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ABSTRACT

To test the validity of hypotheses regarding television violence and social behavior of viewers, a survey was conducted of a large stratified sample of sixth grade and kindergarten pupils and of teachers. The student survey identified: (1) frequency with which pupils watch television; (2) parental control of television viewing; (3) family activities; (4) reasons for watching television; (5) degree of selectivity of programs; (6) student perception of televised violence; and (7) favorite programs. The survey of teachers identified: (1) the extent to which teachers used television in their classrooms; (2) teacher perceptions of violence on television; (3) teacher views on the impact of television violence; and (4) student behaviors which teachers identified as directly attributable to television violence. Sample questionnaires are included. (EMH)

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# RESEARCH REPORT

ED127976

## RESULTS OF A SURVEY OF PUPILS AND TEACHERS REGARDING TELEVISION

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April, 1976

U.S. DEPARTMENT OF HEALTH,  
EDUCATION & WELFARE  
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## INTRODUCTION

The impact of media on children, particularly television, has generated considerable empirical data over the past 20 years. Whether or not the impact is generally positive or negative cannot be decided with certainty, as the question of television's influence on children is a very complex one. One aspect of this whole issue, the question of the impact of television violence on children, has been one of the most widely studied and discussed aspects of television.\*

On December 15, 1975, the North York Board of Education passed the following motion:

"In the interest of improving the scientific validity of educational opinion and providing a base of information for observations of the relationship between students' experience of media violence and student behaviour, and in order to:

1. Prepare a report regarding the effects of violence in the communications industry on students for presentation at the Public Hearing to be held by the Royal Commission on Violence in the Communications Industry on 13 May 1975;
2. Provide staff members with background information relating to this subject; ....

the Management and Academic Program Committee RECOMMENDS that:

- a) the Director of Education conduct a survey of staff and student opinion regarding the effects of violence in the communications industry, on students;
- b) the Department of Research and Development undertake a review and distribution of literature on the subject; .....

In keeping with the above motion, grade 6 pupils and kindergarten, grade 3 and grade 6 teachers were surveyed regarding the effects of television. The report which follows is divided into two parts; Part A discusses the results of the pupil survey and Part B the results of the teacher survey.

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For a brief review of the literature pertaining to this question, the reader is referred to an earlier report "The Impact of Violence on Television on Children: A Review of Literature". Patricia Crawford, Catherine Matthews, Patricia Campbell. January, 1976.

## PART A - PUPIL SURVEY

### METHOD

#### Description of Questionnaire

The questionnaire developed for pupils (see Appendix A) was comprised of 21 items related to:

- the frequency with which pupils watch TV
- whether or not parents restrict the amount of time and type of program viewed
- type and frequency of activities child participates in with his family
- reasons why pupils watch TV
- degree to which pupils like selected programs
- amount of violence pupils perceive in selected programs
- selected questions related to their favourite program

A preliminary draft of the questionnaire was pilot tested with a class of grade 6 pupils and revisions made in light of their comments and responses.

#### Sample and Procedure

The sample was comprised of grade 6 pupils from classes in 21 schools across the Borough. The classes were selected in terms of two factors, family of schools, which is the basis of administrative organization in the Borough, and socio-economic status. At least one class was selected from each family of schools, so that the sample would include representation from all parts of the Borough. Secondly, classes were selected to reflect the socio-economic make-up in North York. According to data available from the 1970 census, approximately 30% of North York schools serve areas in which the majority of families can be categorized as upper-middle to upper class; 30% serve middle class families and 40% serve lower-middle to lower class families. Accordingly, 30% of the schools in the sample are considered as high socio-economic schools, 30% as middle socio-economic schools and 40% as low socio-economic schools.

In mid-February, a member of the Research staff visited each of the participating classes and asked pupils to complete the questionnaire. As the word "violence" was used in several questions, prior to handing out the questionnaires, pupils were asked what they thought the word meant. In all classes, pupils defined violence as primarily referring to physical violence. In one class, the teacher asked her pupils to write down the difference between TV shows which would be categorized as extremely violent, those having some violence and those having no violence. The following are illustrations of the pupils' responses:

#### Extreme Violence

- I think there has to be killing and punching and people just being mean to hurt someone.

- . I think movies that have killing, fighting, shooting and stabbing are extremely violent.
- . Killings, shootings, rapings, robberies, kidnappings.
- . I think that extreme violence is shooting, stabbing, homicide, rape and beatings.

#### Some Violence

- . To me violent means when people or animals get hurt. But don't get hurt badly.
- . Getting mad, hitting, screaming.
- . Hitting, losing temper, getting mad, swearing.
- . Some violence is when in the movies the people don't get hurt so badly.
- . To me some violence is swearing and insulting people and attempting to kill them.
- . Calling people names repeatedly. Bad names. Not hitting as hard.

#### Not at all Violent

- . Not violent is just funny shows and people being nice and polite to other people.
- . I think that it means a funny show, there are no killings, suicides or anything like that.
- . When you call someone names but you don't hurt them.
- . Telling jokes, making people laugh.
- . Happy endings, showing kindness.
- . When people don't use guns and killing people. When it's all peaceful and happy together.

## RESULTS

The questionnaires were divided into six subgroups, based on sex and socio-economic status (SES), and the results tallied for each subgroup as well as the total sample. As a preliminary examination of the results indicated that there were few differences between the responses of boys and girls, the data for each questionnaire item are reported primarily in terms of socio-economic status. Where there are differences in terms of sex, they are noted.

The first two items of the questionnaire asked pupils about their after-school activities, as well as how often they do things with their family and what kinds of things they do. There has been concern expressed by educators that pupils too often tend to engage in passive activities such as watching television. These items, therefore, were included in the questionnaire to gain some perspective on pupils' over-all activities. The following table lists the activities pupils usually engage in after school.

### WHAT KINDS OF THINGS DO YOU USUALLY DO AFTER SCHOOL?

ACTIVITY	High SES (N = 186) %*	Middle SES (N = 177) %	Low SES (N = 273) %
Watch television	79	72	81
Home work	56	34	33
Music lessons; clubs; religion; school; hobbies	47	30	20
Play with friends	30	34	30
Sports	20	23	21
Chores, e.g. housework, babysit, walk dog, paper route	16	25	19
Read	12	12	5
Entertainment, e.g. listen to records, radio; go to movies	5	5	4

\* Percents do not total 100 as most pupils mentioned more than one activity.

Children from all three social class groups (72-81%) report "watching television" as their prime activity after school. Although homework was the next most frequent activity reported by children, high SES children reported homework (56%) as an activity far more frequently than the other two groups (approximately 35%).

The third most frequently mentioned set of activities referred to specific interests of pupils, e.g. music lessons, hobbies, special clubs, religion school. These sorts of activities were mentioned far more frequently by high SES pupils (47%) than low SES pupils (20%).

There were some differences in response for boys and girls on this item. For example, 57% of the girls mentioned "homework" as an activity while only 27% of boys mentioned homework. On the other hand, 33% of boys mentioned "sports", whereas only 12% of girls mentioned sports.

It is obvious, therefore, that while many pupils do engage in a variety of activities after school, the activity mentioned by the largest percentage of pupils was "watching television".

#### HOW OFTEN DOES YOUR FAMILY DO THINGS TOGETHER?

RESPONSE CATEGORY	High SES (N = 186) %	Middle SES (N = 177) %	Low SES (N = 273) %
At least once a week	61	68	72
Once every two weeks	22	19	15
Once a month	10	4	5
Once every two months	1	1	1
Once every six months	3	2	1
Once a year	2	2	1
Never	1	2	2
No response	0	2	3

Seventy-two percent of the low SES children reported doing things together with their family at least once a week, while 68% and 61% of middle and high SES children, respectively, reported doing things with their family at least once a week. There were little differences between boys' and girls' reports of the frequency of doing things with their families.

WHAT KINDS OF THINGS DO YOU DO WITH YOUR FAMILY?

RESPONSE CATEGORY	High SES (N = 186) %*	Middle SES (N = 177) %	Low SES (N = 273) %
Family outings, e.g. shopping; picnics; visiting relatives; going for drives.	53	67	61
Sports	40	38	17
Meals	37	31	15
Entertainment, e.g. movies	27	22	20
Travel	19	9	8
Watch TV	15	24	28
Games	13	16	25
Discussion	4	6	8
Other, e.g. hobbies; church	9	16	12

\* Responses do not add up to 100 as most pupils mentioned more than one activity.

