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A STUDY OF TELEVISION VIOLENCE AND ITS EFFECTS
ON ELEMENTARY SCHOOL CHILDREN'S
SOCIAL INTERACTIONS

by
Shari Lonker

A Thesis

Submitted in partial fulfillment of the requirements of the
Master of Science in Teaching Degree in the Graduate Division
of Rowan College of New Jersey
June 1996

Approved by

Professor

Date Approved

June 19, 1996

ABSTRACT

Shari Lonker

A Study of Television Violence and It's Effects
on Elementary School Children's
Social Interactions
1996

Advisor: Dr. Randall Robinson
Master of Science in Teaching

The purpose of this study was to examine the relationship between the amount of antisocial and aggressive television shows a child views and the occurrence of negative social interactions in which that child is involved while under school supervision. One hundred 2nd, 3rd, and 4th graders in a southern New Jersey school district were given television viewing questionnaires to take home and fill out with their parents. Upon completion, the questionnaires were scored according to the child's habit of watching specific television shows targeted with violent content. Each student's teacher then rated the frequency of the child's antisocial or aggressive behaviors in the classroom. A Pearson r was conducted for the total population ($n=100$), for the subgroup of the population found having the habit of watching the targeted antisocial and aggressive television shows ($n=40$), and for the subgroup of the population found not to have the habit of watching the targeted shows ($n=60$). The relationships between television habits and observations of the teachers regarding the frequency of negative social interactions for each child were found to be significant for the first two of these groups. Further studies were encouraged.

MINI-ABSTRACT

Shari Lonker

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Advisor: Dr. Randall Robinson
Master of Science in Teaching

This study examined the relationship between the amount of antisocial and aggressive television shows a child views and the occurrence of negative social interactions in which that child is involved while under school supervision. A Pearson r was conducted and the correlation was found to be significant at a p level of .05.

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Chapter One

Scope of the Study

Introduction

"No parents in their right minds would invite a stranger into their household to teach their children for 3-5 hours a day, yet television does precisely that" (Strasburger, 1993, p. 11). Within those 3-5 hours, 5-6 violent acts occur every hour of prime time (Dunn, 1994; Murray & Lonbor, 1995) and 20-25 violent acts occur every hour during Saturday morning children's programs (American Psychological Association [APA], n.d.). By the time children have completed high school they will have witnessed approximately 180,000 violent acts on television (Bauer, 1994). Studies indicate that violence on television is detrimental to the social development of child viewers. Among the supporters of these indications are Singh and Sweet, who maintain that "TV offers a very selective view of life" (1994, p. 3). This selective view is reported by the APA (1985) as having major negative effects on children watchers.

Importance of the Study

Although the viewing of televised violence may be limited to the home, the effects of it may bleed into all areas of a child's life, including school (APA, n.d.). Unknowingly, a parent or guardian could

negatively effect their child's school persona by allowing them to watch aggressive and antisocial television shows. If the amount and extent of influence this type of violent television has on children were not to be investigated, how would parents and guardians educate themselves and their children most effectively? This study examined the television viewing habits of elementary school children along with the characteristics of their social interactions in school.

Statement of the Problem

What is the relationship between the amount of violent television a child views and the occurrence of negative social interactions in which that child is involved while under school supervision?

Hypothesis

The following directional hypothesis was tested: There is a significant relationship between the habit of elementary school children watching aggressive and antisocial television shows and those same children's negative social behaviors in an elementary school classroom.

Limitations

The following elements may have effected the reliability and/or validity of this study:

The population was one of convenience, which limits the manner in which results can be inferred to the total population.

The location of the elementary school involved was beyond the control of the researcher. The cultural and socioeconomic makeup of

the population was therefore not stratified, consequently all groups of the general population may not have been represented.

The size of each intact classroom involved in this study limited the number of available subjects. This did not allow provisions to be made for the occurrence of non-respondents to the questionnaire.

As the respondents were aware that they were participating in research, their responses on the questionnaires could have been effected. A halo effect may have taken place, where the parents were concerned with the idea of giving socially acceptable responses about the television viewing habits of their child. This would effect the reliability of the data.

The classroom teachers who were asked to provide observations about the social behaviors of their students could have made generosity errors. If certain students were given the the benefit of leniency when being rated, this also could effect the reliability of the data.

