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AN ANALYSIS OF SEX ROLE BEHAVIORS
ON COMMERCIAL TELEVISION

By

Marcia A. Richards

A THESIS

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

MASTER OF ARTS

Department of Communication

1980

ABSTRACT

AN ANALYSIS OF SEX ROLE BEHAVIORS ON COMMERCIAL TELEVISION

By

Marcia A. Richards

Sex role portrayals on prime time and Saturday morning television were content analyzed for two behavioral dimensions-- dominance/deference and nurturance/exigence. Three years of data were analyzed and viewed from a social learning perspective.

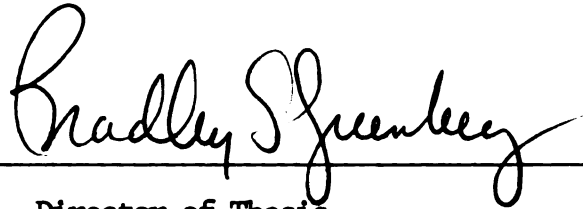
Dominance/deference was operationalized as the giving of orders. Orders were defined as directives to do, say, or think something. Nurturance/exigence was operationalized as the need for support.

Data was analyzed with t-tests for a difference of means and z-scores for differences of proportions. Results showed differences in all categories across all three years with high consistency. Post hoc analyses were performed with breakdowns in program types and broadcast times.

Results were discussed in light of the availability of stereotyped, televised sex role models for learning by child viewers.

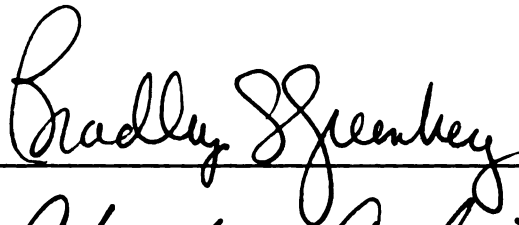
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Accepted by the faculty of the Department of Communication,
College of Communication Arts, Michigan State University,
in partial fulfillment of the requirements for the
Master of Arts Degree.



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ACKNOWLEDGEMENTS

Thanks and gratitude are due many people for their various roles in the completion of this work.

First and foremost, many, many thanks go to Laura Lee Henderson and Dr. Bradley S. Greenberg. Laura not only originated and developed this content analysis, but also guided me through many rough spots both in Michigan and long distance after she moved to Maine.

Dr. Greenberg provided invaluable guidance-- both academic and personal for the completion of this project. Dr. Greenberg knows rather well whether a pat on the shoulder or a kick in the rear is necessary and administers them both expertly. Serving as my committee Chairman while I was a student, Dr. Greenberg always was there with an answer for me and continues to be supportive of my efforts now as a professional working person.

Thanks also go to Dr. Charles K. Atkin, my other committee member, for helpful comments.

Sandy Hautamaki and Steve Vondale are to be thanked for their persistence and single mindedness in coding at least half of the sample of programs for Year 3. Thanks also to Nora and Marie for their coding efforts.

Mary Taber provided desperately needed assistance with the "wide world of computers" and for this I am to her forever indebted. Myles Rich keypunched thousands of data cards for me and will probably

never be the same again. My apologies, Myles, and thanks for being so supportive and such a close friend.

Betty Holmer typed all of my tables and she should probably receive a medal for that feat. Thanks also to typists Clara and Elaine for their help here in New York City.

Thanks to Alan for his artwork and to Louie for his "theoretically pure" insight.

This research, as part of Project C.A.S.T.L.E., was funded by Grant 90-C-635, to Michigan State University by the Office of Child Development, Department of Health, Education and Welfare, Washington, D.C..

TABLE OF CONTENTS

CHAPTER ONE - THEORETICAL AND RESEARCH PERSPECTIVE	1
Dominance/Deference	8
Nurturance/Exigence	10
CHAPTER TWO - METHODS	13
The Sample	14
Definitions Common to All Dimensions	14
ORDERS	16
SUPPORT	18
PLANS	21
Coding Forms	21
Training and Reliability	22
Analyses	23
CHAPTER THREE - RESULTS	28
Dominance/Deference: ORDERS	29
Post Hoc Analyses:	35
Program Types	35
Broadcast Time	45
Nurturance/Exigence: SUPPORT	57
Post Hoc Analyses:	64
Program Types	64
Broadcast Time	78
CHAPTER FOUR - DISCUSSION	93

APPENDICES

Appendix A - Coding Category Instructions for the Use of Coding Forms	115
Coding Forms	118
Appendix B - Viewer Training Packets	120
Appendix C - 1975-76, 1976-77, 1977-78 Sample of Television Programs	126
REFERENCES	138

LIST OF TABLES

TABLE 1A - 1C:	Means, t-tests, and z-scores: Orders Category, ALL Shows	32 - 34
TABLE 2A - 2C:	Means, t-tests, and z-scores: Orders Category, Situation Comedies	36 - 38
TABLE 3A - 3C:	Means, t-tests, and z-scores: Orders Category, Action-Adventure/Crime Dramas	40 - 42
TABLE 4:	Means, t-tests, and z-scores: Orders Category, Saturday Cartoon Profile	44
TABLE 5A - 5C:	Means, t-tests, and z-scores: Orders Category, Saturday Morning	46 - 48
TABLE 6A - 6C:	Means, t-tests and z-scores: Orders Category, 8-9 p.m.	50 - 52
TABLE 7A - 7C:	Means, t-tests, and z-scores: Orders Category, 9-11 p.m.	54 - 56
TABLE 8A - 8D:	Means, t-tests, and z-scores: Support Category, ALL Shows	60 - 63
TABLE 9A - 9D:	Means, t-tests, and z-scores: Support Category, Situation Comedies	66 - 69
TABLE 10A - 10D:	Means, t-tests, and z-scores: Support Category, Action-Adventure/Crime Dramas	72 - 75
TABLE 11:	Means, t-tests, and z-scores: Support Category, Saturday Cartoon Profile	77
TABLE 12A - 12D:	Means, t-tests, and z-scores: Support Category, Saturday Morning	79 - 82
TABLE 13A - 13D:	Means, t-tests, and z-scores: Support Category, 8-9 p.m.	84 - 87
TABLE 14A - 14D:	Means, t-tests, and z-scores: Support Category, 9-11 p.m.	89 - 92
TABLE 15:	Direction of Difference: Orders Category, ALL Shows, Order Types	94

TABLE 16:	Direction of Difference: Orders Category, ALL Shows, Receivers of Orders	98
TABLE 17:	Direction of Difference: Orders Category, ALL Shows, Order Outcomes	101
TABLE 18:	Direction of Difference: Support Category, ALL Shows, Physical Support Types	103
TABLE 19:	Direction of Difference: Support Category, ALL Shows, Emotional Support Types	105
TABLE 20:	Direction of Difference: Support Category, ALL Shows, Support Respondents	107

CHAPTER I

THEORETICAL and RESEARCH PERSPECTIVE

Mass media effects research in recent years has been rooted predominately in the tenets of social learning theory. This theory has spurred research into the possible effects of violence on television, and, of late, into the possibility of learning sex role behaviors from televised character portrayals. A necessary theoretical addition to the analysis of sex roles has been the process of stereotyping---due to the fact that a "sex role" is a stereotype. A stereotype consists of polarized attitudes and judgments held in common by members of a group toward members of another group over a period of time. Stereotypes are used to classify people in narrow and confining categories. For instance, persons of white ethnic origin (members of a group) may attach the judgment of "lazy and shiftless" (a polarized attitude since certain whites may consider themselves to be "industrious and hardworking") to persons of black ethnic origin (members of another group). The stereotyped judgment will be clustered with other, like judgments. "Lazy and shiftless" may be found to accompany concepts like "stupid", "superstitious", etc. The stereotype will persist over a long period of time, and will often be handed down from generation to generation.

The statements:

"Men should work, be breadwinners for their families, be aggressive, tough, and unemotional."

"Females should be wives and mothers, soft, gentle, loving and emotional."

are examples of stereotypes that fit into society's notions of appropriate behaviors and attributes for each sex. Opposite, inflexible behaviors are prescribed for each sex-- these are sex roles.

Social learning theory, as articulated by Bandura (1971), involves the observation of behavior performed by a model and the consequences of that behavior for the model. Models may be real (i.e. a parent of a peer) or they may be televised (as in the case of a program character). The consequences or reinforcement that occur as a result of the model's behavior affects subsequent learning of the behavior. Positive reinforcement of the model for performed behavior greatly facilitates learning. Conversely, punishment received by the model for his/her behavior results in less potential performance (Bandura, Ross and Ross, 1961). The observation of a model receiving reinforcement for a given behavior results in vicarious reinforcement for the observer.

Bandura has demonstrated that aggressive responses can be learned from film-mediated models (Bandura, et. al., 1963) and went on to demonstrate that no reinforcement need be present for learning, particularly when positive incentives are offered to the observer prior to observing the behavior to be modeled (Bandura, 1965). For the majority of mass media consumers, television is the most available medium for models.

The stereotyping process as explained by Bowes (1977) and Carter (1962) involves three elements: Homogenization, polarization, and fixedness.

Homogenization occurs when the characteristics of a situation (or, for our purposes-- a portrayal) become so similar that they are predictable from each other. The statement "A woman's duty is to be a wife and mother" is an example of homogenization. Homogenization has been demonstrated for several content areas, e.g. demographic characteristics. Barcus and Wolkin (1977) found that in Saturday morning programming, 77% of the characters were male, 23% were females. For after school programming, 71% were male, 25% were females. Simmons, et.al., (1978) found in 1975; 73% males, 27% females, in 1976 and 1977; 71% males, 29% females. Other demographic studies include Tedesco (1974), Long and Simon (1974) and Katzman (1972). Occupational portrayals and status have been shown to be homogeneous. McNeil (1975) found only 44% of females (21% of whom were married) worked outside the home, while 72% of males were gainfully employed. Dominick and Rauch (1972) reported similar findings. Finally, homogeneity has been demonstrated for sex role portrayals: Streicher (1974) found female characters to be less visible than male characters, females were less numerous, less noisy, made fewer appearances, held less responsibility, etc. A homogeneous stimulus should be easier to model due to its relative lack of ambiguity.

Polarization may or may not accompany homogenization. It is the attribution of the polar extremes of a given characteristic to members of groups. For instance, "Democrats are liberals, Republicans are

conservatives" is one example. "Men are irrational, women are rational" is another. Polarization has been demonstrated in content character portrayals. Tedesco (1974) found females to lack independence in prime time television while males were found to be adventurous. Males were most often unmarried, while females were most often married. Polarization often takes the form of one sex possessing a characteristic while the other does not, i.e. Men are ambitious, women are not ambitious. Other media studies which demonstrate polarization of the sexes are: Sternglanz and Serbin, (1974) Turow, (1974) and Broverman, Vogel, Broverman, Clarkson, and Rosenkrantz, (1972).

Fixedness occurs when homogeneous and/or polarized characteristics persist over time. Over several seasons it may be found that males consistently appear more frequently and consistently are more physically aggressive than females. Fixedness has been demonstrated for demographic characteristics (Simmons, et. al. 1978) and in the documentation of pro- and anti-social behaviors (Greenberg, et. al. 1979). It has not yet been demonstrated for sex role behaviors in television.

Sex role stereotypes in the media may provide stimuli which, through their homogeneity, are particularly easy to model. Modeling is further encouraged if positive incentives are offered prior to observation. Broverman, et. al. (1972) state that "Sex role perceptions are carried by all of us; considered healthy by therapists" (p. 61). As children, part of the normal socialization process in this society involves the learning of sex roles. We are encouraged to take on physical and behavioral characteristics considered appropriate for our sex by society. It is conceivable this encouragement provides the positive incentives to observational learning as outlined by Bandura. Children are aware of

sex-typed characteristics from an early age. Beuf (1974) found that children aged 3-6 years chose stereotyped careers for themselves. O'Bryant and Corder-Bolz (1978) and Miller and Reeves (1976) found similar results.

The tendency to stereotype and the ability to learn by observation have been demonstrated in children. The homogenization and polarization of sex role portrayals on television have also been found. What has yet to be documented is the fixedness of sex role portrayals over time.

When dealing with the possible effects of a content area in the mass media, it is generally advisable to perform content analyses first. Content analyses are used best when applied to specific content areas (demographic characteristics, violent behavior, personality attributes) which then are studied further for their possible effect on the viewer. Content analysis serves to describe and categorize a body of material to facilitate understanding of the area and to provide information with which to do further study. Content analysis tells us 'what is there' in a given body of data.

Content analyses dealing with sex roles have covered five main categories: Head counts, demography, occupations, physical characteristics, and personality traits. (For a discussion of specific study results in each of these areas, see Henderson, 1978.)

Briefly:

Head counts have found that males outnumber females in television programming. Overall females make up between 28%--33% of the characters on television. Simmons, et. al. (1978) found an average female representation of 28% across a three year period.

Demographic content analyses have generally found that women tend to be married, with children, and younger than their male

counterparts (Tedesco, 1974).

Occupational studies have shown that more men than women work, and that men almost always hold positions of authority. When women do work, they fill jobs that are stereotypically held by females-- that of secretary, nurse, or housewife (Seggar, 1975). Dominick and Rauch (1972) found, in their study of commercials, that 56% of women were housewives and 70% overall appeared in "feminine occupations". McNeil (1975) found that while 72% of prime time males were gainfully employed, only 42% of females were employed outside of the home. McNeil also found that 56% of working females were closely supervised (usually by males) but that only 33% of working males were similarly supervised.

Investigations into physical characteristics show that women are often portrayed as decorative (Dominick and Rauch, 1972) as attractive and youthful, (Tedesco, 1974) and as smaller than men (Busby, 1974).

Personality trait studies have often leaned toward polarity of characteristics assigned to males and females. Streicher (1974) found females to be less physically active and to hold less responsibility than males. Busby (1975) found males to be aggressive, females submissive; males more dominant; and males were portrayed as self-reliant whereas females were shown to be dependent on others. McNeil (1975) found that 35% of females' problems were family oriented, while only 18% of males' problems were family oriented. 74% of females' conversational topics involved personal relationships, but only 38% of males' conversations covered that content.

While all the studies previously mentioned describe models whose behaviors are available to be learned on television, none take into account consequences of the model's actions, an element considered important by Bandura in facilitating observational learning. Sternglanz and Serbin (1974) report that males were most likely to be rewarded for their behavior, while females most often encountered no consequences whatsoever as a result of their behavior. Nolan, et. al. (1977) found similar results in Saturday morning programming. Males received higher rates of verbal approval and disapproval while females again received little attention for their efforts.

Henderson contents analyzed two behavioral dimensions; Dominance/deference and nurturance/exigence and their consequences for differences between males and females in prime time broadcast television. These categories were chosen for analysis based on Sternglanz and Serbin's (1974) finding that males were frequently in need of support (exigence) and that females were often found to be deferent characters. Turow's (1974) discovery that males frequently offered advice and gave orders to others inspired Henderson to look at order giving behavior as symbolic of power and dominance: The person who gives an order (and is consequently obeyed) is a person who controls others. (The reader is encouraged to consult Henderson, (1978) for a complete discussion of the development and origin of these dimensions.) A third behavioral dimension used by Henderson but not by this investigator will be discussed in Chapter 2.

Henderson's schema was used in this study for purposes of comparison across a three year period. Henderson collected the first two years of data, and the third was collected by this researcher for this thesis.

DOMINANCE/DEFERENCE

Several researchers have specified the dominance/deference dichotomy as it related to males and females (Sternglanz and Serbin, 1974, and Busby, 1975). In the "real world", male children have been found to be slightly more dominant in terms of influence attempts than female children. With adults, it appears that only a general statement can be made about dominance-- males generally have a higher formal status than do females and therefore take dominant roles more often (Henderson, p. 12). Turow's (1974) study of advising and ordering behaviors in prime time television provided the basis for the categories and definitions used by Henderson in her study.

Two types of orders were identified:

Authority orders are directives given by a person in authority to a subordinate. This authority may be conferred on the person by his/her occupational status, e.g. a doctor ordering a nurse; but the nature of his/her position as a social agent; e.g. a police officer ordering a citizen; or by parental status, as when a parents orders a child.

Simple orders are directed toward peers. Peers are defined as persons interacting with equal status along any dimension, e.g. marital, as husband/wife,; social, as friends; occupational, as co-workers.

The orders dimension was expanded with the addition of Explained orders.

Explained orders are orders, either Authority or Simple, modified by the inclusion of a justification for why an order should be followed.

Since Explained orders are expansions of the previously mentioned Simple and Authority orders, four types of orders can be coded: Authority orders, Authority Explained orders, Simple orders, and Simple Explained orders.

"General hypotheses concerning the giving of orders were formulated based on these conceptions. Due to the unequal proportions of male to female television characters, hypotheses, in all categories, are stated with the assumption that "more" or "less" is used with respect to the relative frequency of males and females on television. That is, chance occurrence is based on doing a behavior more or less than the expected proportion of occurrence." (Henderson, p. 14-15). Expected proportion of occurrence for males is 71%, for females, 29%. This is based on Simmons, et. al. (1978) demographic analysis.

In keeping with previous studies, males were generally expected to be dominant, females deferent. Males would be expected to hold more positions of authority (hence give authority orders) and would not be expected to be concerned about that authority being threatened (males would give fewer explained orders). To the contrary, females would be expected to be more willing to justify or explain their orders (since female authority is less accepted in this society, thereby less accepted on television).

Four hypotheses were developed:

H₁: Male characters will give proportionately more Authority orders than female characters.

H₂: Male and female characters will give proportionately equal numbers of Simple orders.

H₃: Female characters will explain proportionately more of their orders, Authority or Simple, than male characters.

H₄: Orders given by male characters will be followed proportionately more often than orders given by female characters.

The fourth hypothesis was developed by Henderson in response to Sternglanz and Serbin (1974) and Nolan, et. al. (1977) findings that males are more regularly rewarded for their behavior on television. Therefore, it may be possible that males are rewarded for their order giving behavior by having their orders followed.

