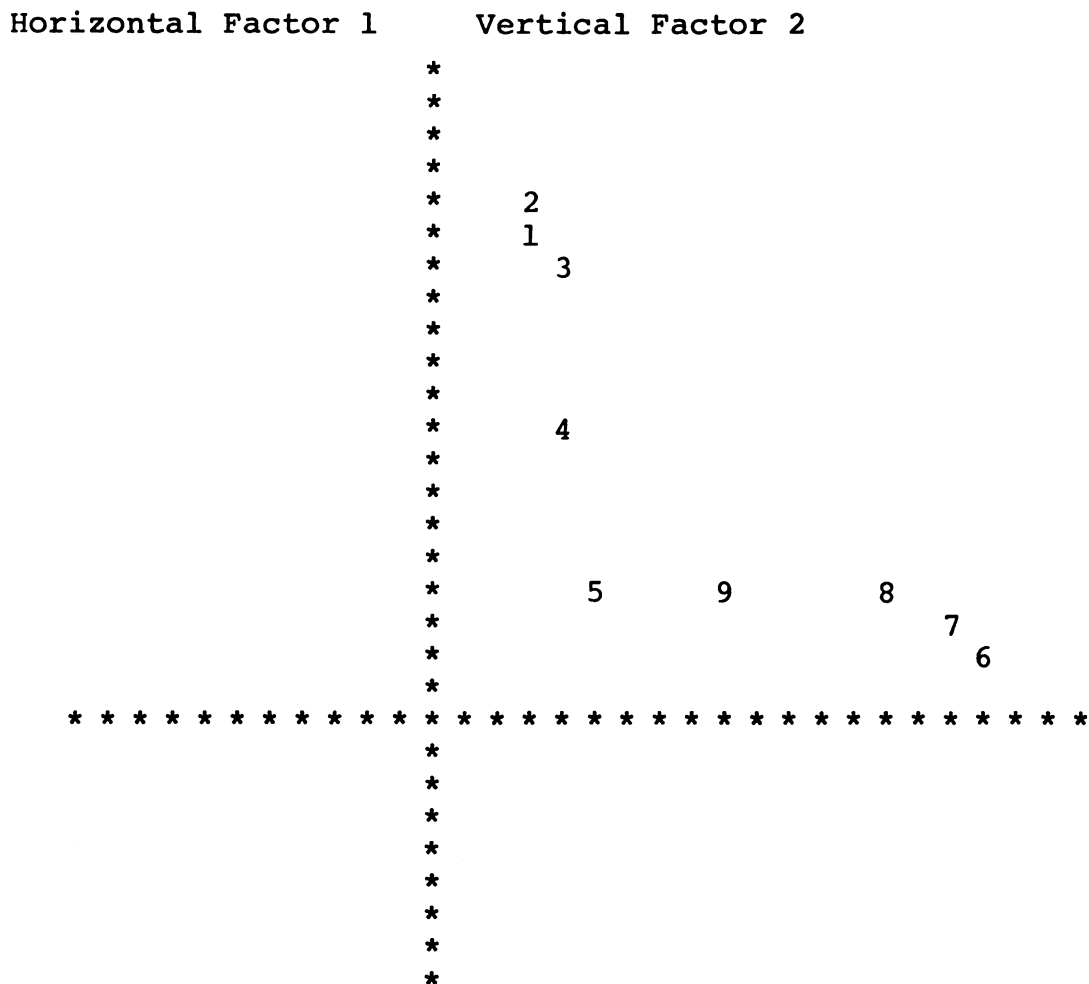


Figure 13. Vector Representation

Table 69A. Varimax Configuration Check, Impeachment, Time One, Potential Self/Milieu Interest

