

THE EFFECT OF VIEWING
PHYSICAL CONSEQUENCES OF
VIOLENCE ON PERCEPTIONS
AND AGGRESSIVENESS

Thesis for the Degree of Ph. D.
MICHIGAN STATE UNIVERSITY
THOMAS F. GORDON

1 9 7 3



This is to certify that the
thesis entitled

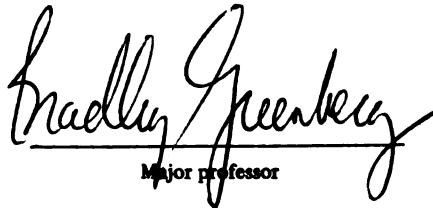
THE EFFECT OF VIEWING PHYSICAL CONSEQUENCES
OF VIOLENCE ON PERCEPTIONS AND AGGRESSIVENESS

presented by

Thomas Frank Gordon

has been accepted towards fulfillment
of the requirements for

Ph.D. degree in Communication


Major professor

Date

August 24, 1972

0-7639



008

MAR 5 1974

REF

MAR 5 1974

RL6

RD

JAN 1 1981

PL-123
S-158

MAY 1 1975 051 002 MAGIC 2

DEC 08 1975

100 A161 05.1 0 102002

1010
VC 339
M-046

MAY 1 1975 051 002

APR 2

MAR 21 2002

APR 06 2002

April 17

093

006

JUN 18 '85

69

DEC 87

1985

ABSTRACT

THE EFFECT OF VIEWING PHYSICAL CONSEQUENCES OF VIOLENCE ON PERCEPTIONS AND AGGRESSIVENESS

by

Thomas Frank Gordon

This research focused on the effects of viewing television violence. Three television manipulations were compared: (1) Violence with physical consequences, (2) violence without consequences, and (3) nonviolence. The study compared levels of: (1) Social class, (2) fantasy aggression, and (3) aggression anxiety to determine the effect of these factors on perceptions of and aggressive reactions to violence with and without consequences. The subjects were 283 seventh, eighth, and ninth grade boys from middle- and lower-class junior high schools.

METHODS:

The two violent sequences were edited versions of the same fist fight, taken from the film The Chase. In this scene, a sheriff is being severely beaten. The physical consequences evident include excessive beating, blood, swollen face, uncoordinate movement, and slurred speech. The no consequences version used

filters to remove the blood, other physical consequences were edited out. The nonviolent version used scenes from the same film, thus holding the major characters constant. A consistent length and story line were maintained.

Aggressive reactions to the scenes were assessed through a set of situation items presenting potentially aggression provoking encounters. Perceptions of the scenes were assessed on the dimensions of perceived violence, acceptability of the behavior, and professed liking for the content.

The following controls were used: The variables of race, sex, age, and social class were controlled in the study design. The physical consequences of the action were controlled in the stimulus materials. Assignment of subjects to treatments and time of presentation were controlled in the execution of the study. In the analyses, the effect of the boys' overt aggression level and the effects of differential perceptions of the scenes were accounted for.

RESULTS:

Perceptions.--The violence with and without consequences, as compared to the nonviolence, was liked more, seen as more violent and less acceptable. The

consequences vs. no consequences comparison produced the same trends but only the perceived violence dimension was statistically significant.

Social Class Differences.--The major social class interaction hypotheses received partial support. For the consequences vs. nonviolence comparison, there was a marginally significant three-way interaction involving social class, the boys normal overt aggression level, and the TV treatments. Boys high in overt aggression were more aggressive than boys low in overt aggression and this effect was greater for lower-class boys than for middle-class boys.

In the no consequences vs. nonviolence comparison, a similar three-way interaction was evident. Here, however, the pattern was broken by the lower-class boys high in overt aggression; they were more aggressive in the nonviolent condition than in the violent condition.

Fantasy Aggression.--As expected, the fantasy aggression level of the child did not relate to his aggressive reactions to the scenes. Specifically, no aggression differences were noted for boys high in overt aggression and low in fantasy aggression.

Aggression Anxiety.--The predicted interaction effects involving aggression anxiety and social class did not develop. However, boys high in aggression

anxiety did evidence less aggressiveness, liked the violent scenes less and indicated that the violent scenes were more violent than did the boys low in aggression anxiety.

CONCLUSIONS:

The overall findings of the study fail to demonstrate that violence with consequences differs from violence without consequences, as related to aggressive tendencies. With the exception of perceived violence, the same was true of the perception dimensions.

Suggestions for extended research are offered.

THE EFFECT OF VIEWING PHYSICAL CONSEQUENCES
OF VIOLENCE ON PERCEPTIONS AND AGGRESSIVENESS

by

Thomas Frank Gordon

A THESIS

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

DOCTOR OF PHILOSOPHY

Department of Communication

1973

G-86309

Accepted by the faculty of the Department of Communication,
College of Communication Arts, Michigan State University, in
partial fulfillment of the requirements for the Doctor of
Philosophy degree.

Bradley S. Greenberg
Director of Thesis

Guidance Committee:

Bradley S. Greenberg Chairman

V. C. Tull

Andrew M. Barclay

Thomas F. Gidd

ACKNOWLEDGMENTS

To my committee, I owe a sincere thanks:
Dr. Bradley S. Greenberg, Dr. Verling Troidahl,
Dr. Thomas Baldwin, and Dr. Andrew Barclay.

I am deeply indebted to Dr. Bradley S. Greenberg. Throughout my doctoral study he provided me with research privileges that few graduate students have the opportunity to experience. It is impossible to express the personal and academic effects of this mutual confidence.

As a close friend, Dr. Edward Wotring provided assistance at all stages of the project, a reflection of my respect for his initiative and competence. Dr. John Michelson also provided the assistance which could only be asked of a friend and colleague.

My wife Nancy provided the stability for our journey through undergraduate and graduate school. She knows my full gratitude.

TABLE OF CONTENTS

	Page
ACKNOWLEDGMENTS	iii
LIST OF TABLES	vi
LIST OF FIGURES	viii
LIST OF APPENDIXES.	ix
Chapter	
I. INTRODUCTION	1
The Research Focus.	2
The Effect of TV Violence	3
Content Differences	
Social Class Differences	
Fantasy Aggression as a Mediator	
Aggression Anxiety	
II. METHODS	20
The Sample.	20
Variables and Operationalizations	20
Television Treatment	
Antecedent Variables.	21
Social Class.	
Fantasy Aggression	
Aggression Anxiety	
Perceptions	
Control Variables	33
Overt Aggressiveness	
Parental Attitudes	
Exposure to TV Violence	

Chapter	Page
Basic Study Design	39
General Procedures	40
Analytic Procedures.	43
III. RESULTS.	45
Television Treatment Differences . . .	45
Situational Aggressiveness Perception Differences	
Classification Differences by Dependent Measure	50
Situational Aggressiveness	
Perception Differences	63
Professed Liking Perceived Acceptability Perceived Violence	
Summary of Findings.	82
Situational Aggressiveness Differences Professed Liking Perceived Acceptability Perceived Violence	
IV. DISCUSSION	87
Television Treatment Differences . . .	88
Social Class Differences Fantasy Aggression Aggression Anxiety Summary	
Research Extensions.	98
BIBLIOGRAPHY	102
APPENDIX	108

LIST OF TABLES

Table	Page
1. Summary of Hypotheses	19
2. Aggression Anxiety Items and Intercorrelations	25
3. Situational Aggression Items and Intercorrelations.	26
4. Factor Analysis of Perception Items	31
5. Overt Aggression Items and Intercorrelations	35
6. Items for Parental Attitudes Toward Aggression and Intercorrelations.	37
7. Overall Television Treatment Effects by Dependent Variables	49
8. Simple (r_{12}) and Partial ($r_{1.2}$) Correlations of Variables with Dependent Variables	52
9. Median Values	55
10. Analyses of Variance for Social Class (SES), TV Treatment, and Overt Aggressiveness (OA)	58
11. Analyses of Variance for Aggression Anxiety (AA), TV Treatment and Overt Aggressiveness (OA)	62
12. Analyses of Variance of Fantasy Aggression (FA), TV Treatment, and Perceived Acceptability (PA)	64
13. Analyses of Variance for Aggression Anxiety (AA), TV Treatment and Perceived Acceptability (PA)	67

Table		Page
14.	Analyses of Variance for Fantasy Aggression (FA), TV Treatment, and Professed Liking (PL)	71
15.	Analyses of Variance for Aggression Anxiety (AA), TV Treatment, and Professed Liking (PL).	74
16.	Analyses of Variance for Fantasy Aggression (FA), TV Treatment and Perceived Acceptability (PA).	77
17.	Analyses of Variance for Aggression Anxiety (AA), TV Treatment and Perceived Acceptability (PA)	80

LIST OF FIGURES

	Page
Figure	
1. TAT Stimulus Pictures	22
2. Study Design	41

LIST OF APPENDIXES

	Page
APPENDIX: INSTRUMENT	108

24

25

26

27

28

29

30

31

32

33

34

35

36

37

38

39

40

41

42

CHAPTER I

INTRODUCTION

The American conscience has been stirred by recent dramatic acts of violence. Assassinations of political leaders, ghetto riots, mass murders, the Vietnam war, and violent demonstrations against the war have all combined to focus public attention on the problem of violence in American society. The social scientist has been challenged to examine relevant aspects of aggressive behavior in an effort to understand and prevent the occurrence of such tragedies. The ultimate goal is to control or channel aggressive behavior.

Television entertainment has been accused as a potential contributor to aggressive behavior. The pervasiveness of the medium is unquestioned. (Census figures place the number of U. S. households with at least one TV set at more than 95 percent.) As Singer (1971) points out, most Americans, including about 90 percent of the U. S. armed forces, probably have never personally seen anyone wounded or killed. However, incidents of such violence are commonplace in television

entertainment (Gerbner, 1972). (Thus, the primary source of exposure to violence and aggression in American society is television entertainment and news.)

* The Research Focus

Building on that assumption, this experimental study was designed to examine factors which may affect adolescents' perceptions of and reactions to television violence. Characteristics of the violent content, namely physical consequences of aggressive behavior, were manipulated. Primary viewer characteristics of concern were (1) social class, (2) fantasy aggression level, and (3) aggression anxiety level. The study examined:

1. The effect of explicit physical consequences on adolescent's perceptions of and reactions to scenes of violence.

2. Social class differences in adolescents' perceptions of and reactions to televised violence with and without physical consequences.

3. The relationship between the adolescent's fantasy aggression level and his perceptions of and reactions to violence with and without consequences.

4. The effects of the adolescent's aggression anxiety level on his perceptions of and reactions to violence with and without physical consequences.

Measures of the youngster's overt aggressiveness, his general exposure to TV violence, and his parent's attitudes toward aggression were assessed as possible control variables. Research shows that these variables correlate with aggressive reactions to televised violence (Dominick & Greenberg, 1972; Feshbach & Singer, 1971; Siegel, 1969).

The study foci will be elaborated in this chapter and study hypotheses developed.

The Effect of TV Violence

Content Differences

The bulk of research evidence supports the proposition that television violence has a facilitative or stimulative effect (Berkowitz, 1962; Baker & Ball, 1969; Goranson, 1969; Weiss, 1969). This proposition has been qualified, however, for certain content conditions. For example, it has been demonstrated consistently that the more the aggressor is punished, and/or the aggressive behavior is unjustified, the less likely it is the viewer will behave aggressively in a post-viewing situation (Berkowitz, 1962, 1964, 1965; Berkowitz & Rawlings, 1963; Berkowitz, Corwin & Heironymous, 1963; Bandura, 1965; Bandura, Ross, & Ross, 1963; Walters, et al., 1965).

More recently, [it has been suggested that the depiction of the physical consequences of violence (e.g., blood and suffering) will reduce aggressive tendencies. This proposition has received less empirical support. Two studies, one unpublished, have demonstrated that if the negative consequences of violence are shown, subsequent aggressive behavior will be diminished. Bramel, Taub, and Blum (1968) demonstrated that when a subject observed the suffering of a confederate who had earlier insulted him, he was less punitive than if he had not seen him suffer. The second study (Tannenbaum & Goranson, unpublished), as reported by Goranson (1969a), angered subjects, then had them view a prize fight and listen to a tape recorded ending. Subjects were less punitive when the consequences were negative (suffering and death) than when the outcome was neutral (reviewing the fight) or positive (success and fame).

The rationale for the findings of these two studies posits that negative consequences served to evoke aggression anxiety in the subject (i.e., anxiety about committing acts of aggression), thus inhibiting his aggressive behavior. This inhibitory reaction should hold equally well whether the negative consequences are applied to the "good guy" or the "bad guy,"

although justification for the action should mediate the effect. If the action were highly justified, the aggression anxiety arousal would be somewhat diminished.

Goranson (1969b) cites a study by Hartman (1969) which manipulated pain-cues. Three experimental films were constructed. The control version showed a group of boys playing a vigorous but nonviolent basketball game. In the experimental versions, the game was interrupted by an argument between two boys which resulted in a fist fight. In one version, the film focused on the attacker's responses; his punching and kicking, angry facial expressions, and aggressive verbalizations. In the "pain-cues" version, the camera focused on the victim with closeups of his face as he is knocked down, his groans, cries, and other expressions of distress. A pseudo learning task, shock procedure, was used to assess the subjects' aggressiveness. Concurrently, varying degrees of pre-film aggressive arousal were generated by having a confederate make either insulting or neutral comments about the subject.

The results showed that in comparison to the control group, the effect of both aggressive film versions was to increase aggressiveness. This effect was different for aroused and nonaroused subjects.

The aroused subjects were more aggressive after the "pain-cues" version than were the nonaroused subjects. For the nonaroused subjects, aggressiveness was lower after the "pain-cues" version than after the version without such cues. Although the lower aggressive behavior of the nonaroused subjects in this study was not significant, the direction of the effect was consistent with the studies cited. The prior arousal appears to have overcome or suppressed any aggression anxiety raised by the pain-cues.

In general then, with the tentative exception of prior aggressive arousal, filmed aggressive action which presents negative physical consequences is expected to diminish aggressive tendencies compared to violent action without visual consequences. The process by which this effect functions is not well understood. The proposition that aggression anxiety serves to inhibit aggressive behavior is tenable (Staub, 1971; Megargee, 1971; Goranson, 1969b). The present research examined the effect of portraying physical consequences on adolescent boys, through the following hypotheses: ✱

- H₁: Boys exposed to violence with consequences will exhibit less aggression than boys exposed to nonviolence.

H : Boys exposed to violence without consequences will exhibit more aggression than boys exposed to nonviolence.

The question of catharsis is of immediate concern here. [The classic catharsis formulation would contend that watching violence serves to "drain" aggressive tendencies, leaving the viewer less likely to perform acts of aggression (Feshbach, 1961)]. This should hold for both the violence with and without consequences. With the aggression anxiety formulation, on the other hand, [the subject may still be aggressively aroused but his overt behavior is inhibited or suppressed.] Thus, when aggressive action is witnessed and this action is paired with aggression anxiety arousing cues (e.g., blood and suffering), the anxiety functions to suppress subsequent aggressive tendencies (Aronfreed, 1968).