Henderson felt that it would be important to determine "Whether female characters are more often cast in roles deferent only to male characters. or whether they are cast in roles deferent to dominance in general." (p.16) In other words, it is important to know whether females as characters always exhibit deferent behaviors (i.e. even amongst themselves) or whether females exhibit deferent behaviors most often when they interact with male characters.

Thus:

H₅: Proportionately, male characters will order other male characters more often than female characters will order male characters.

H₆: Female characters will be the receivers of orders proportionately more than males will be the receivers of orders, regardless of the sex of the order giver.

NURTURANCE/EXIGENCE

As Henderson reported, the nurturance/exigence dimension has not been studied, except peripherally. Nolan, et. al. (1977) found that males received higher rates of approval and disapproval and from this it may be inferred that males receive more support than females, but this is merely a speculation, since this specific idea was not tested. Busby (1975) found men to be self-reliant (not needing support) and women to be dependent on others (in need of support). Long and Simon (1974) showed that women were portrayed as dependent on others. In general,

men are portrayed as self-reliant and non-family oriented; females are portrayed as dependent on others and highly family oriented.

An exigent person, in this analysis, as well as Henderson's, shows a need for supportive behavior. A nurturant person attempts to relieve the danger or distress experienced by an exigent person. Sternglanz and Serbin (1974) found males to be more exigent. Henderson hypothesized that males would be likely to be in need of physical nurturance more often than females (due to males' orientation outside the home) and that females would more often be in need of emotional support than males (due to females' orientation within the home). "If television stays true to the cultural stereotypes of active, adventurous men and dependent, emotional women, there will be differences in the ways men and women are portrayed in terms of exigence. Male characters will be more likely to find themselves in physical danger, while female characters will be more subject to emotional distress." (Henderson, p. 19).

Therefore:

H_7 : Male characters will be portrayed in physically exigent conditions proportionately more than female characters.

H_8 : Female characters will be portrayed in emotionally exigent conditions proportionately more than male characters.

In keeping with the culturally held stereotype that women are warmer -- hence more nurturant than men (Tedesco, 1974), Henderson added:

H_9 : Female characters will respond to exigence with nurturance proportionately more than male characters.

As mentioned earlier, Henderson's schema was adopted in order to provide results spanning a three year period. Carter's concept of fixedness may be demonstrated with a three year comparison, as well as more sharply fulfilling the descriptive goal of content analysis.

CHAPTER II

METHODS

This thesis serves two functions. First, it provides a continuation of work begun by Laura Lee Henderson, who analyzed the first year of the CASTLE Sex Role data, and collected the second year data. Project CASTLE (Children and Social Television Learning) consisted of 1) a series of content analyses of prime time programming over a three year period, and 2) field studies concerning television effects and parental mediation. In addition to sex role content analysis, Project CASTLE studied demography, pro- and anti-social behaviors, substance use, sexual behavior, and family interaction patterns. This thesis will present the third year (1977-78) sex role data for the first time. Second, data from all three years will be presented to examine trends among the content variables.

Because the first (1975-76), the second (1976-77) and the third (1977-78) year research was intended to be comparable for the purpose of overtime analysis, variables and methods used in the first year were largely duplicated in the second and third years. However, improvements and deletions were made in methods used and variable composition.

Henderson began with three conceptual categories or dimensions, ORDERS, an operational category used to measure dominance/deference, SUPPORT, operationally used to measure nurturance/exigence, and PLANS, a category designed to measure independence/dependence.

The Sample

The sample consisted of one videotaped episode each of prime time (8-11 p.m.), and Saturday morning (8-12 a.m.) fictional series on commercial network programming. Variety shows, movies, special programming and documentaries were not included. Combining all three sample years, 237 program episodes or 180.5 television hours were analyzed. Specifically, in the 1975-76 sample week, there were 79 episodes and 59.5 television hours analyzed. The 1976-77 week contained 77 episodes and 57.5 television hours. The third sample year, 1977-78, contained 81 program episodes and 63.5 television hours.

In terms of characters analyzed, Year 1 yielded 1212 characters, 73% male and 27% female. Year 2 contained 1120 characters with 71% male composition and 29% female. Year 3 contained 1217 characters with the same proportionate breakdown of the sexes as was found in Year 2. For a more complete discussion of the demographic dimension, see Greenberg, Simmons, Hogan and Atkin, (1978).

Definitions Common to All Dimensions

Henderson made two major changes for the second year coding which were retained for the third. The first was that coding was accomplished in "scenes" rather than in time segments as in the first year. Coders in that year recorded data in two minute segments. This was found to be distracting and often interrupted codable behavior sequences. Instead of time segments, "scenes" were found to be more useful.

Scene: A scene is defined as a dramatic whole, a series of acts continuous in time and space, not broken by the addition or departure of characters, or by a change in setting. A commercial always marks the beginning of a new scene, even if the characters, setting, topic of conversation, etc. are identical before and after the commercial break (Katzman, 1972).

Scenes did serve the same purpose as time segments, however. They organized coding, made it easier to refer to, and helped coders to clear their thoughts of previously coded acts and attend to the coding at hand.

Character: A person portrayed in a dramatic television role. This person must have a speaking role.

Only characters with speaking parts were coded (as order givers, plan makers, or persons in need of support) but recipients of codable behaviors could be non-speaking characters. Characters served as the unit of analysis for this study.

Groups of people were also coded as receivers (of orders, or as persons who carried out a plan) or as respondents (persons who responded to a need for support). However, coders were instructed to pick out of a group any speaking characters who might be present and then simply code those characters as receivers or as respondents. Only a speaking character could be the initiator of an act (only a speaking character could need support, give an order, or make a plan).

ORDERS

Conceptually and operationally, ORDERS remained nearly intact across all three years of coding and analysis. Henderson developed a behavior sequence for ORDERS: Who gave what kind of order, to whom was it given, and, was the order followed? Second and third year methods expanded the behavior sequence by also asking "What reaction was shown by the receiver?" The character (who gave the order) always serves as the unit of analysis.

Gives Orders: The character gives a directive for other(s) to do, say, or think something.

Henderson used four types of orders in both years of her analysis, and these were used throughout the three years of data collection and analysis. However, one order type, "threats" was not found often enough in either of the first two years to report its occurrence. This pattern held true for the third year data as well, even though the order type was retained. Henceforth, "threats" will no longer be treated.

The surviving order types were:

Authority: An order to be complied with because of occupational position (e.g. boss), social agent (e.g. police officer, nurse, doctor), or parent. If a character has been explicitly made a delegate of any of the above s/he is capable of giving an authority order.

Simple: An order given among equals or peers: Husband/wife, brother/sister, friends, co-workers, etc. An order given by someone in an authority position may be considered a simple order if the characters are interacting as peers, e.g. in a social setting. An order is simple unless clearly given as a threat or an authority order.

Explained: Either of the above order types (authority or simple) may be further modified by the inclusion of a justification for why an order should be followed. This justification must be made immediately prior to, or following the giving of an order.

Other variables used in the coding of ORDERS were:

Receiver: The receiver in the orders behavior sequence is the character(s) to whom the order was given. As mentioned earlier, a character receiving an order does not have to be a speaking character. However, for an order to be coded, a character must have been present and aware of the order giver and the order as it was given. Therefore, an order giver speaking to a receiver who was not within hearing distance was not engaging in a codable behavior.

Followed: An order was considered to have been followed if the receiver carried out the order as it was given. If the order was not carried out by the receiver as given during the course of the program, the order was not followed.

Reaction: The receiver's evaluation of the order and/or order giver constitutes the Reaction. A verbal and/or a non-verbal reaction of the receiver was coded for each order given. Verbal and non-verbal

reactions were coded as positive, neutral, or negative. The two often contradicted each other. A sarcastic retort delivered with a smile might be coded as a negative verbal reaction, but as a positive non-verbal reaction. No reaction was always coded as neutral.

Henderson used a category called "Consequences" in the first year which served as a forerunner to the more specific "Reaction" category. "Reaction" was used in both the second and third years of coding. "Reaction" was not retained for analysis because it was found that most orders did not inspire a reaction in the receiver (i.e. most orders were met with a neutral response in the receiver).

SUPPORT

With this dimension, coders recorded instances when a character was seen to be in need of support. The remainder of the behavior sequence is as follows: What kind of support was needed and by whom, if someone was available to respond, who was it: and if support was given, what type?

Needs Support: A person is in danger or distress. This dimension does not include routine requests for assistance or social courtesies. It does include non-routine requests or needs which are relevant to program plots, subplots, and character development.

Henderson revised her Year 1 SUPPORT categories for Year 2, often simply by renaming them. Year 2 categories were used for Year 3 without revision.

Physical External: A person is in danger of being killed, injured or beaten. The threat of physical harm comes from outside the character.

Physical Internal: A person is suffering from a disease, illness, or internal malady. The threat of physical harm comes from within the character.

Physical Confinement: A person is jailed, trapped, or held against their will. A character's movements have been restricted by another. The confinement is involuntary.

Ego Support: A person states that s/he has a problem that s/he cannot solve, that s/he will be disliked or held in low esteem by others. The source of emotional distress or self-inadequacy for the character comes from within the character.

Concern for Others: A person discusses help for a friend, relative, or associate with a third person (person needs support because someone else is in trouble). Note that at least three people are involved: The person expressing concern, the person to whom concern is expressed, and the person in trouble.

Psychological Support: A person has a problem because of the actions of others but does not express a need for Ego Support or Concern for Others.

Cognitive Support: A person needs help in performing a task, thinking out a problem, making a decision. The desired support comes in the form of instruction, direction, or "thinking out loud".

The remaining behavior sequence variables are:

Asks for Support: The character in need of support may ask or not ask for aid in relieving the need. Therefore, coder identification of a support need is not dependent on the character asking for help.

Respondent: A respondent is defined as a character who recognizes that another character is in need of support. The responding character shows in some way, through physical and/or verbal action, that s/he knows that another character has a problem. A respondent need not provide support in order to be identified as a respondent.

Support Given/Not Given: Support is given when the respondent attempts to provide aid to relieve that particular need for support. Support is not given when the respondent does not or cannot provide the aid necessary to relieve the character's need.

Aid: The nature of the support given. Direct support occurs when the support given is through cooperation or problem solving. The person needing support receives it directly. Indirect support is given when the responding character provides the means for the character in need to solve the problem. Indirect aid frequently takes the form of advice, instruction, or direction.

The Aid category was added during the second year analysis, but was not retained for the third year analysis because it was generally found that the need for physical support almost always was met with Direct support (respondent directly aids person in need) and that the need for emotional support was almost always met with Indirect support (respondent discusses or counsels person in need of support). Little variation in this trend

was uncovered and therefore further discussion of this variable was thought to be unnecessary.

PLANS

Henderson used a category, PLANS, to measure independence/dependence in character interaction. This category proved to be difficult to code due to its complexity and also occurred with low frequency in the sample. Henderson encountered similar problems in attempting to use PLANS for Year 2. Due to low frequency, low intercoder reliability scores, and resultant lack of significance in analyses, PLANS was dropped from the Year 3 analysis. Year 3 coders were trained only to code ORDERS and SUPPORTS. For a discussion of PLANS and a presentation of its Year 1 data, see Henderson, (1978).

Coding Forms

An example of an ORDERS coding form used in both the second and third years of coding may be found in Appendix A. Instructions for its use are included. The form differs most significantly from the first year form in its provision of more space and room for the coder and his/her comments. Instead of marking an 'X' in appropriate columns as in the first year, coders in the second and third years used codes and word descriptions for each category. Names of the order giver and receiver were recorded in the "Character" and "Receiver" columns. Codes were used in the "Sex", "Order", "Followed", and "Reaction" columns.

A copy of the SUPPORT coding form can be found in Appendix A also. As in the ORDERS form, letter codes were used instead of check marks beginning with Year 2 coding. The SUPPORT form for Years 2 and 3 differs from Year 1 in its allowance for the coder to elaborate. The Year 1 "Consequences" category was revised into the Years 2 and 3 "Aid" category.

Training and Reliability

As in other phases of this project, care was taken to train the Year 3 coders in the same fashion as the Year 1 and Year 2 coders.

First, six coders met with the investigators to discuss conceptual and operational definitions for each category.

Second, instruction was given in the use of the coding form as well as talking through hypothetical codable behavior sequences. The process up to this point took about a week, encompassing three or four six-hour sessions.

Coders were then given practice in coding programs from previous years. Reliability problems developed. Reliability scores were marginal resulting in two coders being dropped from the coding team. Unfortunately, this action was not sufficient. Henderson coded Year 1 and Year 2 data using individual coders. The primary reason for this was speed. Due to unusually low single coder reliability scores for the Year 3 team, pair coding was instituted. Two coders coded each show together, with discussion, producing one set of coding forms per show. Reliability scores, calculated by the percent agreement method, were computed between pairs as well as between members of a pair. Between pairs,

reliability ranged across categories from .67 to .70 on the ORDERS dimension, and from .54 to .89 on the SUPPORTS dimension. Between members of a pair, reliability scores nearly always exceeded .90. An explanation for this might be that when coders work together without discussion (as in the reliability tests) they still cue each other as to when a codable act appears. In this situation, coders do not come up with different numbers of codable acts and therefore their reliability scores are higher.

Six possible pair combinations coded approximately two-thirds of the sample. The coders were a mixed group; three females, one male. The most reliable pair during the reliability trials then coded the remainder of the shows and this was a mixed pair. A coder training packet can be found in Appendix B.

Analyses

Analyses used for Year 3 were identical to those used for Years 1 and 2. Additive indices were created within each category to allow for the use of inferential statistics.

As Henderson notes, there are two populations of interest in this content analysis. The first such population is concerned with the exhibition of main category behaviors by the two groups under study, males and females. This issue involves differences between the sexes in terms of the number of behaviors each exhibits.

The following hypothesis is an example of the type of hypothesis that applies to this population:

"Male characters will need physical support more than female characters."

"Assuming a normal distribution for this population, the t-test for difference of means will answer the questions these hypotheses pose. The results of these t-tests will show whether there is a difference in the per character rate of behavior exhibition. Or, more simply, a significant t-test of these hypotheses will allow the inference that the rate (or average number per character) of a behavior by one sex is very different from the rate of behavior by the other sex. The means in each category of behavior will show which sex has a higher rate." (Henderson, 1978, p. 42)

The second population of interest is not normally distributed. It is the population of television characters with speaking parts. Of 1217 characters with speaking parts, 818 appear in the Sex Role content analysis for the third year (506 for ORDERS, 312 for SUPPORTS). Statistical tests used in this analysis were applied only to characters exhibiting variable behaviors. A population subset is used to test each hypothesis. Assumptions about the total population (per year and across all three years) are made from the population subsets. For instance, let us consider the giving of authority orders. The population subset being tested is that group composed of characters who gave at least one order each (of any type). Of the 1217 characters (for Year 3) with speaking parts, 506 appear in the subset of order givers. Therefore, the population subset is that of order givers, the group specifically being examined is that of authority order givers. This second population (N=1217) possesses an unequal representation of the sexes--males, 71%, females, 29%. An inferential statistic assuming a normal distribution would be misleading. Hypotheses dealing with this population must ask whether the sexes are exhibiting behaviors in proportion to

their representation in the population.

An example of this type of hypothesis:

"In general, physical support needs will be proportionately overrepresented as a male behavior and proportionately underrepresented as a female behavior."

"The statistic used to test these hypotheses is a z-statistic. This z is a normal approximation of the binomial distribution and similar to a Chi-square with 1 degree of freedom (see Hays, 1963, p. 585, for a full discussion of this statistic.) No population distribution assumptions are made."

The formula for this z is:

$$z = \frac{fo_1 - fe_1}{\sqrt{(fe_1)(fe_2) / N}}$$

where:

fo_1 = observed frequency of female acts

fe_1 = expected frequency of female acts (29% of total)

fe_2 = expected frequency of male acts (71% of total)

N = total number of acts

This z tests whether one group is overrepresented or underrepresented in the population. A negative z-score for this test will indicate that female behaviors are proportionately underrepresented. A positive z-score shows that female behaviors are proportionately overrepresented." (Henderson, p. 44).

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Two specific hypotheses:

H_4 : Orders given by male characters will be followed proportionately more often than orders given by female characters.

and

H_5 : Female characters will respond with support to characters who need support proportionately more than male characters.

deal not only with variable behavior exhibiting characters, (order givers and support needers) but with a subset of those characters. Not only must a character exhibit order giving or the need for support to qualify for this analysis, but the order giver must give a successful order, and the need for support must be successfully responded to. The most direct test of these hypotheses is a simple test of proportions. The proportion of successful orders given by males will be compared to those given by females. The proportion of female support respondents will be compared to the proportion of male support respondents. These proportions will then be compared with the actual distribution of the sexes in the total population.

For instance, in Year 1, the total population (composed of all speaking characters) showed a distribution of 73% males to 27% females. This is roughly a ratio of 3:1. We can then expect that any given male character will give at least three times as many orders (for the purposes of H_4 , successful orders) as will any given female character. If, however, upon analysis, we find that males gave two successful orders to every one successful order given by females, Hypothesis 4 does not find support. To receive support for Hypothesis 4, males would have to give more than about three successful orders for every one successful order given by a female.

In summary, then, three statistics have been computed for these data: The t-test, which tests the difference in mean rate of behavior performance by the sexes, the z-test. which tests the difference in proportion of behavior performance by the sexes, and a comparison of proportions, to be applied specifically to Hypotheses 4 and 9.

Two exploratory post hoc tests were also performed. One, a program breakdown, compared situation comedies, action-adventure/crime programs, and Saturday cartoons. These three showtypes were selected because they were the categories containing the most number of shows (hence, the most number of characters).

A broadcast time breakdown was also performed. The three time periods were: Saturday morning, 8-9 p.m., and 9-11 p.m..

The results section will first address itself to tests of the main hypotheses. Data from all three years will be tabled together in order to facilitate the discussion of trends and changes across the years. Then, the post hoc analyses will be discussed.