Variable					
IMP Potential Effect	0.55898				69.9
IMP Potential Prices	0.61010	1	3.17865	69.9	69.9
IMP Potential Job	0.46828	2	1.19884	26.4	96.2
IMP Potential Satisfaction	0.24781	3	0.17080	3.8	100.0
IMP Potential Keep Up	0.27151				
IMP Potential Friends	0.87987				
IMP Potential Relatives	0.71296				
IMP Potential Work	0.55222				
IMP Potential Others	0.24658				

Table 69B. Varimax Configuration Check, Impeachment, Time One, Potential Self/Milieu Interest

Variable	IMP Potential Effect	IMP Potential Prices	IMP Potential Job	IMP Potential Satisfaction	IMP Potential Keep Up	Correlation Coefficients				
						IMP Potential Friends	IMP Potential Relatives	IMP Potential Work	IMP Potential Others	
IMP Potential Effect	1.00000									
IMP Potential Prices	0.60331	1.00000								
IMP Potential Job	0.46226	0.50373	1.00000							
IMP Potential Satisfaction	0.33191	0.33445	0.33566	1.00000						
IMP Potential Keep Up	0.24814	0.20245	0.13179	0.23586	1.00000					
IMP Potential Friends	0.24406	0.19306	0.20768	0.28895	0.35561	1.00000				
IMP Potential Relatives	0.24807	0.24205	0.20612	0.20941	0.34856	0.81036	1.00000			
IMP Potential Work	0.24137	0.23708	0.26433	0.17804	0.28212	0.66149	0.59579	1.00000		
IMP Potential Others	0.18660	0.20186	0.20972	0.21267	0.20619	0.42509	0.39228	0.38803	1.00000	

Table 69C. Varimax Configuration Check, Impeachment, Time One, Potential Self/Milieu Interest

Variable	Mean	Standard Deviation	Cases
IMP Potential Effect	0.7549	0.4310	253
IMP Potential Prices	0.7075	0.4558	253
IMP Potential Job	0.4862	0.5008	253
IMP Potential Satisfaction	0.6759	0.4690	253
IMP Potential Keep Up	0.9130	0.2823	253
IMP Potential Friends	0.7628	0.4262	253
IMP Potential Relatives	0.6996	0.4593	253
IMP Potential Work	0.6245	0.4852	253
IMP Potential Others	0.3676	0.4831	253

Table 70. Varimax Configuration Check, Impeachment,
Time Two, Self/Milieu Interest

		(Milieu) Factor 1	(Self) Factor 2	Factor 3
1.	IMP Effect	0.16300	0.68441	0.25378
2.	IMP Cost	0.10061	0.42701	0.52315
3.	IMP Job	0.13854	0.20277	0.68096
4.	IMP Satisfaction	0.23001	0.29010	0.27792
5.	IMP Keep Up	0.15213	0.45814	0.10972
6.	IMP Talk Friends	0.73724	0.28274	0.03196
7.	IMP Talk Relatives	0.77739	0.18296	0.07287
8.	IMP Talk Work	0.53180	0.15733	0.14339
9.	IMP Talk Others	0.41366	0.01331	0.24189