Further, it is expected that the adolescents' perceptions of or attitudes toward scenes with and without consequences will vary. The social norm would contend, in general, that physical aggression is not an acceptable means of solving problems. Also, given that most TV violence is relatively free of blood and suffering, presenting consequences should result in differences on the dimensions of perceived violence and acceptability. The following is predicted:

H₃: Violence with consequences will be:

- a. liked less
- b. seen as less acceptable, and
- c. seen as more violent than violence without consequences.

H₄: Violence without consequences will be:

- a. liked more
- b. seen as less acceptable, and
- c. seen as more violent than nonviolence.

The rationale for predicting more liking of the no consequences violence than the nonviolence, even though it is seen as less acceptable and more violent is based on an action-involvement conception. Given that the sequences the boys were to watch are relatively short, the child may not be highly involved in the film story. When this kind of involvement is lacking, the principal means of holding the viewer's attention is through high action. Thus, since the violent sequences are somewhat higher in action, they will hold the boys' attention better, and they will thus indicate that they liked watching them more than the nonviolence.

The implications of presenting or not presenting physical consequences of violence should be considered.

If television entertainment presents only glorified or "clean" violence, the effect may be to increase the probability of stimulating aggressive behavior. It has been suggested that control of aggression might better

be implemented by showing the consequences of violence (Goranson, 1969b). Perhaps more important, however, is consideration of the effect of presenting consequences over time. It could be argued that to do so would eventually result in satiation such that the end result would be to raise the threshold of what is perceived as violent and thus anxiety arousing (Wolpe, 1958). This satiation notion has interesting parallels in the research involving social class differences in perceptions of television violence.

Social Class Differences

The earlier proposition that TV violence is the primary source of exposure to aggressive behavior must be qualified for the low-income or ghetto dweller. Research indicates that these individuals are exposed to actual physical aggression to a greater extent than are middle- or upper-income individuals (Gans, 1962; Clark, 1965; Chilman, 1965; Moles, 1965; U. S. Govt., 1968). (At the same time, the low-income child spends more time with TV than does his middle-class counterpart (Greenberg & Dervin, 1970). Thus, the lower-class child is exposed to more real-life as well as vicarious violence in his environment.

The effect that the low-income child's environ-

ment has on his perceptions of the world provides the parallels to the satiation question. The basic notion posits that an individual's environment, a contributor to the process of socialization, functions to influence his behaviors and perceptions. Socialization here is considered to be the process whereby the child acquires the norms and values of his immediate society, culture, or reference group (Elkin, 1960).

Recent studies of children's perceptions of TV violence reveal social class differences. Low-income boys, 10-11 years of age, perceive scenes of TV violence as less violent, the behavior more acceptable, they like watching them more, and see them as more real than do middle-class boys (Greenberg & Gordon, 1972a). By age 14, the perception difference for amount of violence disappears though the other differences hold (Greenberg & Gordon, 1972b). Given these perception differences, the crucial remaining question is, what are the overt aggressive tendencies? This research tested the following hypotheses concerning class differences and the interaction of class with the content manipulation of physical consequences:

- H₅: Boys who view violence with consequences will exhibit less aggression than boys who view nonviolence; this treatment effect will be greater for middle-class boys than for lower-class boys.

H₆: Boys who view violence without consequences will exhibit more aggression than boys who view nonviolence; this treatment effect will be greater for lower-class boys than for middle-class boys.

The class differences predicted here are consistent with the evidence cited. However, these hypotheses run directly counter to post hoc hypotheses put forth by Feshbach and Singer (1971) following a six week field experiment. Their findings focused on the role of the child's socioeconomic level and his fantasy aggression level.

Their field experiment tried to control television entertainment programming to groups of middle- and lower-class boys in boys' homes, residential private schools, and military academies. Half the boys received nonviolent programming and the other half violent. The major conclusions of their study were:

1. Exposure to aggressive content in television does not lead to an increase in aggressive behavior.

2. Exposure to aggressive content in television seems to reduce or control the expression of aggression in aggressive boys from relatively low socioeconomic backgrounds.

Allowing for differences between the field experiment and laboratory experimentation, these findings question the generalizability of the laboratory studies

cited. Given the greater difficulty of measurement and control in the field setting, it should hold that differences detected in the field could be measured more readily in the laboratory given similar measuring instruments and procedures. As such, the second of their conclusions has been put to a direct test in this study.

Feshbach and Singer (1971) noted further that the effect of reduced or controlled aggressive tendencies for the lower SES child should be maximal for boys low in fantasy aggression and high in overt aggression. As such they posit a mediating function for fantasy aggression. This proposition will be discussed next.

Fantasy Aggression as a Mediator

Very little attention has been given to the role of the viewer's fantasy behavior as it relates to his mass media preferences or his reactions to particular types of media content. Singer (1971) notes that a child's predispositions toward imaginative material may be an important factor in his responses to filmed aggressive behavior. A large number of studies, as summarized by Buss (1961); Singer (1966); and Singer (1968) indicate that children and adults who show generally high overt aggressive behavior, show less evidence of imagination or fantasy ability on a

variety of measures. These individuals are also less likely to indicate concern about punishment or show guilt or awareness of the consequences of aggressive behavior in their fantasy.

Spivack (1964) demonstrated that children who show antisocial "acting out" behavior are no more interested in aggressive content than their more socialized peers. They are, however, less able to organize their expressive behavior into imaginative play. Biblow (1970) angered children 10-11 years of age by having their play disrupted by an older child. One angered group then watched a violent film-strip while another angered group watched a nonviolent film. The results indicate that children initially designated as highly imaginative behave very differently from those with little predisposition for imaginative play. The former showed a reduction in aggressive play following exposure to either film, especially the nonviolent film. The less imaginative children were more likely to increase aggression after exposure to the aggressive film.

In summary, the evidence supports the claim that children with lesser ability to fantasize are more overtly aggressive than their more imaginative peers. Fantasy behavior or ability appears to mediate

overt behavior. Our earlier conclusion on class differences in aggressive behavior posited that the lower class boys are more overtly aggressive. The link remains to be established, as to whether that behavioral difference is confounded with a fantasy or imagination difference.

The majority of evidence relating fantasy behavior to overt aggressive behavior has dealt with the child's general "ability" to fantasize. The distinction here is between measures of "ability" to fantasize and measures of fantasy content regardless of overall "ability". Although it is expected that a correlation exists between ability to fantasize and the content of fantasy generated, this distinction will not be examined in the present study. Here, the standard Thematic Aperception Test procedure was used to examine the aggressive content of the adolescent's fantasy. Thus, no hypotheses relating to fantasy "ability" will be offered.

The relationship between the aggressive content of the child's fantasy and his perceptions of a violent sequence should be predictable. The same rationale used to predict class differences in perceptions applies here. For class differences, the proposition was that the child's personal experience with aggression served to condition his perceptions of aggressive material.

The amount of aggressive content in the child's fantasy (as determined by the TAT procedure), should reflect and in fact be a part of his personal experiences with aggression. Thus, the amount of fantasy aggression displayed should relate to perceptions of the television violence. The more fantasy aggression the child engages in, the more sated he should be to aggressive behavior. For the high fantasy aggressive child, TV violence should appear as less violent than it would to the low fantasy aggressive child. These interaction hypotheses follow:

- H_{7a}: Violence without consequences will be liked more than nonviolence; this treatment effect will be greater for boys high in fantasy aggression than for boys low in fantasy aggression.
- H₇: Violence without consequences will be:
- b. seen as less acceptable, and
 - c. seen as more violent than nonviolence; this treatment effect will be greater for boys low in fantasy aggression than for boys high in fantasy aggression.
- H₈: Violence with consequences will be:
- a. liked less
 - b. seen as less acceptable, and
 - c. seen as more violent than violence without consequences; this treatment effect will be greater for boys low in fantasy aggression than for boys high in fantasy aggression.

The evidence relating fantasy aggression to overt behavior is inconclusive. The Feshbach and

Singer (1971) prediction that low-income children will be less aggressive after viewing violence than after nonviolence, though consistent with their findings, is not consistent with the reasoning in this study. The prediction in this study is just the opposite. The low-income child is expected to be maximally aggressive following exposure to violence. It is reasoned that this child will have minimal aggression anxiety (i.e., have minimal inhibitions against expressing aggressive behavior) because of his greater exposure to acts of aggression. Exposure to TV violence should thus serve to reduce his inhibitions even more. The following prediction forwarded by Feshbach and Singer (1971) will be tested and is not expected to be confirmed:

H₉: Boys low in fantasy aggression and high in overt aggression will exhibit less aggression after exposure to violence without consequences than after exposure to nonviolence.

Aggression Anxiety

The earlier predictions concerning violence with consequences and without consequences were based on the rationale that aggression anxiety would be evoked in the consequences version and inhibit aggressive behavior. Support for this reasoning comes from such researchers as Sears (1961) and Lesser (1958). Consistently, overt aggression has shown a negative

relationship to aggression anxiety such that individuals with a high aggression anxiety level exhibit low overt aggression. Here, aggression anxiety is used as a personality or classification variable, i.e., subjects who have differing amounts of this characteristic behave differently.

The theoretic rationale of the present research, on the other hand, is examining the proposition that whatever the level of aggression anxiety, this level can be manipulated (increased) by the presentation of physical consequences. Increased anxiety should then lead to decreased aggressive behavior. To examine these aggression anxiety differences more closely, anxiety will be used as a classification variable and changes in aggressiveness and perceptions examined. The boy's aggression anxiety level should influence his reactions to the varying TV content. The following is expected:

H₁₀: Boys who view violence with consequences will exhibit less aggression than boys who view violence without consequences; this effect will be greater for boys high in aggression anxiety than for boys low in aggression anxiety.

Perception differences relative to aggression anxiety are also clear-cut:

H₁₁: Violence with consequences will be:

- a. liked less
- b. seen as less acceptable, and
- c. seen as more violent than violence without consequences; this treatment effect will be greater for boys high in aggression anxiety than for boys low in aggression anxiety.

H_{12a}: Violence without consequences will be liked more than nonviolence; this treatment effect will be greater for boys low in aggression anxiety than for boys high in aggression anxiety.

H₁₂: Violence without consequences will be seen as:

- b. less acceptable, and
- c. more violent than nonviolence; this treatment effect will be greater for boys high in aggression anxiety than for boys low in aggression anxiety.

A summary of all hypotheses is presented in

Table 1.

TABLE 1

SUMMARY OF HYPOTHESES
(Non-Independent Hypotheses are Omitted)

		No Consequences/ Nonviolence	Consequences Nonviolence	Consequences No Consequences
<u>TV Treatments:</u>				
1. Situational Agg.	H ₂ : NC NV	H ₁ : C NV	H _{3a} : C NC	
2. Professed Liking	H _{4a} : NC NV		H _{3b} : C NC	
3. Per. Acceptability	H _{4b} : NC NV		H _{3c} : C NC	
4. Per. Violence	H _{4c} : NC NV			
<u>Social Class:</u>				
1. Situational Agg.	H ₆ : NC NV/M L	H ₅ : c NV/M L		
2. Professed Liking				
3. Per. Acceptability				
4. Per. Violence				
<u>Fantasy Aggression:</u>				
1. Situational Agg.	H ₉ : LFA+HOA: NC NV		H _{8a} : C NC/:F HF	
2. Professed Liking	H _{7a} : NC NV/HFA LFA		H _{8b} : C NC/LF HF	
3. Per. Acceptability	H _{7b} : NC NV/LFA HFA		H _{8c} : C NC/LF HF	
4. Per. Violence	H _{7c} : NC NV/LFA HFA			
<u>Aggression Anxiety:</u>				
1. Situational Agg.	H _{11a} : NC NV/LAA HAA		H ₁₀ : C NC/HAA LAA	
2. Professed Liking	H _{11b} : NC NV/HAA LAA		H _{12a} : C NC/HAA LAA	
3. Per. Acceptability	H _{11c} : NC NV/HAA LAA		H _{12b} : C NC/HAA LAA	
4. Per. Violence			H _{12c} : C NC/HAA LAA	
<u>Codes:</u> NC = No Consequences				
NV = Nonviolent				
C = Consequences				
/ = Interaction effect				
L = Lower-Class				
M = Middle-Class				
FA = Fantasy Agg. H & L (high & low)				
AA = Agg. Anxiety H & L (high & low)				
OA = Overt Agg. H (high)				

CHAPTER II

METHODS

The Sample

Data were collected from 286 seventh, eighth, and ninth grade boys on June 13 and 14, 1971. There were 283 usable questionnaires. Blacks were excluded to control for potential racial differences. Given the emphasis on aggressive behavior, girls were excluded to control for sex differences. The boys were samples from two junior high schools in Jackson, Michigan. One school was in a low-income neighborhood in the inner city. The second was a middle-class school in a residential area.

Variables and Operationalizations

Television Treatment

Three video tapes of approximately four minutes and thirty seconds each were constructed. The physical consequences of violence were controlled. One version, nonviolence, contained no aggressive behavior. The other two versions depicted a fist fight, with the physical consequences of the fight and without those

consequences. The basic violent scene was taken from the film, The Chase. In this scene, the sheriff of a small town is being severely beaten by three local men. The physical consequences evident included excessive beating, blood, swollen face, uncoordinated movement, and slurred speech.

In the consequences version, the scene was presented with very little editing. For the no consequences version, the scene was recorded on videotape using a filter to remove the reds, thus wiping out the blood. Other consequences were edited out. The nonviolent version used scenes from the film which included the major characters of the fight scene. The three versions were edited to maintain a consistent story line. This story line was fostered to give the action in each version a consistent context.

Antecedent Variables

Social Class

Social class was determined primarily on the basis of parental occupation. A combination of the Troldahl Occupational Prestige Scale (Troldahl, 1967) and the North-Hatt Occupational Ratings (1947) was used as aids in the assignment of the occupational

information provided by the child to either a middle- or lower-class categorization. Where occupational information was uncodable (9 percent of the cases), the social class of the school being sampled was used for classification. Since the two junior high schools sampled were selected because their student bodies most typified the middle-class and lower-class subjects desired, this procedure was adopted.

Fantasy Aggression

The adolescents' fantasy aggression level was assessed through a Thematic Aperception Test procedure (TAT). Each child was asked to write a short story in response to each of three stimulus pictures (see Figure 1).



Fig. 1. TAT Stimulus Pictures

The degree of aggressiveness evidenced in each story was rated using a modified version of Barclay's (1970) aggressive scoring procedure. Each story was given a

score ranging from one (no expression of aggression) to four (expressed strong aggression). Two independent judges rated all stories. Percent of overall agreement to a point estimate was 84 percent. Calculation of agreement allowing for differences of plus or minus one scale unit yielded an agreement figure of 93 percent. When independent ratings were completed and differences in ratings were found, the judges discussed the ratings to decide upon a final assigned score.