CHAPTER III

RESULTS

Two kinds of evidence will be presented in response to the hypotheses developed in Chapter I. The t-test for difference of means will compare the behavior rates of males and females for each content category. The z-test for difference of proportions will point out over- or underrepresentation of behaviors (as compared to the expected occurrence of those behaviors in the total sample) performed by males and females. A negative z-score will indicate that male behaviors are overrepresented, while a positive z-score will show overrepresentation of female behaviors. Of the total population of television characters in Year 3, 71% was male, 29% female. Therefore we can expect 71% of any given behavior to be performed by male characters, by chance. In addition, as mentioned previously, ratios of behavior rates will be presented in order to most directly test the questions posed by Hypotheses 4 and 9.

The two tests can be relied upon to provide support or non-support for each hypothesis. While Henderson's data for Year 1 gave us a profile of sex role behaviors for one year, three years of data may enable us to provide generalizable profiles of television content in terms of sex role behavior.

ORDERS

The "ALL SHOWS" analysis results are provided in Tables 1A through 1C. Table 1A shows results from the "Order Type" analysis. A stable portrait of order giving is demonstrated across a three year period. On the average, women gave 22% of the orders, while men gave 78%. The large and negative z-score for each year shows that males were over-represented as order givers in the sample. In general then, it can be said that males give more orders of all types than do females.

The first hypothesis that males will give proportionately more Authority Orders than female characters is supported across all three years. T-test and z-scores show significance for this finding at the $\leq .0001$ level.

The second hypothesis that males and females will give proportionately equal numbers of Simple Orders, receives non-support in Year 1 with an overrepresentation of males giving Simple Orders. Year 3 provided support by showing males and females giving Simple Orders in proportion to their representation in the sample.

Non-support was found in all three years for the third hypothesis that female characters will explain proportionately more of their orders, both Authority and Simple, than male characters. Significant t-levels are accompanied by large and negative z-scores for the first two years for Authority and Simple Explained Orders, but non-significant t-levels and near proportionate representation (see the z-scores) for the Simple Explained category were found for Year 3. Year 3 shows that males give significantly more Authority Explained Orders.

Table 1B shows results for Order Receivers. Hypothesis: Males will give orders to other males more often than females will give orders to males. Support is given to this hypothesis in all three years. Males order other males at a higher rate and proportionately more often than males order females. In the first year, 76% of the orders given by males were received by males; in the second year 76%; in the third year, 77%. Large and negative z-scores for each year show males to be overrepresented as receivers of orders in general.

With the exception of Year 2, females as receivers of orders are represented proportionate to the expected occurrence in the total sample population. Therefore, the hypothesis that females will be the receivers of orders proportionately more than males regardless of the sex of the order giver is not supported by these data.

Table 1C gives results concerning the order effectiveness data. Data concerning orders that have unknown consequences are provided for Year 3 only. Hypothesis: Orders given by male characters will be followed proportionately more often than orders given by female characters. Males, in all three years, do give more effective (yes) orders than do females. This is demonstrated both by the rates of effective (yes) order giving and by a disproportionate representation in the sample. In Year 1, 82% of the effective orders were given by males, in Year 2, 77%, in Year 3, 79%. Males also displayed a higher rate of ineffective (no) and ambiguous (unknown and yes unknown) order giving. Females are conspicuous by their relative absence in this table. In terms of ratios of behavior performance, males gave more successful orders than females gave in all three years. In Year 1, males gave

more than four times as many successful orders as females, and gave more than three times as many unsuccessful orders. In Year 2, males gave more than three times as many successful orders, and two and a half times as many unsuccessful orders. In Year 3, males gave three and a half times as many successful orders as females gave, and almost three times as many unsuccessful orders. While it was previously stated that in order to receive support for the hypothesis, males would have to give more than three times as many successful orders as females (accomplished in Years 1 and 3), the results must be viewed with some restraint since similar patterns were found between males and females when unsuccessful order giving was examined.

To summarize:

- Across all three years, males gave more orders than females.

- Across all three years, males consistently gave more Authority Orders than did females, but less consistent were the Simple Orders findings.

- Males gave more Authority Explained Orders than females, and more Simple Explained Orders in two of the three years. It was hypothesized that females would give more Explained orders of both types. This finding may lead one to believe that the distinction between Authority and Simple Orders is more meaningful than the distinction between Explained Orders and unexplained orders.

- Across all three years, males receive orders given by males more often than they receive orders given by females.

- Males give more effective orders than do females, but both display ineffective order giving at rates not far from the expected proportion in the total sample population. In terms of behavior ratios, the average male gives more ineffective orders than does the average female.

Table 1A
Means, t-tests, and z-scores: Orders category
ALL Shows
Order Types

<u>Year 1</u>	Females (N=294)	Males (N=395)	Significance of t	z - score
Authority	0.27	1.33	<.0001	-7.68 ^c
Authority Explained	0.06	0.28	<.0001	-3.21 ^b
Simple	0.92	2.12	<.0001	-1.97 ^a
Simple Explained	0.20	0.57	<.0001	-2.42 ^b
ALL TYPES	1.45	4.29	<.0001	-7.19 ^c
<u>Year 2</u>	(N=196)	(N=473)		
Authority	0.31	0.84	<.0001	-7.42 ^c
Authority Explained	0.11	0.27	<.001	-3.92 ^c
Simple	2.29	2.55	n.s.	-1.68 ^a
Simple Explained	1.00	1.30	<.05	-3.03 ^b
ALL TYPES	3.71	4.96	<.001	-6.52 ^c
<u>Year 3</u>	(N=142)	(N=364)		
Authority	0.34	1.21	<.0001	-9.32 ^c
Authority Explained	0.06	0.33	<.0001	-5.59 ^c
Simple	1.85	1.89	n.s.	-0.93
Simple Explained	0.75	0.76	n.s.	-0.52
ALL TYPES	3.00	4.20	<.001	-7.02 ^c

a < .05
b < .01
c < .0001

Table 1B
Means, t-tests, and z-scores: Orders category
ALL Shows
Receivers

<u>Year 1</u>	Females (N=294)	Males (N=395)	Significance of t	z - score
Female Receivers	0.41	0.94	<.0001	-1.42
Male Receivers	0.91	2.99	<.0001	-7.35 ^c
<u>Year 2</u>	(N=196)	(N=473)		
Female Receivers	1.20	1.06	n.s.	+1.75 ^a
Male Receivers	2.33	3.40	<.0001	-6.89 ^c
<u>Year 3</u>	(N=142)	(N=364)		
Female Receivers	0.97	0.88	n.s.	+0.50
Male Receivers	1.87	3.04	<.0001	-7.87 ^c

Table 1C
Means, t-tests, and z-scores: Orders category
ALL Shows
Orders Followed

<u>Year 1</u>	Females (N=294)	Males (N=395)	Significance of t	z - score
Yes (followed)	0.94	3.17	<.0001	-7.84 ^C
No (not followed)	0.53	1.21	<.0001	-1.43
<u>Year 2</u>	(N=196)	(N=473)		
Yes (followed)	2.54	3.51	<.0001	-6.07 ^C
No (not followed)	0.78	0.77	n.s.	+1.28
<u>Year 3</u>	(N=142)	(N=364)		
Yes (followed)	1.79	2.61	<.001	-6.03 ^C
No (not followed)	0.91	0.95	n.s.	-0.86
Unknown	0.31	0.53	<.01	-3.54 ^C
(Yes) Unknown	0.06	0.18	<.0001	-3.32 ^C

POST HOC ANALYSES

Program Types

Two program types, situation comedies and action-adventure/crime dramas will be discussed. Henderson included a Medical-family story category, but no medical programs and few family stories existed in the third year sample. An analysis of Saturday cartoons is provided for Year 3 only.

In situation comedies (Table 2A) the overall rate of order giving shows that females are overrepresented (by positive z-scores) as Order givers in the first two year, but are close to the expected rate of order giving in the third year. Across all three years, it is clear that females are overrepresented as givers of Simple Orders. Males are overrepresented as givers of Authority Orders and Authority Explained Orders, most clearly so in the third year data.

Table 2B shows results for the analysis of order receivers. Females are overrepresented as receivers of orders given by other females. With the exception of Year 3, males receive orders from males proportionate to their representation in the sample.

The data concerning effectiveness of orders is in Table 2C. In general, results show representation proportionate to the expected frequency of acts in the total population. When ratios of behavior rates are examined, support for the hypothesis is only found in Year 3, when males gave almost three times more successful orders than females gave. In the same year, males gave only twice as many unsuccessful orders as females.

Table 2A
Means, t-tests, and z-scores: Orders category
Situation Comedies
Order Types

<u>Year 1</u>	Females (N=32)	Males (N=73)	Significance of t	z - score
Authority	0.69	1.03	n.s.	-0.92
Authority Explained	0.13	0.37	n.s.	-1.64
Simple	2.59	1.55	n.s.	+4.82 ^c
Simple Explained	0.69	0.62	n.s.	+1.10
ALL TYPES	4.09	3.56	n.s.	+2.84 ^b
<u>Year 2</u>	(N=69)	(N=120)		
Authority	0.30	0.72	n.s.	-2.20 ^a
Authority Explained	0.10	0.21	n.s.	-0.93
Simple	2.65	2.62	n.s.	+3.82 ^c
Simple Explained	1.29	1.73	n.s.	+0.38
ALL TYPES	4.34	5.28	n.s.	+2.08 ^a
<u>Year 3</u>	(N=52)	(N=99)		
Authority	0.35	1.60	<.01	-5.47 ^c
Authority Explained	0.13	1.78	<.05	-7.54 ^c
Simple	2.00	0.40	n.s.	+11.48 ^c
Simple Explained	1.04	0.89	n.s.	+2.38 ^c
ALL TYPES	3.52	4.67	n.s.	-0.36

Table 2B
Means, t-tests, and z-scores: Orders category
Situation Comedies
Receivers

<u>Year 1</u>	Females (N=32)	Males (N=73)	Significance of t	z-score
Female Receivers	1.88	0.96	n.s.	+4.94 ^c
Male Receivers	1.97	2.23	n.s.	+0.30
<u>Year 2</u>	(N=69)	(N=120)		
Female Receivers	1.61	1.56	n.s.	+3.15 ^b
Male Receivers	2.52	3.18	n.s.	+1.20
<u>Year 3</u>	(N=52)	(N=99)		
Female Receivers	1.85	0.98	<.05	+6.37 ^c
Male Receivers	1.60	3.44	<.01	-4.25 ^c

Table 2C
Means, t-tests, and z-scores: Orders category
Situation Comedy
Orders Followed

<u>Year 1</u>	Females (N=32)	Males (N=73)	Significance of t	z - score
Yes (followed)	2.53	2.58	n.s.	+1.20
No (not followed)	1.63	1.07	n.s.	+3.36 ^b
<u>Year 2</u>	(N=69)	(N=120)		
Yes (followed)	2.88	3.58	n.s.	+1.45
No (not followed)	0.88	1.03	n.s.	+1.18
<u>Year 3</u>	(N=52)	(N=99)		
Yes (followed)	1.96	2.95	n.s.	-1.37
No (not followed)	1.19	1.26	n.s.	+1.25
Unknown	0.38	0.40	n.s.	+0.73
(Yes) Unknown	0.06	0.16	n.s.	-1.20

The results for action-adventure/crime dramas appear in Tables 3A through 3C. Females do not often give orders in this type of program. In every category, across all three years, large and negative z-scores show that order giving is overrepresented as a male behavior. Significant t-levels appear with increasing significance in the "ALL" categories for each year.

Males are overrepresented as Receivers of orders given by other males. Large and negative z-scores in addition to significant t-levels demonstrate this fact. These data appear in Table 3B. Also, females are overrepresented as Receivers of orders given by males in all three years.

In terms of the effectiveness of an order, males are overrepresented as givers of both effective (yes) and ineffective (no) orders, but more so for the former. The negative z-scores and significant t-levels indicate that for action-adventure/crime dramas, males dominate order giving and receiving in all areas. In Year 1, males gave eight times as many successful orders and slightly less than 7 times as many unsuccessful orders as females. In Year 2, males gave six times as many successful orders, and four times as many unsuccessful orders. In Year 3, males gave five times as many successful and unsuccessful orders as females. As before, support for this hypothesis is found, but the most accurate conclusion to be drawn is that males dominate all types of order giving.

Table 3A
Means, t-tests, and z-scores: Orders category
Action-Adventure/Crime Dramas
Order Types

<u>Year 1</u>	Females (N=34)	Males (N=152)	Significance of t	z-score
Authority	0.47	1.59	<.01	-7.56 ^c
Authority Explained	0.21	0.32	n.s.	-2.42 ^b
Simple	1.59	2.28	n.s.	-6.08 ^c
Simple Explained	0.50	0.43	n.s.	-1.24
ALL TYPES	2.77	4.62	<.05	-9.66 ^c
<u>Year 2</u>	(N=46)	(N=173)		
Authority	0.30	1.26	<.0001	-7.73 ^c
Authority Explained	0.15	0.33	n.s.	-3.21 ^b
Simple	2.02	2.58	n.s.	-6.02 ^c
Simple Explained	0.65	1.28	<.01	-5.98 ^c
ALL TYPES	3.12	5.45	<.01	-11.46 ^c
<u>Year 3</u>	(N=41)	(N=126)		
Authority	0.39	1.55	<.0001	-6.87 ^c
Authority Explained	-	0.36	-	-
Simple	1.73	2.17	n.s.	-3.44 ^c
Simple Explained	0.41	0.61	n.s.	-2.35 ^b
ALL TYPES	2.53	4.70	<.0001	-8.19 ^c

Table 3B
Means, t-tests, and z-scores: Orders category
Action-Adventure/Crime Dramas
Receivers

<u>Year 1</u>	Females (N=34)	Males (N=152)	Significance of t	z - score
Female Receivers	0.53	0.97	<.05	-4.72 ^c
Male Receivers	2.00	3.44	<.05	-8.52 ^c
<u>Year 2</u>	(N=46)	(N=173)		
Female Receivers	0.70	0.84	n.s.	-3.19 ^b
Male Receivers	2.37	4.20	<.001	-10.16 ^c
<u>Year 3</u>	(N=41)	(N=126)		
Female Receivers	0.07	1.21	<.0001	-7.46 ^c
Male Receivers	2.27	3.29	n.s.	-5.30 ^c

Table 3C
Means, t-tests, and z-scores: Orders category
Action-Adventure/Crime Dramas
Orders Followed

<u>Year 1</u>	Females (N=34)	Males (N=152)	Significance of t	z - score
Yes (followed)	1.91	3.43	<.05	-8.66 ^c
No (not followed)	0.91	1.32	n.s.	-4.61 ^c
<u>Year 2</u>	(N=46)	(N=173)		
Yes (followed)	2.22	3.91	<.01	-9.76 ^c
No (not followed)	0.63	0.71	n.s.	-2.69 ^b
<u>Year 3</u>	(N=41)	(N=126)		
Yes (followed)	1.66	2.82	<.01	-5.86 ^c
No (followed)	0.56	1.02	<.05	-3.76 ^c
Unknown	0.27	0.72	<.001	-4.03 ^c
(Yes) Unknown	0.10	0.24	n.s.	-2.20 ^a

Due to the fact that Saturday cartoons represent a significant slice of the total sample of programming (17%), a profile was drawn for Year 3. Table 4 contains this profile.

First, note the ratio of males to female in the sample itself. It is more than 5:1. This is partially due to the fact that a large number of cartoon characters are speaking animals. The animals usually speak with male voices, display male characteristics, and so usually are coded as males. While t-tests do not show significance in any category, (probably due to the male-to-female ratio) the z-scores, usually large and always negative, show males to be overrepresented in all categories. Males are particularly dominant as order givers of all order types, order receivers, and as givers of effective orders. Males gave seven times more successful orders than females, and three times more unsuccessful orders.

Table 4
Means, t-tests, and z-scores: Orders category
Saturday Cartoon Profile

Order Types				
<u>Year 3</u>	Females (N=19)	Males (N=98)	Significance of t	z - score
Authority	0.31	0.59	n.s.	-3.47 ^c
Authority Explained	0.05	0.14	n.s.	-1.90 ^a
Simple	1.47	1.61	n.s.	-4.19 ^c
Simple Explained	0.79	0.83	n.s.	-2.90 ^b
ALL TYPES	2.63	3.17	n.s.	-6.33 ^c
Receivers				
	(N=19)	(N=98)		
Female Receivers	0.26	0.17	n.s.	-0.37
Male Receivers	2.21	2.65	n.s.	-5.77 ^c
Orders Followed				
	(N=19)	(N=98)		
Yes (followed)	1.47	2.09	n.s.	-5.72 ^c
No (not followed)	1.00	0.64	n.s.	-1.15
Unknown	0.26	0.43	n.s.	-2.80 ^b
(Yes) Unknown	-	0.09	-	-

Broadcast Time

Data were analyzed for three time periods: Saturday morning programming, 8-9 p.m. (the family hour), and 9-11 p.m.

The results for the Saturday morning analysis appear in Tables 5A through 5C. These data appear to follow the same general trend as did the Saturday cartoon analysis. Table 5A shows that males are overrepresented as givers of all types of orders, across all three years (with the exception of Simple Explained orders in Year 2). Significant t-levels accompany this z-score result for Years 1 and 2 in the Authority Orders category, and across all three years for Authority Explained Orders.

As receivers of orders, males are also overrepresented, particularly as receivers of orders given by other males (Table 5B).

Table 5C shows males to be overrepresented as effective (yes) order givers. This finding is consistent across all three years for this time period. In Year 1, males gave seven times as many successful orders and four times as many unsuccessful orders as did females. In Year 2, males gave three times as many successful orders and twice as many unsuccessful orders as females. In Year 3, males gave more than six times as many successful orders, and three times as many unsuccessful orders.

