ROLE STRAIN, ANOMIA, AND TELEVISION VIEWING:

A PRELIMINARY INVESTIGATION

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CHAPTER I

INTRODUCTION

Social Aspects of Television

Television occupies a central place in the American household.
According to U.S. Census Bureau statistics (1979) over 98% of all U.S.
homes have one or more television sets and 48% of those homes have
multiple sets. The same census report cites the average viewing time
per household as over six hours per day. According to the Surgeon
General's Scientific Advisory Commitee report (Pearl, Bourthilet, and
Lazar, 1982) more Americans have television sets than have refrigerators
and indoor plumbing. National surveys confirm that television appeals
to all ages. Children are reported to watch television on a regular
basis by the age of 1 year and continue to average approximately 6 hours
per day in their daily activities until into the teenage years (Comstock,
1978). Television usage is also reported to be high in the elderly,
sick, and institutionalized populations who appear to use it as a form
of inexpensive recreation and as a way to keep in contact with the rest
of the world (Comstock, 1978). These limited examples of the popularity
and use of television in the American household point to the pervasive-
ness of this medium. Television has become part of everyday life.

The popularity of this unique medium called for increased knowledge
concerning it's impact on the family and society. The first technical

reports of television's impact upon behavior began to occur in the late 1940s. By the 1970s the medium was the focus of enough popular attention and concern to warrant the appointment of an Advisory Committee on Television and Behavior within the Department of Health, Education and Welfare. The 1972 five volume report, Television and Social Behavior (Comstock and Rubinstein, 1972a, 1972b; Comstock, Rubinstein and Murray, 1972; Murray, Rubinstein and Comstock, 1972; Rubinstein, Comstock and Murray, 1972) published by this committee confirmed the public's concern over the pervasivenss of television and noted the limited research on the relationship of television viewing to the development of children. Consequently, a massive research effort, partially funded by The National Institute of Mental Health, was launched to examine the effect of television on children and to impact social policy (Murray, 1980). Several summary publications are noteworthy in their review of this literature (Gerbner and Gross, 1980; Murray, 1980).

During this same period of time there was also a significant increase in the number of academic programs (Newhouse School of Public Communications, Syracuse; Annenberg School of Communications, U. of Penn.), professional publications (Communication Research, Journal of Broadcasting, and Journal of Communication), and research institutes (Center for Research on the Influences of Television on Children, University of Kansas; Family Television Research and Consultation Center, Yale; Southwest Educational Development Laboratory, Austin; Institute for Communications Research, Stanford) specializing in various aspects of the behavioral consequences of television viewing. Early areas of research and writing resulting from this public concern included: basic demographic work and television use (Comstock et al., 1978), program

content analysis (Gerbner, Gross, Eleey, Jackson-Beeck, Jeffries-Fox, and Signoielli., 1977, Gerbner, Gross, Signorielli, and Morgan, 1980), and effect of television on children (Greenberg & Reeves, 1976; Klapper, 1979; Maccoby, 1951).

In 1979 the National Institute of Mental Health commissioned a review of research resulting from the 1970s Committee on Television and Behavior's call for research. Two Department of Health and Human Services publications, Television and Behavior Volume I and II (Pearl et al., 1982a, 1982b) summarized the research thrusts and highlighted trends which were expected to impact future work in the area of television and society. The trends included:

1) television as part of the total acculturation process,

2) television as a major institution,

3) television's impact on interpersonal relationships,

4) the interaction between individual predisposition for violence and violence on television,

5) the role of television in the physical and mental health of the viewer, and

6) the development of cognitive strategies for dealing with

7) television.

Focus of the Research

The present research is designed to empirically test a theoretical conceptualization of prosocial television use. A basic underlying assumption of the theoretical rationale is that most individuals find themselves responding to inherent structural constraints within a

complex society. The felt constraints are an outgrowth of the inherent disjuncture between the societal norms of material wealth and success and the inability of all members to acquire them. The theory postulates two possible responses to those constraits. It further tests the relationship between psycho-social personality characteristics and specific television viewing patterns. Specifically, this research examines the following areas of interest: 1) fantasy television viewing as a form of adapting to perceptions of anomia and, 2) escape television viewing as a form of coping with perceptions of stress.

A related outgrowth of this research addresses the frequently voiced criticism of community action or child advocacy groups, who assert that television viewing is a form of escape and has no functional purpose (for example, Winn, 1977). Yet, the widespread popularity of television viewing would argue that some basic function is being served by this viewing.

Organization of the Study

In the chapters that follow, the ideas expressed in this introduction will be more fully presented and will be subjected to empirical tests. The theory will be developed in Chapter II along with the literature upon which it is based. Each variable and relationship within the proposed theory will also be identified and discussed at three seperate levels of abstraction. A fourth level of abstraction or operationalization will be presented. Problems of sampling, measurement, and analysis will also be presented in Chapter III. Chapter IV will present the results of the empirical tests. Chapter V will offer conclusions and tentative implications for future theory and research.

CHAPTER II

A THEORY: TELEVISION AND THE REDUCTION OF STRESS

Introduction

This chapter is divided into three sections. It begins with a
general orientation of the reader to the topic of television and stress
in society. The next two sections are devoted to the theoretical devel-
opment of the research topic, role strain, anomia, and television
viewing. The topic will be presented at three levels of abstraction.
Each level of abstraction will include a definition of the research
variables, identify the relationships between variables, and present
the reader with the research literature impacting upon the theory.
Level I and Level II abstractions will be presented in this chapter.
Level III abstraction will be presented in Chapter III.

Television and Stress in Society

Television in Society

General statistics on the pervasiveness of television in the
American home were given in Chapter I. When 98% of the homes in America
have at least one television set it can be generally acknowledged that
television is a socializing force in society. There are a number of
acknowledged functions associated with television which have been the
focus of social science research. George Comstock (1978) postulated

that television is in fact a social institution. Television has the
unique ability to bring segments or pieces of established institutions
into 98% of the American homes. In addition, it brings these institu-
tions into the home in an easy, affordable, and consumable manner.
Social science researchers have looked at the impact of television on:
education (Collins, 1982), entertainment (Tannenbaum, 1980a), and the
family (Ellis, Streeter, & Englebrecht, 1983; Rosenblatt & Cunningham,
1976; Williams, Smart, & Epstein, 1979).

A current concern is the question of socialization. What role does
television play in the socialization of the individual? Is television,
in fact, competing with the family, the church and the schools in this
important function? That questions such as these have raised concerns
and sometimes fear in the mind of the general public, can be noted in the
titles of some recent popular articles: "TV Comes to Town; Fads and New
Wants Come Along With It" ("TV Comes, 1979); "Warning: Television may be
harmful to your children's mental growth" ("Warning: Television," 1981);
and "Is Human Imagination Going Down the Tube?" ("Is Human," 1979). So-
cial science research has mirrored some of these societal concerns. For
example, the research conducted at the Annenburg School of Communication
by Gerbner and associates proposes that the inclusion of violent acts in
television program content tends to "cultivate" in the viewer the belief
that the world is a "mean and scary place" (Gerbner et al., 1977, 1980).
Even though the "cultivation hypothesis" has been challenged (see Hirsch,
1980), it is an example of a general fear or concern about television's
societal impact which has permeated the society as well as the research
community.

Murray and Kippax (1978) reported this fear or negativism in a review of the television literature. They also noted a recent change in research direction and a general societal recognition that television is a permanent structure in society. They suggested that, as television becomes an established part of family and personal life, it will be used in an active and deliberate manner for such activities as socialization, recreation, and education. The preliminary theory outlined and developed in this chapter will present one possible pro-social function of television: the use of television to reduce stress.

Stress in Society

One of the problems in the fast paced society of the 1980's is high family, job, and community stress. Society promotes over-extension of energies on the job, within the family (especially within single or dual-earner households), and an over extension of child activities. This environment of personal stress is compounded by the extensiveness of the rapid communication system that brings to most individuals knowledge about and an exposure to problems of great magnitude which only tend to compound the stresses of everyday life.

Television and Stress

Since the introduction of television into society, one of the main questions for the lay public and the social scientist has been: What is the motivation behind television viewing? Maccoby (1954, p. 239) suggested that children may watch television for several reasons: 1) "it satisfies a particular need," 2) "it provides wanted information," or 3) "it offers release from general tension" In a study with 379 mothers

of kindergarten children Maccoby (1954) found a positive relationship in middle class children between frustration and the amount of television viewing.

Does television play a role in stress level by increasing or decreasing the stress level? Do individuals model stress from TV? Or does TV provide some pro-social function in moderating or modeling stress. If one were to ask the average person on the street to comment on television and stress, a general societal assumption might emerge that people watch television to reduce stress. This is hinted at in the popular literature (Winn, 1979). However, in the social science research literature there is limited reference made to this relationship (Pearlin, 1959).

Structural Constraints

In the industrialized United States many individuals find themselves faced with structural constraints. Structural constraints refer to such societal conditions as a stratified class structure, a discriminatory education system, mobility, or any societal condition that may place a ceiling upon the individual's desires. Such constraints are usually events or circumstances outside the control of the individual. Structural constraints are a part of the environmental milieu. How people handle these constraints is the focus of the theoretical presentation in this chapter.

From a cursory look at the social science research it appears that there are at least two major ways people respond to societal constraints: 1) means that are perceived as non-normative behavior and 2) means that are perceived as normative behavior.

Theory Building

This section will present to the reader a preliminary explanatory theory designed to contribute to the understanding of how individuals use television. The presentation will be based upon a logico-deductive approach to theory building (Burr, Hill, Nye & Reiss, 1979a). The theoretical ideas are presented in diagram form in Figures 1 to 3 using theory construction conventions employed by Burr (1973, pp. 1-40), Burr et al. (1979a, pp. 17-24, 1979b), Reiss (1976, pp 475-482), and Reiss and Miller (1974). The theoretical ideas also employ what have been called, "contingency relationships" (Burr, 1973, p. 22; Burr et al., 1979a, p. 23; Reiss, 1976, p. 478; Zetterberg, 1965, p. 71). In a contingency relationship, the contingency variable, "seems to influence the relationship between X and Y rather than influencing either of these variables directly" (Burr et al., 1979a, p. 23, italics in original). In other words, the contingency relationship influences the strength of the association between the dependent and independent variables. (Not of interest here are possible separate relationships between the contingency variable and either the independent or the dependent variables.) Contingency relationships have also been referred to as the scope conditions which affect the strength of given propositions (Dubin, 1969, p. 121; Reynolds, 1971: pp. 76-77; see also, Mullins, 1972, pp. 102-105) and "contingent linkages" which are analogous to specifying "givens" which affect the relationship (Chafetz, 1978, pp. 77 and 78).

In this deductive approach, the relationships being investigated are arranged in order, or in "levels of abstraction" (Braithwaite, 1953; Burr, 1973). In Level I, the concepts and relationships are presented

in their most abstract form and do not have empirical structure nor are they directed toward a specific population. According to Burr et al. (1979a, p. 22), at this level of abstraction the ideas are always hypothetical and general in nature. "If changes or variation were to occur in a particular variable, or if certain combinations of events were to happen, then certain variation in other variables or events would tend to happen"

At the second level of abstraction the variables and relationships identified are "deduced" (Braithwaite, 1953, p. 12; Burr, 1973, p. 19; Wallace, 1971, p. 64) to the specific variables of interest. At the third level of abstraction (found in Chapter III) the specific variables are operationalized for empirical testing. Note that, in this approach, the intent is to diagram and explain theoretical relationships, not to chart statistical paths of direction as in a "path model" (Otto, 1979, p. 120).

Level I Abstraction

Non-normative Response

Anomie (Independent Variable)

The term, "anomie" has been used in the literature to refer to phenomena occuring at two separate levels. It is necessary to clearly differentiate those two usages. First, anomie has been used to refer to conditions at the societal level. Sociologist Robert K. Merton, building on the work of Emile Durkheim, postulated that society is made up of social and cultural structures which: 1) define goals and "things worth striving for;" and, 2) define, regulate, and control the accep-

table methods of reaching out for those goals" (Merton, 1957 p. 133).
On occasion, societal goals and the acceptable methods of reaching those
goals are not in step with one another. Merton postulated that if this
incongruency existed within society over an extended period of time,
"anomie" would result (Durkheim, 1951; Merton, 1957).