"Family outings" were reported most frequently by the children as things they did with their family. Sixty-seven percent of middle SES children, while 53% and 61% of high and low SES children respectively, reported family outings.

There appears to be fairly distinct differences between the three groups on this item. For example,

- approximately 40% of the high and middle SES children reported being involved in sports with their families, while only 17% of low SES children reported family participation in sports.

- approximately 35% of the high and middle SES children indicated that meals were events in which the whole family was involved, while only 15% of low SES pupils did so.

On the other hand,

- approximately 25% of middle and low SES children watch TV with their families, while only 15% of high SES children do so.
- approximately 9% of middle and low SES children travel with their families, while 19% of high SES children do so.

The first item in the questionnaire specifically about television simply asked pupils to rate TV in general.

#### WHAT DO YOU THINK ABOUT TV IN GENERAL?

RESPONSE CATEGORY	High SES (N = 186) %	Middle SES (N = 177) %	Low SES (N = 273) %
I think it is really great	41	35	47
It's good	44	38	34
It's O.K.	13	25	16
I don't like it at all	2	2	3

Forty-seven percent of low SES children indicated that television was 'really great', while 41% and 35% of the high and middle SES children respectively voiced similar opinions. Overall, approximately 2% of the children did not like television at all. There were essentially no differences between the attitudes of girls and boys regarding this question.

Surveys of children regarding their TV viewing habits often report on the number of hours viewed. In this survey, pupils were asked not only how much time they spent watching TV, but also when they viewed.

TIME OF DAY WHEN PUPILS  
USUALLY WATCH TV ON A SCHOOL DAY

TIME PERIOD	High SES (N = 186) %	Middle SES (N = 177) %	Low SES (N = 273) %
In morning before school	21	44	47
At lunch time	65	71	77
After school	79	84	85
In the evening after dinner	87	86	89

It is obvious that for each of the three groups, the percent of pupils viewing TV increased from morning to evening. Further, except for the period in the evening after dinner, fewer high SES pupils viewed TV during each time period than either middle or low SES pupils.

TIME OF DAY WHEN PUPILS USUALLY  
WATCH TV ON SATURDAY

TIME PERIOD	High SES (N = 186) %	Middle SES (N = 177) %	Low SES (N = 273) %
In the morning	72	75	82
In the afternoon	31	47	47
In the evening	80	84	83

It is evident, that on Saturdays, more than three-quarters of the pupils in all three groups watch TV both in the morning and evening, while the number viewing in the afternoon is much less.

On Sundays, however, the evening is the most popular viewing time for children in all three groups. Approximately a third of the high to middle SES pupils view TV on Sunday morning and afternoon, while 50% of the low SES pupils view on Sunday morning.

TIME OF DAY WHEN PUPILS USUALLY  
WATCH TV ON SUNDAY

TIME PERIOD	High SES (N = 186) %	Middle SES (N = 177) %	Low SES (N = 273) %
In the morning	34	38	50
In the afternoon	33	33	40
In the evening	81	81	85

TOTAL HOURS OF TV VIEWING  
ON SCHOOL DAYS

NUMBER OF HOURS	High SES (N = 182) %	Middle SES (N = 171) %	Low SES (N = 276) %
0 - 2-1/2	37	28	19
3 - 4-1/2	34	33	31
5 - 7-1/2	23	25	30
8 and over	2	6	11
Other	4	8	9

Thirty-seven percent of High SES children reported watching up to 2-1/2 hours of television during school days, while the corresponding numbers for middle and low SES children were 28 and 19% respectively. Eleven percent of low SES children reported watching television at least 8 hours on school days, while only 2% of High SES children watched television for this length of time.

TOTAL HOURS OF TV VIEWING ON SATURDAY

NUMBER OF HOURS	High SES (N = 178) %	Middle SES (N = 171) %	Low SES (N = 260) %
0 - 2-1/2	31	20	17
3 - 4-1/2	33	27	27
5 - 7-1/2	21	23	26
8 and over	10	18	22
Other	5	12	8

Twenty-two percent of low SES children reported watching at least 8 hours of television on Saturday, while 10% and 18% of high and middle SES children respectively watched television for this length of time. Approximately one-third (31%) of high SES children reported watching up to 2-1/2 hours of television on Saturday, while only 17% of low SES children watched television for this length of time.

TOTAL HOURS OF TV VIEWING ON SUNDAY

NUMBER OF HOURS	High SES (N = 175) %	Middle SES (N = 157) %	Low SES (N = 256) %
0 - 2-1/2	56	31	34
3 - 4-1/2	19	31	30
5 - 7-1/2	13	18	19
8 and over	6	7	7
Other	6	13	10

Fifty-six percent of high SES children reported watching up to 2-1/2 hours of television on Sunday while 34% of low SES children watched this amount of television. Almost one in five (19%) of low SES children watched 5 - 7-1/2 hours of television on Sunday, while only 13% of high SES children watched this amount of television.

WHAT TIME DO YOU USUALLY GO TO BED ON A SCHOOL NIGHT,  
ON FRIDAY AND SATURDAY NIGHT?

TIME	School Days (N = 610) %	Friday and Saturday Night (N = 532) %
8 - 9 p.m.	39	4
9:30 - 10:30 p.m.	57	50
11 - 12 p.m.	4	39
12:30 - 1:30 p.m.		7

On school days, almost 40% of the children go to bed between 8 - 9 p.m., while on week-ends only 4% of the children go to bed this early. Forty percent go to bed between 11 - 12 p.m. on week-ends, while during the week, only 4% go to bed at this time.

To summarize, high SES pupils

- are more likely than low SES pupils, to engage in a variety of activities after school, including home-work, reading, lessons, clubs, etc.
- do things with their families about as often as middle or low SES children
- are more likely to participate in sports, meals and travel with their families
- are less likely to watch TV in the morning before school than their middle and low income peers
- are more likely to watch fewer hours per day than low SES pupils

Researchers have suggested numerous reasons for the wide appeal of TV. The following table lists the reasons children gave for watching television.

WHAT ARE SOME OF THE REASONS WHY YOU WATCH TV?

RESPONSE	High SES (N = 186) %	Middle SES (N = 177) %	Low SES (N = 273) %
Entertainment, exciting, interesting	80	76	65
Nothing else to do (boredom)	43	33	31
Educational	14	12	17
Good movies	0	5	10
Other	10	5	5

Eighty percent of high SES children reported watching television for entertainment, while the corresponding figures for the middle and low SES groups were 76% and 65% respectively. Approximately 40% of the children reported watching television because they had nothing else to do.

In recent years there has been concern that aggression viewed on TV is imitated by young children. In the following table, the responses of the children are recorded to the following question:

HAVE YOU EVER COPIED ANYTHING THAT YOU HAVE SEEN ON TV?

RESPONSE	High SES (N = 186) %	Middle SES (N = 177) %	Low SES (N = 273) %
Yes	52	53	47
No	47	46	50
Other	1	1	3

Approximately 50% of the children reported that they have copied something seen on television, such as:

- the characteristics of an actor, e.g. language (20%)
- have used ideas for stories and projects (27%)
- songs and commercials

Pupils did not report imitating aggressive behaviour viewed on television.

CAN YOU USUALLY WATCH TV WHENEVER YOU WANT?

RESPONSE	High SES ( N = 186) %	Middle SES (N = 177) %	Low SES (N = 273) %
Yes	51	59	66
No	46	39	33
No Response	3	2	1

Fifty-one percent of high SES children are allowed to watch television whenever they want, while 59% and 66% of middle and low SES children respectively have complete freedom to watch television.

Children who were not usually allowed to watch television gave the following reasons:

- 1) parental concerns
- 2) chores to be done
- 3) home-work

There were essentially no differences between children of the three social classes.

In another analysis, it was found that forty-four percent of the girls indicated that they were expected to do home-work, while only six percent of the boys were expected to do home-work. Furthermore, 23% of the girls and 6% of the boys reported that they were expected to do household chores instead of watching television.

Regarding the question, who tells you that you cannot watch TV at certain times, it was found that it was generally the mother who enforced this restriction. This was true for all social classes. Sixty-seven percent of the children indicated that their mother restricted their viewing, while 30 percent of the children indicated that their father did so.