Definition of Terms

For the purpose of this study, the following terms were defined as followed:

Violence: The term violence indicates aggressive or antisocial behavior, either found on television or in the social interactions of the elementary school children.

Aggressive: Pertaining to the behaviors of the characters on the selected television shows, or to the students' social interactions; "inclined to starting fights or quarrels" (Guralnik, 1972, p.26).

Antisocial: Pertaining to the behaviors of the characters on the selected television shows, or to the students' behaviors; "avoiding association with others; harmful to the welfare of the people; detrimental to or destructive of the social order" (Guralnik, 1972, p.61).

Habit of antisocial and aggressive television viewing: Using the data gathered, the average score earned in relation to the frequency of watching the targeted antisocial and aggressive television shows was found. Any score earned above a 7 (the average score) on the questionnaire identified that participant as having the "habit" of watching the television shows targeted as containing antisocial and aggressive content.

Aggressive and antisocial television shows: The targeted television shows were be limited to "Batman," "NinjaTurtles," "GI Joe," "Xmen," "VR Troopers," "Power Rangers," "Beavis and Butthead," and "The Simpsons;" all of which have been identified as having aggressive or antisocial content by one or more sources (Bauer, 1994; Children Now, 1994; Schiebe, 1987).

Chapter Two
Review of Literature
Introduction

In order to study the significance, if any, of the relationship between the amount of antisocial and aggressive television shows an elementary student watches and the negative social behaviors of that student while in the school setting, much research was done on television violence and other related topics. The articles used in this review of literature were collected from the Rowan College of New Jersey library in Glassboro, the Educational Information Resource Center in Sewell, New Jersey, and from the Internet via the World Wide Web. Past research, other literature reviews, reports and polls are the types of articles accumulated. The information seemed to fall naturally into three main areas of discussion - televised violence, children as television viewers, and the influence and effects of television violence on children.

Television Violence Defined and Discussed

"For the first time in human history, a child is born into a home in which television is on 7 hours and 41 minutes a day" (cited by Gaz, 1996). And by the time that child is 16 years old, he/she will have witnessed 200,000 acts of media violence (Gaz, 1996). Dr. Fox, a University of Tennessee at Knoxville professor in child and family

studies, was quoted in the Tennessee Alumnus Spring 1994 as saying, "violence [on television] is linked closely with things we value - such as excitement, courage, or sexuality - in subtle, repetitive pairings that can be damaging" (p. 2). The subtlety of the violence is a large part of its danger (Strasburger, 1993). "It is not real. It is a special kind of violence. It has no consequence" (Cohen, 1982, p. 614). Not only is there no consequence for such actions, but the majority of child-oriented cartoons include pain and violence where there is not even accompanying pain or suffering (Jason, 1996).

Dr. Fox and colleague Dr. Allen also discuss the depiction of violent behavior in the media as "cute and endearing" (p. 2). Dennis the Menace and Home Alone are examples of this. Beavis and Butthead, too, can be blamed. Children imitate what they see, often in search of adventure or power (Tennessee Alumnus Spring 1994). Dr. Jason, creator of a patented television viewing regulation device, discusses a study that found more violent acts per hour on children's programs (n=16) than on prime time television (n=6) (1996). "Children observe their aggressive television heroes repeatedly solving problems by using violence" (Jason, p.1, 1996). Televised violence teaches the lesson that violence receives social affirmation. "From your very first cartoon, all the way to Lethal Weapon you're taught that violence is funny, entertaining, and successful" (cited by Gaz, 1996).

Often on television, "programs depict the use of aggression to solve problems and imply [that] aggression is a justified response to conflict" (Bauer, 1994, p. 11). In the Children Now Executive Summary (1995), it is reported that physical aggression is effective in meeting a child's goal (on television) 53% of the time. Similarly,

verbal aggression is effective 16% of the time. Television violence is contributing to a cycle that has been recognized by the American Medical Association Alliance as a major public health issue (1996).

Children as Television Viewers

On average, children from ages 2-11 watch 3-4 hours of television daily, which actually ends up to be more time in front of the TV than in a classroom (Bauer, 1994; Dunn, 1994; Singh & Sweet, 1994; Strasburger, 1993). In a Children Now Poll (1995), it is reported that 55% usually watch television alone, or with friends, but not with their families. In actuality, only 14% of programming found on television is for children - mostly what they watch is geared towards adult viewers (Tennessee Alumnus Spring 1994). There is constant controversy over how harmful television violence is to children. Studies contend that it should be of major concern (Children Now, 1995; Fox, 1994; Gaz, 1996).