Durkheim's examples tended to be macroscopic in focus (Abrahamson,
1981, p. 81). In Durkheim's (1950) conceptualization, society is the
outside force that sets the goals for man's desires in the form of regu-
lations and laws. Under conditions of rapid social change, society loses
its ability to regulate the boundless aspirations of the individual.
When this occurs, man's desires are unlimited and he is relegated to a
life of constant search for fulfillment; the individual is left to deter-
mine his/her own goals. In Merton's terminology, there is a disjunction
between the cultural ideals and the means for attaining those valued
goals. Merton characterized American society, for example, as empha-
sizing goals such as success and material prosperity but de-emphasizing
the education, experience, and training required to attain them. Hence,
the first usuage of term "anomie" is used to describe the sociological
condition of social de-regulation and disintegration.

A second usage of the term, "anomie" refers to the personal conse-
quences of societal constraints. "When the parts were seen not to fit,
it appeared to produce the expected demoralization, or malaise, in which
the legitimacy of the entire system was questioned" (Abrahamson, 1981,
p. 81). Although Durkheim (1951) and Merton (1957) were primarily inter-
ested in studying the state of the society not the individual, they both
refered to societal anomie and the structural constraints in society as
having an impact upon the individual's state of mind ("perceived anomie"

-- the second meaning). In this case, individuals come to see them-
selves as above the society and as not bounded by society (the Durkheim
tradition) or as frustrated and demoralized by the disjunction of indi-
vidually valued goals and the inability to personally attain them (the
Merton tradition). In either case, anomie is thought of as the social-
psychological state of mind that results from current societal condi-
tions. It is this "state of mind" that is the independent variable at
the Level I Abstraction.

Perhaps some examples will clarify the foregoing. According to
Merton (1957, p. 162), "anomie is conceived as a breakdown in the
cultural structure, occurring when there is an acute disjunction between
the cultural norms and goals and the socially structured capacities of
members of the group to act in accord with them." This disjunction
between desires (material success) and an inability to achieve that
success due to social structure (low social-economic position) leads to
a pressure on the part of some individuals to engage in non-conforming
behavior (emotional withdrawal or criminal behavior). Take the example
of a society that has gone to war to free the people from oppression.
The social structure is somewhat changed during the war when most of the
citizens, regardless of status, work toward the common goal of winning
the war. While working to win the war, the people become conditioned to
the idea of assuming a greater share of the power and wealth. If, after
the war, the new social structure of the country does not provide an
outlet for sharing the wealth and power and restraining their expecta-
tions (an anomic society), the stage is set for the development of
perceived anomie in the people.

Another example to illustrate an incongruency between goals and means would be the United States during the 1920's and 1930's. During the early part of that period, people became accustomed to an affluent life-style, or a least, the possibility of an affluent life-style was presented to a large segment of society. The citizenry was conditioned to unbounded desires. Toward the end of that period, society was bombarded with the stockmarket crash, the dust bowl, and the ensuing depression. These events had a devastating effect upon the economy and made it virtually impossible to provide every citizen the opportunity to reach their now "unrealistic" goals and desires. It is this disparity between limitless goals, unbounded desires, and the structural reality of society that provides an environment for the development of perceived anomie. Since anomie is often referred to as a state of perceived normlessness which is brought about by a breakdown of social regulations, individual anomie can be considered a consequence of an anomic society.

In the literature the variable, "perceived anomie" is usually conceptualized as having continuous, as opposed to categorical, variation. Anomie varies from no perception of anomie to an intense perception of anomie. This is not merely the idea that an individual has unrealistic goals and expectations, but also the intensity of the feeling of an inability to meet those desires because of circumstances in the society beyond one's control.

Non-normative Adaptations (Dependent Variable)

Merton's (1949; 1957) work, with its roots in the dysfunctional aspects of bureaucratic operations, made a major contribution to the theoretical development of anomie. His work, Social Structure and

Anomie (1957) was an attempt to provide a social structural approach to the study of the social conditions of the 1930s (Coser, 1971). It should be noted at this juncture that Merton's primary aim was to "discover how some social structures exert a definite pressure upon certain persons in the society to engage in non-conforming rather than conforming conduct" (p. 132). In his conceptualization, Merton identified a typology of five adaptive behaviors. He labeled these adaptive behaviors: conformity, innovation, ritualism, retreatism, and rebellion. The dependent variable, "non-normative adaptations" are those behaviors that allow the individual to adapt to societal conditions and attain the societal goals -- most often in non-normative behavior. "Non-normative adaptations" is a nominal variable with categorical variation.

Anomie and Non-normative Adaptations

The linkage between perceived anomie and the occurrence of one or more non-normative adaptive behaviors in segments of society ("non-normative adaptations" in this research) formed the basis for much of Merton's (1957) research and theory building. This relationship has been replicated, extended, and supported in the literature.

The relationship between intense anomie and one or more adaptive behaviors is seen as a non-normative process that is used by some individuals to achieve their "unrealistic goals." It can be stated as:

Abstract Proposition I : Anomie is positively related to non-normative adaptations.

Abstract Proposition I (Figure 1), illustrating one possible response to structural constraints within the society, is labeled the

"non-normative response" (specifically, with "innovation" as the target

adaptation). A second possible response to structural constraints

(labeled "normative response") is diagramed as a relationship between

stress and normative coping strategies. The rationale for the normative

relationship will be developed in the following section.

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                  ┌──────────┐ Abstract +            ┌──────────────┐
              ┌──►│Perceived │ Prop. 1            ┌─►│Non-normative │
              │   │ Anomie   │──────────────┬────┘  │Adaptations*  │
              │   └──────────┘              ▲       └──────────────┘
              │                             │
              │              Abstract │ Prop. III
Structural    │                      ┌───────────┐
Constraints   │                      │ Psycho-   │
              │                      │  Social   │
              │                      │ Resources │
              │                      └───────────┘
              │              Abstract │ Prop. IV
              │   ┌──────────┐ Abstract +  ▼       ┌───────────────┐
              └──►│Perceived │ Prop. II          ┌►│Normative Coping│
                  │ Stress   │──────────────────┘  │ Strategies**  │
                  └──────────┘                     └───────────────┘
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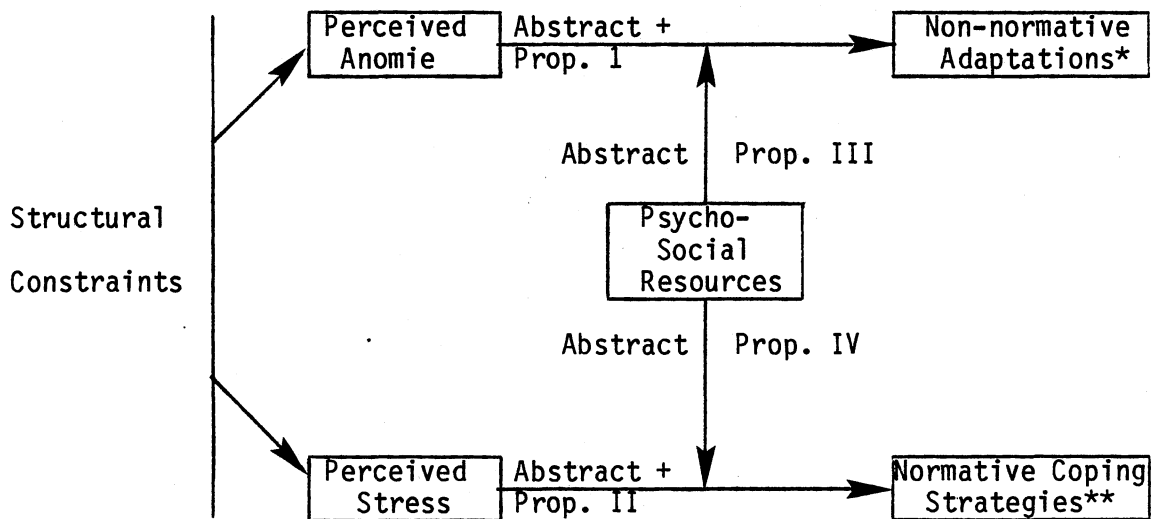
* Merton's (1957) typology of conformity, innovation, retreatism,
  rebellion, and ritualism; Proposition I builds on innovation.

** Pearlin & Schooler's (1978) typology of responses that change
   change situation, control meaning, and control stress; Proposition
   II builds on responses that control stress.

Figure 1: Theoretical Conceptualization of Level I Abstraction

Normative Response

Stress (Independent Variable)

Stress, a phenomenon studied by several disciplines, is defined in
this research as those bodily or mental tensions resulting from multiple
demands made upon the individual by society. It is conceptualized that
not all individuals subjected to structural constraints respond by
becoming anomic or by displaying deviant adaptive behavior. Rather it
is theorized that, as the majority of individuals become aware of a
conflict between societal-approved goals and a lack of societal re-
sources and structure to meet those goals, they perceive stress. They
perceive stress for two reasons: 1) they are aware of the conflicting
messages given by society, and 2) they participate in activities that
make their life more stressful as they attempt to meet their internal-
ized societal goals. This group of individuals has bought the "American
Dream," material wealth. However, unlike the anomic individual, the
stressed individual still believes he/she can obtain that dream by
working harder, becoming more educated, or by getting a better job. The
result of this belief is stress, a variety of bodily or mental tensions.

The plight of a young worker who has a growing family to support in
a time of economic crisis might be an example of an individual who would
be the subject of stress rather than anomie. The tightening of the
economy means that the worker is told not to expect a cost of living
raise this coming year. In fact in order to save the company from bank-
ruptcy, employees are asked to take two days of unpaid vacation every
month. This comes at a time when inflation is raising the cost of
living, credit is difficult to attain, and unemployment is high. The

worker is likely to experience these structural constraints and perceive some stress, as he or she attempts to maintain a lifestyle commensurate with a previous salary level.

It should be pointed out at this time that the focus of this study is "stress" not "crisis." Stress would result from those events that are fairly routine and not debilitating enough to be classified as a crisis situation. Examples of conditions that can cause stress in this conceptualization are the typical combined demands of multi-roles such as parenting, spousal relationships, occupational, and community demands.

It is logical to assume that the more the perceived intensity of the restraint the more stress the individual would experience. Therefore, stress is seen as a continuous variable. It will vary from absence of stress to high, even debilitating, stress.

Normative Coping Strategies (Dependent Variable)

In this theoretical presentation the second dependent variable is "normative coping strategies." It becomes problematic if one assumes that a person's only way to respond to structural constraints is in terms of deviant or non-normative behaviors. The introduction of the second dependent variable into the theoretical conceptualization allows for normative as well as non-normative ways to respond to structural constraints. Clinical researcher, Pearlin and Schooler (1978), have expressed an interest in learning more about the normative ways individuals or groups of individuals handle stress.

Pearlin and Schooler (1978) identified and labeled three frequently positive methods of handling stress. They called these positive methods "coping strategies." The three major types of coping strategies are

distinguished from one another by the nature of their functions: 1) responses that change the situation out of which strainful experiences arise; 2) responses that control the meaning of the strainful experience after it occurs but before the emergence of stress; and 3) responses that function more for the control of stress itself after it has emerged.

Normative coping strategies are defined in this study as a normative behavioral response to external stimuli. Pearlin and Schooler (1978) hypothesized that most people engage in normative coping activities which help them avoid being harmed by life's stress. Their conceptualization was limited to "normative coping responses and to normative life problems" (1978, p. 2). Similar to "non-normative adaptations," the variable "normative coping strategies" is found to vary in type and is therefore a nominal variable.