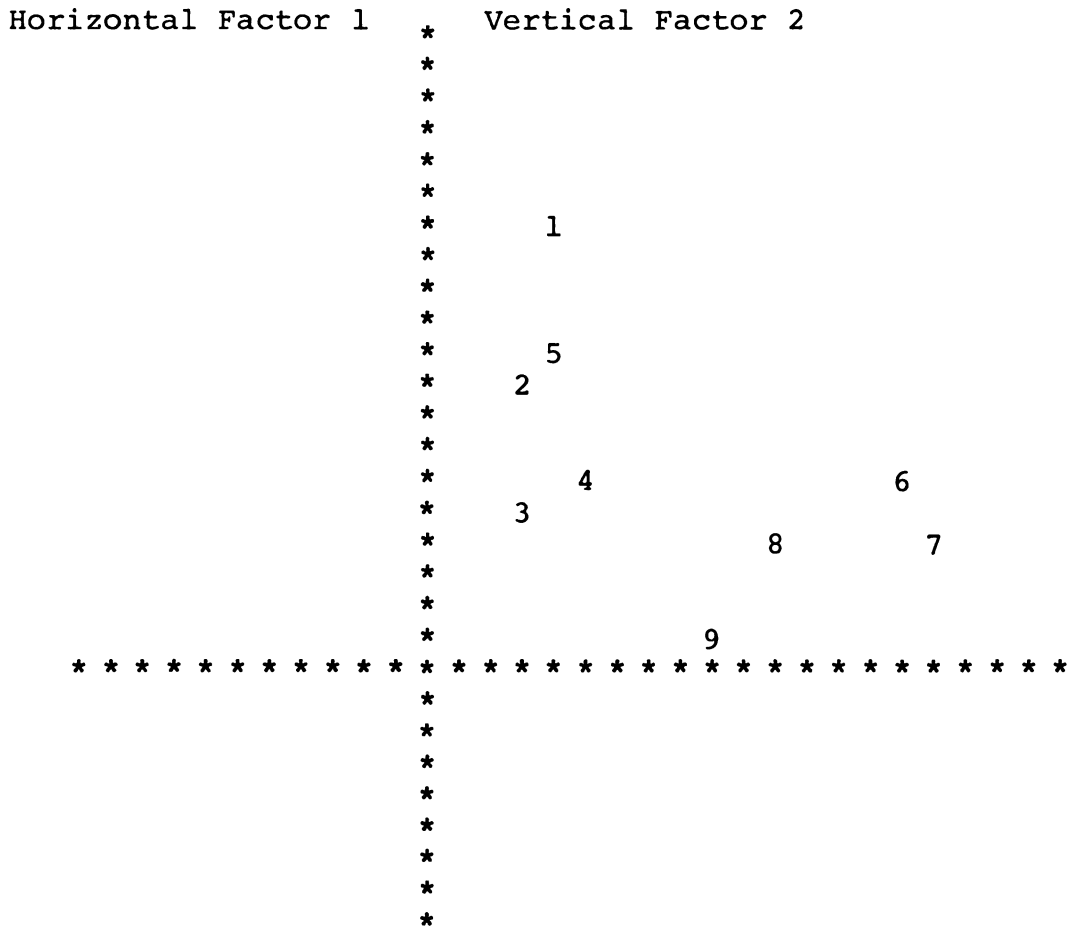


Figure 14. Vector Representation

Table 70A. Varimax Configuration Check, Impeachment, Time Two, Self/Milieu Interest

Variable	Communality	Factor	Eigenvalue	Pct of Var	Cum Pct
IMP Effect	0.56489	1	2.67232	69.6	69.6
IMP Cost	0.46614	2	0.85007	22.1	91.7
IMP Job	0.52402	3	0.31755	8.3	100.0
IMP Satisfaction	0.21430				
IMP Keep Up	0.24508				
IMP Talk Friends	0.62448				
IMP Talk Relatives	0.64312				
IMP Talk Work	0.32812				
IMP Talk Others	0.22981				

Table 70B. Varimax Configuration Check, Impeachment, Time Two, Self/Milieu Interest

Variable	IMP Effect	IMP Cost	IMP Job	Correlation Coefficients		IMP Talk Friends	IMP Talk Work	IMP Talk Others
				IMP Satis-	IMP Keep Up			
IMP Effect	1.00000							
IMP Cost	0.43244	1.00000						
IMP Job	0.33455	0.45922	1.00000					
IMP Satisfaction	0.33191	0.29679	0.27470	1.00000				
IMP Keep Up	0.37304	0.27433	0.19562	0.15581	1.00000			
IMP Talk Friends	0.30639	0.23628	0.17160	0.24086	0.26546	1.00000		
IMP Talk Relatives	0.29510	0.17015	0.21169	0.25871	0.18065	0.63601	1.00000	
IMP Talk Work	0.20582	0.19668	0.18592	0.25056	0.19724	0.42488	0.45064	1.00000
IMP Talk Others	0.14302	0.17300	0.23195	0.14069	0.09597	0.32792	0.32630	0.27089