Children learn to behave by imitation, and television provides them with attractive, exciting role models (Gaz, 1996; Strasburger, 1993). "Because young children have difficulty distinguishing fantasy from reality, they may believe that television programs are real and...typical of the world" (Bauer, 1994, p. 10). This belief extends to the role models they find on the screen. Due to this acceptance of television as real, "television violence does more than produce a passing acceptance of aggression. It may also cultivate a long-lasting view of the social world as being wicked or dangerous" (Essentials of Adolescence, 1984, p. 1).

Influences/Effects of Television Violence on Children

"A compelling body of research shows that children watch a large amount of TV and that exposure to violent images is associated with antisocial and aggressive behavior" (Singh & Swet, 1994, p. 2). Strasburger (1993) echoes this idea and in fact indicates that watching copious amounts of television violence actually increase the prospect of aggressive behaviors in real life. In fact, a 22 year longitudinal study done by Huesmann, Eron, Lefkowitz, & Walder (1984) found a significant correlation ($r = .41$) between violence viewing at age 8 and serious interpersonal criminal behavior at age 30 (cited by Murray, 1995).

Not only do children tend to re-enact the aggressive behavior that they see on television amongst themselves and with action figures, but they actually become desensitized to violence in general (Bauer, 1994). A 1970 study found that after the introduction of television in their lives, "children were more aggressive and less creative in their play" (cited by Strasburger, 1993, p. 12). Dr. Jason discusses several problems of viewing television violence in his on-line summary (1996). He is concerned that watching an excessive amount of television leaves little time for youngsters to develop other interests and hobbies. He goes on to announce that heavy television viewers develop reading and language skills later than lighter viewers, achieve lower academically, and are more likely to hold cultural stereotypes.

The American Psychological Association reports (1994) that research has shown 3 major effects on children from seeing repeated violence on television. They may become: (1) less sensitive to the pain and suffering of others, (2) more fearful of the world around

them, (3) more likely to behave towards others in aggressive or harmful ways. In congressional testimony, developmental psychologist and author of an additional APA study of televised violence, Dr. Ronald G. Slaby reported on four "far reaching effects of viewing violence that can remain through adulthood (Gaz, p.1, 1996). In addition to the "aggressor effect," "bystander effect," and increased fearfulness mentioned above, Dr. Slaby indicates a manipulative cycle created by the viewing of televised violence. He states, "...children who watch a lot of violence on television identify with violent characters, act like those characters, and seek out more and more violence programming" (1996).

In November of 1995, a conference sponsored by the Massachusetts Medical Society Alliance and the Harvard Community Health plan foundation presented five workshops where remedies for media violence and strategic initiatives were discussed. The Summary Report (1995) of this conference illustrates the concerns of the medical community about the effects of watching violent programming on our youth. One of the strategies discussed was a rating system with warning advisories which would "allow parents to make intelligent decisions using relevant and easily accessible information" (p.2). So concerned with the violence children might be exposed to in the interim, a "safe harbor period" (p.3) was included in the action steps. This way, until other action steps are installed, children would already begin to view television free of violence. The conference also devoted a workshop to proposing a "centralized clearing house for research and information...to coordinate efforts throughout the country" (p.4). Media literacy was also discussed as an approach to safeguarding against the effects of televised violence.

Chapter Three

Procedure and Design of the Study

Introduction

The viewing of aggressive and antisocial behaviors on television can effect children in many ways, including the types of decisions they make when handling themselves in social situations. As cited by J.P. Murray, Atkin and his colleagues found that heavy television violence viewers, when given a hypothetical problem, chose a physically or verbally aggressive solution 45% of the time, where only 21% of the time did the light violence viewers choose the same (1995). The intentions of this study were to further examine the relationship between a child's habit of watching television shows containing aggressive or antisocial content and the occurrence of such behaviors in that child's life.

Population/Subjects

The population was comprised of 5 intact elementary school classrooms found in a suburban, southern New Jersey school district. The families living in this district are mostly dual income, where professions range from construction workers to surgeons. The range of grades were from second to fourth. The actual subjects were 27 second graders, 54 third graders, and 53 fourth graders.