Stress and Normative Coping Strategies

In this theoretical presentation Pearlin and Schoolers' (1978) conceptualization forms the basis for the direct relationship between perceived stress and normative coping strategies. The relationship is illustrated in Figure 1. In the diagram the relationship between perceived stress and normative coping strategies is labeled as a normative response to structural constraints within the society. This abstract relationship can be stated as:

> Abstract Proposition II: There is a positive relationship between stress and normative coping strategies.

Psycho-social Resources (Contingency Variables)

Psycho-social resources are defined as those resources and/or

personality characteristics that people draw upon to help them with-
stand threats posed by the events and objects of their environment.
There is evidence in the research literature to support the idea that a
variety of psycho-social resources impact the way individuals respond to
stress (Hill, 1949; McCubbin, 1979; Pearlin & Schooler, 1978). As early
as 1949, Hill (1949) identified a mediating factor as having a central
role in the family's adjustment to stress. Pearlin and Schooler (1978)
also identified psychological resources that impact upon what the indivi-
dual will do with perceived stress. McCubbin (1979) identified psycho-
logical as well as social resources that play an important role in the
reduction of stress or stress management.

The theoretical presentation proposes that "psycho-social" re-
sources is a contingency variable that influences the strength of the
relationship between the respective independent and dependent variables.
A visual representation of the contingency variable's relationship to
the non-normative and normative responses to structural constraints is
found in Figure 1. The contigency relationships can be stated as:

Abstract Proposition III: The relationship between anomie
and adaptive behaviors will be mediated by the presence or
absence of psycho-social resources.

Abstract Proposition IV: The relationship between role strain
and normative coping strategies will be mediated by the presence
or absence of psycho-social resources.

Level II Abstraction

The above Level I theoretical abstraction provides two possible
explanations for the ways in which an individual might handle the impact
of societal constraints. At Level II Abstraction the main variables and

relationships are deduced to specific variables of interest, see Figure 2. In the following text, the reader will be introduced to the variables of interest and rationale for the relationships.

Non-normative Response

Anomia (Independent Variable)

At the second level of abstraction, the independent variable, "perceived anomie," (from Level I) will be identified more specifically as, "perceived anomia." Anomia (deduced from anomie) is a term used in the literature to define a psychological state or condition. MacIver (1950, p. 85), one of the first psychologists to emphasize anomie within the individual, defined the condition of anomia as "a state of mind in which the individual's sense of social cohesion -- the mainspring of his morale -- is broken or fatally weakened." According to McIver (1950), one type of personality characteristic associated with anomia would include those individuals who have lost the system of values that gave purpose and direction to their life. The value remains, but the system of attaining that value has been lost. The individuals live hour by hour "seeking immediate gratification. They tend to be sensationalists and materialists. It is their defense against the ghosts of perished values" (McIver, 1950 p. 86). In this conceptualization, the variable, "anomia" has continuous, as opposed to categorical, variation.

Fantasy Television Viewing (Dependent Variable)

In Level II abstraction, "fantasy television viewing" is the dependent variable related to anomia. "Fantasy viewing" is deduced from the

Level I dependent variable, "non-normative adaptions." Fantasy television viewing is defined as the viewing of those programs in which the main character: 1) has relatively few limitations on his or her desires and 2) has access to the immediate gratification of needs. Perhaps the clearest example of this type of programming can be illustrated by the television show, "Fantasy Island." In this show, individuals pay for the realization of their wildest fantasies with virtually no ceiling to their desires. Other examples of television shows typifying this definition of "fantasy" (the story line allows for the unrealistic realization of one or more societal goals) might include, "Love Boat," "Dallas," and "Mork and Mindy." Similarly to the discussion of non-normative adaptions in Level I, "fantasy television viewing" is a nominal variable. It is one specific type of television programming which has been separated from the broader idea of general television viewing.

The deduction from "non-normative adaptations" to "fantasy television viewing" needs some explanation. Merton (1957) identified a typology of five types of adaptive behaviors, one of which was "innovation." Innovative practices, as identified by Merton, are one of several ways in which the frustrated (anomic) individual may depart from institutional norms in order to attain cultural goals from which s/he feels cut off. Unlike another type of adaptive behavior, "rebellion," innovative practices are not clearly criminal; but they are counter-normative (i.e., "deviant"). Merton's (1957, p. 195) example of innovation is "white-collar crime" where "the pressure toward innovation not infrequently erases the distinction between business-like strivings this side of the mores and sharp practices beyond the mores." While innovation generally refers to any type of behavior which departs

from accepted norms and values (including problem-solving, discovery, and creative thought), the departure is most often manifested in acts of mild, or questionable, deviance.

Participating in behaviors deviant to the societal norms, of course, is contradictory to the socialization patterns of many people -- if nothing else, it involves personal risk. Might some viewers be able to obtain the means _vicariously_ through the television character's innovation (or deviance) rather than through their own? This possibility is clearly recognized by Ellis et al. (1983). Thus, in this conceptualization, "fantasy television viewing" is seen as one innovative practice which may offer the anomic viewers an alternative response to actual participation in non-normative behaviors designed to acquire the designed goals. In other words, through fantasy television viewing, the anomic personality may vicariously achieve certain societal goals such as success, material possessions, or intimate relationships without the personal risks or value confrontations accompanying actual deviant behavior.

Anomia and Fantasy Television Viewing

At Level II of the theoretical presentation, it is hypothesized that fantasy television viewing provides the high anomic individual with the opportunity to vicariously identify with the main character of the program and participate in a situation where there is fulfillment of unlimited desires. If this is true, there will be a positive relationship between perceptions of anomia and the viewing of fantasy television programs (see Figure 2).

Specific Proposition I : Anomia is positively related to the frequency of viewing fantasy television programming.

LEVEL I ABSTRACTION

```
               ┌──────────┐  Abstract +              ┌──────────────┐
            ┌─▶│ Perceived│  Prop. 1                 │ Non-normative│
            │  │  Anomie  │─────────────────────────▶│  Adaptations │
            │  └──────────┘          ▲               └──────────────┘
            │                        │
            │               Abstract │ Prop. III
 Structural │                   ┌──────────┐
            │                   │  Psycho- │
 Constraints│                   │  Social  │
            │                   │ Resources│
            │                   └──────────┘
            │               Abstract │ Prop. IV
            │  ┌──────────┐  Abstract +│          ┌───────────────┐
            └─▶│ Perceived│  Prop. II  ▼          │Normative Coping│
               │  Stress  │───────────────────────▶│  Strategies   │
               └──────────┘                        └───────────────┘
```

LEVEL II ABSTRACTION

```
               ┌──────────┐  Specific +              ┌──────────────┐
            ┌─▶│ Perceived│  Prop. I   1             │  Fantasy TV  │
            │  │  Anomia  │─────────────────────────▶│   Viewing    │
            │  └──────────┘          ▲               └──────────────┘
            │                        │
            │               Specific │ Prop. III
 Structural │                 ┌────────────────┐
            │                 │ Locus of Control│
 Constraints│                 │  Self-esteem   │
            │                 │  Occupation    │
            │                 └────────────────┘
            │               Specific │ Prop. IV
            │  ┌──────────┐  Specific +│          ┌──────────────┐
            └─▶│ Perceived│  Prop. II  ▼          │  Escape TV   │
               │  Stress  │───────────────────────▶│   Viewing    │
               └──────────┘                        └──────────────┘
```

Figure 2: Theoretical Conceptualization of Level I and II Abstraction

(Level III Abstraction can be found in Chapter III)

Normative Response

Role Strain (Independent Variable)

The independent variable in the Level I abstraction, stress, becomes "role-strain" at Level II. In this study the definition of role-strain is taken from the work of Goode (1960, p. 483) who described "felt difficulty in meeting role obligation" (p. 483). Goode's work on role-strain speaks to the condition of role over-load when he indicates that one of the more common situations giving rise to stress is that of multiple roles. An example of multiple roles would be the individual who is a parent, employee, spouse, child, and club president. An example of a situation that might give rise to role strain is the case of a middle aged woman who has limited education and training and has recently lost her husband. This loss of the family breadwinner has cut the household income by two-thirds. The inability of this housewife to supplement the household income in order to compensate for the loss of the primary breadwinner may be the result of a structural constraint (lack of education, training, sex discrimination or lack of employment history) placed on an individual. This individual may need to increase the number of roles she presently has by working at another job or entering a retraining program which in itself would increase her role-overload. Role-strain is a continuous variable ranging in intensity from low role strain to perceptions of high role strain.

Escape Television Viewing (Dependent Variable)

Escape television viewing is defined as the watching of television shows which are primarily entertainment-oriented and require a minimal

emotional or intellectual investment from the viewer. "Escape television viewing," is a more specific instance of Pearlin and Schoolers' (1978) third type of coping strategy: "responses that function more for the control of stress itself after it has emerged."

The deduction from Pearlin and Schooler's variable, "normative coping strategies" (Level I) is fairly straight forward. Escape television viewing is seen as one type of normative coping strategy in that the viewing experience simply gives the viewer a change of pace. Since most television programming demands little intellectual or emotional participation from the viewer, it is postulated that "escape television viewing" offers the stressed individual a change of pace. Hence, the role-strained individual is assumed to experience a respite . . . at least during the period of the actual viewing.

Examples of escape television viewing, in the extreme, are such shows as "Hee Haw," "Benny Hill," and "Professional Wrestling." In fact, most television shows require some (but limited) emotional or intellectual investment. Examples are legion, including, "WKRP in Cincinnati," "One Day at a Time," "Alice," "Family Feud," "People's Court," and so on. Excluded were most programs on public television, movies, news and magazine programs such as "60 Minutes," and some few "consciousness raising/social problem" programs such as "Hill Street Blues," "Quincy," "M*A*S*H," and so on.

Logistically, it became feasible to focus on hours of television viewing and number of shows listed as favorite with the assumption that the majority of viewing would be basically escape viewing in nature (see the section on instrumentation in the next chapter). Television viewing is a nominal variable in this study.

Role Strain and Escape Television Viewing

At Level II of the theoretical presentation, it is hypothesized that escape television viewing is one method to control role strain once it has emerged. Consequently, there will be a positive relationship between individuals who perceive role strain and those that view television frequently as one mode for the reduction of stress (see Figure 2).

Specific Proposition II: Role strain is positively related to escape television viewing.

Locus of Control, Self-esteem, and Occupational

Status (Contingency Variables)

In Level I above, literature was cited acknowledging several environmental factors which mediated the handling of stress. Consequently, it is hypothesized in this theoretical model that certain environmental factors will impact the strength of relationship in both the non-normative and normative responses to structural constraints.

It is suggested in the literature that the above relationship between role strained individuals and the use of television as a means of relieving that stress might be mediated by several environmental factors. There appears to be a consensus of opinion (Hill, 1949; Burr, 1973; McCubbin, 1979) that stress management is modified by the presence of certain psycho-social resources. The Level I contingency variable, Psychosocial Resources changes in Level II to include: 1) self-esteem, 2) internal-external locus of control, and 3) socio-economic status.

Specifically, psychological resources were deduced to include self-esteem and internal-external locus of control. Both of these variables

were identified psychological resources measured in Pearlin and Schoolers (1978) study on stress and coping strategies. In this study self-esteem will be defined as a positiveness of ones attitude toward self. This definition is similar to the definition utilized by Rosenberg (1965) in the development of his measure of self-esteem. Self-esteem is considered a continuous variable in this research, with a range from low self-esteem to high self-esteem. Internal-external Locus of Control will be defined as:

> When a reinforcement is perceived by the subject as following some action of his own but not being entirely contingent upon his action, then, in our culture, it is typically perceived as the result of luck, chance, fate, as under the control of powerful others, or as unpredictable because of the great complexity of the forces surrounding him. When the event is interpreted in this way by an individual we have labeled this a belief in external control. If the person perceives that the event is contingent upon his own behavior or his own relatively permanent characteristics, we have termed this a belief in internal control (Rotter, 1966, p. 1).

The social resources portion of the psycho-social resources variable in Level I includes socio-economic status. This specific social resource had previously been identified as important in the management of stress in the work of Hill (1949) and again in McCubbin (1979). The socio-economic status variable was also found to be associated with television viewing in an early study by Maccoby (1954) on frustration and television viewing where a difference was noted in upper-middle class and lower-class children's responses to television viewing.