Table 5A
Means, t-tests, and z-scores: Orders category
Saturday Morning
Order Types

<u>Year 1</u>	Females (N=25)	Males (N=106)	Significance of t	z - score
Authority	0.12	0.94	<.01	-5.53 ^c
Authority Explained	0.04	0.23	<.05	-2.68 ^b
Simple	3.00	2.43	n.s.	-1.85 ^a
Simple Explained	0.56	0.76	n.s.	-2.57 ^b
ALL TYPES	3.72	4.35	n.s.	-5.45 ^c
<u>Year 2</u>	(N=40)	(N=115)		
Authority	0.13	0.72	<.0001	-4.78 ^c
Authority Explained	0.10	0.36	<.05	-3.01 ^b
Simple	2.43	2.54	n.s.	-1.75 ^a
Simple Explained	1.10	0.90	n.s.	+0.22
ALL TYPES	3.76	4.52	n.s.	-3.74 ^c
<u>Year 3</u>	(N=24)	(N=108)		
Authority	0.29	0.70	n.s.	-4.12 ^c
Authority Explained	0.04	0.25	<.05	-2.98 ^b
Simple	1.42	1.54	n.s.	-3.74 ^c
Simple Explained	0.71	0.78	n.s.	-2.70 ^b
ALL TYPES	2.46	3.27	n.s.	-6.57 ^c

Table 5B
Means, t-tests, and z-scores: Orders category
Saturday Morning
Receivers

<u>Year 1</u>	Females (N=25)	Males (N=106)	Significance of t	z - score
Female Receivers	0.36	0.61	n.s.	-2.88 ^b
Male Receivers	2.64	3.11	n.s.	-4.64 ^c
<u>Year 2</u>	(N=40)	(N=115)		
Female Receivers	0.80	0.60	n.s.	+0.59
Male Receivers	2.48	3.09	n.s.	-3.37 ^b
<u>Year 3</u>	(N=24)	(N=108)		
Female Receivers	0.33	0.33	n.s.	-1.57
Male Receivers	1.92	2.63	n.s.	-6.03 ^c

Table 5C
Means, t-tests, and z-scores: Orders category
Saturday Morning
Orders Followed

<u>Year 1</u>	Females (N=25)	Males (N=106)	Significance of t	z - score
Yes (followed)	2.56	3.23	n.s.	-5.13 ^c
No (not followed)	1.16	1.18	n.s.	-2.35 ^b
<u>Year 2</u>	(N=40)	(N=115)		
Yes (followed)	2.67	3.33	n.s.	-3.04 ^b
No (not followed)	0.75	0.65	n.s.	-0.10
<u>Year 3</u>	(N=24)	(N=108)		
Yes (followed)	1.50	2.11	n.s.	-5.50 ^c
No (followed)	0.83	0.64	n.s.	-1.38
Unknown	0.21	0.44	n.s.	-3.10 ^c
(Yes) Unknown	-	0.16	-	-

The 8-9 p.m. time slot was officially known as the "family hour". The majority of the programming in this time period is made up of situation comedies. Table 6A shows that males still clearly give more total orders than do females, (particularly Authority Orders) but by and large, order giving behaviors from 8-9 p.m. seem to be representative of the expected frequency of behaviors in the total population of television characters. Males still proportionately receive more than the expected frequency of orders from other males. Females, on the other hand, seem to be proportionately overrepresented as receivers of orders given by other females (Table 6B). Perhaps this can be attributed to the fact that 59% of the programming from 8-9 p.m. is made up of situation comedies, which feature family life-- i.e. more major roles for female characters.

Table 6C shows interesting results concerning the effectiveness of an order in the 8-9 p.m. time period. Males are overrepresented as givers of effective (yes) orders in two of the three years, but the frequencies of ineffective (no) orders are proportionate to the total population in all three years. Males gave four times as many successful orders as females in Year 1, and in Year 3, gave more than three times as many such orders. Other ratios of order giving behavior provided non-support for the hypothesis.

Table 6A
Means, t-tests, and z-scores: Orders category
8-9 p.m.
Order Types

<u>Year 1</u>	Females (N=46)	Males (N=157)	Significance of t	z - score
Authority	0.83	1.24	n.s.	-3.69 ^b
Authority Explained	0.22	0.27	n.s.	-1.25
Simple	2.39	1.92	n.s.	-0.11
Simple Explained	0.50	0.51	n.s.	-1.11
ALL TYPES	3.94	3.94	n.s.	-2.79 ^b
<u>Year 2</u>	(N=71)	(N=163)		
Authority	0.58	0.74	n.s.	-0.99
Authority Explained	0.13	0.23	n.s.	-1.39
Simple	2.46	2.39	n.s.	+1.02
Simple Explained	0.86	1.38	<.01	-2.85 ^b
ALL TYPES	4.03	4.74	n.s.	-1.42
<u>Year 3</u>	(N=52)	(N=124)		
Authority	0.29	1.35	<.001	-6.17 ^c
Authority Explained	0.10	0.39	<.01	-3.10 ^c
Simple	2.31	2.05	n.s.	+1.20
Simple Explained	0.85	0.93	n.s.	-0.36
ALL TYPES	3.55	4.72	n.s.	-3.07 ^b

Table 6B
Means, t-tests, and z-scores: Orders category
8-9 p.m.
Receivers

<u>Year 1</u>	Females (N=46)	Males (N=157)	Significance of t	z - score
Female Receivers	1.15	0.81	n.s.	+0.67
Male Receivers	2.39	2.80	n.s.	-3.65 ^b
<u>Year 2</u>	(N=71)	(N=163)		
Female Receivers	1.82	1.12	<.05	+4.84 ^c
Male Receivers	2.20	3.30	<.05	-3.77 ^c
<u>Year 3</u>	(N=52)	(N=124)		
Female Receivers	1.35	0.95	n.s.	+2.52 ^b
Male Receivers	2.06	3.40	<.05	-4.43 ^c

Table 6C
Means, t-tests, and z-scores: Orders category
8-9 p.m.
Orders Followed

<u>Year 1</u>	Females (N=46)	Males (N=157)	Significance of t	z - score
Yes (followed)	2.54	2.90	n.s.	-3.49 ^b
No (not followed)	1.44	1.13	n.s.	0.00
<u>Year 2</u>	(N=71)	(N=163)		
Yes (followed)	2.85	3.34	n.s.	-1.14
No (not followed)	0.86	0.77	n.s.	+1.12
<u>Year 3</u>	(N=52)	(N=124)		
Yes (followed)	2.10	2.95	n.s.	-2.89 ^b
No (not followed)	1.08	1.10	n.s.	+0.05
Unknown	0.33	0.56	<.05	-1.88 ^a
(Yes) Unknown	0.11	0.16	n.s.	-0.74

Data from the 9-11 p.m. breakdown appear in Tables 7A through 7C. The majority of the programming at this time is of the action-adventure/crime drama type (57%). Males are largely overrepresented as givers of every type of order with an occasional exception (Simple Explained orders in Year 1 and Simple and Simple Explained orders in Year 3). Across all three years, highly significant t-levels were also reported for Authority Orders, and for Authority Explained Orders in Years 1 and 3.

Males are overrepresented as receivers of orders (again, most often in response to orders given by other males). This is demonstrated in Table 7B through both significant t-levels and by large and negative z-scores.

While the giving of ineffective (no) orders approaches proportionate representation in all three years, males, in Table 7C, consistently are shown to be overrepresented as givers of effective (yes) orders. This is demonstrated across all three years by large and negative z-scores as well as by significant t-levels. This is also demonstrated by the fact that males gave four times as many successful orders as females in Year 1, and more than three times as many successful orders as females in Years 2 and 3. Interestingly, this is the first category in which clear support for Hypothesis 4 is found. Males gave less than three times as many unsuccessful orders as females.

Table 7A
Means, t-tests, and z-scores: Orders category
9-11 p.m.
Order Types

<u>Year 1</u>	Females (N=223)	Males (N=132)	Significance of t	z - score
Authority	0.18	1.76	<.0001	-4.66 ^c
Authority Explained	0.03	0.32	<.0001	-1.94 ^a
Simple	0.38	2.11	<.0001	-1.66 ^a
Simple Explained	0.09	0.48	<.0001	-0.49
ALL TYPES	0.68	4.66	<.0001	-4.36 ^c
<u>Year 2</u>	(N=85)	(N=193)		
Authority	0.16	0.97	<.0001	-6.94 ^c
Authority Explained	0.11	0.25	n.s.	-2.14 ^a
Simple	2.08	2.68	n.s.	-2.04 ^a
Simple Explained	1.07	1.47	n.s.	-2.01 ^a
ALL TYPES	3.42	5.37	<.01	-5.69 ^c
<u>Year 3</u>	(N=66)	(N=132)		
Authority	0.40	1.50	<.0001	-5.70 ^c
Authority Explained	0.03	0.34	<.0001	-3.84 ^c
Simple	1.65	2.02	n.s.	0.00
Simple Explained	0.68	0.58	n.s.	+1.93 ^a
ALL TYPES	2.76	4.44	<.01	-3.23 ^c

Table 7B
Means, t-tests, and z-scores: Orders category
9-11 p.m.
Receivers

<u>Year 1</u>	Females (N=223)	Males (N=132)	Significance of t	z - score
Female Receivers	0.26	1.37	<.0001	-1.02
Male Receivers	0.40	3.11	<.0001	-4.53 ^c
<u>Year 2</u>	(N=85)	(N=193)		
Female Receivers	0.87	1.31	n.s.	-2.54 ^b
Male Receivers	2.36	3.63	<.01	-4.46 ^c
<u>Year 3</u>	(N=66)	(N=132)		
Female Receivers	0.91	1.25	n.s.	-0.77
Male Receivers	1.71	3.04	<.01	-3.52 ^c

Table 7C
Means, t-tests, and z-scores: Orders category
9-11 p.m.
Orders Followed

<u>Year 1</u>	Females (N=223)	Males (N=132)	Significance of t	z - score
Yes (followed)	0.43	3.43	<.0001	-5.10 ^c
No (not followed)	0.27	1.33	<.0001	-0.59
<u>Year 2</u>	(N=85)	(N=193)		
Yes (followed)	2.21	3.71	<.001	-5.44 ^c
No (not followed)	0.73	0.84	n.s.	-0.43
<u>Year 3</u>	(N=66)	(N=132)		
Yes (followed)	1.67	2.71	<.01	-2.60 ^b
No (not followed)	0.80	1.06	n.s.	-0.49
Unknown	0.33	0.58	n.s.	-2.25 ^b
(Yes) Unknown	0.03	0.22	<.001	-2.77 ^b

SUPPORT

The data regarding the first support hypothesis: That male characters will be portrayed in physically exigent conditions proportionately more than female characters" are in Table 8A. Across all three years, males are proportionately overrepresented (as shown by large and negative z-scores) as characters in need of physical support. In only one category, Physical Confinement, can non-supportive data be found. In Years 2 and 3, males and females were found to be in need of support for Physical Confinement in proportion to their expected representation in the total population of television characters, but this behavior occurred very infrequently. Significant t-levels were found across all three years (with the exception of Physical Confinement in Years 2 and 3, and Physical Internal in Year 2).

A companion hypothesis to the above is that "Female characters will be found in emotionally exigent conditions proportionately more than male characters". Data regarding this hypothesis are in Table 8B. In general, the evidence favors the hypothesis in all three years (consult the "ALL" categories). Females are overrepresented (shown in large and positive z-scores) in all emotional support categories in Year 1. In Year 2, females were overrepresented as persons in need of Psychological Support and in the Concern for Others category (where a significant t-level also appears). In Year 3, a significant t-level accompanied by a large and negative z-score in the Psychological Support category and in the "ALL" category completes the picture. However, representation proportionate to expected levels in the total population was found for Ego Support in Years 2 and 3, and for Concern

for Others in Year 3. These conclusions rest on findings provided by the z-scores since significant t-levels were generally not found in this body of data.

Table 8C contains data relating to whether a characters asked for support, and if the request could have been responded to (i.e. was support available). Across all three years, females are overrepresented as characters who ask for support (accompanied by significant t-levels in Years 2 and 3) and males are underrepresented as characters who do not ask for support (accompanied by significant t-levels in Years 1 and 3). A combination of this finding with the findings of the previous two tables allow us to say that characters exhibiting a need for physical support (males) do not usually ask for it. Characters showing a need for emotional support (females) do ask for it.

Table 8C also shows that females are overproportionately placed in situations where support is available to them while males are overproportionately portrayed in situations where response to a need for support is not available. This finding is supported by significant t-levels and z-scores in all three years.

Finally, see Table 8D. Across all three years, females are overrepresented as characters who receive support when in need, and are also overrepresented as support respondents when the person in need is a female (Years 1 and 2). In Years 1 and 3, males are overrepresented as support respondents when the person in need is a female, too. While respondent sex data did not show consistently significant t-levels, significant z-scores were found for respondent sex. This provided some support for the Given/Not given data. Behavior ratios show that

males respond to females' need for support slightly more often than females respond to males' need for support. None of the ratios are high enough to provide support for the hypothesis being tested (H_9). Males were slightly more likely to be support respondents.

Conclusions:

--When male characters are shown to be in need of support, it is physical support. This holds true across all three years.

--Female characters, when in need, require emotional support. This is also true across all three years of analysis.

--Male characters are overrepresented as characters who do not ask for support, but female characters are overproportionately represented as characters who do ask for support.

--Support is disproportionately available more so to female characters but is underproportionately available to male characters.

--Female characters are overrepresented as characters who receive support. Male characters are overrepresented as characters who do not receive support.

--Female and male characters respond to other female characters' need for support proportionately more often than male characters' needs.

Table 8A
Means, t-tests, and z-scores: Support category
ALL SHOWS
Physical Support Types

<u>Year 1</u>	Females (N=251)	Males (N=357)	Significance of t	z - score
Physical Internal	0.21	0.62	<.0001	-2.86 ^b
Physical External	0.25	0.85	<.0001	-4.35 ^c
Physical Confinement	0.10	0.28	<.0001	-1.81 ^a
ALL TYPES	0.56	1.75	<.0001	-5.45 ^c
<u>Year 2</u>	(N=125)	(N=320)		
Physical Internal	0.18	0.26	n.s.	-1.75 ^a
Physical External	0.33	0.53	<.01	-3.02 ^b
Physical Confinement	0.12	0.18	n.s.	-1.57
ALL TYPES	0.63	0.97	<.01	-3.81 ^c
<u>Year 3</u>	(N=87)	(N=225)		
Physical Internal	0.09	0.18	<.05	-1.96 ^a
Physical External	0.34	0.65	<.01	-3.56 ^c
Physical Confinement	0.06	0.11	n.s.	-1.40
ALL TYPES	0.49	0.94	<.0001	-4.30 ^c

a < .05
b < .01
c < .0001

Table 8B
Means, t-tests, and z-scores: Support category
ALL SHOWS
Emotional Support Types

<u>Year 1</u>	Females (N=251)	Males (N=357)	Significance of t	z - score
Ego Support	0.68	0.70	n.s.	+6.25 ^c
Concern for Others	0.34	0.27	n.s.	+6.03 ^c
Psycho Support	0.58	0.75	n.s.	+3.65 ^b
ALL TYPES	1.60	1.72	n.s.	+8.98 ^c
<u>Year 2</u>	(N=125)	(N=320)		
Ego Support	0.34	0.36	n.s.	-0.56
Concern for Others	0.26	0.12	<.05	+3.12 ^b
Psycho Support	1.12	0.89	n.s.	+1.80 ^a
ALL TYPES	1.73	1.37	n.s.	+2.27 ^b
<u>Year 3</u>	(N=87)	(N=225)		
Ego Support	0.31	0.23	n.s.	+1.03
Concern for Others	0.10	0.06	n.s.	+1.10
Psycho Support	0.95	0.61	<.01	+2.82 ^b
ALL TYPES	1.36	0.90	<.001	+3.11 ^c

Table 8C
Means, t-tests, and z-scores: Support category
ALL SHOWS
Support Asked For and Available Response

<u>Year 1</u>	Females (N=251)	Males (N=357)	Significance of t	z - score
Yes (Asked for)	1.20	1.35	n.s.	+7.23 ^c
No	0.67	1.66	<.0001	+3.11 ^b
Yes (Response available)	1.61	2.10	<.05	+6.16 ^c
No (Response not available)	0.26	0.91	<.0001	-4.57 ^c
<u>Year 2</u>	(N=125)	(N=320)		
Yes (Asked for)	0.87	0.55	<.01	+3.41 ^b
No	1.38	1.76	n.s.	-3.32 ^b
Yes (Response available)	1.74	1.37	<.05	+2.35 ^b
No (Response not available)	0.51	0.94	<.0001	-4.85 ^c
<u>Year 3</u>	(N=87)	(N=225)		
Yes (Asked for)	0.98	0.64	<.05	+2.76 ^b
No	1.01	1.32	<.05	-2.67 ^b
Yes (Response available)	1.71	1.35	<.05	+1.82 ^a
No (Response not available)	0.28	0.61	<.001	-8.61 ^c

Table 8D
Means, t-tests, and z-scores: Support category

Support Given: Sex of Respondent

<u>Year 1</u>	Females (N=251)	Males (N=357)	Significance of t	z - score
Yes (Given)	1.16	1.52	<.05	+5.14 ^c
No (Not Given)	0.70	1.44	<.0001	-0.94
Female Respondent	0.39	0.44	n.s.	+4.11 ^c
Male Respondent	1.14	1.50	<.05	+4.95 ^c
<u>Year 2</u>	(N=125)	(N=320)		
Yes (Given)	1.41	0.94	<.01	+3.82 ^c
No (Not Given)	0.33	0.43	n.s.	-1.75 ^a
Female Respondent	0.59	0.32	<.05	+3.76 ^c
Male Respondent	1.02	0.98	n.s.	-0.04
<u>Year 3</u>	(N=87)	(N=225)		
Yes (Given)	1.20	0.79	<.01	+2.96 ^b
No (Not Given)	0.84	1.18	<.05	-3.01 ^b
Female Respondent	0.41	0.28	n.s.	+1.57
Male Respondent	1.13	0.91	n.s.	+2.52 ^b

Program Types

Tables 9A through 9D refer to data collected concerning situation comedies. In Year 1, males were overrepresented as persons in need of physical support across all categories (as shown by significant t-levels and z-scores). By Year 3, males and females exhibit expected rates of behaviors for the total population in all categories. Across the three years, the need for physical support starts out as a male behavior and evolves into a behavior representative of the total population of characters in situation comedies.