Description of the Instruments

A questionnaire (see appendix A) was used to collect data about the amount of aggressive and antisocial television viewed by each of the subjects. Included with each questionnaire was a cover letter (see appendix B) explaining the identity of the researcher and the instructions for the questionnaire. The questionnaire was adapted from a study reported at the Biennial Conference of the Society for Research in Child Development in Baltimore, MD (Condry, J. & Schiebe, C., 1987). Questions beyond those required for the study were included on the questionnaire to reduce a possible halo effect and to conceal the exact purpose of the study. However, all questions were of interest to the researcher, and may be used for further discussion and exploration of this topic.

A letter of instructions and an observational chart (see appendix C) were given to each of the participating teachers. The letter includes a brief statement of purpose, the procedural steps to follow when administering the questionnaires, and an explanation of the observational chart. Also mentioned in the letter were deadlines and gratitude. An observation chart was created for each teacher participating in the study. The charts listed the students of each class, not using names, but their initials and assigned subject numbers. If two students in one class had the same initials, the second letter of the last name was used. Labels on the chart allow the teachers to rate the frequency of each students' engagement in antisocial or aggressive behaviors. The teachers were also provided with sample questionnaires to refer to. They were instructed to contact the researcher with any questions that they encountered with

subjects or parents. Finally, teachers were asked to return all materials, complete or incomplete on the given deadline.

Research Design and Procedure

Before implementing the design of this study, consultations with several people were necessary. The elementary school principal was asked to review the study proposal. After the review and a brief discussion, they were then asked to grant the researcher permission to carry out the described procedure using a selection of their students and teachers. Once permission was granted, targeted teachers were asked if they would be willing to assist in the process of data accumulation. Teachers were targeted on the basis of their responsibility and accountability, as well as grade level taught.

The process for the rest of the research was divided into three phases for organizational purposes. Respectively, the phases included the television questionnaires, the observational charts, and the chosen statistical procedures. Taken into consideration while making these choices were the factors of ethics, simplicity, and cost.

In Phase I, the television viewing questionnaires were used. After a teacher agreed to participate, their class list was procured. This list was used to pre-assign subject numbers and initials to each student. Each teacher was then provided with a questionnaire for every student in his/her class. Questionnaires were each labeled with the subject number and initials of the student who should receive it. The teacher was provided with his/her original class list to refer to when handing out the questionnaires. To enlist greater return the classroom teachers were also provided with stickers to give to their

students upon returning a completed questionnaire. Approximately two weeks were given to the subjects to fill out and return the survey. Teachers were instructed to retain the questionnaires as they were returned, so that the researcher received them all at once.

Phase II required the use of the teacher observational chart. The teachers were asked to indicate how often they observed each student in their class engaged in antisocial or aggressive behaviors. The chart was used to record the frequency of these behaviors for each student. Teachers were directed to rate each student on a scale of 1 to 5. The continuum of the scale described the occurrence of each student's aggressive or antisocial behaviors as follows: 1 = never, 2 = rarely/hardly ever, 3 = average, 4 = above average, and 5 = problem/interferes with student success.

Finally, Phase III entailed the statistical procedures used on the data gathered. Once all the materials were returned, they were scored. An information file (see appendix D) was created for each subject using their pre-assigned subject number. From this point on names were no longer needed or used. This provided subject confidentiality and upheld the ethical considerations.

The program chart from the questionnaires were scored using zero to 3 points, depending on what the subject checked off for each program: zero points for "Never Watch," 1 point for "Used to Watch but No Longer Do," 2 points for "Sometime Watches," and 3 points if "Most Often Watches" was checked. Scores were assigned only for those shows on the list that were previously identified as containing aggressive or antisocial content. These numbers were then compiled into one total questionnaire score for each subject and recorded on the information file.

Next, the observation charts were scored. Each student received a score of zero to 4, depending on the frequency of their aggressive or antisocial behavior as observed by their teacher: zero points for "Never," 1 point for "Rarely/hardly ever," 2 points for "Average," 3 points for "Above Average," and 4 points if the teacher felt that the frequency of such behaviors is a "Problem/Interferes with Student Success." This score was also recorded on the information file for each subject.