Table 70C. Varimax Configuration Check, Impeachment, Time Two, Self/Milieu Interest

Variable	Mean	Standard Deviation	Cases
IMP Effect	0.8189	0.3859	243
IMP Cost	0.7119	0.4538	243
IMP Job	0.4444	0.4979	243
IMP Satisfaction	0.7572	0.4297	243
IMP Keep Up	0.9095	0.2875	243
IMP Talk Friends	0.8477	0.3600	243
IMP Talk Relatives	0.7819	0.4138	243
IMP Talk Work	0.6214	0.4860	243
IMP Talk Others	0.3745	0.4850	243

APPENDIX C

Instrument

APPENDIX C

353-3237 - office Calls: 1st - Key: NA = No Answer
 332-3797 - home 2nd - B = Busy
Bissy Genova 3rd - NS = Not in service
Project Director 4th - R = Refusal

 Interviewer's name Day _____

 Respondent phone Time _____

MEDIA NEWS STUDY

Hello, I am _____ from the Department of
 Communication at Michigan State University....
 We are doing a study on the news in the mass
 media and their importance to people. May I
 talk to the man (lady) of the house, please?
 I would like to ask you about two topics; it
 will only take a few minutes of your time....
 (another time - probe)

CARD ONE

	<u>COLUMN</u>	<u>ITEM</u>	<u>CODE</u>
<u>1</u>	1	<u>Card one</u>	1 = NFL
<u>1</u>	2	Deck 1	1
_____	3-5	Subject no.	
		(1) Where do you get most of your news?....	
_____	6		1 = TV
_____	7		1 = newspapers
_____	8		1 = radio
_____	9		1 = magazine
_____	10	INDEX OF MEDIA USE	
_____	11	(2) How interested are you in the National Foot- ball League strike?	0 = not at all 1 = a little 2 = some 3 = a lot

<u>COLUMN</u>	<u>ITEM</u>	<u>CODE</u>
___ 12	(3) Do you think the NFL strike has an effect on your life in any way?	0 = no (GO TO ITEM 6) 1 = yes, no sure, depends, maybe, don't know
___ 13	(4) Do you think the strike has an effect on the cost of living, or prices for you?	0 = no 1 = yes
___ 14	(5) Do you think the strike has an effect on your job, or the job of someone close to you?	0 = no 1 = yes
___ 15	(6) Does the NFL strike have an effect on the enjoyment you get out of watching the game?	0 = no 1 = yes
___ 16	(7) Is the NFL strike the kind of thing you just want to keep up with?	0 = no (If no also to item 2, go to item 12) 1 = yes
___ 17-18	INDEX INTEREST	
___ 19	(8) Have you discussed it with friends?....	0 = no 1 = yes
___ 20	(9) With relatives?	0 = no 1 = yes
___ 21	(10) With people at work?	0 = no 1 = yes
___ 22	(11) Anybody else?	0 = no 1 = yes
___ 23	INDEX DISCUSSION	
___ 24	(12) Do you think the NFL strike <u>could</u> affect you in any way in the near future?	0 = no (Go to item 16) 1 = yes, maybe, don't know

<u>COLUMN</u>	<u>ITEM</u>	<u>CODE</u>
— 25	(13) Would that be an effect on the cost of living or prices for you?	0 = no 1 = yes
— 26	(14) Could it affect your job, or the job of someone close to you?	0 = no 1 = yes
— 27	(15) Will the strike have an effect on your enjoyment watching the games?	0 = no 1 = yes
— 28	(16) Is the NFL strike the kind of thing you <u>will</u> want to keep up with?	0 = no (Go to 21) 1 = yes
— 29-30	INDEX POTENTIAL INT.	
— 31	(17) Do you think you will talk about it with friends?	0 = no 1 = yes
— 32	(18) With relatives?	0 = no 1 = yes
— 33	(19) With people at work?	0 = no 1 = yes
— 34	(20) Anybody else?	0 = no 1 = yes
— 35	INDEX DISCUSSION	
— 36	(21) What are some of the demands of the NFL players?	1 = Salary increase; Elimination of reserve and option clauses; Veteran veto on trades and waivers; Limit the authority of Commissioner Pete Rozelle; 0 = Don't know, other