We also inquired as to whether the type of programs children were allowed to watch was restricted as well as the amount of time spent viewing TV.

Approximately 50% of the children reported that they were not allowed to view certain programs by their parents. The kinds of programs that the children would like to view but are not permitted to view are as follows: late shows; horror movies; violent programs and sex programs. The children cited two major reasons for not being allowed to watch the programs:

- Parental disapproval of the content of the programs
- The shows were televised too late in the evening.

WITH WHOM DO YOU USUALLY WATCH TV?\*

RESPONSE	High SES (N = 186) %	Middle SES (N = 177) %	Low SES (N = 273) %
Brother(s) and/or sister(s)	84	77	82
Myself	64	64	68
Friend(s)	44	33	39
Mother and father	41	56	55
Mother	38	38	44
Father	35	29	39

\* Children were allowed to check more than one response.

Although two-thirds of the pupils indicated that they usually watch TV by themselves, this figure should be viewed with some caution, as approximately 80% indicated that they usually watch TV with siblings!

WHEN YOU DO WATCH A TV PROGRAM WITH YOUR PARENTS,  
DO YOU USUALLY TALK ABOUT THE PROGRAM AFTER IT IS OVER?

RESPONSE	High SES (N = 186) %	Middle SES (N = 177) %	Low SES (N = 273) %
Yes	40	38	50
No	52	59	48
Other	8	3	2

Forty percent of the children reported discussing TV programs with their parents, and indicated that they usually discussed the content of the programs, and whether or not they liked the program. A few pupils (less than 10%) indicated they discussed whether or not they understood the program and whether they should watch it again.

PERCENT OF PUPILS WHO THOUGHT FOLLOWING PROGRAMS  
WERE "GOOD" OR "REALLY GREAT"

PROGRAM	High SES	Middle SES	Low SES
	(N = 186) %	(N = 177) %	(N = 273) %
Happy Days	82	82	86
Welcome Back Kotter	66	63	72
SWAT	45	51	66
Six Million Dollar Man	45	57	62
Hockey Games	36	38	42
Baretta	34	49	57
Carol Burnett	30	26	24
Mary Tyler Moore	27	17	20
Emergency	27	23	37
Jacques Cousteau	22	22	21
Police Woman	20	29	41
Flintstones	17	21	22
Adam 12	12	11	21
Rocket Ship 7	6	10	14
Global News	4	4	7
Electric Company	1	4	3
Sesame Street	1	4	3

Children rated comedy shows such as Welcome Back Kotter and Happy Days the highest of the shows listed. Approximately 75% of the children thought these shows were really 'great'. Action shows such as Six Million Dollar Man, SWAT, Baretta and Police Woman were generally rated favorably; on the average, 50% of the children rated these shows as 'really great'. Lower SES children tended to rate most television programs more favorably than the high and middle SES groups. They especially rated 'action' shows more favorably than middle and high SES groups. For example, Baretta was rated as 'great' by 34% of the high SES group, while 49% and 57% of the middle and low SES groups respectively rated this show as 'great'. Similarly, SWAT received a 45% rating from the high SES group and a 66% rating from the low SES groups.

HOW MUCH VIOLENCE DO YOU THINK IS IN THE FOLLOWING PROGRAMS?

PROGRAM	A LOT OF VIOLENCE			NO VIOLENCE		
	High SES (N = 186) %	Middle SES (N = 177) %	Low SES (N = 273) %	High SES (N = 186) %	Middle SES (N = 177) %	Low SES (N = 273) %
	Welcome Back Kotter	0	4	4	89	74
Carol Burnett	0	3	5	83	71	77
Happy Days	1	6	6	81	67	70
Mary Tyler Moore	1	2	4	89	73	77
SWAT	61	59	53	2	2	5
Six Million Dollar Man	15	37	25	7	7	11
Police Woman	37	48	47	3	5	5
Baretta	37	50	47	4	6	4
Emergency	15	27	20	1	10	16
Adam 12	22	30	26	5	5	10
Hockey Games	26	34	30	7	11	16
Global News	31	35	42	22	32	30
Jacques Cousteau	1	5	6	46	47	48
Electric Company	4	3	2	88	74	78
Sesame Street	1	0	4	91	84	84
Rocket Ship 7	1	4	4	87	72	83
Flintstones	4	10	6	80	58	73

Approximately 80% of the children reported that there was no violence in comedy shows such as Welcome Back Kotter, Happy Days and Mary Tyler Moore. On the other hand, approximately 50% of the children perceived "a lot of violence" on shows such as Baretta, SWAT and Police Woman. There was a tendency for high SES children to perceive less violence than middle and low SES children in most of the programs. It is interesting to note that approximately one-third of the children perceived "a lot of violence" both on Global News and Hockey Games!

Children were presented with nine pairs of programs and asked to consider the situation where the two programs in each pair were on TV at the same time and they could watch only one - which one would they pick? Would they consistently pick the "violent" or "adventure" shows? This does not seem to be the case; but perhaps the factors which in combination give a program "high appeal" are far too complex to be treated quite so simplistically. Pupils were about equally divided in selecting between "Swiss Family Robinson" (a family show with no violence) and "Hockey Games"; definitely preferred Carol Burnett, Welcome Back Kotter, Happy Days, Brady Bunch and Marcus Welby over their respective pairs which could be described as being "more violent" to varying degrees.

Many pupils found this question the most difficult to answer in the questionnaire. They tried to suggest several alternatives to avoid having to select only one program in each pair. For example, they suggested watching the programs on alternate weeks. The pair which created the most difficulty was Six Million Dollar Man and Happy Days - two very popular programs.

The last section of the questionnaire asked pupils to select their favourite program and respond to several questions about it. Pupils listed a large number of individual programs in response to the question "What is your favourite program?" which have been categorized in the following table.

WHAT IS YOUR FAVOURITE PROGRAM?

TYPE OF PROGRAM	Total Sample * (N = 636) %
<u>Situation Comedy</u> , e.g. Happy Days, Welcome Back Kotter, Odd Couple	49
<u>Police/Detective programs</u> , e.g. SWAT	15
<u>Adventure programs</u> , e.g. Six Million Dollar Man	14
<u>Family shows</u> , e.g. Brady Bunch, Swiss Family Robinson	4
<u>Sports programs</u>	6
<u>Musical Variety</u> , e.g. Carol Burnett	4
Other	6
No Answer	1

\* There were no differences among the three social class groups, therefore results are reported for the total sample.

As is obvious, almost half of the children selected a situation comedy as their favourite show. When asked if they could be one of the characters in their favourite program, which one would they pick, sixty percent of the sample said they would like to be the "star" or major character in the program, for the following reasons:

- he's funny
- he's cool (this phrase referred mainly to Fonzie in Happy Days)
- strong
- good looking
- smart
- good actor

Action and excitement were the two qualities most prevalent in the favourite programs of the children. Approximately 60% of the children indicated that there was 'lots' of these qualities in their favourite programs. Sixty-five percent of high SES children reported 'lots' of humour in their favourite program, while 52% and 41% of middle and low SES children respectively reported 'lots' of humour in their favourite shows. Qualities which were not present in the favourite TV programs of the children included bad language, gentleness, peacefulness, meanness and sadness.

INDICATE HOW MUCH OF EACH OF THE FOLLOWING  
IS PRESENT IN YOUR FAVOURITE PROGRAM

	LOTS			NONE		
	High SES (N=186)	Middle SES (N=177)	Low SES (N=273)	High SES (N=186)	Middle SES (N=177)	Low SES (N=273)
	%	%	%	%	%	%
Action	65	65	67	5	4	4
Sadness	3	2	4	51	35	40
Involvement	30	23	20	23	20	24
Humour	65	52	41	10	12	15
Meanness	10	12	10	47	36	39
Fun	54	62	64	10	6	7
Caring	31	24	28	19	18	18
Love	19	23	24	22	24	23
Violence	18	18	19	41	39	42
Excitement	58	59	56	6	5	5
Kindness	30	30	33	12	12	13
Understanding	27	32	35	16	16	11
Bad Language	10	8	10	62	59	62
Gentleness	9	15	18	33	27	28
Peacefulness	13	16	19	38	29	26

### Summary - Pupil Questionnaire

There were few differences among boys and girls in terms of their general pattern of response to the questionnaire, however, there were fairly pronounced differences among the three socio-economic groups. In summary,

- "watching television" is a favourite pastime of most pupils, although more high than low SES children watch TV for a short period of time each day, i.e. 0 - 2 hours, while far more low SES pupils watch TV for 8 hours or more per day
- most children watch TV for entertainment, because they find it interesting and exciting
- in terms of parental restrictions, over half the pupils reported that they could watch TV whenever they want, although they were not allowed to view certain types of programs, e.g. late shows, horror shows, violent programs
- the TV programs children liked most were situation comedies, e.g. Happy Days which they perceived as having little or no violence
- the programs which they perceived as having the most violence, i.e. SWAT, Policewoman, Baretta were programs which fewer pupils, particularly the high and middle SES children, thought were "really great".