For the analysis, the fantasy aggression story scores were intercorrelated and the two stories with the highest overall intercorrelation (.25) were summed as an index of fantasy aggression for each adolescent. Scores ranged from 2-8. The intercorrelations of the three stories were as follows: 1 and 2 = .14; 1 and 3 = -.002; 2 and 3 = .25. Three percent of the stories (17 of 533) were either uncodable or not completed. These stories were assigned the grand mean for that story as a missing data score. The scores ranged from 2-8 with a mean of 5.1 and a standard deviation of 1.45.

Aggression Anxiety

A combination of eight items selected from the Sears (1961) Aggression Anxiety Scales, items devised by Buss and Durkee (1957), and specially constructed items were used to assess the aggression anxiety level

02

07

20

01

08

03

11

17

09

21

12

18

22

05

10

14

19

of the boys. These eight items were submitted to a principle axis factor analysis with varimax rotation in an attempt to assess the best items to combine as indices. However, since only two of the eight items loaded together in the factor analysis, the six items designed to tap anxiety which evidenced positive intercorrelations were summed as the index. These items and their intercorrelations are presented in Table 2. Two percent of the items (18 of 1698) were either uncodable or unanswered. These items were assigned the grand mean for that item as a missing data score. The scores ranged from 6-18 with a mean of 11.1 and a standard deviation of 2.5

These aggression anxiety items were designed to elicit general reactive style as opposed to an assessment of immediate feelings. However, since these items were assessed following the television treatment, a check was made to determine whether the treatment was having a significant influence on responses to the items. The mean aggression anxiety ratings were: (1) after nonviolence 11.03; (2) after violence without consequences 11.01; and (3) after violence with consequences 11.22. The t-test comparisons of mean values showed: nonviolence vs. violence without consequences $t = 0.06$, $df = 191$. For nonviolence vs. consequences $t = 0.49$, $df = 175$. Thus, there was no

apparent bias due to the treatment.

TABLE 2
AGGRESSION ANXIETY ITEMS AND INTERCORRELATIONS

	Intercorrelations					
	1	2	3	4	5	6
1. I usually don't hit back, even if someone hits me first.	-					
2. I can't think of a good reason for ever hitting anyone.	.25	-				
3. It makes me nervous to see two of my friends fighting.	.11	.16	-			
4. There's too much blood and gore in the news these days.	.13	.18	.18	-		
5. Fighting is not a good way to get even with someone you hate.	.21	.15	.10	.14	-	
6. I'd rather not have my own way if I have to punch a guy to get it.	.20	.03	.15	.17	.30	-

Dependent Variables

Aggressiveness

The adolescents' aggressive tendencies following the television treatment were assessed through a set of six situation items which presented potentially aggression provoking encounters. A list of behavioral alternatives was offered for each situation. The boys were asked to imagine themselves in that situation and to honestly indicate what they would do. A complete listing of the items and the item intercorrelations are in Table 3.

TABLE 3

SITUATIONAL AGGRESSION ITEMS AND INTERCORRELATIONS

-
1. Since early in the school year you have been bugged by a bully who really thinks he's tough. This guy has not only lipped-off to you but has given your friends a bad time too.

 Imagine that both of you are on the football team. On one particular play during practice you have a wide open shot at him from the side. How hard do you hit him?

 I would try to hit him hard enough to:

- _____ stop the play
- _____ knock the wind out of him
- _____ put him out of practice for the day
- _____ put him out of practice for a week
- _____ wrack him up for a good long time
- _____ put him in the hospital for a long time

TABLE 3 (Continued)

-
-
2. Your friend John is in a bind and needs some help to move some things this Saturday. You would like to help him but you can't spare much time because you have to help your dad fix the garage roof. How much time would you help John?

I would help him:

☐ about one hour
☐ 2-3 hours
☐ 4-5 hours
☐ 6-7 hours
☐ more than 7 hours

3. Your class has gone to a larger classroom to watch a movie. In the desk drawer where you're sitting there are rubberbands, paper, and a box of straight-pins. Although the room is dark, you notice that the guy who tripped you in the hall yesterday is sitting a couple of seats ahead of you. You really don't like him very much and would like to get even with him for tripping you. What would you do?

I honestly would:

☐ do nothing
☐ throw paper balls to bother him
☐ shoot him with some rubber bands
☐ shoot him with some spit wads
☐ bend a straightpin and shoot him with it

4. The guys are playing a game of baseball over the noon hour. Imagine that Bill, your friend, is pitching and a guy he doesn't like comes up to bat. This guy has been giving Bill's girlfriend a bad time. Yesterday he pulled her books out of her hands which almost knocked her down the stairs. He is a real creep. How should Bill pitch to him?

Bill should:

☐ pitch as usual
☐ try very hard to strike him out
☐ throw the ball fast and close to scare him
☐ try to hit him with the ball
☐ throw the ball fast and hard to hit him in the head

TABLE 3 (Continued)

-
-
5. While dressing in the locker room, the local joker snaps you hard with a towel. You really don't like him and none of the other guys do either. When they see him do it, they grab him and hold him so that you can snap him back. It really hurt when he snapped you. What would you do?

I honestly would:

- ☐ tell them to let him go
- ☐ snap him once
- ☐ snap him two or three times
- ☐ snap him four or five times
- ☐ snap him as hard as I could until he cried

- 6 A student in your class has become very ill and needs special treatment. His family doesn't have much money so your class voted to give them some of the money that was earned in the car wash last Saturday. Of the \$50 that was earned, how much should the class give?

The class should give:

- ☐ less than \$10
- ☐ \$20
- ☐ \$30
- ☐ \$40
- ☐ \$50

7. While playing volleyball, your friend Jim was lined up near the net waiting for the game to get started. Before the game starts and without good reason, the guy across from him spikes the ball hard and hits Jim in the face. Jim dislikes the guy anyway; what should he do?

Jim honestly should:

- ☐ do nothing and ignore it
- ☐ tell him to watch what he is doing
- ☐ grab the ball and throw it back at him
- ☐ charge under the net and slug him one
- ☐ charge under the net and beat him up
- ☐ wait to catch him alone after school and really beat him up good

TABLE 3 (Continued)

8. You have just bought a new transistor radio. On your way home a guy you don't like asks to look at it. He takes off running and will not give the radio back to you. What would you try to do?

I would really try to:

- _____ ignore him, hoping he would give it back later
- _____ keep asking him for it until he gave it to me
- _____ catch him and take it back even if I had to shove him around
- _____ catch him, take the radio and slug him a couple of times
- _____ catch him, take the radio and punch him five or six times
- _____ catch him, take the radio and beat his head in good

<u>Item #</u>	<u>Intercorrelations</u>					
	1	3	4	5	7	8
1	-					
3	.31	-				
4	.33	.38	-			
5	.33	.42	.40	-		
7	.29	.39	.39	.43	-	
8	.34	.37	.36	.50	.44	-

The sum of the six items was used to index the aggressive tendencies of each youth. The scale range was 6-33. Only four of the 1698 total items were blank or uncodable. Each of these items was recoded to the grand mean for that item. The scores ranged from 6-33 with a mean of 19.6 and a standard deviation of 6.5.

Perceptions

The boy's perceptions of the scenes were measure using items from two recent studies by Greenberg and Gordon (1972a, 1972b). Ten items were used to tap the dimensions of (1) perceived violence, (2) perceived acceptability of the behavior observed, and (3) professed liking for the content of the scene.

The perception items were submitted to a principle axis factor analysis with varimax rotation to verify that they were tapping the intended dimensions. At the three factor solution, all items were clustered as expected and explained 66 percent of the total variance. Table 4 presents the items and factor loadings. The scale range and response range of the four items for Perceived Violence was 4-16, with a mean of 11.3 and a standard deviation of 3.3. The three items for Perceived Acceptability had a scale and response range of 3-12 with a mean of 9.3 and a standard

TABLE 4

FACTOR ANALYSIS OF PERCEPTION ITEMS

		<u>% Total Variance</u>
Factor 1.	<u>Perceived Violence</u>	25%
ITEMS:		<u>Item Loadings</u>
Were the people.....	<input type="checkbox"/> Not Very Angry <input type="checkbox"/> A Little Angry <input type="checkbox"/> Very Angry <input type="checkbox"/> Extremely Angry	... .75
Was what you saw.....	<input type="checkbox"/> Not Very Violent <input type="checkbox"/> Pretty Violent <input type="checkbox"/> Very Violent <input type="checkbox"/> Extremely Violent	... .78
Was what you saw.....	<input type="checkbox"/> Not Very Serious <input type="checkbox"/> A Little Serious <input type="checkbox"/> Pretty Serious <input type="checkbox"/> Very Serious	... .70
Was what you saw.....	<input type="checkbox"/> Not Very Cruel <input type="checkbox"/> A Little Cruel <input type="checkbox"/> Pretty Cruel <input type="checkbox"/> Very Cruel	... .74
Factor 2.	<u>Perceived Acceptability</u>	20%
ITEMS:		<u>Item Loadings</u>
Is it.....	<input type="checkbox"/> Very Right For People To Be This Way <input type="checkbox"/> A Little Right <input type="checkbox"/> Not Very Right <input type="checkbox"/> Not Right At All For People To Be This Way	... .83
Was what you saw.....	<input type="checkbox"/> A Very Good Thing to Do <input type="checkbox"/> A Pretty Good Thing <input type="checkbox"/> A Pretty Bad Thing <input type="checkbox"/> A Very Bad Thing To Do	... .75

TABLE 4 (Continued)

Is it.....	___ Very Nice For People To Act ___ Like This ___ Pretty Nice ___ Not Very Nice ___ Not Nice At All For People To ___ Act Like This	... .60
Factor 3.	<u>Professed Liking</u>	21%
ITEMS:		<u>Item Loadings</u>
What you saw was.....	___ A Very Good Thing To ___ Watch ___ A Pretty Good Thing ___ A Pretty Bad Thing ___ A Very Bad Thing To ___ Watch	... .73
Was it.....	___ A Wonderful Show ___ A Pretty Good Show ___ A Pretty Bad Show ___ A Terrible Show	... .87
Was what you saw a show like.....	___ You Really Like to See ___ You Sometimes Like To ___ See ___ You Don't Like To See ___ Very Much ___ You Don't Like To See ___ At All	... .80

deviation of 2.3. The three items for Professed Liking had a scale and response range of 3-12 with a mean of 7.1 and a standard deviation of 2.1. In all three cases, the items were summed as the index for those dimensions of perception. Only nine items in total were blank or uncodable, these were recoded to the grand mean of the item.

Control Variables

Information was collected on three variables which have shown a positive relationship to aggressive behavior in prior research. The intent was to account for their influence, should a treatment effect be demonstrated.

Overt Aggressiveness

The youth's normal aggressiveness was assessed through two independent measures. The first, was a set of eight items designed to tap general overt aggression tendencies (Buss & Durkee, 1957). These items were factor analyzed (principle axis with varimax rotation) with the eight aggression anxiety items to determine the best items for index construction. Four overt aggression items held together as one factor explaining 15 percent of the total variance. These four items were summed as index #1 of overt aggression. The scale

range and response range was 4-12 with a mean of 7.7 and a standard deviation of 2.1. The 19 missing data responses were recoded to the grand mean of the item. The items used in this index, factor loadings and item intercorrelations are in Table 5.

These overt aggression items were designed to elicit general overt reactive style as opposed to an assessment of immediate feelings. However, since these items were administered following the TV treatment, the same t-test procedure used for the aggression anxiety items was used to test for a treatment effect. The mean overt aggression ratings were: (1) after non-violence 7.86; (2) after violence without consequences 7.60; and (3) after violence with consequences 7.79. The t-test comparisons of mean values showed: Non-violence vs. violence without consequences $t = 0.86$, $df = 191$. For nonviolence vs. consequences $t = 0.49$, $df = 175$. Thus, there was no apparent effect due to the treatment.

The second measure was supplied by the boys' physical education instructor. The instructor rated each boy on a five point scale ranging from "one of the least aggressive in the class" to "one of the most aggressive in the class." The actual rating served as overt aggression index #2 for each child. Scores

TABLE 5

OVERT AGGRESSION ITEMS AND INTERCORRELATIONS

	<u>Intercorrelations</u>				<u>Factor Loadings</u>
	1	2	3	4	
1. I think a fight is a good way to settle an argument.	-				.61
2. Sometimes I get the urge to pound someone just for fun.	.24	-			.65
3. Anyone who says bad things about me is asking for a punch in the nose.	.50	.36	-		.75
4. Sometimes you have to get tough with other kids to get your way.	.28	.30	.36	-	.66
					<u>Total Variance</u>
					15%

ranged from 1-5 with a mean of 2.8 and a standard deviation of 1.0. This measure of overt aggressiveness correlated .15 with the overt aggression index #1. The instructor rating produced a .12 correlation with the major dependent measure of aggressiveness, the situation items. Index #1 showed a .52 correlation with the situation items and was thus used as the measure of overt aggression for the analyses.

Parental Attitudes

The attitudes of the youths parents toward aggression were assessed through eight items selected from Sears (1961), from Dominick and Greenberg (1972) and from specially constructed items. The items and intercorrelations are presented in Table 6. Aggressive items scored 1-3 with 3 being the score for a positive attitude toward aggressive behavior. Thus, the index for this variable was the sum of the eight items, with a scale range of 8-24. The four missing data items were recoded to the grand mean of the item. The scores ranged from 11-22 with a mean of 16.1 and a standard deviation of 2.2.

TABLE 6

ITEMS FOR PARENTAL ATTITUDES TOWARD AGGRESSION AND
INTERCORRELATIONS

-
-
1. "My parents think hobbies are a good thing."
(Check only one)

 _____ My parents think that way
 _____ I'm not sure what they'd say
 _____ My parents don't think that way
 2. "If I was rude to someone, my parents would want me to apologize."
 3. "My parents think that a guy is a sissy if he's afraid to play rough games."
 4. "My parents think it's important to finish school."
 5. "When killing is shown on TV news, my parents always dislike it."
 6. "If I happen to get into a fight now and then, my parents don't really mind."
 7. "My parents think that pets are good for children."
 8. "My parents say that campus protesters deserve to have their heads beat in."
 9. "My parents think that most children should try to play a musical instrument."
 10. "My parents think it's perfectly ok for boys to fight sometimes."
 11. "My parents think it's ok for a policeman to shoot someone who is robbing a store."
 12. "My parents will punish me if I get into fights."
 13. "My parents think it is wise for children to learn to swim."