The three contingency variables found at Level II abstraction include: self-esteem, internal-external locus of control, and socio-economic status (see Figure 2). The specific propositions defining their relationship to the main variables include:

Specific Proposition III : The relationship between anomia and fantasy television viewing will be mediated by the presence of one or all of the contingency variables.

Specific Proposition IV: The relationship between role strain and escape television viewing will be mediated by the presence of absence of one or all of the contingency variables.

SUMMARY

To summarize, Chapter II presented a partial theory concerning the use of television in response to felt constraints within society. The theory was presented at two levels of abstraction. The variables of interest were identified at each level of abstraction and the resulting relationships were presented in propositional format. Figure 2 provides a visual presentation of the proposed partial theory.

CHAPTER III

METHODOLOGY

Introduction

This chapter is divided into three main sections. The first section of the chapter presents the operationalization and instrumentation of the theory. The second section provides a discussion of data collection strategies including a discussion of questionnaire development, sampling, and collection procedures. The final section will focus on data analysis strategies.

Level III: Operationalization and Instrumentation

The variables employed in this analysis were identified and operationalized with known scales whenever possible. The research variables and the contingency variables were all operationalized from: 1) a search of the theoretical and empirical literature and 2) the face validity of questions determined by a panel of judges. Details related to the operationalization of these variables are discussed below.

Non-normative Response

Measuring Anomia (Independent Variable)

In this research, anomia was defined as "a state of mind in which the individual's sense of social cohesion is broken or fatally weakened"

(MacIver, 1950, p. 85). As noted in Chapter II, the study was focused upon one specific type of anomic personality: the individual who lives hour-by-hour and seeks immediate gratification. Consequently, the major criterion for item selection for the anomia scale was: does the item measure the sentiments and beliefs of the specific aspect of the anomic personality under study? The anomia scale used in this research contained 6 selected items from McClosky and Schaars (1965) and from Srole (1956). The 4 items selected from McClosky and Schaar's (1965, pp 23-24) Psychological Dimensions of Anomy Scale included:

1) With everything in such a state of disorder, it is hard for a person to know where he/she stands from one day to the next.

2) It seems to me that other people find it easier to decide what is right than I do.

3) Everything changes so quickly these days that I often have trouble deciding which are the right rules to follow.

4) People were better off in the old days when every-one knew just how they were expected to act.

The 2 items from Scrole's (1956, p. 712) anomie scale included:

1) In spite of what some people say, the lot of the average person is getting worse.

2) Nowadays, a person has to live pretty much for today and let tomorrow take care of itself.

The six items chosen for the anomia scale were factor analyzed. Thirty-nine percent of the total variation of the scale was explained by the first unrotated factor. The orthogonal (varimax) rotation of the factor matrix produced only one factor with an eigenvalue greater than 1 yielding a six-item scale with factor loadings ranging from .44 to .76. The results of the factor analysis were uses as the justification for treating the six items as a unidimensional measure of anomia.

The combined six items were of Likert-type, allowing for one of four responses: strongly disagree, disagree, agree, and strongly agree. Anomia is a continuous variable with one composite score (the mean of the six items) per individual. The variable ranges in intensity from strongly anomic (4) to an absence of anomia (1).

Measuring Fantasy Television Viewing (Dependent Variable)

As discussed above, "fantasy television" was defined as programs which: place few limits on desires and aspirations and provide immediate gratification of needs. In order to determine which television programs qualified as fantasy television, a panel of judges evaluated televisions programs which, aired in the Oklahoma City viewing area, against the definition for "fantasy television." Only those programs that were unanimously selected as meeting the above definition were included as "fantasy television." Five shows were rated as meeting all the criteria for fantasy programming. Those programs included: "Fantasy Island," "Love Boat," "Three's Company," "Mork and Mindy," and "Dukes of Hazzard."

The measurement for the variable, "fantasy television viewing" was extracted from the following item: "please list your favorite television

shows (from any type of programming, including educational, comedy, sports, talk-shows, soaps, news, etc.)." Ten spaces were made available for respondents to list ten shows (see questionnaire, Appendix A). The format of this question may have encouraged the respondents to list ten shows, since ten was the modal response in the frequency distribution of number of shows listed as favorites. It should also be brought to the attention of the reader that the majority of types of shows listed as examples in the question were "non-prime time" shows. The purpose of this inclusion was to broaden the responses beyond prime time television and encourage a more meaningful measure.

In order to control somewhat for the response set discussed above (modal response of listed programs) a proportionate measure of fantasy television viewing was used (the number of fantasy shows listed out of the total number of shows listed). This would appear to give a more accurate count of the respondents' viewing preference.

A second measure of fantasy television viewing was based on the theoretical idea that soap operas might also be indicative of an individual who wants to experience vicariously a life style of unrealistic expectations, rewards or a non-normative way of handling the structural constraints of society. In order to gain a more accurate measure of the respondent's preference for soap operas, a proportionate measure was used in the analysis (the total soap operas listed out of the total number of shows listed).

Testable Hypothesis (Non-normative Response)

The research questions and the logic of the proposed theory related to the variables anomia and fantasy viewing were presented in Chapter II.

Following the operationalization of the variables the following hypothesis was tested:

>   Hypothesis 1: There is a positive relationship between
>   perception of anomia and experiencing vicariously a life of
>   no constraints, as measured by: a) the proportion of fantasy
>   television programs listed as favorite shows and, b) the
>   proportion of soap operas listed as favorite programs.

Normative Response

Measuring Role Strain (Independent Variable)

As discussed above, "role strain," the independent variable, was defined as: "felt difficulty in meeting role obligations" (Goode, 1960). It was operationalized with three questions.

The first item utilized to test the individual's perception of role strain was a series of five statements describing a five-point continuum of role strain (Burr, Leigh, Day, & Constantine, 1979b; p. 79). The five points described: 1) no role strain, 2) a low level of strain, 3) moderate strain, 4) high level of strain, and 5) a level of intense stress accompanied by guilt (see page 5 of the questionnaire in Appendix A). The respondent was presented with the statements and then asked to choose the statement which best described his or her feelings. Each respondent was coded with a score ranging from 1 to 5 based of the statement selected.

Two additional questions were adapted by Bird (1982) from Condie and Doan (1976) and were chosen because of their face validity. The questions were:

1) I get a sinking feeling when I think about all I have to do.

2) I have far too much to do and never enough time to do it.

The role-strain scale was factor analyzed. The orthogonal (varimax) rotation of the factor matrix produced only one scale with an eigenvalue greater than 1. The factor loadings ranged from .70 to 79. The two questions were presented in a Likert-type scale and randomly dispersed with the anomie and self-esteem questions. The response pattern for the questions included: strongly disagree, disagree, agree, and strongly agree.

Measuring Escape Television Viewing (Dependent Variable)

The dependent variable, "escape television viewing" (as a type of coping strategy) was defined as the watching of television shows which are strictly entertainment oriented and require little affective involvement or intellectual processing on the part of the viewer. Three measurement tactics were incorporated into the questionnaire and the subsequent coding of the data to get at the question of quantity, type of television viewed, and cognitive recognition of television as a tool in the reduction of stress.

Amount of Viewing. The respondents were asked to report in hours per week how much television they viewed in the winter months. This was a gross measure of viewing time and should not be considered accurate in terms of actual hours spent viewing. It is seen as an approximate estimate of viewing time. The median number of hours watched by this sample was 20 hours per week, consequently this group of respondents was

not included in the dichotomizing of the variable.

Amount of viewing time was dichotomized into a high viewing and low viewing category:

High Viewers: Those individuals that report watching an
average of 21 hours per week or more.

Low Viewers: Those individuals that report watching an
average of 18 hours per week or less.

Each respondent was asked to identify a list of favorite television shows. From responses to this question, two measurements were taken: 1) total number of shows recorded by the respondent and 2) type of shows viewed. The measurement, "total number of shows listed" was coded by actual count which resulted in an interval measure with responses ranging from 1 to 14. This is the same question discussed in the previous section "Measuring Fantasy Television."

Type of Television. In order to quantify a measurement for type of show viewed, a list of the 98 shows appearing in the Oklahoma City viewing area was compiled and categorized by a panel of judges according to specific criteria. The categories for shows included: news, magazines, talk shows, family shows, children's shows, comedy, soaps, action drama, music and specials, sports, educational, movies/plays/novels for TV, and religious programs (see Appendix B). A show could only be listed in one category. The shows were also rated according to the following criteria: I=Information oriented but presented in an entertaining format, B=Entertainment oriented requiring an intellectual or emotional commitment from the viewer, and E=strictly entertainment

oriented requiring nothing from the viewer. The ratings and the sorting into categories was done by a panel of three judges who made the decisions according to the categories and definitions presented above. From this coding a measurement of shows classified as strictly entertainment was extracted. Similarly to the logic involving the measurements of fantasy shows and soap operas, this measurement was quantified in terms of the proportion of entertainment shows listed in relating to the total number of shows listed.

Cognitive Recognition. Two independent questions were designed to measure the respondents' cognitive recognition of television as a tool or method of reducing tension or stress. The first question, "When I feel a lot of pressure, I watch more television," was randomly dispersed with the anomia and self-esteem questions on page 7 of the questionnaire. The second question designed to measure cognitive recognition of television as a tool for reducing stress was an open ended question found on page 9 of the questionnaire. The question read as follows: "People use different means to relieve the tension of everyday life. What do you do or use to reduce tension?" Three spaces were made available for responses.

Testable Hypotheses (Normative Response)

Three testable hypotheses were derived to examine the normative relationship in Level II. The hypotheses included:

Hypothesis 2: There is a positive relationship between individual perception of role strain and television viewing as measured by: a) amount of television viewed and b) total number of shows listed as favorites.

LEVEL III ABSTRACTION

Figure 3: Empirical Measures of Theory (Level III Abstraction)

Hypothesis 3: There is a positive relationship between individual perception of role strain and television viewing as measured by the proportion of strictly entertainment shows listed as favorites.

Hypothesis 4: There is a positive relationship between perception of role strain and television viewing as measured by the individual's cognitive recognition of television as a tool to reduce stress.

Measuring the Contingency Variables

The Level I contingency variable, "psycho-social resources," was deduced to three specific variables: self-esteem, internal-external locus of control, and occupational status. The operationalization of these variables will be discussed separately.

Self-esteem

Self-esteem was defined in Level I abstraction as a positiveness of one's attitude toward self. The variable was operationalized by 5 items taken from the Rosenberg (1965) scale. The five self-esteem items were scaled in Likert format and randomly dispersed with the anomia and role-strain items on page 7 of the questionnaire. Consequently, self-esteem was measured as a continuous variable that ranges from being low in self-esteem (1) to being high in self-esteem (4). A composite score (the mean of the five items) was calculated for each respondent.

The 5 items in the self-esteem scale were factor analyzed to assess reliability. Thirty-one percent of the total variation was explained by the first factor. The five item scale had only one varimax rotation with factor loadings ranging from .61 to .74. The Kuder-Richardson test of internal consistency yielded an r = .47.

Internal-external Locus of Control

The contingency variable, "internal-external locus of control," was operationalized with 5 items taken from Rotter (1966). The Rotter items were designed to measure a respondent's perceptions of whether life situations are determined by skill or chance. The five items can be found on page 8 of the questionnaire (see Appendix A). An example of the type of question is:

a. Without the right breaks, one cannot be an effective leader.

<div align="center">or</div>

b. Capable people who fail to become leaders have not taken advantage of their opportunities.

All of the "a" responses ("chance" or external locus) were coded as "1" and the "b" responses ("personal skill" or internal locus) were coded as "2." A composite score (the mean of the 5 questions) was computed for each individual. The scores ranged from 1 to 2 with those individuals scoring 1 to 1.5, identified as perceiving their lives as being externally control.

The five item scale was factor analyzed. The five items had only one varimax rotation with factor loadings ranging from .51 to .75. The Kuder-Richardson test for internal consistency yielded r = .71. Forty-three percent of the five item variation was identified by the first factor.