## PART B - TEACHER SURVEY

### METHOD

#### Description of Questionnaire

The questionnaire developed for teachers (see Appendix B) included 15 items related to:

- nature and extent to which teachers use television in their classroom program
- their perception of the degree of violence in selected programs
- their views regarding the extent to which television violence contributes to aggressiveness in children
- description of behaviours in school which can be attributed to TV violence
- ways in which TV has had a positive impact on children
- ways in which TV has had a negative impact on children

#### Sample & Procedure

Questionnaires were distributed to 100 teachers at each of kindergarten, grades 3 & 6. Teachers were asked to complete the questionnaire and return to the Research Department within two weeks.

### RESULTS

Completed questionnaires were returned by 141 or 47% of the teachers. The number of years of teaching experience for the sample is shown in the following table.

NUMBER OF YEARS OF TEACHING EXPERIENCE

GRADE	0 - 4 %	5 - 9 %	10 - 14 %	15 - 19 %	20 or More %
Kindergarten	17	31	19	12	21
Grade 3	19	48	21	7	5
Grade 6	30	33	25	6	6

While approximately half of the kindergarten teachers have 5 - 9 years of teaching experience or less, two-thirds of grade 3 and grade 6 teachers have 5 - 9 years or less of teaching experience. It is also interesting to note that a much larger percent of the kindergarten teachers have 20 or more years of teaching experience.

The majority of teachers at each grade level felt that most programs their pupils watch are not designed specifically for children, although this response pattern was not as strong for kindergarten as for the grade 3 and 6 teachers.

ARE THE MAJORITY OF TELEVISION PROGRAMS THAT YOUR PUPILS WATCH SPECIFICALLY DESIGNED FOR CHILDREN?

RESPONSE	Kindergarten (N = 48) %	Grade 3 (N=42) %	Grade 6 (N = 51) %
Yes	31	7	14
No	58	74	82
Don't Know	10	7	
No Response	1	12	4

When asked to give specific examples of children's programs that their pupils watch regularly, however, most teachers at grades 3 and 6 mentioned programs such as Happy Days, Six Million Dollar Man, SWAT, Welcome Back Kotter, Kojak. Programs which are not usually described as children's programs! Only the kindergarten teachers tended to mention programs such as Sesame Street, Misterogers, Cucumber, Polka Dot Door which have been specifically designed for young children. Perhaps the responses to this question reflect the lack of specific programming for children from 7 - 12.

To determine the extent to which teachers use television as part of their classroom program, they were asked how often they recommended that pupils watch specific programs at home as well as how often they use television within the classroom.

HOW OFTEN DO YOU RECOMMEND TO YOUR PUPILS THAT THEY WATCH A SPECIFIC TV PROGRAM?

	At least once/week	Once every 2 weeks	Once/month	Once every 2-3 months	Once every 6 months	Never	No Response
Kindergarten (N = 48)	13	2	19	14	17	31	4
Grade 3 (N = 42)	7	17	14	28	17	17	-
Grade 6 (N = 51)	20	8	16	29	9	18	-

At least once a month, 34% of kindergarten teachers, 38% of grade 3 teachers and 44% of grade 6 teachers suggest that their pupils watch a specific program. The types of programs they suggest are summarized in the following table.

WHAT KINDS OF PROGRAMS DO YOU RECOMMEND?

TYPE OF PROGRAM	Kindergarten (N = 48) %	Grade 3 (N=42) %	Grade 6 (N=51) %
Specials (e.g. National Geographic, Christmas, Easter)	71	71	25
E.T.V. programs (e.g. Electric Co., Sesame St., Cucumber, etc.)	21	7	2
Nature Programs (e.g. Jacques Cousteau, Wild Kingdom)	17	31	35
Movies, (e.g. Magic Shadows, Charlotte's Web, Wizard of Oz)	13	10	10
Current Events, documentaries	4	12	39
Programs related to a specific unit of study	-	17	18
Other	4	2	4
No Answer	31	17	20

As you would expect, there are some differences in response patterns across the grades. For example, seventy-one percent of kindergarten and grade 3 teachers recommend specials to their pupils, while only 25% of grade 6 teachers make such recommendations. Educational programs such as Sesame Street, Electric Co., are recommended by 21% of kindergarten teachers, but very few grade 3 and 6 teachers. On the other hand, 39% of grade 6 teachers recommend that their pupils watch current events programs or documentaries as opposed to 12% of grade 3 teachers and 4% of the kindergarten teachers.

Of the teachers who suggest that their pupils watch specific programs, 90% usually discuss the program later in class.

Roughly, two-thirds of the teachers felt that their pupils did watch the suggested programs, although many did not know.

DO THE MAJORITY OF PUPILS USUALLY WATCH  
THE PROGRAMS YOU SUGGEST?

RESPONSE CATEGORY	Kindergarten (N = 33) %	Grade 3 (N=35) %	Grade 6 (N=42) %
Yes	70	66	62
No	3	11	24
Don't Know	24	17	14
No Answer	3	6	

In addition to recommending specific programs, a few teachers (21 of the 141), particularly at the grade 6 level, sometimes assign projects which would require their pupils to watch a specific program. Examples of such projects are:

- summarizing plots for creative writing
- rewriting a better end to a TV show
- current events from news telecast
- assessing the exploitation of advertising of products geared to young people
- observing the bias evident in certain Western and sexist films

Teachers were also asked to indicate how often pupils referred to television as their source of information.

PERCENT OF TEACHERS AT EACH GRADE WHO REPORT THAT THEIR PUPILS "OFTEN" OR "VERY OFTEN" REFER TO TV AS SOURCE OF INFORMATION

	Kindergarten (N = 48) %	Grade 3 (N=421) %	Grade 6 (N=51) %
Current Events	8	35	40
General Class Discussion	28	50	41
Specific Assigned Project	4	10	6
Other	12	7	4

It is obvious from the above table, that far more grade 3 and 6 pupils use television as a source of information on a regular basis.

Kindergarten teachers report infrequent use of television as a teaching device within the classroom, as opposed to 17% of the grade 3 teachers and 13% of the grade 6 teachers. Grade 6 teachers use television in their classroom more often than the other two groups.

HOW OFTEN DO YOU USE TELEVISION IN YOUR CLASSROOM AS A TEACHING DEVICE?

FREQUENCY	Kindergarten (N = 47) %	Grade 3 (N=42) %	Grade 6 (N=45) %
Once/week or more	12	26	22
Once every 2 weeks	4	5	7
Once/month	15	19	20
Less than once/month	21	21	38
Never	36	17	13
No Answer	12	12	-

One-third of the kindergarten teachers would like to use more television in their classrooms, while two-thirds of the grade 3 and 6 teachers would like to use more television.

Teachers reported three major types of problems they encountered in attempting to use television in their classrooms,

- technical and equipment problems
- program problems
- pupil and space problems

These three areas of difficulty are outlined in more detail in the following table.

WHAT PROBLEMS DO YOU ENCOUNTER IN USING  
OR ATTEMPTING TO USE TELEVISION IN YOUR CLASSROOM?

PROBLEM	Percent of teachers giving Response (N=141)* %
<u>Technical and Equipment Problems</u>	
Reception poor; cable connection poor	22
TV stationary in one place, therefore awkward to use; not sufficient sets	14
Poor equipment; prefer colour as opposed to black/white	8
<u>Program Problems</u>	
Programs not scheduled at convenient time	23
Programs not suitable for particular grade; not sufficiently stimulating	11
Programs unrelated to current areas of study	8
<u>Space &amp; Pupil Problems</u>	
Noise, restlessness, boredom of pupils; lack of listening skills	6
Physical space in open areas poor as TV screen too small for large group to view	6
Class in portable, therefore difficult to use equipment	2
No problems	11
Other	8
No Response	14

\* As the differences across grades were negligible, the responses to this question are reported for the total sample.