TABLE 6 (Continued)

<u>Intercorrelations</u>								
	2	3	5	6	8	10	11	12
2	--							
3	-.08	--						
5	.06	-.06	--					
6	-.10	.14	-.01	--				
8	.08	.11	.14	.11	--			
10	.02	-.01	.07	.30	.30	--		
11	-.04	.23	.01	.15	.22	.03	--	
12	.06	.08	-.001	-.25	.11	-.25	.04	--

Exposure to TV Violence

The youth's general exposure to television violence was determined through a checklist of 24 violent and nonviolent TV shows offered in the Jackson area. The boys were asked to check the programs they watched every week or almost every week. Seventeen of the shows were classified as violent on the basis of ratings provided by Greenberg and Gordon (1971). Two new shows, "Men at Law" and "Strange Report" were also classified as violent because of their similarity to "Perry Mason" and "The FBI" respectively. The scale range was 0-19. These scores were used as the index of exposure to TV violence. Scores ranged from 0-19 with a mean of 7.7 and a standard deviation of 3.8. The total listing of TV shows is in Appendix C.

Basic Study Design

The basic study design involved two levels of the classification variables--(1) Social Class, (2) Fantasy Aggression, and (3) Aggression Anxiety. The classification variable was compared across three treatment conditions, (1) violence with physical consequences, (2) nonviolence, and (3) violence without consequences. The dependent measures were (1) aggressiveness, (2) perceived violence, (3) perceived

acceptability, and (4) professed liking. Control variables were (1) overt aggression level, (2) parental attitudes toward aggression, and (3) amount of exposure to TV violence.

The study design is summarized below (p. 41).

General Procedures

Each school provided two viewing rooms for the experiment. Each room was equipped with two video monitors and a video tape machine. Viewing in each room was done in two groups of 7-10 boys. In both schools, the boys were randomly assigned to a treatment condition and escorted to the viewing rooms during what was normally the physical education class period. The entire testing procedure took one class session of 50 minutes.

Upon entering the testing room the boys were given a general introduction to the study which posed that "We are interested in what people your age think about a lot of different things. Some of the things we are interested in will be presented to you on questionnaires, others will be on television." Throughout the testing procedure and within the questionnaire design, the attempt was to reduce the emphasis on the aggressive focus of the study. Before

Classification
Variables

Social
Class

Fantasy
Aggression

Aggression
Anxiety

Control
Variables

Overt
Aggression

Parental
Attitudes

TV Violence
Exposure

Violence with Consequences	Nonviolence	Violence w/o Consequences
DVs:	Aggressiveness Perceived Violence Perceived Acceptability Professed Liking	

Fig. 2. Study Design

starting, the boys were reminded that their responses were private and would not be shown to their principal, teachers, or parents. They were also requested not to sign their names.

The first instrument administered was the Thematic Aperception Test (TAT), introduced as . . . "we want to see if you can make up stories for the three pictures in the booklet." The boys completed three short stories before introduction of the next instrument. The parental attitudes instrument followed the TAT. For masking, items such as "My parents think it's important to finish school," were interspersed among the eight aggression items.

The television treatment was presented following completion of the parental attitudes measure. The order of presentation for the treatments was systematically varied in each room to control for time of day. Following the television exposure, a set of eight situational aggression items were administered to assess the effect of the television treatment on the boys' aggressive tendencies. As the second major dependent measure, the ten perception items followed the situational items. These were followed by the overt aggression and aggression anxiety items. Finally, the mass media exposure items were presented.

Some means of identifying questionnaires was necessary for correlation with the instructor's ratings of each child's aggressiveness. When all materials were completed, a blank sheet of paper was passed out and each boy was asked to . . . "put your name and the grade you are in on the paper. We want to know who has helped us out today." They then left all materials in their seats. After the boys left, the materials for each boy were stapled together. Before leaving the room, the boys were asked not to talk about what they had seen or done.

Analytic Procedures

The initial analysis involved determining the necessity for the control variables. A multiple regression routine provided this information for each dependent measure. Running all variables with each dependent variable demonstrated which variables were having the greatest influence, i.e., were the best predictors of, the dependent measure. As a final defining criterion, a partial correlation of .30 or better with the dependent variable was considered substantial enough to warrant control.

Where substantial correlations existed and the hypotheses called for 2 x 2 analyses of variance, the control variable was included in the basis analysis, making

it a 2 x 2 x 2 design. Thus, if the variable in question was having a significant effect on the dependent variable, it would be detected. Since this procedure resulted in disproportionate cell frequencies, an analysis of variance procedure was used which corrected for this problem through a least squares procedure.

Hypotheses predicting group differences which did not require an analysis of variance procedure were analyzed by t-test.

CHAPTER III

RESULTS

The results will be presented first for the overall television treatment effects. Secondly, the evidence will be presented for each dependent variable: (1) Situational aggressiveness, (2) perceived violence, (3) perceived acceptability, and (4) professed liking. Under each dependent variable, findings will be presented for the classification variables: (A) Social class, (B) fantasy aggression, and (C) aggression anxiety.

Television Treatment Differences

Mean differences between treatments were examined by t-test to determine whether overall differences existed on the dependent measures. The differences are presented by dependent variable.

Situational Aggressiveness

It was hypothesized that:

- H₁: Boys exposed to violence with consequences would exhibit more aggression than boys exposed to nonviolence.
- H₂: Boys exposed to violence without consequences would exhibit more aggression than boys exposed to nonviolence.

The overall mean differences for situational aggressiveness across the hypothesized treatment comparisons showed no differences. On this gross comparison, then, this dependent variable did not detect differential effects of the video manipulation on the adolescents' aggressive tendencies. The summary data for the t-test comparisons on situational aggressiveness are presented in Table 7.

Perception Differences

Given the manipulation of physical consequences in the TV content, differences were expected to be evident in the adolescents' perceptions of the scenes. These hypothesized perception differences are presented below. The findings for each dimension will be discussed separately.

H₃: Violence with consequences would be:

- a. liked less
- b. seen as less acceptable, and
- c. seen as more violent than violence without consequences.

H₄: Violence without consequences would be:

- a. liked more
- b. seen as less acceptable, and
- c. seen as more violent than nonviolence.

Professed Liking.--It was hypothesized that the violence with consequences would be liked less than the violence without consequences (H_{3a}). Although the overall

mean difference between these conditions was in that direction, the effect did not approach significant ($t = 0.72$, $df = 175$).

The liking comparison for violence without consequences and nonviolence (H_{4a}) was marginally significant in the predicted direction at the .10 level of significance ($t = 1.77$, $df = 191$). The summary data for this comparison are presented in Table 7.

Perceived Acceptability.--In H_{3b} , it was predicted that the violence with consequences would be seen as less acceptable than the violence without consequences due to the added blood and suffering. The mean difference between these conditions was in the predicted direction but did not reach significance ($t = 1.08$, $df = 194$).

The comparison of the violence without consequences and the nonviolence on perceived acceptability (H_{4b}) was significant at the .001 level in the predicted direction ($t = 5.27$, $df = 191$). Thus, the behavior in the nonviolent version was seen as more acceptable than the aggressive behavior in the no consequences violence. Again, the t-test data for these comparisons are in Table 7.

Perceived Violence.--It was expected that the presentation of physical consequences in violence would

make the action of the scene appear even more violent (H_{3c}). The mean comparison between the violence with consequences and that without verified this expectation. The consequences version was seen as significantly more violent than the no consequences version ($p < .01$, $t = 3.03$, $df = 194$).

The comparison of the nonviolence and the violence without consequences (H_{4c}) further substantiated that the scenes, as constructed, differed significantly in degree of apparent violence ($t = 12.50$, $df = 191$, $p < .001$). See Table 7 for further t-test information.

To summarize, the three television treatments did not generate differences on the measure of situational aggressiveness. The adolescents indicated that they liked watching the no consequences violence more than the nonviolence although this difference was marginal. There was no liking difference between the two violent sequences. For perceived acceptability, the behavior in the nonviolent scene was viewed as more acceptable than the behavior in the violent sequences; the two violent sequences did not differ significantly from each other. On the dimension of perceived violence, strong differences were noted among all three treatments, with the nonviolence being perceived as least violent and the consequences version as most violent.

TABLE 7

OVERALL TELEVISION TREATMENT EFFECTS BY DEPENDENT VARIABLES*

	Situational Aggressiveness (Scale range: 6-33)	Professed Liking (Scale range: 3-12)	Perceived Acceptability (Scale range: 3-12)	Perceived Violence (Scale range: 4-16)
Violence with Consequences (V/C)	\bar{x} 19.58 n (90) s.d. 6.0	7.93 (90) 2.2	4.99 (90) 2.2	13.29 (90) 2.2
Nonviolence (NV)	\bar{x} 19.80 n (87) s.d. 6.3	7.63 (87) 2.0	6.89 (87) 2.1	8.01 (87) 1.9
Violence without Consequences (V w/o C)	\bar{x} 19.55 n (106) s.d. 6.8	8.15 (106) 2.1	5.32 (106) 2.0	12.22 (106) 2.6
$(H_1) V/C - NV$ $t = 0.29$ $df = 175$ $p = n.s.$				
$(H_{3a}) V/C - V$ $t = 0.72$ $df = 194$ $p = n.s.$				
$(H_{3b}) V/C - V$ $t = 1.08$ $df = 194$ $p = n.s.$				
$(H_{3c}) V/C - V$ $t = 3.03$ $df = 194$ $p < .01$				
$(H_2) V w/o C - NV$ $t = 0.26$ $df = 191$ $p = n.s.$				
$(H_{4a}) V w/o C$ $t = 1.77$ $df = 191$ $p < .10$				
$(H_{4b}) V w/o C$ $t = 5.27$ $df = 191$ $p < .001$				
$(H_{4c}) V w/o C$ $t = 12.50$ $df = 191$ $p < .001$				

*For all variables, the higher the score, the more of the attribute

Classification Differences by Dependent
Measure

To examine appropriately the hypothesized differences for the classification variables, it was necessary to determine which of the potential control variables should serve as "controls." A multiple regression routine was used to make this judgment. All variables were run against each dependent measure to determine which variables were having the greatest influence on each dependent variable. Those variables having high partial correlations with dependent measures were deemed worthy of control. A partial correlation value of .30 or greater with the dependent measure was established as an arbitrary criterion for control. This would indicate that the variable in question could be contributing as much as 9% of the variance displayed by the dependent variable.

Most of the hypotheses involving classification variables originally called for 2 x 2 analyses of variance. Where significant partial correlations were evident, however, the variable in question was divided by a median split procedure and the basic design was expanded to make it a 2 x 2 x 2. Thus, the influence of the "control" variable on the dependent measure could be determined. "Control" here is not used

in the sense of holding the influence of the variable constant. Rather, the variable is allowed to interact and its contribution to the interaction is examined. Dependent variables which showed high partial correlations with other dependent variables were handled in the same way.

Table 8 presents the simple and partial correlations of all variables with the dependent variables. By dependent variable, the variables showing a .30 or better correlation were:

1. Situational aggressiveness--
Overt aggressiveness
2. Professed liking--
Perceived acceptability
3. Perceived acceptability--
Professed liking and perceived violence
4. Perceived violence--
Perceived acceptability

The variables with partial correlations of .30 or more with dependent measures are starred in Table 8.

Because the "control" variable was selected for its high correlation with the dependent measure, it could be expected that a median split on that variable would produce a significant main effect. This was the case for all analyses to be reported. In all cases, the "control" variable demonstrated at least a .001 level of significance. Thus, the main effect

TABLE 8

SIMPLE (r_{12}) AND PARTIAL ($r_{1.2}$) CORRELATIONS OF VARIABLES WITH DEPENDENT VARIABLES

Dependent Variables:	Situational Aggressiveness		Professed Liking		Perceived ¹ Acceptability		Perceived Violence	
	r_{12}	$r_{1.2}$	r_{12}	$r_{1.2}$	r_{12}	$r_{1.2}$	r_{12}	$r_{1.2}$
<u>All Variables</u>								
Social Class	-.13	-.02	.06	-.02	.12	.04	.05	.01
Fantasy Ag- gression	.04	.01	-.06	-.07	-.01	.02	.03	-.01
Parental At- titudes	.18	.05	-.13	-.02	-.19	-.13	-.03	.08
Situational Aggressiveness	--	--	-.23	-.02	-.28	-.06	-.09	.02
Professed Liking	-.23	-.02	--	--	.36	.32*	.05	-.19
Perceived Ac- ceptability	-.28	-.06	.36	.32*	--	--	.57	.59*
Perceived Violence	-.09	.02	.05	-.20	.57	.59+	--	--
Overt Ag- gressiveness	.52	.40*	-.35	-.16	-.35	-.16	-.12	.004
Aggression Anxiety	-.29	-.19	.20	-.11	.14	-.01	.05	.02
Exposure to TV Violence	.24	.09	-.17	-.04	-.20	-.05	-.07	-.01

TABLE 8 (Continued)

*Used as "control" variable.

+Not used as "control" variable; see text for explanation.

¹Professed Liking and Perceived Acceptability were scored in reverse of the other factors. Since scores were not reflected for this table, these variables will appear as negative correlations.

difference on the "control" variable will be reported in the analysis of variance tables but will not be discussed as a significant main effect in itself. The "control" variable becomes important when it is involved in a significant interaction. Its presence is particularly important when the analysis reveals a third order interaction and no other interaction effects are evident. In such a case, the two way analyses of variance would have indicated no treatment effects where effects were present but taking a more complex form.

Median splits were used in several analyses to examine differences within a classification variable dimension, as well as to split the "control" variable in the three-way analyses of variance. In all cases, the split was calculated using the entire sample pool. Relevant information about these dimensions is presented in Table 9.

In the single case where perceived acceptability was the dependent measure this procedure of generating median splits from the entire sample produced a problem. When acceptability is the dependent measure, as can be noted in Table 8, the variables of professed liking and perceived violence are significant correlates. However, since the amount of perceived violence in the

TABLE 9
MEDIAN VALUES

Variable	Scale* Range	Median Value	Median Split for Analyses
Fantasy Aggression	2-8	5.69	5 = low (n=160) 6 = high (n=123)
Aggression Anxiety	6-18	11.46	10 = low (n=123) 11 = high (n=160)
Overt Aggression	4-12	8.19	7 = low (n=133) 8 = high (n=150)
Perceived Acceptability	3-12	4.94	5 = low (n=139) 6 = high (n=144)
Professed Liking	3-12	7.69	8 = low (n=125) 9 = high (n=158)

⁸In all cases, the response range was equal to the scale range. For all variables, the higher the score, the more the attribute, e.g., more fantasy aggression, more liking, etc.

nonviolent sequence was very low, the high segment of the overall median split produced exceptionally small cell frequencies for the nonviolent--high perceived violence cells. Thus, only the variable of professed liking was used as a "control" factor when perceived acceptability was the dependent variable.

Although the analyses to be presented examined primarily classification variable differences, the results will be presented by dependent variable. Classification variables will be discussed under each dependent variable.

Situational Aggressiveness

Social Class Differences.--It was theorized that social class environment would contribute to the socialization of a child's behavioral responses. As related to the video materials constructed, the following was predicted:

H₅: Boys who view violence with consequences will exhibit less aggression than boys who view nonviolence; this treatment effect will be greater for middle-class boys than for lower-class boys.

H₆: Boys who view violence without consequences will exhibit more aggression than boys who view nonviolence; this treatment effect will be greater for lower-class boys than for middle-class boys.