Occupational Status

The contingency variable, "occupational status" was operationalized

by using the Hollingshead Occupational Scale (1958). This scale scores

an individual's occupation on a 7-point scale ranging from a high of 1 to

a low of 7. The seven occupational levels are ordered in a descending

scheme, with higher executives, proprietors of large concerns, and major

professionals scored at 1 and unskilled employees or domestics scored at

7. (For a full list of the Hollingshead occupational levels see Appendix

C.)

Testable Hypotheses (Contingency Relationships)

The logic of the theoretical model presented in Chapter II hypoth-

esizes that the contingency relationships will influence the strength of

the relationships under study. The following contingency hypotheses

are taken from the non-normative response from Level II.

> Hypothesis 5: The positive relationship between perception of
> anomia and experiencing vicariously a life of no constraints
> as measured by: a) proportion of fantasy television programs
> listed as favorite shows and, b) proportion of soap operas
> listed as favorite shows will be weakened by a positive self-
> esteem.

> Hypothesis 6: The positive relationship between perception of
> anomia and experiencing vicariously a life of no constraints
> as measured by: a) proportion of fantasy television programs
> listed as favorites and, b) proportion of soap operas listed
> as favorites will be weakened by the presence of internal
> locus of control.

> Hypothesis 7: The positive relationship between perception of
> anomia and experiencing vicariously a life of no constraints
> as measured by: a) proportion of fantasy television programs
> listed as favorites and, b) proportion of soap operas listed
> as favorites will be strengthened in conditions of low occupa-
> tional status.

The following contingency hypotheses are taken from the normative

response from Level II.

>Hypothesis 8: The positive relationship between individual perception of role strain and escape television viewing as measured by: a) amount of television viewed, b) total number of shows listed as favorites, c) proportion of 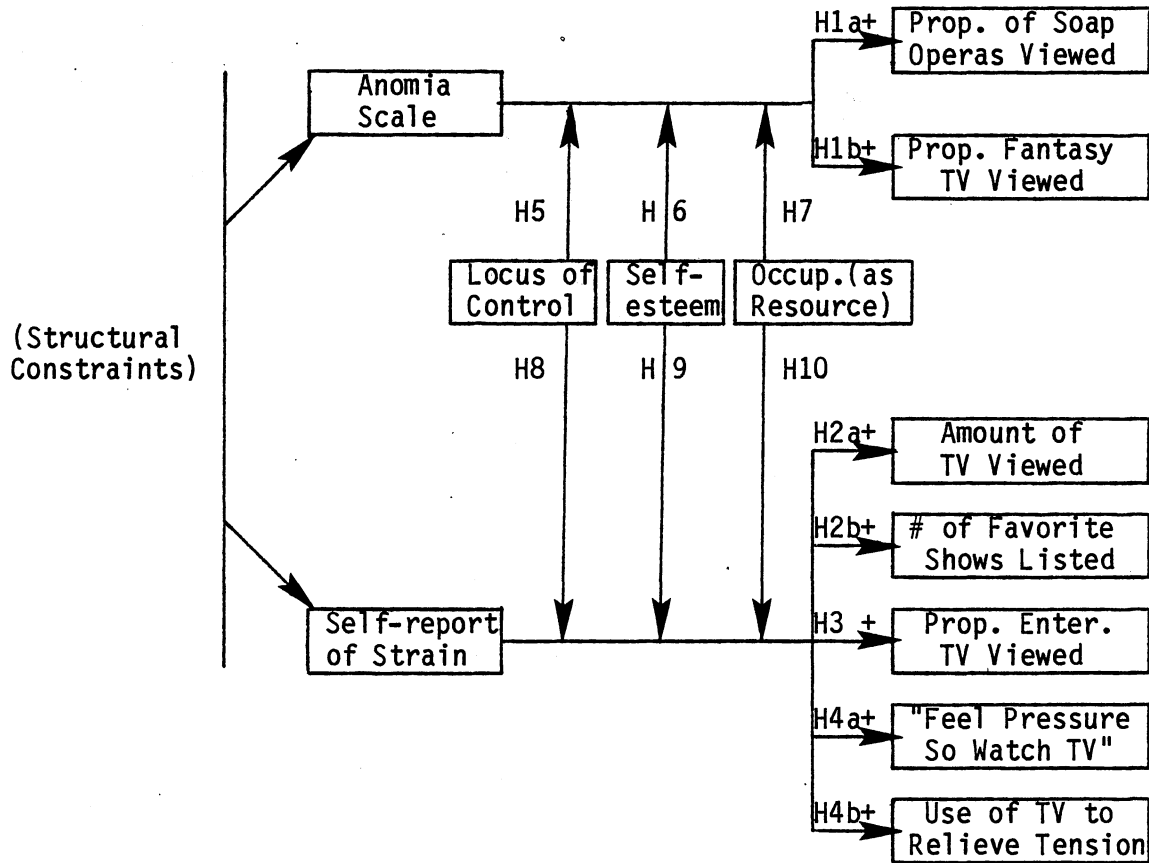strictly entertainment shows listed as favorites and, d) the individual's cognitive recognition of television as a tool to reduce stress will be strengthened when the individual perceives the locus of control as external.

>Hypothesis 9: The positive relationship between individual perception of role strain and television viewing as measured by: a) amount of television viewed, b) total number of shows listed as favorites, c) proportion of strictly entertainment shows listed as favorites, and d) individual's cognitive recognition of television as a tool to reduce stress will be strengthened when the individual's self-esteem is low.

>Hypothesis 10: The positive relationship between individual perception of role strain and television viewing as measured by: a) amount of television viewed, b) total number of shows listed as favorites, c) proportion of strictly entertainment shows listed as favorites, and d) individual's cognitive recognition of television as a tool to reduce stress will be strengthened when occupational status is low.

Data Collection Strategies

Questionnaire Development

The choice of instrument used to collect the data was a self-administered paper-and-pencil questionnaire (see Appendix A for the questionnaire in its entirety). There are several advantages and disadvantages to the mail questionnaire methodology. The predominant advantage of the mail questionnaire for this study was easy access to a representative population distribution in a location which has not been over researched. In addition, the relationships under investigation were mostly exploratory. For example there is limited research reported in the literature that investigates the relationships between

role-strain or anomia and television. In light of the exploratory nature of the research questions, it was decided that a mail questionnaire would serve the function of this research project in the most expedient and least costly manner. One of the main disadvantages to the mail questionnaire, however, is the difficulty in obtaining a random sample because of non-response and the problem of accessing personal information through an impersonal vehicle. For a more complete discussion of this methodology, see Dillman (1978) and Babbie (1979).

The first draft of the questionnaire was distributed to three Oklahoma State University faculty members for critical review. These reviewers were also asked to evaluate the face validity of the scale items on the identified variables. Revisions were made incorporating the faculty comments. The revised instrument was then pre-tested on a convenience sample of 15 couples. A letter accompanying these husband and wife questionnaires asked for completion of the instrument along with comments on format. Frequencies and factor analyses were run on the pilot data. Final revisions of the questionnaire were made based upon the statistical analysis, respondent comments, and Dillman's (1978) Total Design Method methodology for questionnaire development.

The final questionnaire employed a varied-question format and included both demographic questions as well as questions related to the hypotheses. The format utilized for each section of questions was dependent on the type of information needed. Since the study was part of a larger study on the effect of television on the family, the length of the questionnaire became a viable issue during questionnaire development and eventually determined the number of items allowed for the testing of each variable.

Data for several of the variables in this study were collected in closed-ended questions. The closed-ended questions were chosen for several reasons: 1) when collecting information on a large number of variables it is a faster way to collect data 2) it allows for standardized responses and helps to insure that questions are answered within a frame of reference relevant to the research goals (Babbie, 1979), and 3) for questions regarding attitudes and perceptions closed-ended questions require the respondents to make their own judgments about their feelings rather than relying on coders' judgments.

Sampling Procedures

Oklahoma City, population 401,000, was chosen as the collection site for the study. Logistics mandated a limited sample of approximately one percent of the population. However, a simple random sample was expected to over-represent the middle-class. In order to increase the representativeness of this relatively small sample, it was judged desirable to draw a stratified random sample taking into account socioeconomic status.

Unfortunately, there was limited information upon which to base the stratification. Accordingly, the decision was made to select 400 names drawn from the 1980 Oklahoma City Business Directory. This directory included such physical characteristics as "trading zones" and "wealth ratings" (both based on information from the 1970 census and calculated by the compilers of the Directory); and map locations. The census-based information in the Directory was submitted to two informed professionals in the Oklahoma City area who were asked to identify the approximate socioeconomic level for each census tract: high, medium, and low. This information allowed a crude estimate of socioeconomic status. A random

selection of two census tracts from each category (high, medium and low) was made. Streets within each of the randomly chosen census tracts were alphabetized and then chosen for sampling by the use of a random numbers table. Individual residences on the randomly chosen streets were assigned consecutive numbers. A sample of 134 addresses was then drawn from each of the three wealth rating groups with the aid of the random numbers table. While problematic, this strategy was an attempt to insure the inclusion of varied social economic status respondents.

A by-product of the use of the Oklahoma City Business Directory was a listing of households by address. That feature allowed the inclusion of a typically hard-to-sample population: those with unlisted telephone numbers and those who had just moved into a previously vacated dwelling. Although the directory listed the occupant by name when it was known, in some cases (such as unlisted telephone numbers) the address was listed without the resident's name. Approximately 19 percent of the sample had unlisted telephones.

Data Collection Procedures

In order to facilitate scientific rigor in the collection of data, the Dillman Total Design Method (1978), a theoretically based (exchange theory) survey methodology, was utilized. The Total Design Method typically yields above average return rates and provides a systematic detailed model for the implementation of a mail questionnaire.

A cover letter on the researcher's professional letterhead was attached to the questionnaire (see Appendix D). The letter explained the purpose of the study and guaranteed anonymity. Following Dillman (1978), the front cover of the questionnaire contained: 1) a pictorial illus-

tration and study title, 2) simple directions for completion of the questionnaire, and 3) the name and address of the sponsor. The questionnaires were printed in 5 by 6 inch booklets printed on colored paper (green for males, goldenrod for females). The last page of the booklet allowed for comments and contained a note of appreciation to the respondents. (For a copy of the original questionnaire see Appendix A.)

A five-stage collection process was initiated to maximize the return rate. The first contact with the sample, the questionnaires and a cover letter, was sent by third class mail to 325 names and addresses and delivered by hand to 75 addresses with personal names unavailable (addresses of those with unlisted telephone numbers). One week after the questionnaire was mailed or delivered, a follow-up letter was sent by first class mail to all members of the sample. As a result of the first class mailing, letters with invalid addresses were returned and recorded. The third mailing with questionnaires was sent via first class mail to sample members who had not responded two weeks after the second follow-up. A fourth mailing of the questionnaire with a letter was sent via first class mail to non-respondents one month after the third mailing. A fifth and final contact was made with non-respondents ten weeks after the initial questionnaires were sent out. The fifth contact was a personal contact via phone whenever possible or in person. Dillman's (1978) technique of a certified mailing was judged too abrasive for this sample and was not utilized in this study.

All questionnaires were checked upon return for completeness. Questionnaires with incomplete answers were copied and returned with a personal letter requesting completion of the unanswered questions (see Appendix D for an example of the letter). Of the eight incomplete ques-

tionnaires, seven were returned completed as a result of the follow up.

Response Rate

Of the 400 households sampled, 31 percent (123 households) were invalid for one or more of the following reasons: 1) individuals had moved within the last year and left no forwarding address, 2) errors existed in the Oklahoma City Directory, 3) some addresses had no residents (usually because there was no house on the lot or the house was temporarily vacant). Forty additional households (10 percent) were disqualified because of their single marital status. Of the original sample of 400, data could be collected from only 237 households (59 percent of the total sampled).

Since two questionnaires were sent to each address, the possible sample size was 474 individuals (237 households times 2). Of the possible 474 individuals, 239 returned completed questionnaires for a return rate of 50.4 percent.