The need for emotional support (Table 9B) is clearly a female behavior in situation comedies. In all categories, across all three years, (with the exception of Ego Support and Concern for Others in Year 3) females were overrepresented as characters in need of Emotional Support as shown by the z-scores recorded. An explanation for this may be that many situation comedies' plots revolve around a character's need for emotional support. There are also more females in situation comedies (roughly 35%) than in any other program type.

Across all three years, as in the main analysis, females are overrepresented as characters who ask for support, as characters who are responded to when in need of support, and as those who do indeed receive support when in need (Tables 9C through 9D). Females are also overrepresented as respondents-- characters who respond to another's need for support (most often when the person in need is a female). Characters who do not ask for support show expected levels of representation across all three years. Males respond more often to females' need for

support in Year 1, but in Years 2 and 3 show expected levels of representation. Characters who do not receive support because it is not available approach expected levels of representation in Years 2 and 3, but females were overrepresented for this behavior in Year 1. Behavior ratios show that males respond to females' need for support twice as often as they respond to males' need for support, but this ratio of 2:1 is not sufficient to provide support for the hypothesis.

Table 9A
Means, t-tests, and z-scores: Support category
Situation Comedy
Physical Support Types

<u>Year 1</u>	Females (N=38)	Males (N=70)	Significance of t	z - score
Physical Internal	0.03	0.26	<.05	-2.08 ^a
Physical External	0.11	0.49	<.05	-2.21 ^a
Physical Confinement	-	0.09	-	-
ALL TYPES	0.13	0.83	<.01	-3.41 ^b
<u>Year 2</u>	(N=37)	(N=70)		
Physical Internal	0.11	0.20	n.s.	-0.61
Physical External	0.05	0.30	<.01	-2.21 ^a
Physical Confinement	0.16	0.06	n.s.	-2.08 ^a
ALL TYPES	0.32	0.56	n.s.	-0.91
<u>Year 3</u>	(N=31)	(N=57)		
Physical Internal	0.10	0.09	n.s.	+0.55
Physical External	0.06	0.12	n.s.	+0.26
Physical Confinement	-	0.02	-	-
ALL TYPES	0.17	0.21	n.s.	+0.14

Table 9B
Means, t-tests, and z-scores: Support category
Situation Comedy
Emotional Support Types

<u>Year 1</u>	Females (N=38)	Males (N=70)	Significance of t	z - score
Ego Support	1.47	1.21	n.s.	+3.42 ^b
Concern for Others	0.74	0.34	n.s.	+4.38 ^c
Psycho Support	1.34	1.27	n.s.	+2.47 ^b
ALL TYPES	3.55	2.83	n.s.	+5.56 ^c
<u>Year 2</u>	(N=37)	(N=70)		
Ego Support	0.65	0.53	n.s.	+1.78 ^a
Concern for Others	0.32	0.19	n.s.	+2.00 ^a
Psycho Support	1.41	0.96	n.s.	+3.53 ^b
ALL TYPES	2.38	1.68	n.s.	+4.36 ^c
<u>Year 3</u>	(N=31)	(N=57)		
Ego Support	0.35	0.46	n.s.	+0.04
Concern for Others	0.10	0.09	n.s.	+0.56
Psycho Support	1.19	0.79	n.s.	+3.19 ^c
ALL TYPES	1.56	1.34	n.s.	+2.40 ^b

Table 9C
Means, t-tests, and z-scores: Support category
Situation Comedy
Support Asked For and Available Response

<u>Year 1</u>	Females (N=38)	Males (N=70)	Significance of t	z - score
Yes (Asked for)	2.42	1.84	n.s.	+4.84 ^c
No	0.82	1.20	n.s.	0.00
Yes (Response available)	3.08	2.56	n.s.	+4.84 ^c
No (Response not available)	1.58	0.50	<.01	+7.82 ^c
<u>Year 2</u>	(N=37)	(N=70)		
Yes (Asked for)	1.22	0.79	n.s.	+3.58 ^b
No	1.43	1.49	n.s.	+1.29
Yes (Response available)	2.22	1.86	n.s.	+3.11 ^b
No (Response not available)	0.41	0.41	n.s.	+0.82
<u>Year 3</u>	(N=31)	(N=57)		
Yes (Asked for)	1.19	0.72	<.05	+3.57 ^c
No	0.93	0.91	n.s.	+1.33
Yes (Response available)	1.87	1.42	n.s.	+3.31 ^c
No (Response not available)	0.26	0.21	n.s.	+1.10

Table 9D
Means, t-tests, and z-scores: Support category
Situation Comedy
Support Given: Sex of Respondent

<u>Year 1</u>	Females (N=38)	Males (N=70)	Significance of t	z - score
Yes (Given)	2.42	1.70	n.s.	+5.43 ^C
No (Not Given)	0.82	1.34	n.s.	-0.60
Female Respondent	1.21	0.47	<.01	+6.36 ^C
Male Respondent	1.79	1.97	n.s.	+1.88 ^a
<u>Year 2</u>	(N=37)	(N=70)		
Yes (Given)	1.81	1.29	n.s.	+3.75 ^C
No (Not Given)	0.41	0.56	n.s.	-0.18
Female Respondent	1.08	0.59	n.s.	+4.00 ^C
Male Respondent	0.97	1.16	n.s.	+0.39
<u>Year 3</u>	(N=31)	(N=57)		
Yes (Given)	1.22	0.74	<.05	+3.60 ^C
No (Not Given)	0.97	0.93	n.s.	+1.44
Female Respondent	0.71	0.33	<.05	+3.51 ^C
Male Respondent	0.90	0.95	n.s.	+1.00

Action-adventure/crime program type data appear in Tables 10A-10D. Physical support patterns in this category are similar to those in situation comedies. Males, in Year 1 and in Year 2, are overrepresented as characters in need of physical support, but in Year 3, the need for physical support by males and females approach expected levels of representation.

Emotional support (Table 10B) is overrepresented as a female behavior in Year 1, conforms to expected levels of representation in Year 2, and in Year 3, becomes distinctly a female behavior once again. Females, in Year 3, are overrepresented as characters in need of support in general ("ALL" categories) and for Ego Support. These conclusions are made on the basis of significant z-scores.

Table 10C shows females to be overrepresented as characters who ask for support (in Years 1 and 3) and as characters who have the potential to receive support (Year 1). Males are overrepresented as characters who do not have needed support available to them (Years 1 and 2). Males are also overrepresented as characters who do not ask for support (Year 2). All other categories show non-significance.

Finally, in Table 10D, which summarizes data concerning whether support was given or not and the sex of the person responding to a need for support, all categories save one demonstrated expected levels of representation in the total population. A significant t-level was found in Year 1 for differences in the rate of receiving support between males and females (not accompanied by a significant z-score) and also for respondent sex when the character in need was a female, and the support respondent was a male. Behavior ratios show that

males were four times more likely to be support respondents than were females. In Year 3, they were three times more likely. The proportion of males to females in the sample population is (across the three years of data collection) about 3:1. This may account for the respondent ratio in part.

Table 10A
Means, t-tests, and z-scores: Support category
Action-Adventure/Crime Dramas
Physical Support Types

<u>Year 1</u>	Females (N=40)	Males (N=125)	Significance of t	z - score
Physical Internal	0.60	0.54	n.s.	-0.23
Physical External	0.60	0.95	n.s.	-2.81 ^b
Physical Confinement	0.10	0.34	n.s.	-2.68 ^b
ALL TYPES	1.30	1.82	n.s.	-3.23 ^b
<u>Year 2</u>	(N=46)	(N=133)		
Physical Internal	0.22	0.14	n.s.	+0.74
Physical External	0.50	0.75	<.05	-2.51 ^b
Physical Confinement	0.04	0.17	<.01	-2.34 ^b
ALL TYPES	0.76	1.06	<.05	-2.67 ^b
<u>Year 3</u>	(N=37)	(N=82)		
Physical Internal	0.11	0.27	<.05	-1.52
Physical External	0.65	0.65	n.s.	+0.41
Physical Confinement	0.08	0.17	n.s.	-1.04
ALL TYPES	0.84	1.09	n.s.	-0.77

Table 10B
Means, t-tests, and z-scores: Support category
Action-Adventure/Crime Dramas
Emotional Support Types

<u>Year 1</u>	Females (N=40)	Males (N=125)	Significance of t	z - score
Ego Support	1.25	0.38	<.01	+5.49 ^c
Concern for Others	0.60	0.29	n.s.	+2.34 ^b
Psycho Support	0.85	0.60	n.s.	+1.08
ALL TYPES	2.70	1.27	<.01	+4.97 ^c
<u>Year 2</u>	(N=46)	(N=133)		
Ego Support	0.15	0.22	n.s.	-1.31
Concern for Others	0.20	0.13	n.s.	+0.65
Psycho Support	0.89	0.80	n.s.	-0.32
ALL TYPES	1.24	1.15	n.s.	-0.59
<u>Year 3</u>	(N=37)	(N=82)		
Ego Support	0.35	0.16	n.s.	+2.32 ^a
Concern for Others	0.13	0.06	n.s.	+1.41
Psycho Support	0.78	0.62	n.s.	+1.42
ALL TYPES	1.26	0.84	n.s.	+2.71 ^b

Table 10C
Means, t-tests, and z-scores: Support category
Action-Adventure/Crime Dramas
Support Asked For and Available Response

<u>Year 1</u>	Females (N=40)	Males (N=125)	Significance of t	z - score
Yes (Asked for)	1.85	1.16	<.05	+2.28 ^a
No	1.65	1.59	n.s.	-0.83
Yes (Response Available)	2.85	1.92	<.05	+2.15 ^a
No (Response not available)	0.65	0.83	n.s.	-1.78 ^a
<u>Year 2</u>	(N=46)	(N=133)		
Yes (Asked for)	0.70	0.55	n.s.	+0.35
No	1.35	1.75	n.s.	-3.00 ^b
Yes (Response Available)	1.46	1.40	n.s.	-0.87
No (Response not available)	0.59	0.89	<.05	-2.75 ^b
<u>Year 3</u>	(N=37)	(N=82)		
Yes (Asked for)	0.89	0.62	n.s.	+2.14 ^a
No	1.27	1.43	n.s.	-0.11
Yes (Response Available)	1.76	1.54	n.s.	+1.53
No (Response not available)	0.40	0.51	n.s.	-0.48

Table 10D
Means, t-tests, and z-scores: Support category
Action-Adventure/Crime Dramas
Support Given: Sex of Respondent

<u>Year 1</u>	Females (N=40)	Males (N=125)	Significance of t	z - score
Yes (Given)	1.98	1.37	<.05	+1.56
No (Not Given)	1.53	1.36	n.s.	-0.15
Female Respondent	0.48	0.38	n.s.	+0.28
Male Respondent	2.35	1.44	<.05	+2.72 ^b
<u>Year 2</u>	(N=46)	(N=133)		
Yes (Given)	1.17	1.07	n.s.	-0.48
No (Not Given)	0.28	0.33	n.s.	-1.05
Female Respondent	0.28	0.26	n.s.	-0.28
Male Respondent	1.09	1.10	n.s.	-1.07
<u>Year 3</u>	(N=31)	(N=82)		
Yes (Given)	1.22	0.93	n.s.	+0.99
No (Not Given)	1.05	1.13	n.s.	-0.74
Female Respondent	0.24	0.26	n.s.	-0.37
Male Respondent	1.35	1.13	n.s.	+0.54

The Saturday cartoon profile for Year 3 appears in Table 11.

The need for physical support is clearly a male behavior. This is demonstrated by significant t-levels and z-scores for both Physical External support and for the overall index. Emotional support needs approximate expected levels of representation in the total population. Males are overrepresented as characters who do not ask for support. Males are also found in a disproportionate number of instances where support, when needed, is not available or given to them. Females ask for and receive support at higher rates than do males. This is demonstrated by significant t-levels for the "Support Asked For" and "Support Given" categories. Males acted as support respondents four times as often as did females. This figure is somewhat mediated by the fact that there were more than four times as many males (in the sample of characters seen on Saturday cartoons) as females.

Table II
Means, t-tests, and z-scores: Support category
Saturday Cartoon Profile

<u>Physical Support</u>				
	Females (N=19)	Males (N=86)	Significance of t	z - score
Physical Internal	-	0.18	-	-
Physical External	0.47	1.13	<.01	-4.88 ^c
Physical Confinement	0.11	0.10	n.s.	-0.68
ALL TYPES	0.58	1.41	<.01	-5.24 ^c

<u>Emotional Support</u>				
Ego Support	0.11	0.03	n.s.	+0.76
Concern for Others	0.05	0.06	n.s.	-0.73
Psych Support	0.63	0.40	n.s.	-0.48
ALL TYPES	0.79	0.49	n.s.	-0.45

<u>Support Asked For and Available Response</u>				
Yes (Asked for)	0.89	0.41	<.05	+0.54
No	0.63	1.56	<.01	-5.54 ^c
Yes (Response Available)	1.26	0.87	n.s.	-1.04
No (Response not available)	0.26	1.09	<.0001	-5.25 ^c

<u>Support Given: Sex of Respondent</u>				
Yes (Given)	1.16	0.58	<.05	+0.31
No (Not Given)	0.37	1.38	<.0001	-5.78 ^c
Female Respondent	0.16	0.14	n.s.	-0.76
Male Respondent	0.94	0.53	n.s.	-0.15

Broadcast Time

Saturday morning results, which consist of data collected from Saturday cartoon programs and non-cartoon programming, do not differ significantly from the previous discussion of Saturday cartoons as a program type. A three year analysis is available for Saturday morning, however. These data appear in Tables 12A through 12D.

Briefly, physical support needs are generally male behaviors on Saturday morning. Significant t-levels occasionally accompany large and negative z-scores to support this claim.

Emotional support needs, in Years 1 and 3, approach expected levels of representation in the total population. Year 2, however, shows the need for emotional support to be more so a male behavior. Tables 12C and 12D show interesting results: Across all three years, males are overrepresented as characters who do not ask for support, and do not have the potential to receive support -- consequently they do not receive it. This is supported by significant negative z-scores in all nine instances and significant t-levels in seven of nine instances. Behavior ratios pertaining to respondent sex show that in all years, males are far more likely (three and a half times more likely in Year 1, five times more likely in Year 2, and four times more likely in Year 3) to be support respondents than are females.

Table 12A
Means, t-tests, and z-scores: Support category
Saturday Morning
Physical Support Types

<u>Year 1</u>	Females (N=28)	Males (N=111)	Significance of t	z - score
Physical Internal	0.75	0.92	n.s.	-2.44 ^b
Physical External	0.86	1.15	n.s.	-3.10 ^b
Physical Confinement	0.61	0.41	n.s.	0.00
ALL TYPES	2.21	2.48	n.s.	-3.56 ^b
<u>Year 2</u>	(N=25)	(N=90)		
Physical Internal	0.12	0.49	<.05	-3.25 ^b
Physical External	0.56	0.47	n.s.	-0.68
Physical Confinement	0.16	0.31	n.s.	-2.05 ^a
ALL TYPES	0.84	1.27	n.s.	-3.45 ^b
<u>Year 3</u>	(N=19)	(N=81)		
Physical Internal	-	0.11	-	-
Physical External	0.37	1.10	<.01	-4.68 ^c
Physical Confinement	0.10	0.15	n.s.	-1.28
ALL TYPES	0.47	1.36	<.001	-5.17 ^c

Table 12B
Means, t-tests, and z-scores: Support category
Saturday Morning
Emotional Support Types

<u>Year 1</u>	Females (N=28)	Males (N=111)	Significance of t	z - score
Ego Support	0.79	0.66	n.s.	-1.41
Concern for Others	0.29	0.09	n.s.	+1.58
Psycho Support	0.57	0.51	n.s.	-1.05
ALL TYPES	1.64	1.26	n.s.	-0.66
<u>Year 2</u>	(N=25)	(N=90)		
Ego Support	0.28	0.39	n.s.	-1.77 ^a
Concern for Others	0.16	0.06	n.s.	+0.91
Psycho Support	0.80	0.96	n.s.	-2.32 ^a
ALL TYPES	1.24	1.41	n.s.	-2.59 ^b
<u>Year 3</u>	(N=19)	(N=81)		
Ego Support	0.10	0.04	n.s.	+0.48
Concern for Others	0.05	0.05	n.s.	-0.50
Psycho Support	0.68	0.41	n.s.	-0.15
ALL TYPES	0.83	0.50	<.05	-0.16

Table 12C
Means, t-tests, and z-scores: Support category
Saturday Morning
Support Asked For and Available Response

<u>Year 1</u>	Females (N=28)	Males (N=111)	Significance of t	z - score
Yes (Asked for)	1.93	1.04	<.05	+1.38
No	1.50	2.32	<.05	-5.07 ^C
Yes (Response Available)	2.54	1.85	n.s.	-0.54
No (Response not available)	0.89	1.48	n.s.	-4.26 ^C
<u>Year 2</u>	(N=25)	(N=90)		
Yes (Asked for)	0.52	0.37	n.s.	-0.14
No	1.24	2.17	<.05	-5.07 ^C
Yes (Response Available)	1.16	1.00	n.s.	-1.11
No (Response not available)	0.60	1.52	<.01	-5.19 ^C
<u>Year 3</u>	(N=19)	(N=81)		
Yes (Asked for)	0.84	0.47	n.s.	+0.09
No	0.58	1.46	<.01	-5.14 ^C
Yes (Response Available)	1.26	0.90	n.s.	-0.93
No (Response not available)	0.16	1.02	<.0001	-5.19 ^C

Table 12D
Means, t-tests, and z-scores: Support category
Saturday Morning
Support Given: Sex of Respondent

<u>Year 1</u>	Females (N=28)	Males (N=111)	Significance of t	z - score
Yes (Given)	1.68	1.58	n.s.	-1.96 ^a
No (Not Given)	1.75	1.77	n.s.	-3.29 ^b
Female Respondent	0.29	0.41	n.s.	-1.87 ^a
Male Respondent	1.75	1.20	n.s.	0.00
<u>Year 2</u>	(N=25)	(N=90)		
Yes (Given)	0.92	0.52	n.s.	+0.72
No (Not Given)	0.24	0.49	<.05	-2.66 ^b
Female Respondent	0.12	0.14	n.s.	-0.85
Male Respondent	0.88	0.74	n.s.	-0.86
<u>Year 3</u>	(N=19)	(N=81)		
Yes (Given)	1.16	0.64	n.s.	+0.16
No (Not Given)	0.26	1.28	<.0001	-5.62 ^c
Female Respondent	0.16	0.16	n.s.	-0.88
Male Respondent	0.95	0.59	n.s.	-0.28

The data collected from the "family hour" (8-9 p.m.) appear in Tables 13A through 13D. Between year consistency was hard to find in this subset of data.