The relevant "control" variable here was the boys'

normal overt aggression level. This variable was included with the social class and TV treatment factors to make a 2 x 2 x 2 design. A three-way analysis of variance permitting unequal cell frequencies (Snedecor, 1956) was used to test H_5 and H_6 . Tables 10A and B present the means and sources of variance for this analysis.

Analysis of variance Table 10B for the consequences--nonviolence comparison showed that the only effect, other than the "control" variable, was a marginal two-way interaction between class and the "control" variable of overt aggression ($p < .10$). In general, the pattern of the means for this interaction showed that boys high in overt aggression demonstrated more aggressiveness than boys who were normally low in overt aggression and that this was even more the case for lower-class boys than for middle-class boys. Thus, H_5 was not confirmed.

For the violence without consequences--nonviolence comparison (H_6), analysis of variance Table 10B indicated a significant three-way interaction ($p < .03$). This third order interaction effect demonstrated that when the adolescent's overt aggression level, his social class, and the TV treatment were considered together, the boys' aggressive reactions to the television

TABLE 10

ANALYSES OF VARIANCE FOR SOCIAL CLASS (SES), TV
TREATMENT, AND OVERT AGGRESSIVENESS (OA)

Table 10A: <u>Cell Means</u> (The higher the mean, the more situational aggressiveness)				
	<u>Middle Class</u>		<u>Lower Class</u>	
	High Overt Aggres.	Low Overt Aggres.	High Overt Aggres.	Low Overt Aggres.
With Consequences	20.5 (n=23)	16.5 (n=27)	22.7 (n=24)	18.6 (=16)
Nonviolence	20.5 (n=18)	16.9 (n=27)	24.3 (n=30)	14.1 (n=12)
Without Consequences	22.2 (n=30)	17.0 (n=30)	21.2 (n=25)	17.4 (n=21)

Table 10B: Variance Tables

WITH CONSEQUENCES VS. NONVIOLENCE

Source of Variance	MS	df	F	P
SES	67.9	1	2.1	ns
TV	17.6	1	-	ns
OA	1206.2	1	38.0	.0005
SES x TV	25.7	1	-	ns
SES x OA	114.6	1	3.6	.10
TV x OA	87.1	1	2.7	ns
SES x TV x OA	107.0	1	3.4	ns
ERROR	31.8	169		
TOTAL		176		

TABLE 10 (Continued)

WITHOUT CONSEQUENCES VS. NONVIOLENCE				
Source of Variance	MS	df	F	P
SES	0.5	1	-	ns
TV	11.5	1	-	ns
OA	1449.2	1	39.6	.0005
SES x TV	6.8	1	-	ns
SES x OA	74.3	1	2.0	ns
TV x OA	60.8	1	1.7	ns
SES x TV x OA	176.6	1	4.8	.03
ERROR	36.6	185		
TOTAL		192		

violence would be more easily detected than if all these factors were not taken into account.

Looking at the means (Table 10A), it appeared that the differences were consistent in that boys high in overt aggression displayed more aggression than those low in overt aggression. This pattern was exaggerated for the lower-class boys. Also, the lower-class boys who are high in overt aggression broke the pattern by showing more aggression in the nonviolent television treatment while all other groups showed less, therefore, the third order interaction.

Thus, partial support was found for H_6 when the third factor of overt aggression was considered. Three of the four groupings of youngsters were more aggressive following exposure to violence as opposed to nonviolence. The exception was the lower-class boys who were high in overt aggression.

Fantasy Aggression and Overt Aggression.--The Feshbach and Singer (1971) hypothesis (H_9) was tested by t-test:

H_9 : Boys low in fantasy aggression and high in overt aggression will exhibit less aggression after exposure to violence without consequences than after exposure to nonviolence.

It was expected that H_9 would not be confirmed. The mean aggression value for the low fantasy--high

overt aggression boys after exposure to violence without consequences was 21.1. For those exposed to nonviolence, the mean was 21.9. The t-test was not significant ($t = 0.43$, $df = 51$). Thus, the hypothesis was not supported.

Aggression Anxiety Differences.--The aggression anxiety level of the adolescent was expected to influence his behavior as follows:

H_{10} : Boys who view violence with consequences will exhibit less aggression than boys who view violence without consequences; this effect will be greater for boys high in aggression anxiety than for boys low in aggression anxiety.

The "control" variable of overt aggressiveness was again relevant here. The same three-way AOV procedure was applied to test the television treatment differences of violence with consequences and violence without consequences as posited in H_{10} . Table 11 presents the AOV information for this analysis.

Since no interaction effect appears in Table 11, hypothesis 10 was not confirmed. There was, however, a main effect evident in the table which lends some support to the reasoning behind the interaction hypothesis proposed. This main effect difference showed that boys who were high in aggression anxiety were less aggressive on the situation items than were boys low in aggression

TABLE 11

ANALYSES OF VARIANCE FOR AGGRESSION ANXIETY (AA),
TV TREATMENT AND OVERT AGGRESSIVENESS (OA)

Table 11A: Cell Means (The higher the mean, the more
situational aggressiveness)

	High Agg. Anx.		Low Agg. Anx.	
	High Overt Aggres.	Low Overt Aggres.	High Overt Aggres.	Low Overt Aggres.
With Consequences	21.5 (n=26)	16.9 (n=27)	21.9 (n=21)	18.9 (n=20)
Nonviolence	--	--	--	--
Without Consequences	19.3 (n=30)	15.7 (n=31)	24.7 (n=25)	19.3 (n=16)

Table 11B: Variance Tables

WITH CONSEQUENCES VS. WITHOUT CONSEQUENCES

Source of Variance	MS	df	F	P
AA	397.8	1	10.9	.001
TV	.0	1	--	ns
OA	858.5	1	23.5	.0005
AA x TV	132.9	1	3.6	ns
AA x OA	.1	1	--	ns
TV x OA	5.8	1	--	ns
AA x TV x OA	36.7	1	1.0	ns
ERROR	36.6	200		
TOTAL		207		

anxiety ($p < .001$)

Perception Differences

Professed Liking

Perception differences will be presented in the same format, that is, by dependent variable with classification variables following. Since no social class differences were examined concerning perceptions, the classification variables for the remaining perception items are fantasy aggression and aggression anxiety.

Fantasy Aggression Differences.--The fantasy aggression level of the adolescent was expected to affect his liking for the TV content. These hypotheses were posed:

- H_{7a}: Violence without consequences will be liked more than nonviolence; this treatment effect will be greater for boys high in fantasy aggression than for boys low in fantasy aggression.
- H_{8a}: Violence with consequences will be liked less than violence without consequences; this treatment effect will be greater for boys low in fantasy aggression than for boys high in fantasy aggression.

The "control" variable for these analyses was perceived acceptability. The three-way AOV comparisons for these hypotheses are presented in Tables 12A and B.

TABLE 12

ANALYSES OF VARIANCE OF FANTASY AGGRESSION (FA), TV
TREATMENT, AND PERCEIVED ACCEPTABILITY (PA)

Table 12A: Cell Means (The higher the mean, the more
professed liking)

	<u>High Fan. Agg.</u>		<u>Low Fan. Agg.</u>	
	High Per. Accept.	Low Per. Accept.	High Per. Accept.	Low Per. Accept.
With Consequences	6.7 (n=23)	9.8 (n=15)	7.5 (n=37)	8.9 (n=15)
Nonviolence	7.6 (n=7)	8.0 (n=31)	6.3 (n=17)	8.0 (n=32)
Without Consequences	7.7 (n=29)	8.9 (n=19)	7.4 (n=31)	9.0 (n=27)

Table 12B: Variance Tables

<u>WITHOUT CONSEQUENCES VS. NONVIOLENCE</u>				
Source of Variance	MS	df	F	P
FA	5.2	1	1.3	ns
TV	22.8	1	5.9	.02
PA	56.6	1	14.6	.0005
FA x TV	3.4	1	-	ns
FA x PA	5.2	1	1.4	ns
TV x PA	0.9	1	-	ns
FA x TV x PA	2.1	1	-	ns
ERROR	3.9	185		
TOTAL		192		

TABLE 12 (Continued)

WITH CONSEQUENCES VS. WITHOUT CONSEQUENCES				
Source of Variance	MS	df	F	P
FA	0.1	1	-	ns
TV	0.0	1	-	ns
PA	129.1	1	32.9	.0005
FA x TV	0.0	1	-	ns
FA x PA	4.8	1	1.2	ns
TV x PA	7.5	1	1.9	ns
FA x TV x PA	9.2	1	2.3	ns
ERROR	3.9	176		
TOTAL		183		

The analyses in Tables 12A and B failed to confirm the liking interaction hypotheses in either treatment comparison. No interaction effects were present. The AOV table for the violence without vs. nonviolence comparison (H_{7a}) did indicate a significant main effect for the TV treatment ($p < .02$). As expected, the violence without consequences was liked more than the nonviolence.

Aggression Anxiety Differences.--The adolescents' aggression anxiety level was expected to interact with the TV treatments such that:

- H_{11a} : Violence without consequences will be liked more than nonviolence; this treatment effect will be greater for boys low in aggression anxiety than for boys high in aggression anxiety.
- H_{12a} : Violence with consequences will be liked less than violence without consequences; this treatment effect will be greater for boys high in aggression anxiety than for boys low in aggression anxiety.

The "control" variable for the three way AOVs for these hypotheses was again perceived acceptability. Table 13A and B present the AOV results. The analysis for the treatment combination of violence without consequences and nonviolence (H_{11a}) produced a three-way interaction ($p < .03$). The mean differences showed that those who saw the behavior as more acceptable, liked the scenes more. This effect was even greater for boys

TABLE 13

ANALYSES OF VARIANCE FOR AGGRESSION ANXIETY (AA),
TV TREATMENT AND PERCEIVED ACCEPTABILITY (PA)

Table 13A: Cell Means (The higher the mean, the more
professed liking)

	High Agg. Anx.		Low Agg. Anx.	
	High Per. Accept.	Low Per Accept.	High Per Accept.	Low Per Accept.
With Consequences	6.9 (n=34)	8.9 (n=19)	7.8 (n=26)	9.5 (n=11)
Nonviolence	6.6 (n=14)	8.0 (n=32)	6.7 (n=10)	8.0 (n=31)
Without Consequences	7.5 (n=39)	8.4 (n=22)	7.7 (n=21)	9.4 (n=24)

Table 13B: Variance Tables

WITH CONSEQUENCES VS. WITHOUT CONSEQUENCES

Source of Variance	MS	df	F	P
AA	19.9	1	5.1	.03
TV	0.1	1	-	ns
PA	122.5	1	31.2	.0005
AA x TV	0.5	1	-	ns
AA x PA	0.5	1	-	ns
TV x PA	3.8	1	-	ns
AA x TV x PA	3.4	1	-	ns
ERROR	3.9	200		
TOTAL		207		

TABLE 13 (Continued)

NONVIOLENCE VS. WITHOUT CONSEQUENCES				
Source of Variance	MS	df	F	P
AA	3.8	1	-	ns
TV	33.5	1	8.7	.004
PA	72.0	1	18.6	.0005
AA x TV	2.4	1	-	ns
AA x PA	1.4	1	-	ns
TV x PA	0.0	1	-	ns
AA x TV x PA	29.4	1	5.1	.026
ERROR	3.9	185		
TOTAL		192		

low in aggression anxiety and high in perceived acceptability who watched the violence without consequences. Also, as indicated by the significant main TV effect ($p < .004$), the violence without consequences was generally liked more than the nonviolence. Thus, support was found for H_{11a} when the third factor of perceived acceptability was accounted for.

There were no interaction effects evident in the analysis of variance for the violence with consequences and without consequences comparison. Thus, no support was found for H_{12a} .

Perceived Acceptability

Fantasy Aggression Differences.--The interaction of the adolescents' fantasy aggression and the perceived acceptability of the behavior in the scenes was:

- H_{7b} : Violence without consequences will be seen as less acceptable than nonviolence; this treatment effect will be greater for boys low in fantasy aggression than for boys high in fantasy aggression.
- H_{8b} : Violence with consequences will be seen as less acceptable than violence without consequences; this treatment effect will be greater for boys low in fantasy aggression than for boys high in fantasy aggression.

The "control" variable for the three-way AOVs used to test these hypotheses was professed liking. Table 14A and B present the AOV results for both analyses. The

comparison of the violence without consequences and nonviolence (H_{7b}) failed to show the predicted interaction of the TV treatment with fantasy aggression. Thus, H_{7b} was not confirmed. There was, however, a marginally significant second order interaction involving the H_{7b} TV treatment combination and the "control" factor of professed liking ($p < .10$). The means indicated that the violence without consequences was seen as less acceptable than the nonviolence and that this was even more true for those low in liking than for those high in liking. The significant main effect for the TV treatment further highlights this acceptability difference ($p < .005$).

The acceptability comparison for the violence with consequences and without (H_{8b}) produced a third order interaction involving fantasy aggression, the TV treatment, and professed liking ($p < .02$). For those low in liking, the behavior in both scenes was seen as less acceptable. This was somewhat more true for those high in fantasy aggression than for those low in fantasy aggression though the mean differences were not strong.

TABLE 14

ANALYSES OF VARIANCE FOR FANTASY AGGRESSION (FA), TV
TREATMENT, AND PROFESSED LIKING (PL)

Table 14A: <u>Cell Means</u> (The higher the mean, the more perceived acceptability)				
	<u>High Fan. Agg.</u>		<u>Low Fan. Agg.</u>	
	High Prof. Liking	Low Prof. Liking	High Prof. Liking	Low Prof. Liking
With Consequences	3.9 (n=20)	7.0 (n=18)	4.2 (n=28)	5.3 (n=24)
Nonviolence	6.9 (n=21)	7.2 (n=17)	6.6 (n=34)	7.2 (n=15)
Without Consequences	4.6 (n=26)	5.8 (n=22)	4.4 (n=29)	6.5 (n=29)

Table 14B: Variance Tables

NONVIOLENCE VS. WITHOUT CONSEQUENCES

Source of Variance	MS	df	F	P
FA	.1	1	-	ns
TV	120.6	1	30.0	.0005
PL	46.6	1	11.6	.001
FA x TV	1.6	1	-	ns
FA x PL	4.7	1	1.2	ns
TV x PL	14.9	1	3.7	.10
FA x TV x PL	1.1	1	-	ns
ERROR	4.0	185		
TOTAL		192		

TABLE 14 (Continued)

WITH CONSEQUENCES VS. WITHOUT CONSEQUENCES				
Source of Variance	MS	df	F	P
FA	2.0	1	-	ns
TV	1.7	1	-	ns
PL	140.6	1	35.6	.0005
FA x TV	8.5	1	2.2	ns
FA x PL	2.8	1	-	ns
TV x PL	2.5	1	-	ns
FA x TV x PL	22.6	1	5.7	.02
ERROR	4.0	176		
TOTAL		183		

Aggression Anxiety.--The aggression anxiety predictions were:

H_{11b}: Violence without consequences will be seen as less acceptable than nonviolence; this treatment effect will be greater for boys high in aggression anxiety than for boys low in aggression anxiety.