The following are verbatim examples of teachers' responses, which illustrate the various categories depicted above:

- . Reception is not always good
- . Students in grade 3 seem to find programs either too childish or too suited to grade 6
- . TV programs are not relevant to class topics being studied at the time.
- . Finding the social studies and science programs challenging enough
- . The reception is terrible; the cable company seems to have done a terrible job
- . Primarily technical problems - if main switch is in Keeble cable position - no one else can get regular cable service on their sets - too much of a hassle
- . Programs come on at unsuitable times when your class is on a rotary system

At least one-half of the teachers in grades 3 and 6 and 36% of kindergarten teachers indicated that they would like to have more information on how to use television as an effective teaching aid.

Teachers were given a list of 17 programs, the same list as included in the pupil questionnaire, and asked whether to their knowledge, their pupils were regular viewers of these programs and secondly, how they would rate each program in terms of violence. The following table indicates the percent of teachers who feel their pupils are regular viewers of the programs.

PERCENT OF TEACHERS AT EACH GRADE WHO REPORT THAT  
THEIR PUPILS ARE REGULAR VIEWERS

PROGRAM	Kindergarten (N=42) %	Grade 3 (N=48) %	Grade 6 (N=51) %
Six Million Dollar Man	83	98	94
Happy Days	63	95	92
Flintstones	81	90	82
Hockey Games	54	90	90
SWAT	50	83	94
Welcome Back Kotter	35	83	94
Rocketship 7	60	81	53
Emergency	67	79	80
Adam 12	65	74	61
Police Woman	35	55	84
Sesame Street	85	52	18
Carol Burnett	23	50	63
Mary Tyler Moore	23	45	59
Baretta	19	45	86
Electric Company	67	40	8
Jacques Cousteau	15	43	55
Global News	12	14	25

Kindergarten teachers reported that their students' favourite programs were Sesame Street, Flintstones, Electric Company and Six Million Dollar Man. This list of programs should be viewed with some caution, however, as for most programs, approximately 25 - 30% of the kindergarten teachers did not know whether or not their pupils watched it regularly.

Grade 3 and 6 teachers reported that their students' favourite programs were Happy Days, Six Million Dollar Man, SWAT, Welcome Back Kotter and Hockey Games. Again, except for the most popular programs, approximately 15 - 20% of the teachers did not know whether other pupils watched some programs.

The following table indicates the percent of teachers at each grade level who felt the programs listed were "violent" or "extremely violent".

PERCENT OF TEACHERS AT EACH GRADE LEVEL WHO RATED PROGRAMS AS "VIOLENT" OR "EXTREMELY VIOLENT"

PROGRAM	Kindergarten (N = 48) %	Grade 3 (N = 42) %	Grade 6 (N = 51) %
SWAT	46 (48)*	59 (31)	73 (19)
Baretta	44 (54)	60 (35)	70 (20)
Police Woman	44 (43)	57 (36)	64 (22)
Six Million Dollar Man	42 (37)	45 (13)	57 (10)
Hockey Games	34 (25)	43 ( 9)	38 ( 3)
Adam 12	19 (38)	22 (28)	26 (17)
Emergency	15 (38)	17 (20)	16 (21)
Global News	19 (40)	20 (41)	12 (23)
Flintstone	10 (34)	2 (24)	12 (15)
Welcome Back Kotter	- (69)	- (28)	2 (21)
Happy Days	- (50)	2 ( 9)	2 (18)
Rocket Ship 7	4 (65)	- (50)	- (43)
Sesame Street	4 (19)	- (23)	- (27)
Electric Company	2 (44)	- (47)	- (47)
Mary Tyler Moore	- (38)	- (36)	- (13)
Carol Burnett	- (38)	- (26)	- (18)
Jacques Cousteau	- (45)	- (31)	- (11)

\* The numbers in brackets represent the percent of teachers at each grade level who either did not provide a rating or indicated that they were not sufficiently familiar with the program to provide a rating.

Before discussing the program ratings, it should be pointed out that for most programs, particularly at the kindergarten level, a large percentage of the teachers did not provide a rating. The reader should keep this in mind when examining the violence ratings.

It is evident from the table that

- SWAT
- Baretta
- Police Woman
- Six Million Dollar Man

were rated as "violent" or "extremely violent" by approximately half of the teachers at each

grade level. Two of these programs, SWAT and Six Million Dollar Man were programs that grade 3 and 6 teachers felt their pupils watch regularly.

If we look back at the results from the pupil survey, SWAT and Six Million Dollar Man are programs that at least half of the grade 6 pupils think are "good" or "really great". However, the pupils did not rate them as high in violence as the grade 6 teachers did. For example, 73% of grade 6 teachers rated SWAT as very violent, while between 53 - 61% of the grade 6 pupils rated it as violent. There was an even greater discrepancy between teachers and pupils with regard to Six Million Dollar Man. Fifty-seven percent of grade 6 teachers rated it as "very violent", whereas only 15 - 37% of the pupils rated it as having a lot of violence.

In the next few questions, teachers were asked whether they feel children are more aggressive now than in the past, and if so, the factors contributing to this increase in aggressiveness.

PERCENT OF TEACHERS AT EACH GRADE LEVEL WHO FEEL CHILDREN ARE MORE AGGRESSIVE NOW THAN THEY WERE ...\*

	Kindergarten (N = 48) %	Grade 2 (N = 42) %	Grade 6 (N=51) %
2 years ago	31	38	22
4 years ago	52	48	35
10 years ago	67	57	57

\* Approximately 15 - 20% of the teachers did not answer this question

It is evident that at each grade level, a larger percentage of teachers felt that children were more aggressive now as compared with 10 years ago, as opposed to now versus 2 years ago. However, one-third of kindergarten and grade 3 teachers still feel that children are more aggressive now than 2 years ago.

Those teachers who feel children are more aggressive now than in the past were then asked whether they felt this increase in aggressiveness could be attributed primarily to the violent content of programs on TV.

DO YOU THINK THAT THE INCREASE IN AGGRESSIVENESS CAN BE ATTRIBUTED PRIMARILY TO THE VIOLENT CONTENT OF PROGRAMS ON TV?

	Kindergarten (N = 39) %	Grade 3 (N=28) %	Grade 6 (N=36) %
Yes	38	46	39
No	41	46	50
No Response	20	7	11

Approximately one-half of the grade 3 teachers believe that the increase in aggressiveness can be attributed primarily to the violent content of programs on TV, while approximately 40% of the kindergarten and grade 6 teachers share this belief.

Those who did not feel that violent programs on TV were the prime reason for an increase in aggressiveness, did feel however that television had contributed to the increase in aggressiveness in children. Other factors which these teachers felt contributed to the increase in aggressiveness are summarized in the following table.

WHAT FACTORS OTHER THAN TELEVISION DO YOU FEEL  
HAVE CONTRIBUTED TO THE INCREASE IN AGGRESSIVENESS?

RESPONSE	Kindergarten (N = 39) %	Grade 3 N=28 %	Grade 6 (N=36) %
Parents are less involved with children; there is less discipline; less supervision; don't set standards of behaviour	33	46	11
Breakdown of family, more family pressures; more single parent families	31	11	5
Society generally more permissive, e.g. lower age for drinking and driving; more leisure time	23	39	28
Media, more violence on radio; in newspapers; in movies	23	14	19
Mother works; children more independent; day care facilities are poor	20	-	11
Increased pace of our lives; pressures to succeed	8	3	17
Urbanization, high density living; crowded conditions	8	7	17
Sports, increase in violence in sports, particularly hockey	5	14	17
Economic problems; financial instability		3	14
Other	25	21	16
No Answer	28	25	25

It is obvious that teachers feel a wide range of factors have contributed to an increase in aggressiveness in children. Several factors relate to the family, e.g. parents are supervising and disciplining their children less; more mothers are working, thus children are on their own more and there are many pressures on the family. The following are some specific teacher responses which illustrate these categories of response:

- Parental influence, fights at home .
- Not enough time spent on correcting violent behaviour at an early stage - standards of behaviour slackened due to parent neglect .
- Working parents promote children's independence .
- Family problems and tensions; less home discipline .
- More children being left on their own with their mothers working .
- Lack of parental interest, control, discipline .
- Adult problems, dissatisfaction creates aggressiveness in family groups .
- Fewer social values taught in the home, e.g. less respect shown towards law enforcement, property rights of others, disagreements often solved violently .