A Pearson r was performed in order to measure the correlation, or relationship between observations of aggressive/antisocial behavior and the habit of viewing these behaviors on television. The scores for each subject from the questionnaire and from the observation chart were used.

Chapter Four
Analysis of Findings
Introduction

Previous studies have investigated the idea that televised violence is effecting the future of our children (Jason, 1996). In this study, a television viewing questionnaire and elementary school teacher observations score were tabulated for each of the elementary school children involved and a Pearson r was used to investigate any existing relationship between the two. The correlation being examined was one between the possible habit of watching antisocial and aggressive television shows and exhibiting those same behaviors in a school setting. A statistics program, SSPS for MS Windows 6.1 (1996), was used to calculate the findings.

Tabulation of Pearson r

Out of the 122 questionnaires sent home with second, third and fourth graders, 100 were returned completed, equaling a successful return rate of 81.97%. The Subject Information File (see appendix D) was used to enter the two variables onto the data screen for SPSS. A correlation command then issued a Pearson coefficient for each of three combinations of the variables. First, all of the subjects' scores were entered. Where $n=100$, $r=.1911$ at a p level of .05. This

indicates a statistical significance, albeit not a strong one. Second, only the subjects labeled as having the habit of watching aggressive and antisocial television were reviewed. That is to say, a Pearson r was performed for those participants who had a questionnaire score above the average score of 7. Here, $n=40$ and $r=.4162$ at a p level of .008. Another, stronger statistical significance is indicated here. Finally, the participants found not to have the habit of watching antisocial and aggressive television shows were inspected. These are the participants who scored average (7) or below on the questionnaire. The relationship between these questionnaire and observation scores were found to be insignificant, where $r=.0332$ at a .801 p level. The following table illustrates the findings.

table 1

Pearson r Findings

	n	Pearson Coefficient	p-level
Total Population	100	.1911	.057
Habit Population	40	.4162	.008
Non-habit Population	60	.0332	ns

Analysis Related to Particular Purpose of Hypothesis

The marginal significance ($r=.1911$, $O=.057$) found for the total population allows for the acceptance of the directional hypothesis stating that there is a significant relationship between the habit of

elementary school children watching antisocial and aggressive television shows and those same children's negative behaviors in an elementary school classroom. Furthermore, if the teacher observations were accurate, a moderately stronger relationship ($r=.4162$, $p=.008$) may be accounted for between behavior and habit specifically for those children who do watch an above average amount of violent television in comparison with their participating peers. The fact that those students who do not have the habit of watching the targeted television shows did not show significant relationship with their teacher observation scores may account for the lower total population significance. These students, however, are not as likely to have behavior problems because of their non-habit (Gaz, 1996).

Chapter Five

Summary, Conclusions, and Recommendations

Introduction

This study has now joined the ranks as another red flag to parents, guardians and teachers about television violence and its effect on children. Even the hint of a relationship between televised violence and socialization behaviors should be enough to shake our blasé attitude about the presence of Ninja Turtles and their aggressive and antisocial peers in our playrooms and classrooms. The following summaries and implications should provide not only the basis for concern, but a justification for further study in this and related topic areas.

Summary of the Problem

The question was asked, what is the relationship between the amount of violent television a child views and the occurrence of negative social interactions in which that child is involved while under school supervision.

Summary of the Hypothesis

The following directional hypothesis was tested and not rejected: There is a significant relationship between the habit of elementary school children watching aggressive and antisocial

television shows and those same children's negative social behaviors in an elementary school setting.

Summary of the Procedure

Three phases were used to organize the research design and procedure. First, participating teachers were given questionnaires (see appendix A) to send home with their students. The questionnaire asked questions about the child's television viewing habits at home, including items about rules and parental guidance. Television shows targeted as antisocial and aggressive were listed in a mix of other, neutral shows, and participants indicated the amounts of each of these shows to which they have been exposed. Second, those same teachers were given observational charts with letters of explanation (see appendix C) to use in order to indicate the frequency of antisocial and aggressive behaviors of each student in their class. The final phase encompassed the statistical procedures of the research. Questionnaires were scored, as were the observational charts, and a Pearson r was used to investigate the possible statistical significance of the relationships involved.