Statistical Procedures

Several statistical techniques were used to analyze the data. The primary statistical tools were factor analysis, correlational analysis, and partial correlational analysis (although Kuder-Richardson correlations were also used to measure the reliability of the scales). Each of the primary statistical techniques will be briefly discussed below.

Factor analysis was utilized to guide the development of specific scales and reduce the data (Popham and Sirotnick, 1973). The purpose of the statistical technique, factor analysis, is to provide a mathematical

TABLE I

DISPOSITION OF THE DRAWN SAMPLE (N=400 ADDRESSES)

	N	%
Bad Addresses	123	31
Disqualified Due to Marital Status	40	10
Refused to Participate	72	18
Agreed to Participate	165	41

description of the respondents' response patterns on individual items within and between the designed scales (Popham & Sirotnik, 1973). Factor analysis was used to develop the anomia, internal-external locus of control, and self-esteem scales. Each of the correlation matrices for the three scales was factor analyzed by the principal axis method using the factor procedure of the Statistical Analysis System (Helwig and Council, 1979). Factoring was terminated when eigenvalues fell below 1.00. Factor matrices were rotated orthogonally using the Varimax rotation. An item was considered to load on a factor if it showed its highest loading on the factor and loaded at least .35.

Pearson product-moment correlations were used to examine the relationships between variables identified in the theoretical hypotheses. The Pearson product moment-correlatin coefficient ranges between 1.00 and -1.00. A perfect positive relationship between the two variables would be reflected by a coefficient of 1.00 while a perfect negative relationship would have a coefficient of -1.00. A coefficient of .00 would be an indication of no relationship between the two variables (Mueller, Schuessler, and Costner, 1977).

Partial correlational analysis was used to examine the strength of the theoretical relationships while controlling for the contingency variables. Partial correlation is a statistical technique that removes the effects of outside variables. Hence, it is possible to examine a relationship net of the effects of other variables controlled through the partial correlation procedure. Partial correlations were used to measure the stability of the original relationships while controlling for the contingency variables.

For additional insight into the influence of the contingency

relationships on the main relationships, each contingency variable was divided into two sub-samples. The sub-samples were dichotomies (high and low) of the variable created with the help of the variable frequencies and pearson product-moment correlations were computed for each of the sub-samples.

Summary

Chapter III discusses the third level of abstraction in the theory: the level of testable hypotheses. Data collection strategies included the use of a questionnaire with a stratified random sample of households in Oklahoma City, Oklahoma. The 239 questionnaires (a response rate of 50%) were analyzed using Pearson and partial correlations.

Chapter IV presents a profile of the respondent. Findings of the analysis and decisions related to the hypotheses are then presented.

CHAPTER IV

FINDINGS

Introduction

Chapter IV is devoted to the presentation of the empirical data
related to the theoretical relationships. The data analysis will be
presented in a similiar format as the thoeretical presentation in
Chapter II. The analysis for the hypotheses generated in Response I
and Response II will be presented separately. In addition to the anal-
ysis of the main relationships, each identified relationship was exam-
ined statistically while adjusting for the effects of the contingency
variables. This was done in two ways: 1) partial correlations when ap-
propriate and 2) by looking at the correlation coefficents of the rela-
tionships within a sub-sample of the contingency variable.

Sample Profile

Table II presents a general description of the subjects who partici-
pated in the study. Of the final sample of 239 adults 49 percent were
male and 51 percent were female. The sample was predominately married
(98 percent), parents (81 percent), and homeowners (92 percent). Approxi-
mately 10 percent of the sample (25 individuals) did not have telephones.
One half (49 percent) of the sample had been married over 20 years. Three
quarters of the sample had some type of employment with 61 percent being

TABLE II

SAMPLE PROFILE (N=239)

Variable	Classification	Frequency	Percent
Sex	Male	117	49
	Female	122	51
Marital Status	Never married	1	0
	Married	234	98
	Separated	0	0
	Divorced	2	1
	Widowed	2	1
Parental Status	Non-parent	36	15
	Parent	194	81
	No response	9	4
Years Married			
	1-10 years	50	21
	11-20 years	73	31
	21-30 years	62	26
	31-40 years	46	19
	41-54 years	7	3
	No response	1	0
Education Completed	Grade School	8	3
	High School	65	27
	Undergraduate	125	52
	Graduate Degree	40	17
	Other (no response)	1	0
Employed Outside Home	Unemployed	59	25
	Part Time	32	13
	Full Time	146	61
	Other (no response)	2	0
Occupation	Professional/Technical	62	26
	Managers/Officials	46	19
	Clerical	20	8
	Sales	19	8
	Craftsmen/Foremen	17	7
	Operatives	5	2
	Household Workers	44	18
	Service Workers	14	6
	Laborers	0	0
	Retired (& No Response)	12	5

TABLE II (Continued)

Variable	Classification	Frequency	Percent
Number of TV Sets	One	41	17
	Two	106	44
	Three	57	24
	Four & more	30	13
	No response	5	2
Hours Spent Watching TV in Winter per Week	1-14 hours	73	31
	15-39 hours	125	52
	40-90 hours	36	15
	No response	5	2
Subscribe to Pay Movie Channel	Yes	79	33
	No	148	62
	No response	12	5

employed full time, 14 percent employed part-time, and 25 percent unemployed. Professional and technical occupations constituted 26 percent of the types of employment. Managers and officials accounted for another 19 percent of the occupations. Household workers consituted 18 percent of the sample and 2 percent of the sample was retired.

Non-normative Response

Anomia and Fantasy Television Viewing

The relationship between perception of anomia and the use of television to experience vicariously a life of no constraints was tested by measuring the strength of the relationship with Pearson product moment correlations. The following hypothesis was designed to test the occurance of this relationship in the sample of respondents.

> Hypothesis 1: There is a positive relationship between perception of anomia and experiencing vicariously a life of no constraints as measured by: a) the proportion of fantasy television programs listed as favorite shows and b) the proportion of soap operas listed as favorite shows.

The correlation coefficient for the relationship between perceived anomia and the first measure of fantasy viewing (proportion of fantasy shows listed as favorites) was r = .05 (see Appendix E, Table XII). This was not a significant relationship. The relationship between perception of anomia and the second measure of fantasy viewing (proportion of soap operas listed as favorites) was non-significant (r = .11).

Since there was no significant relationship between identified variables in Response I the statistical procedure of partial correlation was not utilized. However, the second method of evaluating the impact

of the contingency variables upon these relationships was utilized and will be reported below.

Contingency Relationships (Non-normative Response)

Internal-External Locus of Control

In order to investigate the possible impact of "internal-external locus of control," two sub-samples were formed from the variable. Those individuals who scored from 1 to 1.5 on the locus of control scale formed the external locus of control group. Individuals who received a composite score between 1.6 and 2 formed the internal locus of control sub-sample. The demographic characteristics of these samples can be found in Table III.

Within the internal locus of control sub-sample (Table IV), the correlation coefficient remained insignificant for the relationship between perception of anomia and fantasy television (r = .05). The relationship between anomia and soap operas became stronger within the internally controlled group but still remained statistically non-significant (r = .15, p = .06).

The relationship between perception of anomia and fantasy television (Table IV) was weakened when the respondent was more externally controlled (r = .015). This same trend was true for the positive relationship between perceptions of anomia and the viewing of soap operas. However, neither relationship was statistically significant.

Self-esteem

Two sub-samples of the respondents were formed on the variable,

TABLE III

FREQUENCY DISTRIBUTION FOR SAMPLES DIVIDED
ON INTERNAL-EXTERNAL LOCUS OF CONTROL

Internal Locus of Control			External Locus of Control		
	N	%		N	%
Sample Size	151	63	Sample Size	88	57
Male	72	47	Male	45	51
Female	79	52	Female	43	49
Parent	123	81	Parent	71	81
Education			Education		
Grade School	7	4	Grade School	29	33
High School	41	27	High School	23	26
Post Secondary	52	34	Post Secondary	6	7
Graduate	31	20	Graduate	5	6
Home Ownership			Home Ownership		
Own	138	91	Own	83	94
Rent	12	8	Rent	4	5
Employment			Employment		
Full-time	93	62	Full-time	52	59
Part-time	19	12	Part-time	13	15
Unemployment	38	25	Unemployment	21	24
Home Box Office	51	34	Home Box Office	28	31
High TV Viewers	72	48	High TV Viewers	40	45
Low TV Viewers	62	41	Low TV Viewers	32	36

TABLE IV

NON-NORMATIVE RESPONSE: PERCEIVED ANOMIA AND FANTASY TELEVISION VIEWING DIVIDED ON INTERNAL-EXTERNAL LOCUS OF CONTROL

Hypotheses	Pearson Correlation		Partial Correlation		Pearson Correlation			
					Divided Sample			
					Low		High	
	r	No.	r	No.	r	No.	r	No.
Anomia/Fantasy Viewing	.05	239	.02	239	.05	151	.02	88
Anomia/Soap Operas	.11	239	.11	239	.15	151	.05	88

$**p < .05$
$***p \leq .01$
$****p \leq .001$

"self-esteem." Those individuals who scored between 1 and 2.5 were grouped into the low self-esteem sub-sample while those individuals who scored between 2.6 and 4 on the self-esteem scale were grouped into the high self-esteem sub-sample. The demographic characteristics of these sub-samples can be found on Table V.

When the sample was divided on the variable, "self-esteem," the subsample of respondents that measured low in self-esteem numbered 36. Within this sub-sample (see Table VI), there was no significant relationship between perceived anomia and fantasy viewing $(r = .26)$ nor in the relationship between perceived anomia and soap operas $(r = .26)$.

The subsample of respondents with high self-esteem contained 203 individuals. Within this subsample (Table VI) there was no evidence of a significant relationship between perceived anomia and fantasy television viewing $(r = .04)$. Likewise, there was no evidence of a relationship between perceived anomia and soap operas $(r = .07)$. Even though these are both statistically non-significant relationships, the direction of change in the correlation coefficients was in the predicted direction.

Occupational Status

Two sub-samples of the respondents were formed on the variable, "occupational status." Those individuals who had jobs in occupations listed in the first three categories of the Hollingshead Occupational Index were grouped together to form the high occupational sub-sample while those who had jobs in the remaining categories were grouped together in the low occupational status sub-sample. The frequency distributions on the demographic characteristics of these two sub-samples can be found in Table

TABLE V

FREQUENCY DISTRIBUTION FOR SAMPLES
DIVIDED ON SELF-ESTEEM

Internal Locus of Control			External Locus of Control		
	N	%		N	%
Sample Size	36	15	Sample Size	203	85
Male	14	39	Male	103	51
Female	22	61	Female	100	49
Parent	27	75	Parent	167	82
Education			Education		
Grade School	1	3	Grade School	7	3
High School	13	36	High School	52	26
Post Secondary	16	44	Post Secondary	80	39
Graduate	4	11	Graduate	37	18
Home Ownership			Home Ownership		
Own	35	97	Own	186	92
Rent	1	3	Rent	15	7
Employment			Employment		
Full-time	23	64	Full-time	122	60
Part-time	4	11	Part-time	28	14
Unemployment	9	25	Unemployment	50	25
Home Box Office	13	36	Home Box Office	66	33
High TV Viewers	16	44	High TV Viewers	96	47
Low TV Viewers	17	47	Low TV Viewers	77	38

TABLE VI

NON-NORMATIVE RESPONSE: PERCEIVED ANOMIA AND FANTASY
TELEVISION VIEWING DIVIDED ON SELF-ESTEEM

Hypotheses	Pearson Correlation		Partial Correlation		Pearson Correlation			
					Divided Sample			
					Low		High	
	r	No.	r	No.	r	No.	r	No.
Anomia/Fantasy Viewing	.05	239	.09	239	.16	203	.26	36
Anomia/Soap Operas	.11	239	.02	239	.07	203	.26	36

**p $\leq$ .05
***p $\leq$ .01
****p $\leq$ .001

TABLE VII

FREQUENCY DISTRIBUTION FOR SAMPLES
DIVIDED ON OCCUPATIONAL STATUS

High Occupational Status	N	%	Low Occupational Status	N	%
Sample Size	108	45	Sample Size	131	55
Male	70	54	Male	47	36
Female	38	35	Female	84	64
Parent	85	78	Parent	109	83
Education			Education		
Grade School	0	0	Grade School	8	6
High School	16	15	High School	49	37
Post Secondary	44	41	Post Secondary	52	40
Graduate	34	31	Graduate	7	5
Home Ownership			Home Ownership		
Own	98	91	Own	123	94
Rent	9	8	Rent	7	5
Employment			Employment		
Full-time	88	81	Full-time	57	44
Part-time	13	12	Part-time	19	14
Unemployment	5	5	Unemployment	54	41
Home Box Office	41	38	Home Box Office	38	29
High TV Viewers	46	43	High TV Viewers	66	50
Low TV Viewers	44	41	Low TV Viewers	50	38

VII.