Not only is the family unit more permissive, but society in general today is more permissive which some teachers feel contributes to aggressiveness. For example:

- Permissive society which demands instant gratification of wants.
- Lack of clear-cut social norms and priorities. Rapid decline in beliefs about the "rightness" and legitimation values of our social institutions.
- Leniency of society's rules and morals .
- Permissiveness of society has not shown children limits to their own freedom .

Teachers were asked whether they had seen any behaviours or incidents in the classroom which they felt could be directly attributed to "violent" TV programs. Seventy-one percent of kindergarten teachers; 62% of grade 3 and 49% of grade 6 teachers answered "Yes". They were then asked to describe some of these incidents. One thing that should be noted, is that 98% of the incidents described referred to boys.

DESCRIPTION OF SPECIFIC INCIDENTS

RESPONSE	Kindergarten (N = 34) %	Grade 3 (N =26) %	Grade 6 (N=25) %
Imitation of TV characters, e.g. Six Million Dollar Man; Batman; Evel Knieval; Fonzie (Happy Days)	82	58	24
General comments re pupils' role playing, no reference to specific characters	44	8	36
Kung Fu chops & kicks	29	38	56
Using blocks, etc. as toy guns	29	-	-
Poor sportsmanship during school sports events	6	31	48
Language, e.g. "I'll kill you"; pow; zap; sarcastic remarks	12	27	20
Fighting; chasing; tackling	3	27	16
Unusual physical acts imitating actions seen on TV programs, e.g. hanging from window ledge; jumping off bridge	6	19	4
Other	6	4	3

The most frequent type of incident described by teachers, was one of role-playing, either specific characters such as the Six Million Dollar Man or Batman or actions such as Kung Fu chops or kicks. The following are specific teacher responses which illustrate these categories:

- During outdoor play many boys tried to do tricks on their bikes, e.g. run into trees, jumping over obstacles as a result of watching Evel Knievel on TV do his stunts .
- Children are often playing "dead" then going to the hospital to get better - after all that person often shows up a few days later in another show all healed .
- Now that Kung Fu is off the air there is less of this imitative play, but a little over a year ago girls and boys were doing Kung Fu and often another child would get hurt as he was the victim of a "chop" or "kick" .
- The incidents occurred as a result of the child identifying strongly with his super hero thereby attempting dangerous manoeuvres and fighting an imaginary enemy .
- Many of my children role play characters they have seen on TV, e.g. one boy is the "cookie monster" and grabs things away from other children; several boys are constantly "batman and robin" fighting the joker and putting him in jail, wrestling him to the ground, etc.
- Boys pretending to be Fonzie on Happy Days playing cool, tough.
- Children, especially boys, think they can do things the Six Million Dollar Man can do in the yard. We have had a broken leg and many injuries due to this .
- Harold wore a hat just like "Baretta's hat". At recess the hat was knocked off and into a puddle. A fight broke out and Harold replied that the kid meant to do it. Also that if that had happened to Baretta he would have "punched out" the guy. So Harold punched out the kid!

Another way in which teachers, particularly at grades 3 and 6, feel that their pupils reflect the violence they have seen on television is in terms of poor sportsmanship during school sports events. For example:

- While playing hockey in the school yard they started checking aggressively. One remark made was "He's the Dave Shultz of the school".
- Playing stick hockey, swipes and swings causing bodily harm not uncommon. Usually players' names are mentioned, e.g. "Tiger Williams" hits "Esposito" rather than Bob hits Larry.

- Very aggressive in floor hockey - deliberate jabs and knocking down .
- Body checking against the wall calling names of well known players of NHL .

Language is another area in which teachers see the effects of TV on their pupils. For example:

- The incidents that I've witnessed have been primarily of verbal violence . Both boys and girls are involved and they take the form of disrespect for both their peers and adults. One typical incident involves or starts with the sort of verbal put down or squelch heard on Welcome Back Kotter. This may be considered mild but the problems build from there.
- Attitude of cruelty in talk to peers.
- Language and threatening to kill one another .

Finally, although not mentioned frequently, a few teachers did mention unusual incidents. For example:

- A young boy was hanging outside the classroom on the second floor, When asked why, he said he wanted to see if he could hang from the window ledge - a simple explanation. Children view programs where they frequently see such actions. Individuals act out to (1) be recognized (2) be cared for .
- At recess a boy got angry with another boy and took his head and pushed it into brick concrete. The other boy was taken to hospital where he had several stitches. Children view incidents like this on television .
- Tying up girl to chair by boy (Where else is this seen?) .
- Boy jumping off our school bridge pretending to be a SWAT character on the run to shoot someone .

Teachers also felt that television has had negative effects on children other than increased aggressiveness .

NEGATIVE IMPACT OF TELEVISION ON CHILDREN

RESPONSE	Kindergarten (N=48) %	Grade 3 (N=42) %	Grade 6 (N=51) %
Encourages passive behaviour and consequently little physical activity; children want to be entertained	35	38	39
Reduces amount of time spent in reading, hobbies, games, sports	4	28	33
Pupils lack imagination, creative thinking skills; show little initiative	25	19	31
Pupils have poor attention span; can't listen without visual aids; need constant stimulation	18	7	10
Pupils stay up too late; are physically tired	10	21	12
Little verbal communication in home; lack of variety of experiences	8	9	4
Social skills not well developed; children don't spend as much time playing with friends	8	2	6
Children "growing up" too soon; becoming too sophisticated	6	5	6
Commercials encourage consumerism at early age; they tend to believe what they hear	6	7	10
Children find it difficult to distinguish fantasy from reality	4	2	10
Poor language development, e.g. swearing	4	7	6
Other	17	17	23
No Answer	17	21	17

Although the number of teachers who endorsed each category in the above table is small, the table does represent the range of reasons why educators feel television has a negative impact. Over a third of the teachers at each grade level felt that television encouraged passive behaviour in children. For example:

- . Makes them lazy; controls time .
- . Children spend most time watching TV - becoming physically unfit .
- . Tendency to watch a boring program instead of doing other things. It is an easy leisure-time hobby - encourages passive behaviour .
- . Some have become TV recluses, leaving the set reluctantly at any given time .
- . I have noticed a definite decrease in physical fitness levels of children .
- . Children become passive, preferring to be entertained rather than entertaining themselves purposefully .

Further, teachers felt that watching TV reduced the amount of time spent in other activities such as reading, hobbies, games, sports, as well as their creative thinking skills. For example:

- . Seems to take away from finding one's own amusement as crafts, reading, helping with chores .
- . Not as interested in reading books .
- . Too much television watching makes them unimaginative .
- . They spend too much time watching TV and this stops them from doing hobbies and learning how to spend fun time, reading, games, free play .
- . Imagination seems to be stultified .
- . Not as creative in choosing activities .

Although teachers do feel that television has had a negative impact on children, the picture is not totally one-sided - there are some positive influences.

POSITIVE IMPACT OF TELEVISION ON CHILDREN

RESPONSE	Kindergarten (N=48) %	Grade 3 (N=42) %	Grade 6 (N=51) %
Increased learning of specific skills at earlier age, e.g. alphabet, vocabulary, counting colours	79	31	8
Increase in general knowledge; more aware of world events	44	64	53
Increase in knowledge about specific topics, e.g. in science, animals, etc.	19	21	16
Increases attention span; class discussion enhanced; provides stimulus for creative work of child; improves ability to be perceptive of detail, form opinions	18	31	29
Improves self confidence; social development, helps develop a sense of humour	6	7	12
Provides a source of relaxation, entertainment	6	5	9
There are no positive influences of TV	-	-	9
Other	12	12	8
No Answer	8	9	12

It is obvious from the above table that teachers feel the most important positive influence of television is an increase in the knowledge children have about a wide range of topics. For example:

- They have learned some basic information from animal and science documentaries .

- Pupils know more about other cultures from special programs on "societies around the world" .
- Pupils are exposed to the latest scientific, medical, social developments on TV at an earlier age .
- Expands knowledge of world and people .
- Has increased global view of life; more aware of world places .
- It has probably provided them with a broader background of general knowledge. They have a more sophisticated understanding of the working of our technological society than they would have had without television .
- Children seem to know a lot about things they normally would have no contact with , as nature facts from Wild Kingdom and Wildlife Specials and facts about other people of the world.