Summary of Findings

A Pearson r was conducted for the total population ($n=100$), for the subgroup of the population found having the habit of watching the targeted antisocial and aggressive television shows ($n=40$), and for the subgroup of the population found not to have the habit of watching the targeted shows ($n=60$). The relationships between television habits and observations of the teachers about the frequency of

negative social interactions were found to be significant for the first two of these groups.

table 2
Summary of Significance

	n	Degree of Significance
Total Population	100	minimal
Habit Population	40	moderate
Non-habit Population	60	none

Conclusions

In respect to the findings of this study, the researcher would like to examine several mitigating factors. First, it was noted that many participants rated by their teacher as a problem in the classroom due to antisocial or aggressive behaviors were non-respondents. The returned questionnaires from these students may have strengthened the statistical significance of the relationships being examined. Also, the fact that the strongest statistical significance lies in the exact area of interest is deemed notable. This area of concern is of those children who are exposed to an above average amount of violent television. More so than the statistical significance, the practical significance here should not be overlooked. Practically speaking, it is precisely those children, with the habit of watching televised violence, who tend to have the most trouble in school with respect to socialization skills - skills that become more and more important with

age. It is also suspected by this researcher that a generosity error was prevalent in the data collection. The knowledge that this researcher is privy to regarding the students in one particular participating classroom causes the researcher to strongly believe that the teacher rated them with ease and benevolence. Perhaps then, this could have been a variable with the other participants as well. It is concluded, however, that enough validity and reliability lends itself to this study that we as educators must take heed of the ever growing power that the media is claiming over the lives of our children.

Recommendations

If further studies are to be considered, several recommendations are suggested. The currency of the television shows used may have effected the data. From the time that this researcher started to accumulate literature that supported the identification of the targeted shows as containing antisocial and aggressive content to the actual time of the study, several newer, more popular children's shows were introduced. Further limitations included the incidental sampling. As in any research, random sampling would improve the validity and thus the ability to generalize the findings. Cultural and socioeconomic considerations, too, would ideally effect this research. Do the children even have televisions at home? Do they speak English as a first language? National norms would assist in the reliability of the data. A halo effect on the participants, and possible generosity error of the teacher observers seem unavoidable to this researcher, but must also be considered in the improvement of the limitations of this study. Regardless of any and all of these

limitations, further research in this topic area is encouraged.

Implications

The implications of this study, through the eyes of this researcher, seem clear. Media education, or television literacy (Massachusetts Medical Society Alliance, 1996) needs to become a part of school curriculum nationwide. Interestingly, when looking at the additional questions on the questionnaire, it was noted that most of the students who rated above average on the questionnaire score, and yet rated not a behavior problem by their teacher, had rules regarding their television viewing, or even parental guidance at the time of viewing. Further studies of the above implications may shed additional light on this topic.

Also an area for further investigation is that of student behavior on the playground. The observations for this study were obtained from the classroom situation only, and often, students save their true socialization behaviors for recess. Students may save their "ninja moves" for outside and out of view of their teacher's eyes.

What does all of this mean? It means we cannot ignore the accumulated evidence of the harmful effects of televised violence on our future. True, all ages of the world have seen violence. Violence will not realistically be eliminated in our lifetime, or that of our children. But, to down play the entertainment value of violence, and to teach our children how to make sense of the misleading "realness" of television violence, would be start. Bart Simpson behavior, or Beavis and Butthead humor cannot be allowed to become the acceptable norm. Have you seen these shows? Perhaps its time you did.

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Appendix A

Child's Initials: _____

SUBJECT # _____

Child's Age: _____ Grade: _____ Gender: Boy Girl

Do you have any rules about the amount or type of television your child watches? (circle one) YES NO

If YES, please explain briefly:

Please [x] the space that best represents your child's habit of watching each of the following programs:

Program	Used to			
	Never Watch	Watch but No Longer Do	Sometimes Watches	Most Often Watches
Batman	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carmen Sandiego	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ninja Turtles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Anamaniacs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
GI Joe	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Puzzle Place	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Xmen	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Timon & Pumbaa	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
VR Troopers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Gargoyles	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Power Rangers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Beakman's World	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Beavis & Butthead	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Freakazoid!	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The Simpsons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Are there programs not mentioned on this list that your child watches frequently? (circle one) YES NO

If YES, please list them here:

SUBJECT # _____

What is your child's favorite TV show? _____

Of all the time that your child spends watching TV, how often do you watch along with them?