<u>COLUMN</u>	<u>ITEM</u>	<u>CODE</u>
— 37	(22) What star quarterbacks have crossed the picketlines?	1 = Hadl; Staubach; Griese 0 = don't know, others
— 38	(23) How long has the strike been on?	1 = over a month about 40 days 0 = don't know, others
— 39	(24) What is Ed Garvey's role in the NFL strike?	1 = Executive Director of NFL Players Association (Secretary): Negotiates with the NFL Manage- ment 0 = don't know, others
— 40	(25) Have exhibition games been successful with rookies and free agents playing?	1 = no; attendance low; 0 = don't know, others
— 41	(26) Do you think veterans lose money by remain- ing on strike?	1 = yes; up to \$1000/ day 0 = no; don't know
— 42-43	(27) Does anything else come to mind in con- nection with the NFL strike?	0 = no If <u>YES</u> write in full reply: _____ _____
— 44-45	KNOWLEDGE INDEX	
— 46	(28) Is knowing about the NFL strike of any use to you?	0 = no If <u>YES</u> , in what ways? (Write in full reply): _____ _____

<u>CARD TWO</u>		<u>ITEM</u>	<u>CODE</u>
<u>COLUMN</u>			
<u>2</u>	1	Card two	2 = impeachment
<u>1</u>	2	Deck one	1
<u> </u>	3-5	Subject no.	
<u> </u>	6	(1) How interested are you in the impeachment de- velopments these days?	0 = not at all 1 = a little 2 = some 3 = a lot
<u> </u>	7	(2) Do you think the im- peachment events have an effect on your life in any way?	0 = no (Go to item 5) 1 = yes, not sure, maybe, depends, don't know
<u> </u>	8	(3) Do impeachment events have an effect on the cost of living, or prices for you?	0 = no 1 = yes
<u> </u>	9	(4) Do you think these events have an effect on your job, or the job of someone close to you?	0 = no 1 = yes
<u> </u>	10	(5) Do impeachment events have an effect on your general satisfaction with things around you?	0 = no 1 = yes
<u> </u>	11	(6) Are the impeachment events the kind of thing you just want to keep up with?	0 = no (If no also to item 1, go to 11) 1 = yes
<u> </u>	12-13	INDEX INTEREST	
<u> </u>	14	(7) Have you discussed the impeachment with friends?	0 = no 1 = yes
<u> </u>	15	(8) With relatives?	0 = no 1 = yes
<u> </u>	16	(9) With people at work?	0 = no 1 = yes

<u>COLUMN</u>	<u>ITEM</u>	<u>CODE</u>
___ 18	INDEX DISCUSSION	
___ 19	(11) Do you think impeachment developments <u>could</u> have an effect on your life in the near future?	0 = no (Go to item 14) 1 = yes
___ 20	(12) Could there be an effect on the cost of living or prices for you?	0 = no 1 = yes
___ 21	(13) Could there be an effect on your job, or the job of someone close to you?	0 = no 1 = yes
___ 22	(14) Will impeachment events have an effect on your general satisfaction with things around you?	0 = no 1 = yes
___ 23	(15) Are impeachment events the kind of thing you <u>will</u> want to keep up with?	0 = no (If no also to 1 = yes item 14, go to 20) 1 = yes
___ 24-25	INDEX POT. INT.	
___ 26	(16) Do you think you will be talking about it with friends?	0 = no 1 = yes
___ 27	(17) With relatives?	0 = no 1 = yes
___ 28	(18) With people at work?	0 = no 1 = yes
___ 29	(19) Anybody else?	0 = no 1 = yes
___ 30	INDEX DISCUSSION	