Another area in which teachers, particularly at the kindergarten level, feel that television has had a positive impact is in terms of learning specific skills such as counting, the alphabet, vocabulary, etc. Examples of their responses are as follows:

- Sesame Street has seemed to have had an influence on learning of letters and numbers at an early age .
- Children come to school knowing colours counting, reciting the alphabet, familiar with farm animals, with extensive vocabularies, etc. all from television .
- Sesame Street has offered a good scope in math and language skills for the preschooler of all ethnic backgrounds .
- Extends language experience and increases meaningful vocabulary .
- Improves language, use of colour, play acting, puppeteering, same basic readiness skills from Sesame Street .
- It has enabled them to be exposed to numerals, alphabet, cause and effect, music and stories, sequence concepts which many would not have had their attention drawn to by a parent or guardian .

The reader will note that some areas have been mentioned by teachers in terms of both a positive and negative influence of television. For example, under negative impact, teachers mention that pupils have poor attention span, they lack creativity and imagination, their social skills are poorly developed, as a result of television. On the other hand, teachers mention that television has been a positive influence in terms of increasing attention span, providing a stimulus for creative work, improving social development. As we have mentioned previously, the question of the impact of television is not a simple one to answer!

Approximately 55% of the teachers at each grade level indicated that they would like to have more influence on their pupils' television viewing habits. The areas or ways in which they would like to have an influence are summarized in the following table.

**WAYS IN WHICH TEACHERS WOULD LIKE TO HAVE AN INFLUENCE  
ON PUPILS' TV VIEWING HABITS**

RESPONSES	Total Sample* (N=81) %
Restrict amount of time spent viewing; pupils stay up too late, come to school tired	32
Teach pupils to evaluate television programs; to select appropriate programs	28
Restrict viewing to certain types of programs	16
Encourage pupils to engage in other activities, e.g. reading, playing with friends	11
Encourage pupils to view fewer violent shows; reduce the amount of violence in programs	10
Encourage parents to be more selective in the kinds of programs they allow children to watch	7
Encourage networks to produce more stimulating, creative programs; have popular shows on earlier	7
Encourage parents to talk to their children, take more interest in their activities	5
Other	12

\* As there were few differences between teachers at each grade level, the responses for this question are presented for the total sample of those who want to have an influence.

Teachers would like to be able to influence their pupils in terms of restricting the amount of time they spend viewing television and the types of programs they watch. Secondly, they would like to teach their pupils skills for evaluating TV programs, presumably so that pupils themselves would learn to be selective in terms of what they watch.

The 49 teachers who did not want to have more influence on their pupils' TV viewing habits, felt that it was the parents' responsibility and they felt they could have little influence.

### Summary - Teacher Questionnaire

There were differences across the three grade levels in terms of teacher's responses to the questionnaire. In summary,

- at least once a month, approximately one-third of the teachers recommend that their pupils watch a specific TV program, usually specials such as National Geographic, Christmas or Easter programs; Nature programs or current events shows
- one-third of kindergarten teachers never use TV as a teaching device in the classroom, while one-third of grade 3 and 6 teachers use TV at least once every two weeks
- teachers tend not to use TV in the classroom because of technical, program and/or space problems
- teachers are fairly knowledgeable about the programs their pupils watch regularly, i.e. Happy Days, Welcome Back Kotter, Six Million Dollar Man, SWAT; however, far more of them rate the "action" programs as being "violent" as compared with the pupils
- two-thirds of the teachers feel that pupils are more aggressive now than they were 10 years ago, which they attribute to a variety of factors including television; general permissiveness in society; violence shown in the media; increased pace of our lives
- 71% of kindergarten, 62% of grade 3 and 49% of grade 6 teachers have seen children engaging in behaviours which they feel could be attributed to "violent" TV programs. These behaviours include imitation of TV characters such as Six Million Dollar Man, Batman, Evel Knievel; Kung Fu chops; poor sportsmanship, poor language; fighting
- additional ways in which TV has had a negative impact on children include encouraging passive behaviour, reducing amount of time spent out-of-doors, reducing amount of time spent reading; pupils show lack of creativity, imagination, poor attention span

- however, TV has also had a positive impact on children. For example, increased learning of specific skills, increase in knowledge about specific topics, increased attention span, creativity
- approximately half of the teachers would like to have an influence on their pupils' television viewing habits, while the remaining half feel it is the parents' responsibility.

PUPIL QUESTIONNAIRE

SCHOOL: \_\_\_\_\_

1. Sex: Girl  Boy

2. What kinds of things do you usually do after school? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

3(i) How often does your family do things together?

At least once a week	<input type="checkbox"/>	Once every two months	<input type="checkbox"/>
Once every two weeks	<input type="checkbox"/>	Once every six months	<input type="checkbox"/>
Once a month	<input type="checkbox"/>	Once a year	<input type="checkbox"/>
		Never	<input type="checkbox"/>

(ii) What kinds of things do you do with your family? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

4. What do you think about TV in general?

I think it's really great	It's good	It's O.K.	I don't like it at all
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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5. On a school day, do you usually watch TV?

	Yes	No	For how long?
(i) in the morning before school	<input type="checkbox"/>	<input type="checkbox"/>	_____
(ii) at lunch time	<input type="checkbox"/>	<input type="checkbox"/>	_____
(iii) after school	<input type="checkbox"/>	<input type="checkbox"/>	_____
(iv) in the evening, after dinner	<input type="checkbox"/>	<input type="checkbox"/>	_____

6. On Saturday, do you usually watch TV?

	Yes	No	For how long?
(i) in the morning	<input type="checkbox"/>	<input type="checkbox"/>	_____
(ii) in the afternoon	<input type="checkbox"/>	<input type="checkbox"/>	_____
(iii) in the evening, after dinner	<input type="checkbox"/>	<input type="checkbox"/>	_____

7. On Sunday, do you usually watch TV?

	Yes	No	For how long?
(i) in the morning	<input type="checkbox"/>	<input type="checkbox"/>	_____
(ii) in the afternoon	<input type="checkbox"/>	<input type="checkbox"/>	_____
(iii) in the evening, after dinner	<input type="checkbox"/>	<input type="checkbox"/>	_____

8. What time do you usually go to bed?

(a) on a school night \_\_\_\_\_

(b) on Friday and Saturday night \_\_\_\_\_

9. Can you usually watch TV whenever you want?

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

If "No", (i) why not? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(ii) Who tells you that you cannot watch TV at certain times? \_\_\_\_\_

10. Who do you usually watch TV with? (you may check more than one).

Mother

Father

Mother and Father

Brother(s) and/or sister(s)

Friend(s)

Myself

11. When you do watch a TV program with your parents, do you usually talk about the program after it's over?

Yes

No

If your answer is "Yes", what kinds of things do you talk about? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

12. Does your mother or father ever tell you that you can't watch certain programs?

Yes

No

If "Yes"

i) What programs would you like to watch that you can't? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

ii) Why can't you watch these programs? \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

13. What are some of the reasons why you watch TV? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

14. Have you ever copied anything that you have seen on TV? Yes  No

If your answer is "Yes", what have you done? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

15. How much do you like each of the following programs?

Program	I think it is really great!	It's Good	It's O.K.	I don't like it at all	Don't know never watch it
Welcome Back Kotter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adam 12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carol Burnett	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Global News	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rocket Ship 7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jacques Cousteau	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hockey Games	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sesame Street	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emergency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flintstones	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Baretta	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Happy Days	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Program	I think it is really great!	It's Good	It's O.K.	I don't like it at all	Don't know never watch it
	<u>                    </u>				
Electric Company	<input type="checkbox"/>				
Police Woman	<input type="checkbox"/>				
Mary Tyler Moore	<input type="checkbox"/>				
Six Million Dollar Man	<input type="checkbox"/>				
SWAT	<input type="checkbox"/>				

16. How much violence do you think is in the following programs?

	A lot of Violence	Some Violence	No Violence
	<u>                    </u>	<u>                    </u>	<u>                    </u>
Welcome Back Kotter	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Adam 12	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Carol Burnett	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Global News	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Rocket Ship 7	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jacques Cousteau	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hockey Games	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sesame Street	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Emergency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Flintstones	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Baretta	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Electric Company	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Police Woman	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Mary Tyler Moore	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Six Million Dollar Man	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
SWAT	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Happy Days	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17. If both programs in each of the following pairs were on TV at the same time but you could only watch one of them, which one would you pick? (indicate with a check mark ✓). YOU CAN ONLY CHECK ONE IN EACH PAIR.