Never	Rarely	Frequently	Always
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

How often do you talk with your child about what he/she sees on television?

Never	Rarely	Frequently	Always
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please fill in the TV viewing chart on the following page, indicating the times of the week that your child most often watches television.

Thank you very much.

EXAMPLE : IF YOUR CHILD MOST OFTEN WATCHES TELEVISION FROM 8 TO 9 IN THE MORNING ON WEEKDAYS, CARTOONS FROM 3-4 EVERY AFTERNOON, AND SPORTS ON SUNDAY, A PORTION OF THE CHART YOU FILL OUT MIGHT LOOK LIKE THIS.....

	SUN	MON	TUES	WED	THURS	FRI	SAT
7AM							
8AM		XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	
9AM							
10AM							
11AM							
12PM	XXXXX						
1PM	XXXXX						
2PM	XXXXX						
3PM	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX	XXXXX
4PM	XXXXX						

PLEASE ENTER YOUR CHILD'S TELEVISION VIEWING HABITS IN THE CHART BELOW

	SUN	MON	TUES	WED	THURS	FRI	SAT
7AM							
8AM							
9AM							
10AM							
11AM							
12PM							
1PM							
2PM							
3PM							
4PM							
5PM							
6PM							
7M							
8PM							
9PM							
10PM							
11PM							
12AM							

PARENT SIGNATURE PLEASE _____

Appendix 3

Dear Parents,

I am currently a student in the Rowan College Master of Science in Teaching program. In fulfillment of my degree I am also required to conduct a research project. My project involves the subject of children as television viewers. To help me in my research I have sent home this questionnaire with your child. I am asking that you and your child fill it out together. All results of the research will be confidential. If you notice, a subject number has been assigned to your child's initials on the questionnaire instead of your child's name. Although your signature is asked for in order to verify accuracy, it will be blacked out upon return of the questionnaire. As a final measure of confidentiality, no school names, student names, or any student initials will be used within the context of the written thesis.

Please return the questionnaire to school with your child no later than April 12, 1996. I thank you in advance for your time and appreciate your best recollection of the information asked for on the following pages.

Sincerely,

A handwritten signature in cursive script that reads "Miss Lonker".

Miss Lonker

Appendix C

Dear Teacher,

I am currently a student in the Rowan College Master of Science in Teaching Program. In fulfillment of my degree I am required to conduct a research project. In order to effectively help me in my research, I ask that you:

(1) Send home one of the accompanying questionnaires with each of the students in your class. Each student should receive the questionnaire labeled with their initials. If two students had the same initials, I added the second letter of the last name to one of them.

(2) Inform the students that they will receive one of the provided stickers upon returning the questionnaire completed. It has been requested on the questionnaires that the parents send them back to you with their child no later than April 12, 1996.

(3) Fill out the following chart as it is explained below.

(4) Return all materials, complete or incomplete, to me by April 12, 1996. I will most likely remind you as this date approaches.

EXPLANATION OF CHART

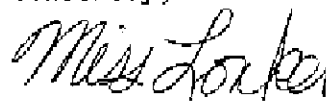
Please use the chart to indicate how often you observe each student in your class engaged in antisocial or aggressive behaviors. The initials on the chart correspond with the order of your class list. For the purpose of this study, I am using definitions provided by Webster's New World Dictionary, where aggressive is defined as "inclined to starting fights or quarrels," and antisocial is defined as "avoiding association with others, harmful to the welfare of the people, detrimental or destructive of the social order."

Rate the frequency of each student's aggressive or antisocial behaviors on a scale of 1 to 5:

- 1 - never
- 2 - rarely/hardly ever
- 3 - average
- 4 - above average
- 5 - problem/interferes with student success

Thank you so much for taking the time to help me in my research. I appreciate your careful administration of this portion of my project.

Sincerely,



Miss Lonker

Appendix D

VITA

Name: Shari Lonker

Date & Place of Birth: November 12, 1970
Philadelphia, Pennsylvania

Elementary School: Malberg Elementary School
Cherry Hill, New Jersey

High School: Cherry Hill High School East
Cherry Hill, New Jersey

College: Ithaca College
Ithaca, New York
BA Psychology, 1992

Graduate: Rowan College of New Jersey
Glassboro, New Jersey
MST Elementary, 1996