The need for physical support appears to be more of a male behavior than female, but not overwhelmingly so. Males were overrepresented in this analysis less consistently: In the Physical Confinement and "ALL" categories in Year 1, and in the Physical External and "ALL" categories in Year 2. Three of the four instances showed significant t-levels accompanied by large and negative z-scores.

The need for emotional support is largely a female behavior in Years 1 and 3, but approaches expected levels of representation in Year 2. Large and positive z-scores appear in the "ALL" categories for Years 1 and 3, and in some sub-categories for those years as well; in Year 2, non-significance in all categories is displayed.

Across all three years, females are overrepresented as characters who ask for support. In Years 1 and 2, males are overrepresented as characters who ask for support. In Years 1 and 2, males are overrepresented as characters who find themselves in situations where support is not available. In Year 3, females are overrepresented in this category.

In Years 1 and 2, females are overrepresented as characters who receive support; in Year 3, as characters who do not receive support. In Years 1 and 2, females are overrepresented as characters who respond to other females' needs for support, and in Year 2, males are overrepresented as characters who respond to other males' needs for support. Behavior ratios show that males are three times more likely to be support respondents in Year 1, but no other years show meaningful ratios.

Table 13A
Means, t-tests, and z-scores: Support category
8-9 p.m.
Physical Support Types

<u>Year 1</u>	Females (N=51)	Males (N=126)	Significance of t	z - score
Physical Internal	0.26	0.40	n.s.	-1.14
Physical External	0.41	0.66	n.s.	-1.55
Physical Confinement	0.06	0.25	<.05	-2.33 ^b
ALL TYPES	0.73	0.30	<.05	-2.71 ^b
<u>Year 2</u>	(N=34)	(N=102)		
Physical Internal	0.24	0.13	n.s.	+0.93
Physical External	0.18	0.53	<.01	-3.22 ^b
Physical Confinement	0.09	0.16	n.s.	-1.28
ALL TYPES	0.51	0.82	n.s.	-2.62 ^b
<u>Year 3</u>	(N=34)	(N=74)		
Physical Internal	0.09	0.19	n.s.	-1.02
Physical External	0.38	0.43	n.s.	-0.02
Physical Confinement	0.06	0.08	n.s.	-0.21
ALL TYPES	0.53	0.70	n.s.	-0.59

Table 13B
Means, t-tests, and z-scores: Support category
8-9 p.m.
Emotional Support Types

<u>Year 1</u>	Females (N=51)	Males (N=126)	Significance of t	z - score
Ego Support	1.28	0.98	n.s.	+2.30 ^a
Concern for Others	0.63	0.38	n.s.	+2.15 ^b
Psycho Support	0.92	1.07	n.s.	-0.33
ALL TYPES	2.82	2.43	n.s.	+2.33 ^b
<u>Year 2</u>	(N=34)	(N=102)		
Ego Support	0.59	0.37	n.s.	+0.95
Concern for Others	0.32	0.19	n.s.	+0.84
Psycho Support	1.35	0.93	n.s.	+0.94
ALL TYPES	2.26	1.49	n.s.	+1.53
<u>Year 3</u>	(N=34)	(N=74)		
Ego Support	0.29	0.26	n.s.	+0.58
Concern for Others	0.12	0.05	n.s.	+1.44
Psycho Support	0.97	0.68	n.s.	+2.13 ^a
ALL TYPES	1.38	0.99	n.s.	+2.43 ^b

Table 13C
Means, t-tests, and z-scores: Support category
8-9 p.m.
Support Asked For and Available Response

<u>Year 1</u>	Females (N=51)	Males (N=126)	Significance of t	z - score
Yes (Asked for)	2.02	1.72	n.s.	+2.14 ^a
No	1.08	1.33	n.s.	-0.76
Yes (Response Available)	2.80	2.48	n.s.	+2.11 ^a
No (Response not available)	0.31	0.58	<.05	-1.91 ^a
<u>Year 2</u>	(N=34)	(N=102)		
Yes (Asked for)	1.29	0.60	<.05	+2.88 ^b
No	1.62	1.81	n.s.	-2.05 ^a
Yes (Response Available)	2.38	1.71	n.s.	+0.95
No (Response not available)	0.53	0.70	n.s.	-1.84 ^a
<u>Year 3</u>	(N=34)	(N=74)		
Yes (Asked for)	1.15	0.86	n.s.	+2.02 ^a
No	1.00	1.01	n.s.	+0.74
Yes (Response Available)	1.62	1.54	n.s.	+1.03
No (Response not available)	0.53	0.33	n.s.	+2.54 ^b

Table 13D
Means, t-tests, and z-scores: Support category
8-9 p.m.
Support Given: Sex of Respondent

<u>Year 1</u>	Females (N=51)	Males (N=126)	Significance of t	z - score
Yes (Given)	2.18	1.69	n.s.	+3.01 ^b
No (Not Given)	0.90	1.27	n.s.	-1.56
Female Respondent	0.78	0.46	n.s.	+3.20 ^b
Male Respondent	2.02	1.89	n.s.	+1.34
<u>Year 2</u>	(N=34)	(N=102)		
Yes (Given)	2.00	1.26	<.05	+1.73 ^a
No (Not Given)	0.35	0.45	n.s.	-1.41
Female Respondent	1.24	0.38	<.05	+4.58 ^c
Male Respondent	1.06	1.29	n.s.	-2.14 ^a
<u>Year 3</u>	(N=34)	(N=74)		
Yes (Given)	1.12	1.03	n.s.	+1.02
No (Not Given)	1.09	0.87	n.s.	+1.67 ^a
Female Respondent	0.41	0.37	n.s.	+0.67
Male Respondent	0.97	1.05	n.s.	+0.18

The 9-11 p.m. data appear in Tables 14A through 14D.

With the exception of Year 1, in which significant t-levels appear in every category and significant z-scores appear in two of four categories possible, physical support needs for males and females approach expected representation in the total population. While Years 2 and 3 show no significant z-scores, significant t-levels do appear in two cases; in the Physical External support category in Year 2, and in the "ALL" category for Year 3. Male rates of behaviors are significantly different from female rates in those two cases.

The need for emotional support is, as indicated by z-scores in Table 14B, clearly a female behavior. Large and positive z-scores appear in nine of twelve possible comparisons across all three years.

Again, across all three years, females are overrepresented as characters who ask for support, have the opportunity to receive support, and as characters who actually receive support. Females are overrepresented as support respondents, regardless of the sex of the needy character. Behavior ratios are not strong enough to provide support for the hypothesis dealing with respondent sex.

Table 14A
Means, t-tests, and z-scores: Support category
9-11 p.m.
Physical Support Types

<u>Year 1</u>	Females (N=172)	Males (N=120)	Significance of t	z - score
Physical Internal	0.11	0.58	<.0001	-1.20
Physical External	0.10	0.78	<.0001	-2.78 ^b
Physical Confinement	0.03	0.20	<.01	-0.47
ALL TYPES	0.24	1.56	<.0001	-3.13 ^b
<u>Year 2</u>	(N=66)	(N=128)		
Physical Internal	0.18	0.20	n.s.	+0.36
Physical External	0.32	0.56	<.05	-1.32
Physical Confinement	0.12	0.09	n.s.	+1.14
ALL TYPES	0.62	0.85	n.s.	-0.45
<u>Year 3</u>	(N=50)	(N=99)		
Physical Internal	0.12	0.22	n.s.	-0.86
Physical External	0.30	0.45	n.s.	-0.65
Physical Confinement	0.04	0.09	n.s.	-0.93
ALL TYPES	0.46	0.75	<.05	-1.16

Table 14B
Means, t-tests, and z-scores: Support category
9-11 p.m.
Emotional Support Types

<u>Year 1</u>	Females (N=172)	Males (N=120)	Significance of t	z - score
Ego Support	0.49	0.45	n.s.	+9.04 ^c
Concern for Others	0.26	0.31	n.s.	+5.74 ^c
Psycho Support	0.48	0.64	n.s.	+6.96 ^c
ALL TYPES	1.23	1.40	n.s.	+12.63 ^c
 <u>Year 2</u>	 Females (N=66)	 Males (N=128)	 Significance of t	 z - score
Ego Support	0.24	0.33	n.s.	-0.29
Concern for Others	0.27	0.12	n.s.	+3.14 ^b
Psycho Support	1.12	0.80	n.s.	+3.78 ^c
ALL TYPES	1.63	1.25	n.s.	+4.04 ^c
 <u>Year 3</u>	 (N=50)	 (N=99)		
Ego Support	0.40	0.36	n.s.	+1.14
Concern for Others	0.10	0.08	n.s.	+0.77
Psycho Support	1.04	0.74	n.s.	+3.08 ^b
ALL TYPES	1.54	1.18	n.s.	+3.29 ^c

Table 14C
Means, t-tests, and z-scores: Support category
9-11 p.m.
Support Asked For and Available Response

<u>Year 1</u>	Females (N=172)	Males (N=120)	Significance of t	z - score
Yes (Asked for)	0.84	1.25	n.s.	+8.51 ^c
No	0.41	1.39	<.0001	+0.88
Yes (Response Available)	1.11	1.93	<.01	+8.44 ^c
No (Response not available)	0.14	0.72	<.0001	-1.28
<u>Year 2</u>	(N=66)	(N=128)		
Yes (Asked for)	0.79	0.63	n.s.	+2.61 ^b
No	1.32	1.44	n.s.	+1.12
Yes (Response Available)	1.62	1.35	n.s.	+3.39 ^b
No (Response not available)	0.47	0.72	<.05	-0.93
<u>Year 3</u>	(N=50)	(N=99)		
Yes (Asked for)	0.92	0.62	n.s.	+3.16 ^c
No	1.18	1.44	n.s.	-1.23
Yes (Response Available)	1.94	1.58	n.s.	+3.16 ^c
No (Response not available)	0.16	0.47	<.05	-2.33 ^b

Table 14D
Means, t-tests, and z-scores: Support category
9-11 p.m.
Support Given: Sex of Respondent

<u>Year 1</u>	Females (N=172)	Males (N=120)	Significance of t	z - score
Yes (Given)	0.78	1.30	<.05	+7.42 ^c
No (Not Given)	0.47	1.33	<.0001	+2.33 ^b
Female Respondent	0.29	0.44	n.s.	+4.66 ^c
Male Respondent	0.77	1.38	<.01	+6.76 ^c
<u>Year 2</u>	(N=66)	(N=128)		
Yes (Given)	1.29	0.97	n.s.	+3.72 ^b
No (Not Given)	0.35	0.37	n.s.	+0.71
Female Respondent	0.44	0.38	n.s.	+1.63
Male Respondent	1.06	0.88	n.s.	+2.77 ^b
<u>Year 3</u>	(N=50)	(N=99)		
Yes (Given)	1.28	0.75	<.01	+4.49 ^c
No (Not Given)	0.90	1.32	<.05	-0.99
Female Respondent	0.50	0.32	n.s.	+2.50 ^b
Male Respondent	1.30	1.07	n.s.	+2.60 ^b

CHAPTER IV

DISCUSSION

To begin this discussion, each hypothesis will be dealt with in light of supportive or non-supportive data across the three years of data analysis. Hypotheses will be discussed only for the main "ALL shows" analysis. Directional tables of difference were developed in order to summarize and simplify the findings. These tables will be presented where appropriate. Post hoc findings will be reviewed last.

Summary of findings

H₁ : Male characters will give proportionately more Authority orders than female characters.

Consult Table 15. Support is given across all three years for this hypothesis. Males not only give proportionately more Authority orders than females, but their rates of Authority order giving are significantly higher than female rates.

Post hoc findings show that in Years 2 and 3, males gave proportionately more Authority orders than females in situation comedies.

In action-adventure/crime dramas, the giving of Authority orders is overwhelmingly a male behavior. Large and negative z-scores and significant t-levels in all three years constitute this finding. For

Table 15
 Direction of Difference: Orders category
 ALL Shows
 Order Types

<u>Year 1</u>	z-scores direction
N= 294 (females) 395 (males)	
Authority	male
Authority Explained	male
Simple	male
Simple Explained	male
ALL	male
<u>Year 2</u>	
N = 196 (females) 473 (males)	
Authority	male
Authority Explained	male
Simple	male
Simple Explained	male
ALL	male
<u>Year 3</u>	
N = 142 (females) 364 (males)	
Authority	male
Authority Explained	male
Simple	n.s.
Simple Explained	n.s.
ALL	male

broadcast time breakdowns, Saturday morning programming shows Authority order giving to be a male behavior with large and negative z-scores in all three years, and significant t-levels in two of three data years.

The 8-9 p.m. time period shows Authority orders to be male behaviors for Years 1 and 3. Year 2 shows no difference between males and females.

Finally, the 9-11 p.m. time period presents Authority order giving to be a male behavior for both statistical tests in all three years. Firm support is found for this hypothesis regardless of program type or broadcast time.

H_2 : Male and female characters will give proportionately equal numbers of Simple orders.

This hypothesis finds support only in the third year data. In Year 1, Simple order giving is clearly a male behavior, as shown by a significant t-level and z-score. In Year 2, no difference exists between rates of Simple order giving, but males give proportionately more Simple orders. In Year 3, no difference was found between males and females either in rates of Simple order giving or proportionately. (Table 15).

Situation comedies show Simple order giving to be a female behavior. Across all three years, this is demonstrated by significant z-scores. Action-adventure/crime dramas reveal a similar pattern.

When data are broken down by broadcast time, support is not found either. Across all three years, in the Saturday morning time period, Simple order giving is a male behavior, and in the 9-11 p.m. time period, Years 1 and 2 show the same results. However, in the 8-9 p.m. time

period, support was found-- males and females were shown to give proportionately equal numbers of Simple orders.

When data are broken down into categories of program type and time periods, support is generally not found for this hypothesis.

H₃ : Female characters will explain proportionately more of their orders, Authority or Simple, than male characters.

Across all three years, the giving of Authority Explained orders is clearly a male behavior-- as shown by significant levels in both statistical tests. Males are also the Simple Explained order givers in Years 1 and 2, but in Year 3, males and females do give proportionately equal numbers of Simple Explained orders.

In general then, we can safely say that Authority and Authority Explained orders are male dominated behaviors. Simple and Simple Explained orders are male dominated in Years 1 and 2, but show no differences between males and females in Year 3.

In situation comedies, males and females give proportionately equal numbers of explained orders--except support was found in Year 3, where females give significantly more explained orders of both types.

Action-adventure/crime dramas show that males give more explained orders. In Year 1, males and females give proportionately equal numbers of Simple Explained orders.

Explained order giving on Saturday morning is a male behavior, except in Year 2, when males and females show no differences.

For the 8-9 p.m. time period, males and females give proportionately equal numbers of explained orders except in Year 2, when males give

more Simple Explained orders than females, and in Year 3, when males give more Authority Explained orders.

In the 9-11 p.m. time period, explained order giving is clearly a male behavior across all three years.

Post hoc analyses did not provide support for this hypothesis.

H_4 : Orders given by male characters will be followed proportionately more often than orders given by female characters.

In terms of successful orders, males gave significantly higher numbers of them and were also overrepresented as successful order givers in all three years. However, one might expect that unsuccessful orders (those that were not followed) would show female overrepresentation. This was not the case. Males gave higher rates of unsuccessful orders in Year 1. No difference was found between males and females for unsuccessful order giving in Years 2 and 3. Behavior ratios showed that males gave more successful orders than females gave in all three years.

In situation comedies, males and females gave proportionately equal numbers of successful (followed) orders.

In action-adventure/crime dramas, males gave significantly more successful orders than females, in all three years. However, males also gave proportionately more unsuccessful orders. Males basically gave all of the orders in this program type.

For broadcast time breakdowns, the Saturday morning time period shows that males gave proportionately more successful orders than females

Table 16
 Direction of Difference: Orders category
 ALL Shows
 Receivers of Orders

<u>Year 1</u>	z-scores direction
N = 294 (females) 395 (males)	
Female receivers	n.s.
Male receivers	male
 <u>Year 2</u>	
N = 196 (females) 395 (males)	
Female receivers	female
Male receivers	male
 <u>Year 3</u>	
N = 142 (females) 364 (males)	
Female receivers	n.s.
Male receivers	male

in Year 1 and in Year 3, but in Year 2, no difference is found. No difference was also found for rates of unsuccessful order giving between males and females.

Significant t-tests and z-scores show that males gave proportionately more successful orders in all three years in the 9-11 p.m. time period. No difference is found for proportions of unsuccessful order giving. Behavior ratios show that while males give many more times as many successful orders as females, the same can be said about the rates of unsuccessful order giving.

Post hoc data can be said to provide some support for the hypothesis.

H_5 : Proportionately, male characters will order other male characters more often than female characters will order male characters.

This hypothesis tests whether females are deferent to males, and is supported across all three years. The male to male order giving sequence occurs more often than the female to male sequence. This is supported by significant t-levels and z-scores across all three years. As a matter of fact, the male to female sequence appears only once--in Year 1. When females give orders, they are usually either directed at males and females equally, or at females only. (Table 16)

In situation comedies, females give orders to other females overproportionately in three data years. The male to male sequence, however, is overrepresented in Year 3. In action-adventure/crime dramas, support for the hypothesis is found. In two of three years, males order other males at disproportionately high rates. Males are also overrepresented, however, as givers of orders received by females.

In Saturday morning programs, the male to male sequence is overrepresented in all three years, but the male to female sequence is overrepresented in the first year.

The male to male sequence is overrepresented in all three years in the 8-9 p.m. time period. The female to female sequence is overrepresented in Years 2 and 3.