- |        |                        |      |                  |     |
|--------|------------------------|------|------------------|-----|
| (i)    | Swiss Family Robinson  | ___; | Hockey Games     | ___ |
| (ii)   | Barney Miller          | ___; | Carol Burnett    | ___ |
| (iii)  | Welcome Back Kotter    | ___; | Adam 12          | ___ |
| (iv)   | SWAT                   | ___; | MacMillan & Wife | ___ |
| (v)    | Six Million Dollar Man | ___; | Happy Days       | ___ |
| (vi)   | Rocketship 7           | ___; | Brady Bunch      | ___ |
| (vii)  | FBI                    | ___; | Marcus Welby     | ___ |
| (viii) | Mary Tyler Moore       | ___; | Bionic Woman     | ___ |

NOW WE WANT TO ASK YOU SOME QUESTIONS ABOUT YOUR FAVOURITE PROGRAM

18 (a). What is your favourite program? \_\_\_\_\_

(b). Why do you like this program? \_\_\_\_\_

(c). Do you watch this program regularly? Yes  No

(d). Is this program on: More than once a week but not everyday

Everyday	Once a week	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

19. In your favourite program, if you could be one of the characters, which one would you be?

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Why? \_\_\_\_\_

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20. Indicate with a check mark (✓) the adjective(s) which describes how you usually feel at the end of your favourite program:

Sad \_\_\_\_\_

Happy \_\_\_\_\_

Concerned \_\_\_\_\_

Disgusted \_\_\_\_\_

Indifferent -  
no feeling \_\_\_\_\_

(b). If the adjective(s) is not listed above, please list here: \_\_\_\_\_

21. Indicate "how much" of each of the following is present in your favourite program.

	Lots of	Some	None
i) Action	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ii) Sadness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iii) Involvement - you feel a part of what's happening in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
iv) Humour	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
v) Meanness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vi) Fun	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
vii) Caring for/about another person	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		Lots of	Some	None
viii)	Love	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
ix)	Violence	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
x)	Feeling of excitement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
xi)	Kindness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
xii)	Understanding	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
xiii)	Bad language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
xiv)	Gentleness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
xv)	Peacefulness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

THANK YOU FOR YOUR CO-OPERATION

TEACHER QUESTIONNAIRE RE TELEVISION

1. What grade do you teach?

Kindergarten  Grade 1  Grade 2  Grade 3  Grade 4  Grade 5  Grade 6

Other \_\_\_\_\_  
(Please specify)

2. How many years of teaching experience do you have?

0-4  5-9  10-14  15-19  20 or more

3(a). In your opinion, are the majority of television programs that your pupils watch, specifically designed for children?

Yes  No  Don't Know

3(b). Please give examples of children's programs that your pupils watch regularly. How would you rate them?

Children's Program	RATING				Am not familiar enough with program to provide a rating
	Excellent	Good	Fair	Poor	
_____	<input type="checkbox"/>				
_____	<input type="checkbox"/>				
_____	<input type="checkbox"/>				
_____	<input type="checkbox"/>				
_____	<input type="checkbox"/>				
_____	<input type="checkbox"/>				

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4(a). How often do you recommend to your pupils that they watch a specific TV program?

- |                          |                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| At least<br>once/week    | Once every<br>two weeks  | Once/<br>month           | Once every<br>2-3 months | Once every<br>6 months   | Never                    |
| <input type="checkbox"/> |

(b). What kinds of programs do you usually recommend? Please list specific examples.

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(c). In general, do the majority of pupils usually watch the programs you suggest?

- |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|
| Yes                      | No                       | Dont' Know               |
| <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

If "No", what is the most frequent reason why pupils would not watch the program?

- Parents or other siblings wanted to watch another program at the same time
  - Child wanted to watch another program at the same time
  - Child or family had another commitment at the time program was offered, e.g. hockey game, swimming lessons, piano lessons, etc.
  - Other \_\_\_\_\_
- (Please Specify)

(d). Do you usually talk about the suggested program later, in class?

- |                          |                          |
|--------------------------|--------------------------|
| Yes                      | No                       |
| <input type="checkbox"/> | <input type="checkbox"/> |

5(c). How often do you use television in your classroom as a teaching device?

- |                          |                          |                          |                          |                          |                          |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| Every day                | Once/week                | Once every<br>two weeks  | Once/<br>month           | Less than<br>once/month  | Never                    |
| <input type="checkbox"/> |

(b). Would you like to use television in your classroom more often than you do now?

- |                          |                          |
|--------------------------|--------------------------|
| Yes                      | No                       |
| <input type="checkbox"/> | <input type="checkbox"/> |

5(c). What problems, if any, do you encounter in using or attempting to use television in your classroom? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

(d). Would you like to have more information on how to use television as an effective teaching aid?  
 Yes  No  Sufficient information available now

6. To your knowledge, do your pupils watch any of the following programs regularly? How would you rate each program in terms of violence?

Program	Pupils watch regularly?		Violence Rating					Not sufficiently familiar with program
	Yes	No	Extremely Violent		Some Violence		Not at all violent	
			5	4	3	2	1	
Welcome Back Kotter	<input type="checkbox"/>							
Adam 12	<input type="checkbox"/>							
Carol Burnett	<input type="checkbox"/>							
Global News	<input type="checkbox"/>							
Rocket Ship 7	<input type="checkbox"/>							
Jacques Cousteau	<input type="checkbox"/>							
Hockey Games	<input type="checkbox"/>							
Sesame Street	<input type="checkbox"/>							
Emergency	<input type="checkbox"/>							
Flintstones	<input type="checkbox"/>							
Baretta	<input type="checkbox"/>							
Electric Company	<input type="checkbox"/>							
Police Woman	<input type="checkbox"/>							
Mary Tyler Moore	<input type="checkbox"/>							
Six Million Dollar Man	<input type="checkbox"/>							
SWAT	<input type="checkbox"/>							
Happy Days	<input type="checkbox"/>							

7. List the three TV programs that your pupils talk about most often. How would you rate these programs in terms of violence?

Program	Violence Rating					Not sufficiently familiar with program
	Extremely Violent	Some Violence			Not at all Violent	
	5	4	3	2	1	
1. _____	<input type="checkbox"/>					
2. _____	<input type="checkbox"/>					
3. _____	<input type="checkbox"/>					

8. How often do your pupils refer to television as their source of information for:

	Very Often	Often	Occasionally	Seldom	Rarely or Never
(i) Current events	<input type="checkbox"/>				
(ii) General class discussion	<input type="checkbox"/>				
(iii) Specific assigned projects	<input type="checkbox"/>				
Other _____ (Please specify)	<input type="checkbox"/>				

9. Do you assign projects to your pupils which would require them to watch a specific TV program?

Yes  No

If "Yes", what is the nature of the assignment?

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10. In general, do you think children are more aggressive now than they were:

	Yes	No	N/A
(i) 2 years ago	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(ii) 4 years ago	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(iii) 10 years ago	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. If you answered "Yes", to any part of question 10, do you think this increase in aggressiveness can be attributed primarily to the violent content of programs on TV?

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

If "No",

(i) Do you think television has contributed at all to the increase in aggressiveness?

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>

(ii) What factors other than television do you feel have contributed to the increase in aggressiveness? (Please be as specific as possible).

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12(a). Have you seen any behaviours or incidents in the classroom or school yard which you feel are directly related to "violent" programs pupils have watched at home?

Yes	No
<input type="checkbox"/>	<input type="checkbox"/>



13. In what ways do you think television has had a positive impact on your pupils?  
(please elaborate).

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14. In what ways do you think television has had a negative impact on your pupils  
other than possible increased aggressiveness? (Please elaborate).

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15. Would you, as a teacher, like to have more influence on your pupils' TV viewing habits?

Yes

No

Please elaborate

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Please return by Friday, February 20, 1976 to: Miss P. Crawford, Educational Research & Development, Burnett Annex.

THANK YOU FOR YOUR CO-OPERATION