<u>COLUMN</u>	<u>ITEM</u>	<u>CODE</u>
___ 31	(20) Is Vice President Ford in favor of impeachment?	1 = no; he favors censure at the most 0 = don't know, yes
___ 32	(21) How much is a presidential pension currently?	1 = \$60,000 0 = don't know
___ 33	(22) Does Senator Griffin favor resignation of the president?	1 = yes 0 = no
___ 34	(23) Is a simple majority in the House of Representative sufficient to obtain impeachment?	1 = yes 0 = no
___ 35	(24) If Nixon is censured does he remain in office?	1 = yes 0 = no
___ 36	(25) If the president resigns, would he lose his pension?	1 = no, he keeps pension 0 = don't know; loses pension
___ 37	(26) Does anything else come to mind in connection with the impeachment events?	0 = no 1 = yes (write in full answer)
___ 38-39	(27) Knowledge index	
___ 40	(28) Is knowing about what's happening with impeachment of any use to you?	0 = no 1 = yes (write full reply):

Now just a few final questions...

<u>COLUMN</u>	<u>ITEM</u>	<u>CODE</u>
___ 41	(29) What was the last grade in school you finished?	1 = less than 6 2 = some high school 3 = finished high school 4 = some college 5 = finished college 6 = graduate work 9 = no response
___ 42	(30) What work do you do currently?	0 = retired 1 = housewife 2 = labor 3 = service, operative 4 = craftsman, foreman 5 = sales, clerical 6 = professional, technical 7 = official, manager 8 = student 9 = no response
___ 43	(31) Would you say your age is in the:	2 = 20's 3 = 30's 4 = 40's 5 = 50's 6 = 60's 7 = over 60 9 = no response
___ 44	(32) Record sex of respondent	1 = male 2 = female

Thank you for your time and help today. In order to complete this study, we may need a final, brief talk with you. . . . Would it be all right with you if I called next week, at the same time?

Don't call _____

OK, may call _____

Thank you very much, I appreciate it. Good night.

353-3237 Office

Calls: 1st -

Key: NA

2nd -

B

332-3797 Home

3rd -

R

4th -

Bissy GenovaProject DirectorInterviewer's nameSubject numberRespondent phone no.Recommended day... TimeOther commentsMEDIA NEWS STUDYFOLLOW-UP

Hello, I am _____ from the Department of
Communication at Michigan State University....
Last week I believe I spoke to you [the lady
of the house, the man of the house] about the
news...

May we take about 5 minutes now, and complete
this study?... Thank you.

CARD ONE

<u>COLUMN</u>	<u>ITEM</u>	<u>CODE</u>
<u>1</u> 1	<u>Card one</u>	1 = NFL
<u>2</u> 2	Deck 2	2
____ 3-5	Subject #	

<u>COLUMN</u>	<u>ITEM</u>	<u>CODE</u>
— 6	(1) These days now, how interested are you in the National Football League strike?	0 = not at all 1 = a little 2 = some 3 = a lot
— 7	(2) Do you think the NFL strike has an effect on your life in any way?	0 = no (GO TO ITEM 5) 1 = yes, not sure, depends, maybe, don't know
— 8	(3) Do you think the strike has an effect on the cost of living, on prices for you?	0 = no 1 = yes
— 9	(4) Do you think the strike has an effect on your job, or the job of someone close to you?	0 = no 1 = yes
— 10	(5) Does the NFL strike have an effect on the enjoyment you get out of watching the game?	0 = no 1 = yes
— 11	(6) Is the NFL strike the kind of thing you want to keep up with?	0 = no (If no also to item 1, go to item 11 on next page) 1 = yes
— 12-13	INDEX INTEREST	
— 14	(7) Have you discussed it with friends?...	0 = no 1 = yes
— 15	(8) With relatives?	0 = no 1 = yes
— 16	(9) With people at work?	0 = no 1 = yes
— 17	(10) Anybody else?	0 = no 1 = yes
— 18	INDEX DISCUSSION	