Between 9-11 p.m., males give orders to males overproportionately in all three years, but males also are overrepresented as order givers with female receivers in Year 2.

In general, the post hoc findings provide support for this hypothesis.

H : Female characters will be the receivers of orders
6
proportionately more than males will be the receivers of orders, regardless of the sex of the order giver.

This hypothesis tests whether females are deferent to dominance in general, or whether females are deferent to males only. (I.e. could other variables: Status in occupation, age, expertise, be the determinant of deference to dominance.) The hypothesis was not supported. Males receive higher numbers of and proportionately more orders than females when the order giver is a male. When the order giver is a female, males and females receive those orders proportionate to their respective representation in the total population. In Year 2, females were overrepresented as receivers of orders given by females. (Table 16). Therefore, from Table 16 and H_5 and H_6 , we can conclude that females are specifically deferent to males, but not to dominance in general.

Table 17
 Direction of Difference: Orders category
 ALL Shows
 Order Outcomes

<u>Year 1</u>	z-scores direction
N = 294 (females) 395 (males)	
Yes (followed)	male
No (not followed)	n.s.
<u>Year 2</u>	
N = 196 (females) 473 (males)	
Yes (followed)	male
No (not followed)	n.s.
<u>Year 3</u>	
N = 142 (females) 364 (males)	
Yes (followed)	male
No (not followed)	n.s.

One possible explanation (and confounding factor) here is that order giving and receiving is a male behavior and females do not often participate in the process itself.

In situation comedies, females are overrepresented as receivers of orders given by other females. This is also true in the 8-9 p.m. time period for Years 2 and 3.

Action-adventure/crime dramas always show males to be overrepresented as order receivers, regardless of the sex of the order giver, and the Saturday morning, 8-9 p.m., and 9-11 p.m. time periods also show males to be overrepresented as order receivers. Support was not found for this hypothesis in the post hoc findings.

H₇: Male characters will be portrayed in physically exigent conditions proportionately more than female characters.

Support is found for this hypothesis across all three years. The most notable exception to this finding is in the Physical Confinement category, where, in Years 2 and 3, no difference was found between males and females. This may be because Physical Confinement occurs rarely in comparison to the other two categories. The need for physical support is, by and large, a male behavior (Table 18).

In situation comedies and action-adventure/crime dramas, males were found to be in physically exigent conditions proportionately more than females in Years 1 and 2, but not in Year 3, where no difference was found.

Saturday morning generally portrays the need for physical support to be a male behavior in Years 1 and 2, but not in Year 3, where no difference was found.

Table 18
 Direction of Difference: Support category
 ALL Shows
 Physical Support Types

<u>Year 1</u>	z-scores direction
N = 251 (females) 357 (males)	
Physical Internal	male
Physical External	male
Physical Confinement	male
ALL	male
 <u>Year 2</u>	
N = 125 (females) 320 (males)	
Physical Internal	male
Physical External	male
Physical Confinement	n.s.
ALL	male
 <u>Year 3</u>	
N = 87 (females) 225 (males)	
Physical Internal	male
Physical External	male
Physical Confinement	n.s.
ALL	male

The 8-9 p.m. time period shows only two instances each in Years 1 and 2 of male overrepresentation. In Year 3, no difference was found.

The 9-11 p.m. time period shows two cases of male overrepresentation in Year 1. Years 2 and 3 show no difference between males and females needing physical support.

Post hoc data provide selective support for this hypothesis.

H_8 : Female characters will be portrayed in emotionally exigent conditions proportionately more than male characters.

Consistent support is found for this hypothesis in the "ALL" analysis and categories. In three years of data, females are overrepresented as needers of emotional support in nine of twelve possible instances. In Years 2 and 3, Ego Support was not needed by either sex disproportionate to the expected representation in the total population. Concern for Others in Year 3 shows similar results, but in Year 2, this support type is clearly a female behavior. Overall, the need for emotional support is a female behavior.

The need for emotional support is a female behavior in situation comedies in Years 1 and 2. In Year 3, this is also the case, but in two exceptions, no difference was found.

Action-adventure/crime dramas show female overrepresentation in Years 1 and 3, but show no difference overall in Year 2, and no difference in two categories in Year 3.

Saturday morning shows no difference between males' and females' need for emotional support across all three years, except in Year 2, where males are overrepresented as emotional support needers in three of four categories. The 8-9 p.m. time period shows a similar pattern

Table 19
 Direction of Difference: Support category
 ALL Shows
 Emotional Support Types

<u>Year 1</u>	z-scores direction
N = 251 (females) 357 (males)	
Ego Support	female
Concern for Others	female
Psychological Support	female
ALL	female
 <u>Year 2</u>	
N = 125 (females) 320 (males)	
Ego Support	n.s.
Concern for Others	female
Psychological Support	female
ALL	female
 <u>Year 3</u>	
N = 87 (females) 225 (males)	
Ego Support	n.s.
Concern for Others	n.s.
Psychological Support	female
ALL	female

of results. The 9-11 p.m. time period shows the need for emotional support to be a female behavior in most categories with one exception in Year 2 and two exceptions in Year 3.

Post hoc findings are marginally supportive of this hypothesis.

H₉: Female characters will respond to exigence with nurturance proportionately more than male characters.

This hypothesis receives inconsistent support across the three years. In Year 1, the hypothesis is not supported since both females and males respond to females' need for support in disproportionate amounts. In Year 2, females responded to other females' need for support, but no difference was found for male respondents. In Year 3, females respond to males and females' need for support at proportionate levels, and males are overrepresented as respondents to females' need for support. Most importantly and directly, behavior ratios show that males were three times more likely than females to be support respondents. To support the hypothesis, males would have to be more than three times as likely to be respondents. This was achieved in Year 2, but not overwhelmingly so. Based on behavior ratios, the hypothesis does not receive support.

In situation comedies, females and males are overrepresented as support respondents to females' need for support in Year 1. Females overrespond to females in Years 2 and 3. Representation approaches expected levels in action-adventure/crime dramas in all cases but one-- males are overrepresented as support respondents to females in Year 1. Saturday morning data resembles the above in that all cases approximate expected distribution except one case-- females

Table 20
 Direction of Difference: Support category
 ALL Shows
 Support Respondents

<u>Year 1</u>	z-scores direction
N = 251 (females)	
357 (males)	
Female	female
Male	female
 <u>Year 2</u>	
N = 125 (females)	
320 (males)	
Female	female
Male	n.s.
 <u>Year 3</u>	
N = 87 (females)	
225 (males)	
Female	n.s.
Male	female

are overrepresented as support respondents to males in Year 1. The 8-9 p.m. time period shows the female to female sequence as overrepresented in Years 1 and 2, and the male to male sequence as overrepresented in Year 2. The 9-11 p.m. time period shows the female to female sequence as overrepresented in Years 1 and 3, and the female to male sequence as overrepresented in all three years.

Behavior ratios do not show overrepresentation in situation comedies. Action-adventure/crime dramas show males to be support respondents four to five times as often as females. The uneven and disproportionate distribution of the sexes in this category may contribute to this, however. Saturday morning analyses show the same results and suffer from the same irregularities of sex distribution. The remaining two time periods, 8-9 p.m. and 9-11 p.m., do not show disproportionate representation in the respondent sex category.

This hypothesis does not find support in the post hoc data.

NOTE: Henderson developed two support hypotheses dealing with outcomes of support behaviors that were not discussed in the Results section nor introduced in the first chapter of this thesis. At best, only indirect evidence can be applied to either of the hypotheses. For the sake of continuity:

Male characters will be nurtured for physical exigence proportionately more than female characters.

. Female characters will be nurtured for emotional exigence proportionately more than male characters.

The need for physical support is a male behavior, but no trend emerges except that females are overrepresented as characters who receive support in all three years. From that data, males are not nurtured for physical exigence more than female characters.

The need for emotional support is a female behavior and females are overrepresented as persons receiving support in all three years. This researcher would speculate that the first hypothesis was not supported, and that the second hypothesis was supported.

Critique of Methods

For the third year research, large problems were encountered in obtaining acceptable reliabilities from the coding team. Training procedures were duplicated as carefully as possible across the three year period. When pair coding was finally used in the third year it worked so well that several questions came to mind. Why would two years of coding and reliability go smoothly, while one year never stopped creating problems? One answer of course is that the coding team members were more alike (within teams) for the first two years while the third year team was probably the case. It is also highly possible and not unknown for coders to "fudge" reliability results. Reliability checks are often performed by assigning coders to code a particular show by a specific date. The investigator then deals with the results of that check when they are turned in completed. Having been a coder

at one time herself, this investigator chose to do reliability checks with observation. Coders coded programs in separate rooms at the same time. Poorer reliability scores may have resulted from this.

When pair coding was finally used, reliabilities were excellent. In essence, pair coding allows the coders to "cheat", although who is to say that data collected by one person are more or less valuable than data collected by two people? The only true handicap that pair coding involves is that of speed-- coding the data set using pair coders may take twice as long as it would using single coders. This is not a problem to be taken lightly. Should future researchers desire to use pair coding, a larger coding team (hence more possible pairs) should be considered.

After data were collected for each character in the analysis, additive indices were created to sum all acts per character so that computer tests could be performed on the data. This task was cumbersome and incredibly time consuming. Raw data is first numerically coded on computer transcription sheets, and is then punched onto cards. Characters with four or fewer cards of codable acts are separated from characters with five or more cards and two decks are therefore created. The computer is then instructed, through a lengthy string of commands, to count like pieces of data and sum them. This process is a separate task for each dimension. Raw data keypunching usually took fifteen minutes per show. The sample consisted of 81 shows. A future study of this type might well institute methods wherein a coding form is filled out per character as the show is actually coded. Keypunchers could then index data when a show was finished so that coding of the

data set and indexing of data could be completed simultaneously. Both tasks could be completed in the time of one.

One content area not covered by this study was that of TV movies (made for television). This content area covers a large chunk of TV viewing time. While these programs usually appear from 9-11 p.m., the content may or may not be comparable to fictional series in that time period. Content analyzing a month's worth of TV movies for sex role behaviors and pro- and anti-social behaviors would be a worthwhile task. This program type, often accompanied by discretionary warnings, to be examined.

Theoretic issues

What is the possible relationship between the data presented here, social learning theory, and the stereotyping process?

First let us discuss the television content available to be modeled.

Males outnumber females by 3:1 on television. Males often are in positions of authority, are rarely seen performing household tasks. They possess a wider variety of occupations than do females. When they are found to be in need of support, it is support of a physical type. Males order other characters at higher rates than females do. Males often take advantage of their authority and give orders as authority figures. Males usually give orders to other males.

Females are usually young, married, attractive, not employed outside of the home, and are generally mothers. When employed outside the home, females fill "feminine" jobs like that of a nurse, secretary, or teacher. When females give orders, they are to other females, but this does not

occur frequently except in situation comedies. Females never give orders as authority figures. When females are in need of support-- it is support of an emotional type, and support is usually given to them.

The profile of male and female television characters is a homogeneous one. The elements of this image are predictable from one another:

i.e. persons in need of emotional support are usually female; persons who give authority orders are usually male.

Exceptions to this homogeneous profile are rare for this data set. Therefore, ambiguity is low, and the behaviors may be relatively easy for an observer to model.

The images portrayed in the profile are polarized: Men need physical support, women need emotional support. Men give orders to others, women do not.

Across a three year period, findings for this data set (in the main analysis) are relatively consistent. Therefore, we may now suggest that these images demonstrate fixedness. They persist over time.

The images of male and female Dominance/deference and Nurturance/exigence are homogeneous, polarized, and, through consistency over time, possess fixedness for these specific attributes.

What does all of this mean in terms of learning? The stereotyping process just mentioned basically pertains to stimulus description. In light of this analysis and social learning theory, the behavior available to be modeled is homogeneous, polarized, and fixed (consistent over time). As mentioned before, this should make the behaviors easier to model.

Reinforcement, (or behavior outcomes) if favorable, also facilitates learning. Orders (given by males) are usually followed, therefore reinforced. Even though this is basically a male behavior, its potential for modeling is high. Both boys and girls have been found to wish to model male characters (Reeves and Miller, 1978). Although in another study, it was found that boys and girls most often choose models of the same sex, (Miller and Reeves, 1976) this may mean that girls may model male characters and give orders (in this case) or they may model female characters and be deferent. Perhaps the female observer would be more likely to model male reinforced behaviors if she has not yet fully internalized the "female role". Female reinforced behaviors may be modeled when the observer has internalized her sex role, because there now exist incentives for learning that set of behaviors. It is impossible to predict which would happen, even when other factors are held constant.

It is also impossible to say whether a child or adult viewer would recognize that females give fewer orders than males, or that females are always in need of emotional support (as opposed to males, who are always in need of physical support). It is not known at this time at what point the disproportionate representation of any behavior on television becomes significant to the viewer.

As mentioned above, modeling is further facilitated if positive incentives are offered prior to observation. Perhaps the socialization process and its offer of societal acceptance if "appropriate" sex behaviors are performed is perceived by a child, and carried with her to the television. Girls may learn that it is appropriate to exhibit deferent behavior and may even be reinforced for such behavior in daily

living. Reinforcement in this case could take the shape of an absence of punishment. Dominant female children are not generally reinforced for their behavior in society and are not the TV norm. A child, armed with society's view, may be more likely to model TV sex role behaviors, because they are reflective of society.

Bandura, Ross, and Ross (1963) found that nurturance and the power to control resources (dominance) were two important qualities in the behavior of models imitated by children of pre-school age (Sears, 1965). Dominance/deference and Nurturance/exigence behaviors are the two dimensions studied for this project. According to Sears and to Bandura, et. al., the potential to model these dimensions is high. These dimensions show evidence of all phases of the stereotyping process. Two factors that facilitate observational learning, 1) reinforcement of modeled behavior and 2) positive incentives for modeling, are present. Together, these facts present a strong possibility that sex role behaviors on television can be modeled.

APPENDICES

APPENDIX A

CATEGORY INSTRUCTIONS

All Categories

Scene-- Enter the number of the scene in which the codable act occurs. All scenes (regardless of whether they contain codable acts or not) should be marked with slashes on a scrap piece of paper.

Character-- Enter the name of the character needing support or giving an order.

Sex-- Enter the sex of the character just named in the previous box.

SPECIFIC INSTRUCTIONS: ORDER CATEGORY

Give Orders-- In the box marked "Order" enter the following codes for the appropriate order given. Consult viewer training packet if in doubt as to the order type.

Authority Order= A
Simple Order = S
Authority Explained Order = AE
Simple Explained Order =SE

Enter also a short quote, paraphrase, or action to describe the act. This is necessary in case the act needs to be referred to in the future.

Role-- Enter here the role of the agent to the receiver. Choose from:

Authority = A
Peer = P
Criminal =C

Next, in the small box also in the "Role" category, include a directional arrow to indicate whether the interaction was one-up (an arrow pointing upward), one-down (an arrow pointing downward), or one-across (a horizontal arrow).

Receiver-- Enter the name of the receiver of the order, or the person providing needed support.

Sex-- Enter the sex of the person mentioned above.

Role-- Enter the same type of code used in the previous "Role" description. If the interaction was one-down, the arrow in the first box is likely to be upward, in this box, it is likely to be pointing downward, etc,

In the small box also in the "Role" category enter the actual arrow. The "Role" description should always include a word (Authority, peer, criminal) and an arrow (one-up ↑, one-down ↓, or one-across →).

Followed-- Indicate whether the order was carried out or obeyed.

Use the following codes:

Followed (Yes) = Y
 Not followed (No) = N
 Probably followed (Yes unknown) = YU
 Not known if the order was followed = U

Reaction-- Indicate whether the verbal reaction was positive, negative, or neutral. Use the following codes:

Positive = +
 Negative = -
 Neutral = 0

Repeat the above procedure, using the same codes, for the nonverbal reaction.

SPECIFIC INSTRUCTIONS: SUPPORT CATEGORY

Needs Support-- Enter the following appropriate letter codes to indicate which type of support is needed by the exigent person.

Physical Internal = PI
 Physical External = PE
 Physical Confinement = PC
 Ego Support = ES
 Psychological Support = PS
 Concern for Others = CO
 Cognitive-Support = CS

Role-- See instructions on the ORDER Category.

Asks Support-- Indicate whether or not the exigent person asked for support by penciling in a 'Y' for Yes, or a 'N' for no.

Response-- Indicate whether or not someone else was present or able to make a response to the exigent person with a 'Y' or a 'N'.
 Write in the persons name in the 'WHO' column.

Sex-- Indicate the sex of the respondent.

Role-- See above.

Support Given/Not Given-- Indicate whether or not support was given or not given to the exigent person by the support respondent.

"G" should be entered for Given, "N" should be entered for Not Given.

Aid-- Use one of the following codes to indicate which type of support was given to the exigent person. NOTE: If no one was present to respond to the exigent person's need for support, a slash mark will appear in this box.

Direct Cooperation = DC

Indirect Support = I

Direct Substitution = DS

Show: _____
Code: _____
Tape: _____

Viewer: _____
Coder: _____

Page _____ of _____ pages

Date: _____
 Date: _____
 SUPPORT

[illegible]

APPENDIX B
VIEWER TRAINING PACKETS

The following materials were used by coders in training and the actual coding of the programs in the sample. The materials included in this appendix apply to Years 2 and 3 only. If information concerning Year 1 is desired, the reader is encouraged to consult Henderson (1978).

Coders were allowed to carry these materials with them during coding in order to permit them to consult definitions and classifications when ambiguities arose.

Definitions common to all dimensions:

SCENE: A scene is defined as a dramatic whole, a series of acts continuous in time and space, not broken by the addition or departure of characters, or by a change in setting. A commercial always marks the beginning of a new scene, even if the characters, setting, topic of conversation, etc. are identical before and after the commercial break.

CHARACTER: A person portrayed in a dramatic television role. Only speaking characters are included in the analysis. Only speaking characters are included in the definition of a scene.

SEX: Gender- male, female, or unknown, of the pertinent character.

ROLE: A role is defined as a mode in which the character is interacting with another character (s). Role is defined along two levels:
1) role type and 2) interaction characteristic.