H_{12b}: Violence with consequences will be seen as less acceptable than violence without consequences; this treatment effect will be greater for boys high in aggression anxiety than for boys low in aggression anxiety.

The same "control" variable of professed liking was relevant for the three-way AOVs used to test these hypotheses. Tables 15A and B present the results of the analyses. It can be seen in the tables that there were no interaction effects. Thus, neither H_{11b} or H_{12b} were supported.

In the violence without consequences and non-violence comparisons, there was a main television treatment effect ($p < .001$). As expected, the mean values indicated that the behavior in the violence without consequences was perceived as less acceptable than the behavior in the nonviolence.

TABLE 15

ANALYSES OF VARIANCE FOR AGGRESSION ANXIETY (AA),
TV TREATMENT, AND PROFESSED LIKING (PL)

Table 15A: Cell Means (The higher the mean, the more
perceived acceptability)

	<u>High Agg. Anx.</u>		<u>Low Agg. Anx.</u>	
	High Prof. Liking	Low Prof. Liking	High Prof. Liking	Low Prof. Liking
With Consequences	4.0 (n=25)	6.4 (n=22)	4.6 (n=20)	5.3 (n=23)
Nonviolence	6.8 (n=29)	6.8 (n=17)	6.6 (n=26)	7.7 (n=15)
Without Consequences	4.5 (n=40)	6.0 (n=21)	4.5 (n=15)	6.3 (n=30)

Table 15B: Variance Tables

WITH CONSEQUENCES VS. WITHOUT CONSEQUENCES

Source of Variance	MS	df	F	P
AA	0.0	1	-	ns
TV	2.8	1	-	ns
PL	121.2	1	31.2	.0005
AA x TV	1.4	1	-	ns
AA x PL	6.3	1	-	ns
TV x PL	0.0	1	-	ns
AA x TV x PL	12.4	1	-	ns
ERROR	3.9	200		
TOTAL		207		

TABLE 15 (Continued)

WITHOUT CONSEQUENCES VS. NONVIOLENT				
Source of Variance	MS	df	F	P
AA	3.3	1	-	ns
TV	113.4	1	28.2	.0005
PL	48.9	1	13.0	.001
AA x TV	0.6	1	-	ns
AA x PL	4.5	1	1.1	ns
TV x PL	13.3	1	3.3	ns
AA x TV x PL	1.4	1	-	ns
ERROR	4.0	185		
TOTAL		192		

Perceived Violence

Fantasy Aggression.--The predicted fantasy aggression differences for perceived violence were:

- H_{7c}: Violence without consequences will be seen as more violent than nonviolence; this treatment effect will be greater for boys low in fantasy aggression than for boys high in fantasy aggression.
- H_{8c}: Violence with consequences will be seen as more violent than violence without consequences; this treatment effect will be greater for boys low in fantasy aggression than for boys high in fantasy aggression.

The appropriate "control" variable for perceived violence was perceived acceptability. The above hypotheses were tested through the same three-way AOV procedure. The results of these analyses are presented in Tables 16A and B. The tables show that there were no interaction effects. Thus, H_{7c} and H_{8c} were not confirmed.

As expected from the overall t-test analyses, these analyses indicate a main effect for the TV treatments. In the violence without consequences vs. nonviolence, the difference was significant and in the expected direction ($p < .0005$). For the violence without consequences vs. with consequences, the difference was in the appropriate direction though marginal at the .10 level of significance.

TABLE 16

ANALYSES OF VARIANCE FOR FANTASY AGGRESSION (FA), TV
TREATMENT AND PERCEIVED ACCEPTABILITY (PA)

Table 16A: <u>Cell Means</u> (The higher the mean, the more perceived violence)				
	<u>High Fan. Agg.</u>		<u>Low Fan. Agg.</u>	
	High Per. Accept.	Low Per. Accept.	High Per. Accept.	Low Per. Accept.
With Consequences	13.9 (n=23)	11.4 (n=15)	14.2 (n=37)	11.6 (n=15)
Nonviolence	8.6 (n=7)	8.1 (n=31)	8.8 (n=17)	7.4 (n=32)
Without Consequences	13.3 (n=29)	10.8 (n=19)	12.9 (n=31)	11.3 (n=27)

Table 16B: Variance Tables

NONVIOLENCE VS. WITHOUT CONSEQUENCES

Source of Variance	MS	df	F	P
FA	0.4	1	-	ns
TV	562.2	1	93.1	.0005
PA	87.9	1	14.6	.0005
FA x TV	0.7	1	-	ns
FA x PA	0.0	1	-	ns
TV x PA	11.9	1	2.0	ns
FA x TV x PA	8.1	1	1.3	ns
ERROR	6.0	185		
TOTAL		192		

TABLE 16 (Continued)

WITH CONSEQUENCES VS. WITHOUT CONSEQUENCES				
Source of Variance	MS	df	F	P
FA	1.0	1	-	ns
TV	19.0	1	3.7	.10
PA	211.4	1	40.6	.0005
FA x TV	0.7	1	-	ns
FA x PA	1.4	1	-	ns
TV x PA	2.2	1	-	ns
FA x TV x PA	2.4	1	-	ns
ERROR	5.2	176		
TOTAL		183		

Aggression Anxiety.--The hypotheses offered to examine aggression anxiety differences were:

- H_{11c}: Violence without consequences will be more violent than nonviolence; this treatment effect will be greater for boys high in aggression anxiety than for boys low in aggression anxiety.
- H_{12c}: Violence with consequences will be seen as more violent than violence without consequences; this treatment effect will be greater for boys high in aggression anxiety than for boys low in aggression anxiety.

The same "control" variable of perceived acceptability applied for the three-way AOV procedure. The results of the analyses are in Tables 17A and B.

The comparison of violence without consequences and nonviolence produced interaction effects which provide support for H_{11c}. The primary interaction was a third order effect involving the adolescent's aggression anxiety level, the TV treatment, and the perceived acceptability of the behaviors in the scenes ($p < .03$). Direct support for H_{12c} came from the significant interaction of aggression anxiety level and the TV treatment ($p < .05$). This effect, however, yielded to the three-way interaction. The means show that boys higher in perceived acceptability rated the scenes as less violent and that this was more true for boys low in aggression anxiety than for those high in aggression

TABLE 17

ANALYSES OF VARIANCE FOR AGGRESSION ANXIETY (AA), TV
TREATMENT AND PERCEIVED ACCEPTABILITY (PA)

Table 17A: Cell Means (The higher the mean, the more
perceived violence)

	<u>High Agg. Anx.</u>		<u>Low Agg. Anx.</u>	
	High Per. Accept.	Low Per. Accept.	High Per. Accept.	Low Per. Accept.
With Consequences	14.4 (n=34)	11.9 (n=19)	13.8 (n=26)	11.5 (n=11)
Nonviolence	9.9 (n=14)	8.0 (n=32)	7.2 (n=10)	7.5 (n=31)
Without Consequences	12.9 (n=39)	11.4 (n=22)	13.5 (n=21)	10.8 (n=24)

Table 17B: Variance Tables

WITH CONSEQUENCES VS. WITHOUT CONSEQUENCES

Source of Variance	MS	df	F	P
AA	3.1	1	-	ns
TV	26.5	1	5.4	.02
PA	234.1	1	47.9	.0005
AA x TV	2.2	1	-	ns
AA x TA	2.5	1	-	ns
TV x PA	0.9	1	-	ns
AA x TV x PA	7.0	1	1.4	ns
ERROR	4.9	200		
TOTAL		207		

TABLE 17 (Continued)

<u>NONVIOLENCE VS. WITHOUT CONSEQUENCES</u>				
Source of Variance	MS	df	F	P
AA	26.3	1	4.5	.035
TV	649.4	1	111.6	.0005
PA	85.7	1	14.7	.0005
AA x TV	23.7	1	4.1	.05
AA x PA	2.2	1	-	ns
TV x PA	17.2	1	3.0	ns
AA x TV x PA	29.4	1	5.1	.026
ERROR	5.8	185		
TOTAL		192		

anxiety. The violence without consequences was, of course, seen as more violent than the nonviolence and this was even more true for boys high in aggression anxiety than for those low in aggression anxiety. The main effects for the aggression anxiety split ($p < .04$), and for the TV treatment ($p < .0005$) further substantiated the interpretation of the interaction effects.

The video combination of violence with consequences and without consequences revealed no interaction effects. Thus, H_{12c} was not supported. Consistently, however, the scenes do differ on perceived violence at the .02 level of significance, as evidenced in the main effects for the TV treatment.

Summary of Findings

Situational Aggressiveness Differences

The evidence related to situational aggressiveness and the classification variables was as follows:

Social Class.--

1. Contrary to the prediction, the consequences--nonviolence comparison failed to indicate that aggressiveness interacted with social class. There was, however, a marginally significant interaction between class and the boys' normal overt aggression level. Boys high in overt aggression were more aggressive on the situation

measure than boys low in overt aggression, and this effect was greater for lower-class boys than for middle-class boys.

2. In partial support of the aggressiveness prediction, the violence without consequences--nonviolence comparison produced a significant three-way interaction between class, TV, and overt aggressiveness (H_6). Those high in overt aggression were more aggressive on the situation items than those low in overt aggression. This pattern was exaggerated for the lower-class boys. The lower-class boys high in overt aggression broke this pattern by being more aggressive after the nonviolent condition than after the violent sequence.

Fantasy--Overt Aggression.--As expected, no aggression differences were noted for those boys high in overt aggressiveness and low in fantasy aggression. This comparison was across the nonviolence and violence without consequences conditions.

Aggression Anxiety.--Contrary to the prediction aggression anxiety level and social class did not interact. However, as a main effect, boys high in aggression anxiety were less aggressive than boys low in aggression anxiety.

In general, then, where the overall t-test

analysis presented earlier showed no differences on the dependent measure of situational aggressiveness, the three-way analysis procedure sufficiently parsed out the variance to produce a significant three-way interaction across social class. Here, the interaction of social class, TV treatment, and the boys' overt aggression level in the nonviolence vs. violence without consequences conditions was significant.

Perception findings relevant to the hypotheses will be summarized by dependent variable for each classification variable.

Professed Liking

Fantasy Aggression.--No consistent differences were found for the interaction of the youngsters' fantasy aggression and his liking for the video content. A main effect for the TV treatment showed that the violence without consequences was liked more than the nonviolence. The initial t-tests produced a similar finding, though marginal.

Aggression Anxiety.--Boys who were high in aggression anxiety liked the violence without consequences less than boys low in aggression anxiety when taking into account the third factor of perceived acceptability. The same TV liking difference

was present as a main effect. Also, the liking difference between high and low anxiety boys was significant as a main effect.

Perceived Acceptability

Fantasy Aggression.--The third factor of professed liking interacted with the fantasy aggression level of the adolescent and the violence with consequences vs. without consequences to produce a three-way interaction. Boys high in fantasy aggression saw the behavior as more acceptable only if they were high in liking for the content.

For the violence without consequences vs. nonviolence comparison, the difference between the scenes on acceptability was a significant main effect. In the initial t-tests, this difference was also significant. For the same comparison, the TV treatment and the "control" factor of professed liking was a marginally significant interaction.

Aggression Anxiety.--There were no interactions between aggression anxiety and perceived acceptability. Only the TV treatment comparison of violence without consequences with nonviolence was a significant main effect, the nonviolence being more acceptable. The t-tests showed the same difference.

Perceived Violence

Fantasy Aggression.--No interaction effects occurred for fantasy aggression and perceived violence. As with the t-test differences for the TV treatments, the violence without consequences was significantly different from the nonviolence. It was, however, only marginally different from the violence with consequences.

Aggression Anxiety.--Violence without consequences was perceived as more violent than nonviolence; this was more true for boys high in aggression anxiety than for boys low in aggression anxiety. Perceived acceptability entered into this interaction. As in the t-tests, both treatment comparisons, violence without consequences vs. nonviolence, and without consequences vs. with consequences were significantly different. The without consequences vs. nonviolence comparison differentiated high anxiety boys from those low in aggression anxiety, the former rating the scenes as more violent.

CHAPTER IV

DISCUSSION

This research focused on the effect of viewing television violence. Three television manipulations were compared: (1) Violence with consequences, (2) violence without consequences, and (3) nonviolence. The study compared levels of: (1) Social class, (2) fantasy aggression, and (3) aggression anxiety as classification variables in an attempt to determine the effect of these factors on perceptions of and aggressive reactions to mediated violence with and without consequences. The subjects were 283 seventh, eighth, and ninth grade boys from middle- and lower-class junior high schools.

This discussion will center on the hypothesized differences for each of the classification variables. Differences evident on the dependent measures for these variables will be discussed in light of the theoretic issues raised. Methodological and operational considerations will be examined for each section. The chapter will conclude with suggestions for extended research.

Television Treatment Differences

Perceptions.--As expected, the violence without consequences, as compared to the nonviolence, was liked more, seen as less acceptable, and seen as more violent. The only significant difference between the violence with consequences and that without was the degree of perceived violence, the consequences version being judged the more violent. The behavior in the consequences version was seen as less acceptable and the scene was liked less than the no consequences version, though these differences were not statistically significant. Thus, in terms of perception differences, the content manipulation was partially successful.

Aggressiveness.--The lack of support for the expected overall aggression differences for the TV treatments is crucial. The primary focus of the study was a comparison of the effects of consequences vs. no consequences. The major hypotheses stemmed from research evidence indicating that, in general, TV violence without consequences has a stimulative effect. Since the present findings failed to indicate a facilitative effect, the comparison of consequences and no consequences becomes less powerful. It is possible that the violence without consequences and the nonviolence would not differ in stimulative effect and the consequences version would vary up or down from that point.

Such was not the case here; violence with consequences did not differ in stimulative effect from violence without consequences.

In terms of perception differences, the comparison of nonviolence and violence without consequences did provide significant differences as baselines for comparing the effect of consequences. The only overall perception effect for this comparison was, again, the degree of violence evident in the scenes.

Various conclusions could be drawn from the overall differences concerning aggressiveness:

(1) watching violence has no effect on aggressive tendencies, (2) the treatment manipulations were insufficient to produce the intended results, or (3) the measuring instrument was insensitive to changes in aggressive tendencies. These possibilities will be examined individually. First, there is enough experimental evidence available that the no effect conclusion is unwarranted. However, limiting that conclusion to the stimulus materials used in the present study leads to the second conclusion.. The possibility exists that the video materials, as constructed, were not violent enough to produce an effect. This conclusion is improbable when one considers the stimulus materials used in other experiments of this type. For example,

much of the Berkowitz research has utilized a boxing sequence from the movie Champion. This action is similar to the fist fight action in the present materials. As such, this proposition seems unlikely.