<u>COLUMN</u>	<u>ITEM</u>	<u>CODE</u>
— 19	(11) Are veterans going to play in exhibition games in the coming weeks?	1 = yes 0 = no, don't know
— 20	(12) What is Ed Garvey's role in the NFL strike?	1 = Executive Director of the NFL Player's Association Negotiates with the NFL Management
— 21	(13) How long has the strike been going on?	1 = <u>over</u> 40 days more than a month 0 = other, don't know
— 22	(14) How long is the cooling-off period supposed to last?	1 = 2 weeks (beginning this Wednesday) 0 = other, don't know
— 23	(15) What is the decision of the Minnesota Vikings regarding the cooling-off period?	1 = stay on strike (<u>not</u> report to camp) 0 = return to camp, other, don't know
— 24	(16) Can veterans walk out again if agreement is not reached in two weeks?	1 = yes 0 = no, don't know
— 25	Index Str. Know (11, 12, 16)	
— 26	Index Fac. Know (13, 14, 15)	
— 27	Index Overall Know (11-16)	
— 28	(17) Does anything else	0 = no If <u>YES</u> write in full reply:

<u>COLUMN</u>	<u>ITEM</u>	<u>CODE</u>
___ 29	(18) How interested are you now in the events following Nixon's resignation?	0 = not at all 1 = a little 2 = some 3 = a lot
___ 30	(19) Do you think these developments have an effect on your life in any way?	0 = no (Go to item 22) 1 = yes, not sure, may- be, depends, don't know
___ 31	(20) Do these developments have an effect on the cost of living, or prices for you?	0 = no 1 = yes
___ 32	(21) Do you think these events have an effect on your job, or the job of someone close to you?	0 = no 1 = yes
___ 33	(22) Do these developments have an effect on your general satisfaction with things around you?	0 = no 1 = yes
___ 34	(23) Are these events the kind of thing you want to keep up with?	0 = no (If no also to item 18 go to item 28 on next page)
___ 35-36	INDEX INTEREST	
___ 37	(24) Have you discussed these developments with friends?...	0 = no 1 = yes
___ 38	(25) With relatives?	0 = no 1 = yes
___ 39	(26) With people at work?	0 = no 1 = yes
___ 40	(27) Anybody else?	0 = no 1 = yes
___ 41	INDEX DISCUSSION	

<u>COLUMN</u>	<u>ITEM</u>	<u>CODE</u>
— 42	(28) Will Nixon keep his presidential pension now?	1 = yes 0 = no, don't know
— 43	(29) How much is this pension?	1 = 60,000 0 = other, don't know
— 44	(30) What are the most frequently mentioned names for a possible new Vice President?	1 = Bush and Rockefeller 0 = other, don't know
— 45	(31) What Michigan congresswoman may be called to join the Ford administration?	1 = Martha Griffiths 0 = other, don't know
— 46	(32) What is President Ford's Domestic Summit Meeting supposed to deal with?	1 = inflation 0 = other, don't know
— 47	(33) Who is to make a decision <u>for or against</u> further prosecution and indictment of Mr. Nixon?	1 = Leon Jaworski 0 = other, don't know
— 48	Index Str. Know (28, 32, 33)	
— 49	Index Fac. Know (29, 30, 31)	
— 50	Index Overall Know (28-31)	
— 51	(34) Does anything else come to mind in connection with the impeachment events?	0 = no 1 = yes (write in full answer)

Thank you very much for your KINDNESS and COOPERATION.
Good night.

#

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BIBLIOGRAPHY

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