- 1) Role Type: the category in which the character is interacting with another. There are three broad categories of role type:

Peer: The character is interacting with another as an equal, e.g. husband/wife, brother/sister, friends, co-workers.

Authority: The character is speaking or acting from a position of superiority, e.g., parent/child, employer/employee, doctor/nurse, police officer/citizen. The authority may be real or perceived.

Criminal: The character portrays him/herself from within an illegal role to others who are in non-criminal roles, e.g., bank robber/teller, murderer/police officer. A criminal/criminal interaction would be considered a peer role type unless one character is exerting authority over another.

- 2) Interaction Characteristic: The position (one-up, one-down, or one-across) from which the character is conducting a specific interaction.

One-Up: General definition: A movement toward gaining control of the exchange. INITIATOR: Seeking control of the interaction at the outset.
↑
 RECEIVER: Attempting to gain control of the interaction after its initiation.

One-Down: General: A movement toward yielding control by seeking or accepting the control of the other.



INITIATOR: Seeking the other to control the interaction at the outset. RECEIVER: Yielding or accepting control after initiation of the interaction.

One-Across: General: A movement toward neutralizing control, which has a leveling effect. INITIATOR:
 → control is not sought by self or in other.
 RECEIVER: Attempting to neutralize control exerted by other.

Interaction characteristics depend on situational tone, not content.

ORDERS: Codes, Definitions, Examples

ORDER TYPES:

- A- Authority: An order to be complied with because of occupational position, social agent, or parent. Example: Get back to work, Jones.
- S- Simple: An order given among equals or peers. Example: Hurry up!
- AE- Authority Explained:
 An authority order modified by the inclusion of a justification for why the order should be followed.
- SE- Simple Explained:
 A justified simple order. Example: Come back here, I want to tell you why I said that.

FOLLOWED?:

Is the order carried out by the receiver as directed by the order giver?

- Yes: The receiver is shown, or heard, complying with the order given.
- No: The receiver is shown, or heard, disobeying or ignoring the order.
- U: Don't Know: The receiver is not shown or heard complying with or disobeying the order. The order is not portrayed as having been carried out or disobeyed.
- YU: Yes-Unknown: The order is portrayed as having been complied with but the receiver is not shown or heard carrying out the order.

NU: No-Unknown: The order is portrayed as having been disobeyed of ignored but the receiver is not shown disobeying or ignoring the order.

REACTION:

The evaluation by the receiver of the order and/or the order giver. Reaction may be verbal, nonverbal, or both. Verbal and nonverbal reactions may contradict each other, i.e. one may be positive and the other negative. Code only obvious nonverbal reactions. No reaction is always coded as neutral.

(+)- Positive Reaction: The receiver expresses "good" feelings about the order and/or order giver.

Example: Verbal: Okay, that's fine with me.
I'll be glad to do it.

Nonverbal: A smile, a nod.

(0)-Neutral Reaction: The receiver expresses no feeling toward the order and/or order giver.

Example: Okay, no, I won't.
deadpan facial expression, no change
in facial expression.

(-)- Negative Reaction: The receiver expresses "bad" feelings about the order or the order giver.

Example: Verbal: Who do you think you are?
Nonverbal: frown, sidelong glance.

SUPPORT: Codes, Definitions, Examples

TYPES OF NEED FOR SUPPORT:

PE - Physical External: person is in danger of being killed, injured, or beaten.

Examples: person is about to be shot, knifed, etc.
person is in danger of being caught in a cave-in,
landslide, etc.
person is being chased by potential assailant.

PI - Physical Internal: person is suffering from disease, illness, or internal malady.

Examples: person has cancer
person has hepatitis
android has malfunctioning circuits.

ES - Ego Support: Source of emotional distress comes from within the character; expressed feelings of self-inadequacy, inability to cope, humiliation, being put-down, etc.

Examples: person can't get along with boss, parents, spouse, etc.

person needs money
person feels that others will think s/he is dumb, irresponsible, or funny looking.

person fears that someone will reveal that s/he is homosexual, has a criminal record, has an illegitimate child, etc.

CO - Concern for others: person discusses help for a friend, relative or associate with a third person.

Examples: person notes that someone is late and expresses worry that s/he is lost.

person asks ideas to help a friend who is depressed
person seeks assistance in rescuing someone who is trapped or captured by others.

PS - Psychological Support: Person has a problem because of the actions of others but does not express inability to cope, fear of humiliation, or concern for others. The source of emotional distress is the circumstances of the situation the person is in.

Examples: person's son or daughter has flunked out of school
person's spouse has left them
person's dog is causing trouble in the neighborhood.

COG - Cognitive: person needs help in performing a task, thinking through a problem, making a decision.

Examples: I can't figure out how to get this piece to fit.
Can you tell me the way to Logan Street?
There is something wrong with this furniture arrangement.

ASKS SUPPORT:

Yes: The character asks another for aid or help in resolving the problem, trouble, or support situation.

No: The character does not, or cannot, ask for aid or help.

RESPONSE: The capability to respond to a need for support.

Yes: A person, or group, recognizes the need for support evidenced by another character. Other characters realize that the person needs support. Intentionally ignoring a character in need of support is a response.

No: There is no recognition, or no possible response, by others to the character's need for support. If a character asks for support and is ignored unintentionally there is no response; there is no recognition.

SUPPORT: GIVEN/NOT

The character is or is not provided with needed support. If there is no response, support is not given.

Given: The requested or needed support is provided by the responding character.

Not given: The requested or needed support is not provided or is denied by the responding character.

AID: The nature of the support given.

Direct: The responding character(s) gives support or help directly to the person needing support.

DC - Direct Cooperation: The support given is through cooperation between the two characters to meet the need. The responding character works with the character in need to solve the problem.

Example: A hiker with a broken leg leans on his/her partner to walk to a doctor.

DS - Direct Substitution: The support is given by the responding character solving the problem for the character in need. The responding character settles the problem instead of the character in need solving the problem.

Example: A mother talks to her husband about the problem he is creating for their son.

A doctor sets a broken leg.

Police officers rescue a child being held hostage for the child's parents.

Indirect: The responding character provides the means for the character in need to solve the problem. Indirect aid may be given through advice, instruction, or direction.

Example: A pedestrian tells a motorist how to find a local motel.

The motorist finds the motel on his/her own.

APPENDIX C

1975-76 SAMPLE OF TELEVISION PROGRAMS

<u>Name of Show</u>	<u>Type</u>	<u>Time</u>
All in the Family	Sitcom	8-9
Barbary Coast	ActAdv	8-9
Baretta	ActAdv	9-11
Barnaby Jones	ActAdv	9-11
Barney Miller	Sitcom	8-9
Beacon Hill	Medfam	9-11
Bionic Woman	ActAdv	8-9
Bob Newhart	Sitcom	9-11
Bronk	ActAdv	9-11
Bugs Bunny	Cartoon	Sat.
Cannon	ActAdv	9-11
Chico and the Man	Sitcom	8-9
Doc	Sitcom	8-9
Doctors Hospital	Medfam	9-11
Ellery Queen	ActAdv	8-9
Emergency	Medfam	8-9
Emergency Plus 4	Cartoon	Sat.
Family Holvak	Medfam	8-9
Fat Albert	Cartoon	Sat.
Fay	Sitcom	8-9
Good Times	Sitcom	8-9
Ghost Busters	Noncart	Sat.
Happy Days	Sitcom	8-9

1975-76 Program List cont.

<u>Name of Show</u>	<u>Type</u>	<u>Time</u>
Harry O	ActAdv	9-11
Hawaii Five-O	ActAdv	9-11
Hong Kong Phooey	Cartoon	Sat.
Isis	Noncart	Sat.
Invisible Man	ActAdv	8-9
Jeffersons	Sitcom	8-9
Joe and Sons	Sitcom	8-9
Joe Forrester	ActAdv	9-11
Josie and the Pussycats	Cartoon	Sat.
Kate McShane	ActAdv	9-11
Kojak	ActAdv	9-11
Land of the Lost	Noncart	Sat.
Laverne and Shirley	Sitcom	8-9
Little House on the Prairie	Medfam	8-9
Lost Saucer	Noncart	Sat.
Marcus Welby	Medfam	9-11
Mary Tyler Moore	Sitcom	8-9
M*A*S*H*	Sitcom	9-11
Matt Helm	ActAdv	9-11
Maude	Sitcom	9-11
Medical Center	Medfam	9-11
Medical Story	Medfam	9-11
Mobile One	ActAdv	8-9
Movin' On	ActAdv	8-9

1975-76 Program List cont.

<u>Name of Show</u>	<u>Type</u>	<u>Time</u>
New Adventures of Gilligan	Cartoon	Sat.
Oddball Couple	Cartoon	Sat.
On the Rocks	Sitcom	8-9
One Day at a Time	Sitcom	9-11
Pebbles and Bamm Bamm	Cartoon	Sat.
Phyllis	Sitcom	Sat.
Pink Panther	Sitcom	Sat.
Police Woman	ActAdv	9-11
Return to the Planet of the Apes	Cartoon	Sat.
Rhoda	Sitcom	8-9
Rockford Files	ActAdv	9-11
Rookies	ActAdv	9-11
Run, Joe, Run,	Noncart	Sat.
Sanford and Son	Sitcom	8-9
Scooby Doo, Where Are You	Cartoon	Sat.
Secret Lives of Waldo Kitty	Noncart	Sat.
Shazzam	Noncart	Sat.
Sigmund and the Sea Monsters	Noncart	Sat.
Six Million Dollar Man	ActAdv	8-9
Space 1999	ActAdv	8-9
Speed Buggy	Cartoon	Sat.
Starsky and Hutch	ActAdv	9-11
Streets of San Francisco	ActAdv	9-11

1975-76 Program List cont.

<u>Name of Show</u>	<u>Type</u>	<u>Time</u>
Swiss Family Robinson	Medfam	8-9
Switch	ActAdv	9-11
That's My Mama	Sitcom	8-9
Three for the Road	Medfam	8-9
Tom and Jerry/Grape Ape	Cartoon	Sat.
Valley of the Dinosaurs	Cartoon	Sat.
Waltons	Medfam	8-9
Welcome Back Kotter	Sitcom	8-9
When Things Were Rotten	Sitcom	8-9

1976-77 SAMPLE OF TELEVISION PROGRAMS

<u>Name of Show</u>	<u>Type</u>	<u>Time</u>
Alice	Sitcom	9-11
All in the Family	Sitcom	9-11
All's Fair	Sitcom	9-11
Baa Baa Black Sheep	ActAdv	8-9
Ball Four	Sitcom	8-9
Baretta	ActAdv	9-11
Barnaby Jones	ActAdv	9-11
Barney Miller	Sitcom	8-9
Best Sellers	Constory	9-11
Big John Little John	Noncart	Sat.
Bionic Woman	ActAdv	8-9
Bob Newhart	Sitcom	9-11
Bugs Bunny/Roadrunner	Satcart	Sat.
Charlie's Angels	ActAdv	9-11
Chico and the Man	Sitcom	8-9
Clue Club	Satcart	Sat.
CPO Sharkey	Sitcom	8-9
Delvecchio	ActAdv	9-11
Doc	Sitcom	8-9
Emergency	ActAdv	8-9
Executive Suite	Constory	9-11
Family	Constory	9-11
Fat Albert	Satcart	Sat.

76-77 Program List cont.

<u>Name of Show</u>	<u>Type</u>	<u>Time</u>
Gemini Man	ActAdv	8-9
Gibbsville	Constory	9-11
Good Times	Sitcom	8-9
Happy Days	Sitcom	8-9
Hawaii Five-O	ActAdv	9-11
Holmes and Yoyo	Sitcom	8-9
Jabber Jaw	Cartoon	Sat.
Jeffersons	Sitcom	8-9
Kids from C.A.P.E.R.	Noncart	Sat.
Kojak	ActAdv	9-11
Krofft Supershow	Noncart	Sat.
Land of the Lost	Noncart	Sat.
LaVerne and Shirley	Sitcom	8-9
Little House on the Prairie	Medfam	8-9
Mary Tyler Moore	Sitcom	9-11
M*A*S*H*	Sitcom	9-11
Maude	Sitcom	9-11
McDuff the Talking Dog	Noncart	9-11
McLean Stevenson	Sitcom	8-9
Monster Squad	Noncart	Sat.
Most Wanted	ActAdv	9-11
Mr. T and Tina	Sitcom	8-9
Muggsy	Cartoon	Sat.

76-77 Program List cont.

<u>Name of Show</u>	<u>Type</u>	<u>Time</u>
Nancy Walker	Sitcom	9-11
One Day at a Time	Sitcom	9-11
Phyllis	Sitcom	8-9
Pink Panther	Cartoon	Sat.
Police Story	ActAdv	9-11
Policewoman	ActAdv	9-11
Practice	Sitcom	8-9
Quest	ActAdv	9-11
Quincy	ActAdv	9-11
Rhoda	Sitcom	8-9
Rich Man Poor Man	Constory	9-11
Rockford Files	ActAdv	9-11
Sanford and Son	Sitcom	8-9
Scooby Doo/Dynomutt	Cartoon	9-11
Serpico	ActAdv	9-11
Shazzam/Isis	Noncart	Sat.
Sirote's Court	Sitcom	9-11
Six Million Dollar Man	ActAdv	8-9
Spencer's Pilots	ActAdv	8-9
Starsky and Hutch	ActAdv	9-11
Streets of San Francisco	ActAdv	9-11
Switch	ActAdv	9-11
Sylvester and Tweety	Cartoon	Sat.

76-77 Program List cont.

<u>Name of Show</u>	<u>Type</u>	<u>Time</u>
Tarzan	Cartoon	Sat.
Tom and Jerry/Grape Ape/Mumbly	Cartoon	Sat.
Tony Randall	Sitcom	9-11
Wally Gator and Friends	Cartoon	Sat.
Waltons	Constory	8-9
Welcome Back Kotter	Sitcom	8-9
What's Happening	Sitcom	8-9
Wonder Woman	ActAdv	8-9
Woody Woodpecker	Cartoon	Sat.

1977-78 SAMPLE OF TELEVISION PROGRAMS

<u>Name of Show</u>	<u>Type</u>	<u>Time</u>
Adventures of Muhammed Ali	Cartoon	Sat.
Alice	Sitcom	9-11
All in the Family	Sitcom	8-9
Archie/Sabrina Hour	Cartoon	Sat.
Baggy Pants and the Nitwits	Cartoon	Sat.
Baretta	ActAdv	9-11
Barnaby Jones	ActAdv	9-11
Batman/Tarzan	Cartoon	Sat.
The Betty White Show	Sitcom	9-11
Big Hawaii	ActAdv	9-11
The Bionic Woman	ActAdv	8-9
The Bob Newhart Show	Sitcom	8-9
Bugs Bunny/Road Runner Hour	Cartoon	Sat.
Busting Loose	Sitcom	8-9
Carter Country	Sitcom	9-11
CB Bears	Cartoon	Sat.
Charlie's Angels	ActAdv	9-11
Chico and the Man	Sitcom	8-9
Chips	ActAdv	8-9
CPO Sharkey	Sitcom	8-9
Eight is Enough	Constory	8-9
Family	Constory	9-11
Fat Albert	Cartoon	Sat.

1977-78 Program List Cont.

<u>Name of Show</u>	<u>Type</u>	<u>Time</u>
Fish	Sitcom	8-9
The Fitzpatricks	Constory	8-9
Good Times	Sitcom	8-9
Happy Days	Sitcom	8-9
Hardy Boys/NancyDrew Mysteries	ActAdv	8-9
Hawaii Five-0	ActAdv	9-11
Isis	Noncart	Sat.
James at Fifteen	ActAdv	9-11
The Jeffersons	Sitcom	9-11
Kojak	ActAdv	9-11
Krofft Supershow	Noncart	Sat.
Laff-a Lympics	Cartoon	9-11
LaVerne and Shirley	Sitcom	8-9
The Life and Times of Grizzly Adams	ActAdv	8-9
Little House on the Prairie	Family	8-9
Logan's Run	ActAdv	9-11
Lou Grant	ActAdv	9-11
The Love Boat	Sitcom	9-11
The Man from Atlantis	ActAdv	9-11
M*A*S*H*	Sitcom	9-11
Maude	Sitcom	9-11
Mulligan's Stew	Family	9-11
The New Adventures of Wonder Woman	ActAdv	8-9

<u>Name of Show</u>	<u>Type</u>	<u>Time</u>
On Our Own	Sitcom	8-9
One Day at a Time	Sitcom	9-11
Operation Petticoat	Sitcom	8-9
The Oregon Trail	ActAdv	9-11
Pink Panther	Cartoon	Sat.
Police Woman	ActAdv	9-11
Quincy	ActAdv	9-11
Rafferty	ActAdv	9-11
Red Hand Gang	Noncart	Sat.
Rhoda	Sitcom	8-9
The Rockford Files	ActAdv	9-11
Rosetti and Ryan	ActAdv	9-11
The San Pedro Beach Bums	Sitcom	8-9
Sanford Arms	Sitcom	8-9
Search and Rescue	Noncart	Sat.
The Six Million Dollar Man	ActAdv	8-9
Skatebirds	Cartoon	Sat.
Soap	Sitcom	9-11
Starsky and Hutch	ActAdv	9-11
Superfriends	Cartoon	Sat.
Switch	ActAdv	9-11
Three's Company	Sitcom	9-11
Thunder	Noncart	Sat.
Tony Randall Show	Sitcom	Sat.

1977-78 Program List cont.

<u>Name of Show</u>	<u>Type</u>	<u>Time</u>
Valley of the Dinosaurs	Cartoon	Sat.
Valley of the Dinosaurs	Cartoon	Sat.
The Waltons	Family	8-9
Welcome Back, Kotter	Sitcom	8-9
We've Got Each Other	Sitcom	8-9
What's Happening	Sitcom	8-9
What's New Mr. Magoo	Cartoon	Sat.
The Wonderful World of Disney	ActAdv	8-9
Young Dan'l Boone	ActAdv	8-9
Young Sentinels	Cartoon	Sat.

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