The third possibility that the measuring instrument was insensitive to changes in aggressive tendencies is more tenable. The situation aggression items were developed for this study and no evidence exists as to the validity or reliability of this particular measure. Other researchers have, however, used similar techniques with some success, e.g., Sears, 1961; Buss, 1957; Greenberg and Dominick, 1972; Feshbach and Singer, 1971. Also, it must be recognized that the situation items are not behavioral in nature. They were an attempt to assess aggressive tendencies only. The more popular "shock procedure" may have been more sensitive to aggressive changes. This proposition could be tested by using both methods of assessment in the same study.

A fourth possibility could explain the findings and is consistent with the theoretic rationale. The violence without consequences may have contained still enough consequences to produce an inhibitive rather than a facilitative effect. This inhibition may have produced the no difference findings on the aggression measure. Thus, there would be no differences in the

no consequences vs. consequences comparison. The fact that these two comparisons did not differ on perceived acceptability may provide support for this proposition. No method exists in the present study for directly testing this possibility. A future study could examine this potential "ceiling" effect by using more than two levels of consequences and comparing effects across the various treatments.

Methodologically, the presentation of the video materials to the youngsters in groups of six to ten may have attenuated the personal impact of the consequences. If the social norm for adolescents is the display of manliness, especially youngsters selected from physical education classes, feelings of repulsion at the sight of the physical consequences may have been suppressed.

Relative to the basic theory, the overall television treatment evidence provides little support for the contention that viewing consequences will reduce aggressive tendencies. This conclusion would be more substantial, however, if the no consequences violence had shown a facilitative effect.

Most of the classification differences hypothesized were interaction extensions of the expected overall differences. Since few treatment effects

were found for the overall differences, the classification differences hold less promise also.

Social Class Differences

Using the social class of the youngster as a classification variable, partial support was found for the expected interaction of social class with the TV treatments. The partial support was in the form of a three-way interaction between the social class of the youngster, the TV treatment, and the boys' normal overt aggression level. The general trend indicated increased aggressiveness following the no consequences violence. This trend, however, was not strong enough to produce a main effect for the treatment or a second order interaction involving class and the TV treatment.

The predicted interaction of social class and the consequences--nonviolence comparison failed to receive support. The same methodological questions apply here as in the predicted overall differences. The method used to assign the social class of the child, based on parental occupation, is relatively common. The present forced dichotomy of middle- and lower-class, however, may have been too broad to maintain the precision needed to obtain differences. A three-way or perhaps four-way break may have more accurately pinpointed existing differences.

It was originally theorized that class differences in reaction to the scenes would stem from differing inhibition levels. The support for this comes from the present evidence in which the lower-class boys are slightly more aggressive, overall, than are the middle-class boys. Again, however, this difference was not strong enough to emerge as a main effect. More direct support for the notion that lower-class boys will be less inhibited came from a sub-analysis. Here, class differences and the nonviolence--consequences TV treatments were compared in a 2 x 2 analysis of variance. The class main effect was statistically significant ($p < .009$).

Fantasy Aggression

The Thematic Aperception Test (TAT) procedure was used to classify boys by relative amounts of fantasy aggression. As related to aggressiveness, only the Feshbach and Singer (1971) proposition that boys low in fantasy aggression and high in overt aggression would exhibit less aggression after exposure to violence without consequences than after exposure to nonviolence was tested.

It was expected that this hypothesis would not be confirmed and it was not. However, given the lack

of confirmation for other major hypotheses, this cannot be accepted as a significant finding.

There were no significant main effects or interaction effects which directly involved fantasy aggression. Theoretically, these hypotheses stemmed from evidence relating "ability" to fantasize with overt aggressive behavior. As such, the past research had not established a direct link between content of fantasy behavior and aggressive behavior. The present effort does not add to nor delete from the original formulation. Again, given the lack of evidence for a general effect, the strength of any conclusions about such group reactions to these stimuli are substantially reduced. It may be that the effectiveness of the fantasy aggression classification could be increased by incorporating a measure of aggression defensiveness (Staub, 1969). This was not done in the present study to achieve maximum comparability to the procedures used by Feshbach and Singer (1971). Since their findings and hypotheses were being used for comparison, the attempt was to minimize measurement differences.

Aggression Anxiety

The aggression anxiety concept is central to most of the predictions offered in the present study.

The rationale for expecting differing reactions to the violence with and without consequences posited that aggression anxiety would be evoked in the consequences version, reducing aggressive reactions. It was reasoned that these reduced aggressive tendencies would be evident on the situation items and would be reflected in the perception items. Support for this reasoning was evident in the findings of the nonviolence vs. violence without consequences comparison for youngsters classified as high or low in aggression anxiety. As a main effect, boys high in aggression anxiety were less aggressive on the situation items, liked the violent scenes less, and saw the violence as more violent than did those low in aggression anxiety.

Also, the one interaction hypothesis to receive substantial support demonstrated that violence without consequences was seen as more violent than nonviolence and that this effect was greater for boys high in aggression anxiety than for boys low in aggression anxiety. This finding was consistent within the single treatment effect difference between consequences and no consequences for perceived violence. Support for this interaction was also evident in a significant second order interaction involving the TV treatment and aggression anxiety. More importantly, however, the

third order interaction involving these two factors and the perceived acceptability of the scenes was significant.

In general, then, when aggression anxiety was used as a personality or classification variable, main effect differences supported the basic reasoning that aggression anxiety shows a negative relationship to situational aggressiveness and to perceptions of the scenes. Also, this relationship showed a significant interaction with perceived violence.

The lack of support for the remaining interaction hypotheses can be interpreted in two ways. The first is that the overall television treatment effects of consequences vs. no consequences were not strong enough to generate the basic differences from which the interactions could develop. Given that the one overall TV treatment effect for perceived violence did produce the expected interaction, this contention is possible. The other interpretation is that anxiety level does not interact with the predicted characteristics. The present evidence would support this interpretation. However, given the present general lack of support for major TV treatment differences, this proposition is in need of further testing.

The present approach in examining the influence

of aggression anxiety was to look for differing reactions to the scenes by adolescents classified as high or low anxiety subjects. Another approach to this problem would be to attempt the direct measurement of aggression anxiety as a reaction to the stimulus material. This approach would most effectively incorporate a before-after measurement design to assess changes in existing anxiety levels.

Summary

The overall findings of the study failed to demonstrate that violence with consequences differs from violence without consequences as related to aggressive tendencies. With the exception of perceived violence, the same was true of perception differences. When social class differences were considered, the interaction of class and the TV treatments of nonviolence vs. no consequences for situational aggressiveness received partial support in a three-way interaction with overt aggressiveness. No fantasy aggression interaction or main effects were evident for the high-low fantasy aggression split. The aggression anxiety classification produced consistent main effect differences showing that boys high in aggression anxiety were significantly less aggressive on the situation items, liked the violent scenes less, and saw the

aggressive behavior as more violent than did boys low in aggression anxiety. Only the combination of aggression anxiety and perceived violence produced a significant interaction effect. This effect was complicated by involvement in a three-way interaction with perceived acceptability. Partial support was evident for the prediction that boys high in aggression anxiety would like the scenes of violence less than boys low in aggression anxiety. Perceived acceptability entered into this combination as a third order effect.

In terms of strengths in the present study, the number of controls utilized in the design, execution and analysis are positive factors. The variables of race, sex, age and social class were controlled in the study design. The physical consequences of the action were controlled in the stimulus materials. Assignment of subjects to treatments and time of presentation was controlled in the execution of the study. In the analysis, the effect of the boys' overt aggression level and the effects of differential perceptions of the scenes were accounted for.

Research Extensions

Though this research has failed to consistently demonstrate that violence with consequences differs from

violence without consequences, it has raised important questions. First, more evidence is needed to define what is or is not a negative consequence of violence. The present research has shown that increased beating and suffering significantly affect perceived violence though not perceived acceptability or professed liking.

Some support was found in the present study for the aggression anxiety formulation as it relates to an examination of individuals classified as high or low in anxiety. The alternative approach should be explored, utilizing aggression anxiety as a dependent measure. This approach would provide additional information, particularly in efforts to examine the effects of various manipulations of some basic action.

Once the affective value of various manipulations of consequences has been determined, the question of the context within which the action occurs becomes important. For example, the victim in this study was a "good guy"; the perception and reaction may have been different had he been a "bad guy" who deserved the beating. Thus, justification for the action may be an important mediator of the effect. Other contextual elements such as the race and sex of the characters could also be varied.

The use of perception differences in conjunction

1

with the dependent measures was useful in that it provided for greater explanatory potential. Knowing that the behavior in the consequences version was not seen as significantly less acceptable than that in the no consequences version aided in the interpretation of the findings on aggressiveness.

Ideally, a follow-up study should incorporate the following features in a before-after design:

1. Video materials which have demonstrated a stimulative effect before the added manipulation of physical consequences.
2. Manipulations which clearly demonstrate varying levels of perceived consequences or effects of the violent action.
3. Prior assessment of the children's overt aggression and aggression anxiety levels.
4. A measure of aggression anxiety as a dependent measure.
5. A behavioral measure of overt aggression (e.g., shock procedure) as a dependent measure.

Finally, should the bulk of future research on the effects of showing consequences indicate that aggressive behavior can be reduced, the question of long term effects must be raised. The long term effect of showing consequences may be to raise the level of

what society considers to be violent or aggressive.
As such, the long term effect might be counter to the
original intention of reduced aggressive behavior.

BIBLIOGRAPHY

4

BIBLIOGRAPHY

Aronfreed, J. Conduct and Conscience: The Socialization of Internalized Control Over Behavior. New York: Academic Press, 1968.

Baker, R., & Ball, S. Mass Media and Violence, a staff report to the National Commission on the Causes and Prevention of Violence. Government Printing Office, November, 1969.

Bandura, A. "Influence of Models' Reinforcement Contingencies on the Acquisition of Imitative Responses." Journal of Personality and Social Psychology, 1965, 1, 589-595.

Barclay, A. Manual for Scoring Sexual and Aggressive Imagery, Defensiveness, and Distortion on the TAT. Psychology Department, Michigan State University, December, 1970. (Mimeographed)

Berkowitz, L. Aggression: A Social-Psychological Analysis. New York: McGraw-Hill, 1962.

_____. "The Effects of Observing Violence." Scientific American, 1964, 210, 35-41.

_____. "Some Aspects of Observed Aggression." Journal of Personality and Social Psychology, 1965, 2, 359-369.

_____; Corwin, R.; & Heironimus, M. "Film Violence and Subsequent Aggressive Tendencies." Public Opinion Quarterly, 1963, 27, 217-229.

_____, & Rawlings, E. "Effects of Film Violence on Inhibitions Against Subsequent Aggression." Journal of Abnormal and Social Psychology, 1963, 66, 405-412.

Biblow, E. "The Role of Fantasy in the Reduction of Aggression." Unpublished Ph.D. dissertation, City University of New York, 1970.

- Bramel, B.; Taub, B.; & Blum, B. "An Observer's Reaction to the Suffering of his Enemy." Journal of Personality and Social Psychology, 1968, 8, 384-392.
- Buss, A. The Psychology of Aggression. New York: Wiley, 1961.
- _____, & Durkee, A. "Assessing Different Kinds of Hostility." Journal of Consulting Psychology, 1957, 21, 343-348.
- Chilman, C. "Child Rearing and Family Relationship Patterns of the Very Poor." Welfare in Review, 1965, 3, 9-19.
- Clark, K. Dark Ghetto: Dilemmas of Social Power. New York: Harper & Row, 1965.
- Dominick, J., & Greenberg, B. "Attitudes Toward Violence: The Interaction of TV Exposure, Family Attitudes and Social Class." In Television and Social Behavior: Television and Adolescent Aggressiveness (Vol. 3). A technical report to the Surgeon General's Scientific Advisory Committee on Television and Social Behavior. Edited by E. Rubinstein, G. Comstock, and J. Murray. Government Printing Office, 1972.
- Elkin, F. The Child and Society: The Process of Socialization. New York: Random House, 1960.
- Feshbach, S. "The Stimulating Versus Cathartic Effects of a Vicarious Aggressive Activity." Journal of Abnormal and Social Psychology, 1961, 63, 381-385.
- _____, & Singer, J. Television and Aggression. San Francisco: Jossey-Bass, 1971.
- Gans, H. The Urban Villagers: Group and Class in the Life of Italian Americans. Glencoe, Ill.: Free Press, 1962.

Gerbner, G. "Violence in Television Drama: Trends and Symbolic Functions." In Television and Social Behavior: Media Content and Control (Vol. 1). A technical report to the Surgeon General's Scientific Advisory Committee on Television and Social Behavior. Edited by G. Comstock and E. Rubinstein. Government Printing Office, 1972.

Goranson, R. "A Review of Recent Literature on Psychological Effects of Media Portrayals of Violence." In Mass Media and Violence. Edited by R. Baker and S. Ball. Government Printing Office, 1969, pp. 395-413 (a).

_____. "The Catharsis Effect: Two Opposing Views." In Mass Media and Violence. Edited by R. Baker and S. Ball. Government Printing Office, 1969, pp. 452-465 (b).

Greenberg, B., & Dervin, B. Use of the Mass Media by the Urban Poor. New York: Praeger, 1970.

Greenberg, B., & Gordon, T. "Social Class and Racial Differences in Children's Perceptions of Television Violence." In Television and Social Behavior: Television's Effects--Further Explorations (Vol. 5). A technical report to the Surgeon General's Scientific Advisory Committee on Television and Social Behavior. Edited by G. Comstock, E. Rubinstein and J. Murray. Government Printing Office, 1972.

_____. "Children's Perceptions of Television Violence: A Replication." In Television and Social Behavior: Television's Effects--Further Explorations (Vol. 5). A technical report to the Surgeon General's Scientific Advisory Committee on Television and Social Behavior. Edited by G. Comstock, E. Rubinstein, and J. Murray. Government Printing Office, 1972.

_____. "Critics' and Public Perceptions of Violence in Television Programs." Journal of Broadcasting, 15, 1, Winter, 1970-71, 29-43.

Hartman, D. "The Influence of Symbolically Modeled Instrumental Aggression and Pain Cues on the Disinhibition of Aggressive Behavior." Unpublished Ph.D. dissertation, Stanford University, 1965.

- Hatt, P., & North, C. "Jobs and Occupations: A Popular Evaluation." Opinion News, September, 1947, pp. 3-15.
- Lesser, G. "Application of Guttman's Scaling Method to Aggressive Fantasy in Children." Educational and Psychological Measurement, 1958, 18, 543-551.
- Megargee, E. "The Role of Inhibition in the Assessment of Understanding of Violence." In The Control of Aggression and Violence. Edited by J. Singer. New York: Academic Press, 1971, pp. 125-147.
- Moles, O. "Child Training Practices Among Low-Income Families: An Empirical Study." Welfare in Review, 1965, 3, 12, 1-19.
- Sears, R. "The Relation of Early Socialization Experiences to Aggression in Middle Childhood." Journal of Abnormal Psychology, 1961, 63, 466-492.
- Siegel, A. "The Effects of Media Violence on Social Learning." In Mass Media and Violence. Edited by R. Baker and S. Ball. Government Printing Office, 1972, pp. 261-283.
- Singer, J. Daydreaming. New York: Random House, 1966.
- _____. "Research Applications of the Projective Techniques." In Projective Techniques in Personality Assessment. Edited by A. Rabin. New York: Springer, 1968.
- _____. "The Influence of Violence Portrayed in Television or Motion Pictures upon Overt Aggressive Behavior." In The Control of Aggression and Violence. Edited by J. Singer. New York: Academic Press, 1971, pp. 19-59.
- Snedecor, G. Statistical Methods. Ames, Iowa: Iowa State University Press, 1956.
- Spivack, G. "Some Cognitive Deficiencies in Poorly Self-Controlled Adolescents." Paper presented at the meeting of the American Psychological Association, 1964.