The subsample of respondents reporting a high occupational status numbered 108. Within this subsample, the correlation coefficients for the testable relationships remained non-significant. The correlation coefficient for the relationship between perceived anomia and fantasy television was r = -.06 as compared to r = .05 in the total sample (see Table VIII). The correlation coefficient for the relationship between perceived anomia and soap operas was r = .12 in the subsample as compared to r = .11 in the total sample.

The number of respondents who reported occupations in the lower occupational status numbered 131. Within this subsample, there was a significant relationship between perception of anomia and fantasy television at different occupation levels. The correlation coefficient for this relationship in the lower occupation levels was r = .21, p = .05 as compared to r = .05 in the total sample (see Table VIII).

The relationship between perceived anomia and soap operas was not affected by occupational status. The correlation coefficient for this relationship was r = .08 as compared to r = .11 in the total sample. Both of these relationships were non-significant.

Normative Response

Role Strain and Television Viewing

As discussed in Chapter II, the theory states that, as individuals perceive more role strain, they in fact participate in activities to reduce that strain. It was hypothesized that one strategy for reducing that strain might be television viewing. In this study there was one

TABLE VIII

NON-NORMATIVE RESPONSE: PERCEIVED ANOMIA AND FANTASY
TELEVISION VIEWING DIVIDED ON OCCUPATION

Hypotheses	Pearson Correlation		Partial Correlation		Pearson Correlation			
					Divided Sample			
					Low		High	
	r	No.	r	No.	r	No.	r	No.
Anomia/Fantasy Viewing	.05	239	.06	239	.21*	131	-.06	108
Anomia/Soap Operas	.11	239	.11	239	.08	131	.12	108

**p < .05
***p < .01
****p < .001

composite measure for role strain and five independent measures for the
dependent variable "television viewing." Each relationship will be
reported independently.

> Hypothesis 3: There is a positive relationship between role
> strain and television viewing as a coping strategy in the
> reduction of stress as measured by: a) total number of hours
> spent in television viewing, b) total number of favorite
> shows, c) the proportion of entertainment shows listed as
> favorites, and d) cognitive recognition of television as a
> tool for the reduction of stress.

The correlation coefficient for the relationship between role
strain and total number of hours reported watching television was $r =$
$-.08$ (Table IX, Appendix E). This was a non-significant relationship.
The relationship remains non-significant when the respondents are
divided into high viewers (more than 21 hours/week, $r = -.04$) and low
viewers (less than 18 hours/week, $r = .04$).

The relationship between role strain and the total number of shows
listed as favorites was significant at the .01 probability level with a
correlation coefficient of $r = .16$. The correlation coefficient for the
relationship between role strain and proportion of entertainment shows
was non-significant $(r = -.01)$.

The relationship between role strain and the cognitive recognition
of television as a tool to reduce stress was found to be significant in
the direct question: "when I feel a lot of pressure, I watch more tele-
vision" $(r = .29, p = .001)$. However, the relationship between role
strain and cognitive recognition of television as a tool to reduce
stress was not significant in the open ended question: "what do you use
to reduce tension?" The correlation coefficient for this relationship
was $r = -.07$.

TABLE IX

NORMATIVE RESPONSE: ROLE STRAIN AND ESCAPE
TELEVISION VIEWING DIVIDED ON SELF-ESTEEM

Hypotheses	Pearson Correlation		Partial Correlation		Pearson Correlation			
					Divided Sample			
					Low		High	
	_r_	No.	_r_	No.	_r_	No.	_r_	No.
Role Strain/ Total Hours	-.08	239	-.05	239	.10	36	-.08	203
Role Strain/Total Number Shows	.16**	239	.10	239	.23	36	-.08	203
Role Strain/ Ent. Shows	-.01	239	-.10	239	.13	36	-.05	203
Role Strain/ Pressure-TV	.29***	239	-.22**	239	.36*	36	.24**	203
Role Strain/TV as Reliever	-.07	239	-.07	239	-.01	36	-.07	203

**p < .05
***p < .01
****p < .001

Contingency Relationships (Normative Response)

Self-esteem

Partial correlations were computed on each significant relationship to find out if this was a stable relationship or a spurious relationship due to the contingency variable, "self-esteem." The partial correlation coefficients and the Pearson correlation coefficients for the contingency variable, "self-esteem" are found in Table IX. Controlling for self-esteem did not significantly change the strength of the three positive relationships. As noted above, the sample of respondents was divided into sub-samples on the contingency variable, "self-esteem".

When the sample was divided on the contingency variable, "self-esteem," those individuals who rated a positive self-esteem formed a sub-sample of 203·individuals. Within this sub-sample there were no changes in the significant relationships. The significant positive relationship between perceived role strain and the cognitive recognition of watching television to reduce pressure remained.

The sub-sample of respondents with a low self-esteem had an "n" of 36. The positive relationship between role strain and the total number of shows listed as favorites became a non-significant relationship within this sub-sample.

Internal-external Locus of Control

Partial correlation coefficients were computed on the three signif-icant relationships within the normative response (Table X). There were no significant changes in the correlation coefficients while controlling

TABLE X

NORMATIVE RESPONSE: ROLE STRAIN AND ESCAPE TELEVISION
VIEWING DIVIDED ON INTERNAL-LOCUS OF CONTROL

Hypotheses	Pearson Correlation		Partial Correlation		Pearson Correlation			
					Divided Sample			
					Low		High	
	r	No.	r	No.	r	No.	r	No.
Role Strain/ Total Hours	-.08	239	-.09	239	-.08	151	-.08	88
Role Strain/Total Number Shows	.16**	239	.16**	239	.07	151	.33***	88
Role Strain/ Ent. Shows	-.01	239	-.02	239	.02	151	-.07	88
Role Strain/ Pressure-TV	.29***	239	.28***	239	.32***	151	.24*	88
Role Strain/TV as Reliever	-.07	239	-.06	239	-.06	151	-.08	88

**$p < .05$
***$p \leq .01$
****$p \leq .001$

for this variable.

The internal locus of control sub-sample had an "n" of 151 (Table X). Within this sub-sample there was no relationship between perception of role strain and the total number of shows listed. The relationship between role strain and the total number of shows listed was significant when the sample was not divided on this personality characteristic.

The external locus of control sub-sample (Table X) had an "n" of 88. External locus of control explains some of the variation in the relationship between perceived role strain and the total number of shows listed as favorites. In this sample, the relationship became even more positive moving from r = .16 (p=.05) to r = .33 (p=.001). Those individuals who are characterized as having a more external perspective also listed more television shows as favorites.

Occupational status

Table XI presents the Pearson correlation coefficients for the hypothesis relating to the Normative Response relationships. It also presents the partial correlation coefficients while controlling for occupation level and the Pearson correlation coefficients for the sample that was divided along occupational status. The purpose of calculating a parital correlation coefficient was to see if the significant relationships that exist between: 1) role strain and total number of shows listed as favorite shows and, 2) role strain and the cognitive recognition of television as a way of reducing pressure was a real or spurious relationship. The correlation coefficient remained significant after controlling for occupation.

TABLE XI

NORMATIVE RESPONSE: ROLE STRAIN AND ESCAPE
TELEVISION VIEWING DIVIDED ON OCCUPATION

Hypotheses	Pearson Correlation		Partial Correlation		Pearson Correlation			
					Divided Sample			
					Low		High	
	r	No.	r	No.	r	No.	r	No.
Role Strain/ Total Hours	.08	239	-.10	239	.04	131	-.23*	108
Role Strain/Total Number Shows	.16**	239	.16**	239	.24**	131	.06	108
Role Strain/ Ent. Shows	-.01	239	-.06	239	-.01	131	.00	108
Role Strain/ Pressure-TV	.29***	239	.29***	239	.42***	131	.15	108
Role Strain/TV as Reliever	-.07	239	.04	239	-.04	131	-.11	108

**p < .05
***p < .01
****p < .001

When the sample was divided on occupational characteristics, those individuals who listed occupations that fell in the top three categories of the occupational index formed a sub-sample of 108 (Table VII). The significant correlation coefficients found between role strain and total number of shows listed and "when I feel pressure I watch TV" became non-significant (Table XI). The relationship between role strain and total number of hours of viewing time was a negative relationship within the high occupation sub-sample. By examining these three relationships within this sub-sample, it would appear that individuals within the higher occupation levels do not use television in relation to role strain the same as those in the lower occupational status.

Those individuals who had jobs that were categorized in the non-professional non-technical job categories of the Hollingshead scale formed the low occupational sub-group. This sample numbered 131 (Table XI). The positive significant relationships found in the correlations of the whole sample were strengthened by knowing or accounting for lower occupational status.

Summary

This chapter provided an examination of the theoretical relationships through the use of correlation coefficients and partial correlation coefficients. The next chapter will provide a discussion of these results.

CHAPTER V

DISCUSSION

Introduction

The theoretical rationale forming the basis for this research
presentation asumes that individuals within the society experience
numerous structural constraints and respond to these constraints
in either non-normative or normative ways. It is conceptualized in
this research that, as individuals experience increased constraints
such as financial burdens, occupational expectations, or family
responsibility, they will: 1) perceive anomia and non-normative
adaptive behaviors will emerge or, 2) they will perceive stress, and
normative coping strategies will emerge.

This chapter will provide a discussion of the empirical findings
reported above. The discussion will be presented according to the
organization of the non-normative and then normative responses.

Non-normative Response

Anomia and Fantasy Viewing

The non-normative relationship tested in this research was identi-
fied as a relationship between individual perception of anomia and
fantasy television viewing. Anomia was defined as a state of mind where
the individual's sense of social cohesion was weakened. This person-

ality was characterized as living hour-by-hour and seeking immediate gratification. It was hypothesized that individuals who perceived themselves as anomic would turn to television as one source of immediate gratification for their frustrated needs. Consequently, it was expected that there would be a positive relationship between perception of anomia and the viewing of television programs that were judged to be high in fantasy and/or soap operas.

"Fantasy television viewing" was defined as those programs which provide a means of getting away from reality, place few limits on the viewers desires and aspirations, and requires little affective involvement or intellectual processing. The hypothesized relationship between "perceived anomia" and "fantasy television viewing" (hypothesis 1b) was not supported by this research ($r = .05$). The variable, "soap operas" was defined as those programs which tend to dramatize and over-extend life experiences. The relationship between "perceived anomia" and "soap operas" (hypothesis 1a) was not statistically significant ($r = .11$).

The theoretical presentation further suggested that certain psycho-social resources would change the strength of the projected relationships. As noted in Chapter IV, when the contingency variables, internal-external locus of control and self-esteem, occupational status were controlled for with partial correlation there was no change in the strength of the non-normative relationships. In an attempt to investigate the non-normative relationships more throughly the total sample was divided (high and low) on each contingency variable. The non-normative relationships (hypotheses 5, 6, and 7) were examine within each sub-sample. It would appear from the statistical anlaysis of this data, that the theoretical relationships as presented in the non-normative response

are valid within the lower occupational status. When the sample was divided on occupation levels, for those individuals who were employed in non-professional positions (levels 4 to 9) of the Hollingshead Index (Appendix C), there was a significant relationship between "perception of anomia" and "fantasy television viewing" (r = .21). There was not a signifiant relationship between "perceived anomia" and "soap operas."