9

- Staub, E. "The Learning and Unlearning of Aggression: The Role of Anxiety, Empathy, Efficacy, and Prosocial Values." In The Control of Aggression and Violence. Edited by J. Singer. New York: Academic Press, 1971, pp. 94-124.
- Troldahl, V. "Occupational Prestige Scale." Department of Communication, Michigan State University, 1967. (Mimeographed.)
- U. S. Government. Report of the National Advisory Commission on Civil Disorders. New York: Bantam, 1968.
- Walters, R.; Park, R.; & Cane, V. "Timing of Punishment and the Observation of Consequences to Others as Determinants of Response Inhibition." Journal of Experimental Child Psychology, 1965, 2, 10-30.
- Weiss, W. "Effects of the Mass Media of Communication." In The Handbook of Social Psychology (Vol. 5). Edited by G. Lindzey and E. Aronson. New York: Addison Westley, 1969, pp. 77-195.
- Wolpe, J. Psychotherapy By Reciprocal Inhibition. Stanford, Calif.: Stanford University Press, 1958.

APPENDIX

INSTRUMENT

MAKING-UP STORIES

This booklet will be used to see how easily you can make-up a story. Look at each picture for a few seconds and try to see what is happening. Use the page after the picture to write a story about what is happening in the picture. Use the questions on the sheets to guide you through the story. Feel free to write anything you want to. Try to make the story have a beginning and an ending.

Since these are for fun, there are no right or wrong stories, so relax and have a good time.

What is happening? Who are the people?

What has led up to the situation? That is, what has happened before?

What is being thought? What is wanted? By whom?

What will happen? What will be done?



What is happening? Who are the people?

What has led up to the situation? That is, what has happened before?

What is being thought? What is wanted? By whom?

What will happen? What will be done?



What is happening? Who are the people?

What has led up to the situation? That is, what has happened before?

What is thought? What is wanted? By whom?

What will happen? What will be done?

HERE ARE SOME STATEMENTS KIDS HAVE MADE ABOUT WHAT THEIR PARENTS HAVE SAID OR WHAT THEY THINK. UNDER EACH STATEMENT PUT AN 'X' ON THE LINE WHICH BEST DESCRIBES WHAT YOUR PARENTS HAVE SAID OR WHAT THEY THINK.

1. "My parents think hobbies are a good thing."

(Check only one)

☐ My parents think that way
☐ I'm not sure what they'd say
☐ My parents don't think that way

2. "If I was rude to someone, my parents would want me to apologize."

(Check only one)

☐ My parents think that way
☐ I'm not sure what they'd say
☐ My parents don't think that way

3. "My parents think that a guy is a sissy if he's afraid to play rough games."

(Check only one)

☐ My parents think that way
☐ I'm not sure what they'd say
☐ My parents don't think that way

4. "My parents think it's important to finish school."

(Check only one)

☐ My parents think that way
☐ I'm not sure what they'd say
☐ My parents don't think that way

5. "When killing is shown on TV news, my parents always dislike it."

(Check only one)

☐ My parents think that way
☐ I'm not sure what they'd say
☐ My parents don't think that way

6. "If I happen to get into a fight now and then, my parents don't really mind."

(Check only one)

☐ My parents think that way
☐ I'm not sure what they'd say
☐ My parents don't think that way

7. "My parents think that pets are good for children."

☐ My parents think that way
☐ I'm not sure what they'd say
☐ My parents don't think that way

8. "My parents say that campus protesters deserve to have their heads beat in."

☐ My parents think that way
☐ I'm not sure what they'd say
☐ My parents don't think that way

9. "My parents think that most children should try to play a musical instrument."

☐ My parents think that way
☐ I'm not sure what they'd say
☐ My parents don't think that way

10. "My parents think it's perfectly ok for boys to fight sometimes."

☐ My parents think that way
☐ I'm not sure what they'd say
☐ My parents don't think that way

11. "My parents think it's ok for a policeman to shoot someone who is robbing a store."

☐ My parents think that way
☐ I'm not sure what they'd say
☐ My parents don't think that way

12. "My parents will punish me if I get into fights."

☐ My parents think that way
☐ I'm not sure what they'd say
☐ My parents don't think that way

13. "My parents think it is wise for children to learn to swim."

_____ My parents think that way
_____ I'm not sure what they'd say
_____ My parents don't think that way

BELOW ARE SOME THINGS THAT HAVE HAPPENED TO KIDS YOUR AGE. LISTED BELOW EACH ARE SOME OF THE THINGS THEY DID IN THAT SITUATION. READ EACH THING CAREFULLY AND PUT AN 'X' ON THE LINE WHICH YOU THINK IS THE BEST THING TO DO.

1. Since early in the school year you have been bugged by a bully who really thinks he's tough. This guy has not only lipped-off to you but has given your friends a bad time too.

Imagine that both of you are on the football team. On one particular play during practice you have a wide open shot at him from the side. How hard to you hit him?

I would try to hit him hard enough to:

- ☐ stop the play
- ☐ knock the wind out of him
- ☐ put him out of practice for the day
- ☐ put him out of practice for a week
- ☐ wrack him up for a good long time
- ☐ put him in the hospital for a long time

2. Your friend John is in a bind and needs some help to move some things this Saturday. You would like to help him but you can't spare much time because you have to help your dad fix the garage roof. How much time would you help John?

I would help him:

- ☐ about one hour
- ☐ 2-3 hours
- ☐ 4-5 hours
- ☐ 6-7 hours
- ☐ more than 7 hours

3. Your class has gone to a larger classroom to watch a movie. In the desk drawer where you're sitting there are rubberbands, paper, and a box of straightpins. Although the room is dark, you notice that the guy who tripped you in the hall yesterday is sitting a couple of seats ahead of you. You really don't like him very much and would like to get even with him for tripping you. What would you do?

I honestly would:

- ☐ do nothing
- ☐ throw paper balls to bother him
- ☐ shoot him with some rubber bands
- ☐ shoot him with some spit wads
- ☐ bend a straightpin and shoot him with it.

4. The guys are playing a game of baseball over the noon hour. Imagine that Bill, your friend, is pitching and a guy he doesn't like comes up to bat. This guy has been giving Bill's girlfriend a bad time. Yesterday he pulled her books out of her hands which almost knocked her down the stairs. He is a real creep. How should Bill pitch to him?

Bill should:

- ☐ pitch as usual
- ☐ try very hard to strike him out
- ☐ throw the ball fast and close to scare him
- ☐ try to hit him with the ball
- ☐ throw the ball fast and hard to hit him in the head

5. While dressing in the locker room, the local joker snaps you hard with a towel. You really don't like him and none of the other guys do either. When they see him do it, they grab him and hold him so that you can snap him back. It really hurt when he snapped you. What would you do?

I honestly would:

- ☐ tell them to let him go
- ☐ snap him once
- ☐ snap him two or three times
- ☐ snap him four or five times
- ☐ snap him as hard as I could until he cried

6. A student in your class has become very ill and needs special treatment. His family doesn't have much money so your class voted to give them some of the money that was earned in the car wash last Saturday. Of the \$50 that was earned, how much should the class give?

The class should give:

- ☐ less than \$10
- ☐ \$20
- ☐ \$30
- ☐ \$40
- ☐ \$50

7. While playing volleyball, your friend Jim was lined up near the net waiting for the game to get started. Before the game starts and without good reason, the guy across from him spikes the ball hard and hits Jim in the face. Jim dislikes the guy anyway; what should he do?

Jim honestly should:

- ___ do nothing and ignore it
- ___ tell him to watch what he is doing
- ___ grab the ball and throw it back at him
- ___ charge under the net and slug him one
- ___ charge under the net and beat him up
- ___ wait to catch him alone after school and
- ___ really beat him up good

8. You have just bought a new transistor radio. On your way home a guy you don't like asks to look at it. He takes off running and will not give the radio back to you. What would you try to do?

I would really try to:

- ___ ignore him, hoping he would give it back
- ___ later
- ___ keep asking him for it until he gave it to me
- ___ catch him and take it back even if I had to shove him around
- ___ catch him, take the radio and slug him a couple of times
- ___ catch him, take the radio and punch him five or six times
- ___ catch him, take the radio and beat his head in good

FOR THE PART OF THE TV SHOW YOU WATCHED,
PLEASE THINK ABOUT WHAT YOU SAW.

DO YOU THINK:

What you saw was. ☐ A VERY GOOD THING TO WATCH
☐ A PRETTY GOOD THING
☐ A PRETTY BAD THING
☐ A VERY BAD THING TO WATCH

Is it ☐ VERY RIGHT FOR PEOPLE TO
☐ BE THIS WAY
☐ A LITTLE RIGHT
☐ NOT VERY RIGHT
☐ NOT RIGHT AT ALL FOR PEOPLE
☐ TO BE THIS WAY

Was it. ☐ A WONDERFUL SHOW
☐ A PRETTY GOOD SHOW
☐ A PRETTY BAD SHOW
☐ A TERRIBLE SHOW

Were the people ☐ NOT VERY ANGRY
☐ A LITTLE ANGRY
☐ VERY ANGRY
☐ EXTREMELY ANGRY

Was what you saw a show
like ☐ YOU REALLY LIKE TO SEE
☐ YOU SOMETIMES LIKE TO SEE
☐ YOU DON'T LIKE TO SEE VERY
☐ MUCH
☐ YOU DON'T LIKE TO SEE AT
☐ ALL

Was what you saw. ☐ A VERY GOOD THING TO DO
☐ A PRETTY GOOD THING
☐ A PRETTY BAD THING
☐ A VERY BAD THING TO DO

Was what you saw ☐ NOT VERY VIOLENT
☐ PRETTY VIOLENT
☐ VERY VIOLENT
☐ EXTREMELY VIOLENT

Was what you saw ☐ NOT VERY SERIOUS
☐ A LITTLE SERIOUS
☐ PRETTY SERIOUS
☐ VERY SERIOUS

Is it. ☐ VERY NICE FOR PEOPLE TO
☐ ACT LIKE THIS
☐ PRETTY NICE
☐ NOT VERY NICE
☐ NOT NICE AT ALL FOR PEOPLE
☐ TO ACT LIKE THIS

Was what you saw ☐ NOT VERY CRUEL
☐ A LITTLE CRUEL
☐ PRETTY CRUEL
☐ VERY CRUEL

WE WOULD NOW LIKE TO KNOW SOME THINGS ABOUT YOU. BELOW ARE SOME THINGS THAT OTHER KIDS YOUR AGE HAVE SAID ABOUT THEMSELVES. PUT AN 'X' ON THE LINE THAT BEST DESCRIBES YOU.

	<u>A LOT</u> <u>LIKE ME</u>	<u>A LITTLE</u> <u>LIKE ME</u>	<u>NOT LIKE</u> <u>ME AT ALL</u>
1. Often I have trouble getting my breath.	_____	_____	_____
2. Usually, I don't get very mad at people.	_____	_____	_____
3. I like games where you can get rough and nobody cares.	_____	_____	_____
4. I have trouble swallowing.	_____	_____	_____
5. I think a fight is a good way to settle an argument.	_____	_____	_____
6. When I get angry. it usually leaves me shaking inside.	_____	_____	_____
7. I get tired very easily	_____	_____	_____
8. Sometimes I get the urge to pound someone just for fun.	_____	_____	_____
9. It doesn't bother me to watch if someone has been badly hurt.	_____	_____	_____
10. I get headaches.	_____	_____	_____
11. I can't think of a good reason for ever hitting anyone.	_____	_____	_____
12. It makes me nervous to see two of my friends fighting.	_____	_____	_____

	A LOT LIKE ME	A LITTLE LIKE ME	NOT LIKE ME AT ALL
--	------------------	---------------------	-----------------------

- | | | | |
|---|-------|-------|-------|
| 13. I worry quite often. | _____ | _____ | _____ |
| 14. Anyone who says bad things about me is asking for a punch in the nose | _____ | _____ | _____ |
| 15. Arguing nearly always leads to trouble. | _____ | _____ | _____ |
| 16. I usually don't hit back, even if someone hits me first. | _____ | _____ | _____ |
| 17. Sometimes I don't sleep well. | _____ | _____ | _____ |
| 18. Sometimes you have to get tough with other kids to get your way. | _____ | _____ | _____ |
| 19. I don't mind a bit if my remarks hurt someone's feelings. | _____ | _____ | _____ |
| 20. There's too much blood and gore in the news these days. | _____ | _____ | _____ |
| 21. Fighting is not a good way to get even with someone you hate. | _____ | _____ | _____ |
| 22. I'd rather not have my own way if I have to punch a guy to get it. | _____ | _____ | _____ |
| 23. I get hungry very often. | _____ | _____ | _____ |

BELOW WE WOULD LIKE TO KNOW SOME GENERAL THINGS ABOUT YOU.

1. What is the name of your favorite TV show?

2. About how many hours did you watch TV yesterday?

_____ hours

3. About how many minutes did you spend reading a newspaper yesterday?

_____ minutes

4. About how many radio news programs do you listen to each day?

_____ news programs

5. About how many TV news programs do you watch each day?

_____ news programs

6. About how often would you say you read TIME or NEWSWEEK magazines or US NEWS AND WORLD REPORTS?

_____ never

_____ once in a while

_____ about every week

PUT AN 'X' NEXT TO THE SHOWS YOU WATCH EVERY WEEK OR
ALMOST EVERY WEEK.

_____ My Three Sons	_____ Men at Law
_____ Mission: Impossible	_____ Perry Mason
_____ It Takes a Thief	_____ Men From Shiloh
_____ Mannix	_____ Medical Center
_____ Hogan's Heroes	_____ Hawaii Five-0
_____ The FBI	_____ Lancer
_____ Bonanza	_____ Ironside
_____ The Bold Ones	_____ Adam-12
_____ Gunsmoke	_____ Dan August
_____ Doris Day	_____ The Interns
_____ All in the Family	_____ Name of the Game
_____ Mod Squad	_____ Strange Report

Here are some final questions about your family.

What kinds of jobs do your parents have? What sort of work do they do? (For example: "Sales clerk," "Runs a gas station," "Works in a car factory," or "Works on a farm.")

Mother-- _____

Father-- _____

THANK YOU VERY MUCH!

MICHIGAN STATE UNIV. LIBRARIES



31293102600503