A more in-depth look at the characteristics of the low occupational sample indicate that in general, this sub-sample consisted of a higher percentage of females (64 percent) than does the higher occupational sample (35 percent). In general, this sample was less educated and had a higher percentage of unemployed individuals. These general characteristics would support the logic of the theoretical presentation in that those individuals who are at the lower occupational levels may find themselves more isolated from the main stream of society and less likely to meet all of the societal demands due to lower income. This group would then be more apt to vicariously experience a life of few constraints through fantasy television viewing.

In order to gain further insights into the anomia/fantasy television viewing relationship, an investigatory correlation was computed between the variable anomia and individual television shows reported by the respondents. Three shows, "The Jeffersons," "Dukes of Hazzards," and "Three's Company," were found to be correlated at or above the .05 level of significance. Only two of these shows, "Dukes of Hazzard" and "Three's Company," were included in the five item fantasy scale. The show most highly correlated with the perception of anomia scsale, "The Jeffersons," was not included in the fantasy scale. The variable, "anomie" was also found to be significantly related to four categories

of television viewing: "day time soap operas," "comedy," "new comedy," and "country western specials." There was also a negative relationship between perception of anomia and both educational science shows and science fiction shows.

One conclusion that can be drawn from these results is that the 5-item fantasy viewing scale should be improved for future research. A more valid measure of this variable might impact the relationship in the proposed direction.

Normative Response

Role Strain and Escape Television Viewing

The theoretical model suggests that, as individuals perceive more role strain they, in fact, participate in activities to reduce the strain. Role strain was defined as "felt difficulty in meeting role obligations" (Goode, 1960). It was hypothesized that one strategy for reducing that strain might be escape television viewing. "Escape television viewing" was defined as strictly entertainment oriented progamming requiring nothing from the viewer. In this research there was one composite measure for "role strain" and six separate measures for the dependent variable, "escape television viewing." Two out of the six measures of escape television viewing were positively correlated with perception of role strain.

The relationship between role strain and television viewing was found to be substantiated in two of the six television measures (total number of shows listed and cognitive recognition of television as a tool to reduce stress). The positive relationship between role strain

and the total number of shows listed was not significantly strengthened or weakened by the contingency variables, "self-esteem," "internal-external locus of control," or "occupatinal status." However, within the sub-sample of external locus of control, the relationship was strengthened (Table X).

When correlation coefficients between the positive reltionships were calculated within the sub-samples of the variable, "internal-external locus of control," it would appear that external locus of control accounts for the positive relationship. The main difference in demographic characteristics between the internal and the external sample is education. In the external sample, 13 percent have post-secondary education or above as compared to 54 percent on the internal locus of control sample.

The statistical technique of partial correlation analysis was employed in an attempt to find out if any or all of the contingency variables would affect the strength of these positive relationships. When partial correlations were calculated while controlling for self-esteem, the significant relationship between perceived role strain and the total number of shows listed as favorites was weakened and became non-signficant. Consequently, it was concluded that self-esteem accounts for a signficant amount of the variation in the relationship between role strain and total number of shows listed as favorites. However, when the total sample was dichotomized on this variable (low and high self-esteem) and correlation coefficients were calculated, no further information concerning the impact of this variable was found. The contingency variables of occupation level and internal-external locus of control did not change the strength of the positive relation-

ships found in the normative responses to structural constraints.

The samples (dichotomized on internal-external locus of control and occupation level) did give additional insights into the characteristics of those individuals who appear to be using television as a method to control role strain.

From the calculations on the sub-samples of occupation levels, it appears that occupation level accounts for a significant amount of the variation in three of the relationships in the normative responses to structural constraints. The relationship between perceived role strain and the total number of shows listed as favorites was only significant in the lower occupational level. This was also true for the relationship with the statement, "when I feel a lot of pressure, I watch more television."

There was a significant negative relationship between high occupation level and the total number of hours of television viewing reported by the respondent. As occupation level increased, the number of hours of television viewing reported decreased. The remaining four measures of television viewing were not correlated with role strain. In fact, all of these correlation coefficients were near .00, an indication of no relationship.

The positive relationship between role strain and the cognitive measure of acknowledging the use of television as a method to reduce role strain was not strengthened or weakened by the contingency variables, "internal-external locus of control" (Table X) or "occupation level" (Table XI). However, the contingency variable, "self-esteem" did significantly change the strength of the relationship between "role strain" and "feel pressure to watch TV" (hypothesis 9). When control-

ling for the variable, "self-esteem" the relationship changed from a positive to a negative direction. This would indicate that the variable, "self-esteem" was responsible for some of the relationship. When the relationship was examined in the dichotomized sub-samples (by low and high), it was significant only within the high-self esteem sub-sample. The relationship between role strain and "feel pressure to watch TV" was significant within the low-occupation status sub-sample but not in the high occupation sub-sample.

In order to gain more information about the relationship between role strain and escape television viewing, the variable, "role strain" was correlated with individual television shows reported by the respondents. When examining the data, one finds a significant positive correlation between role strain and the television program, "The Jeffersons" ($r = .14$). "Role strain" was negatively related with "Knots Landing" ($r = -.13$). There was also a significant relationship between perception of role strain and both the general categories of "movies" ($r = .16$) and "variety shows" ($r = .14$). In addition, "Role strain" was negatively related to "Westerns of the 1950s and 1960s."

This research would support, in a limited way, the conclusion that television viewing may be one specific type of coping strategy for the reduction of perceived role strain. The viewing of fantasy television programs may be one vicarious form of meeting unrealistic personal goals.

Recommendations for Future Research

The theory developed in this research project (Chapter II) was not clearly supported with this sample of respondents. There may be a variety of explanations for this lack of significant confirmation.

First, the "fit" between the theory and the operational indicators may be problematic. In other words, the measures, while evincing face validity, may in fact, not have adequately operationalized the abstract variables. Future research could emphasize the construction of scales and measures designed to tap the variables in a more clearly valid and reliable manner.

Second, the methodology may have been inadequate for the theory. Certainly, a paper-and-pencil questionnaire methodology is not usually sufficient for measuring complex and abstract social-psychological processes. Later research may benefit from employing other research strategies such as qualitative observations, in-depth interviews, or experimental methodologies.

Third, there may be problems with the theory itself. While carrying a certain intuitively satisfying rationale, other outside factors could be included in the model. For example, it may be profitable be control for alternative sources of coping or adapting such as recreation, escape in food or substances, hobbies, and so on. In addition, the two responses to structural constraints, non-normative and normative, may not be sufficiently different to warrant separate analysis. In other words, adaptions may result from stress and coping strategies from anomie. Finally, a more complete study might include a measure for structural constraints.

Overall, there seems to be sufficient evidence from this preliminary investigation to warrent further research on the proposed theoretical ideas. It is hoped that such future research will be forthcoming.

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APPENDIX A

QUESTIONNAIRE

TELEVISION AND RELATIONSHIPS IN THE FAMILY:

HOW DO OKLAHOMA RESIDENTS FEEL ABOUT THESE CRITICAL ISSUES ?
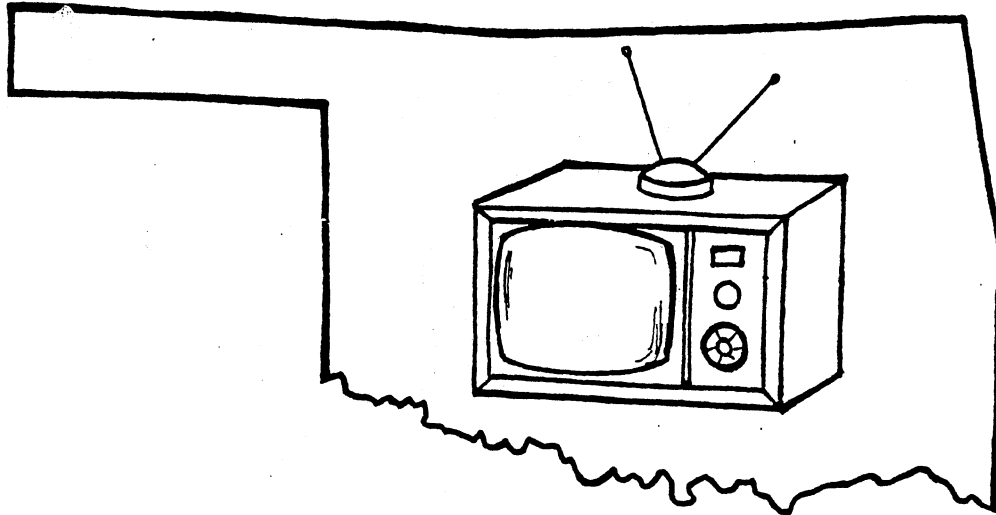
HUSBANDS FORM

FAMILY STUDY CENTER
OKLAHOMA STATE UNIV.
114 H.E.W.
STILLWATER, OK 74078

This question booklet is designed to help us
understand two important concerns: Part One
deals with television and how it is used in
the home; Part Two asks about communication
between husbands and wives.

Please answer all of the questions without
comparing answers. If you wish to comment on
any question or qualify your answers, please
feel free to use the space in the margins.
Your comments will be read and taken into account.

PART ONE: TELEVISION AND THE FAMILY

First, we would like to ask you some questions about how television is used in your home. Please answer as accurately as possible.

1. How many television sets do you have in your home? ____

2. About how many hours a week are spent watching TV?

BY YOU	BY YOUR WIFE	BY YOUR CHILDREN
In Summer _____	In Summer _____	In Summer _____
In Winter _____	In Winter _____	In Winter _____

3. Do you subscribe to a pay movie channel (such as Home Box Office or Showtime)?   a. YES   b. NO

4. Please list your favorite television shows (from <u>any</u> type of programming including educational, comedy, sports, talk shows, soaps, news, etc.)

a. _____   f. _____

b. _____   g. _____

c. _____   h. _____

d. _____   i. _____

e. _____   j. _____

Please circle the frequency with which the following behaviors occur:	NEVER	RARELY	SOMETIMES	OFTEN	MOSTLY	ALWAYS
1. I arrange my social activities around television programs.	1	2	3	4	5	6
2. I eat meals in front of the TV set.	1	2	3	4	5	6
3. I concentrate on the programs I am watching rather than engaging in some other activity at the same time.	1	2	3	4	5	6
4. I feel guilty about how much television I watch.	1	2	3	4	5	6
5. How often does television viewing <u>increase</u> communication between you and your wife?	1	2	3	4	5	6
6. How often does television viewing <u>interfere</u> with communication between you and your wife?	1	2	3	4	5	6

1. Are you a parent?   a. NO ————————————→ | If you have no children, skip to PART II on the next page. |

————————— b. YES

2. How many children do you have in each age group (write the number).

____ UNDER 4 YEARS OF AGE

____ 4 TO 9 ———

____ 10 TO 15 ————————→ | If no children in this age group (4 to 19), skip to PART II on the next page. |

____ 16 TO 19 ———

____ OVER 19 YEARS OF AGE

3. What is the birthdate of the <u>youngest</u> child in the age group: 4 to 19? (This may <u>not</u> be the youngest child you have; but only the youngest in this age group.)

Birthdate ____ / ____ / 19 ____

4. What is this child's sex?   a. MALE   b. FEMALE

Please write in the space provided, the number of times each event occured between you and <u>this</u> child during the <u>last 7 days.</u> Then, please circle how <u>satisfied</u> you are with this number.	NUMBER OF TIMES IN LAST 7 DAYS	VERY DISSATISFIED	DISSATISFIED	SATISFIED	VERY SATISFIED
1. I used television to entertain this child while I took care of other things such as paying bills, preparing meals, resting, etc.	____	1	2	3	4
2. I watched cartoons and educational children's shows with this child.	____	1	2	3	4
3. I said nice things about this child.	____	1	2	3	4
4. I expressed physical affection for this child.	____	1	2	3	4
5. I enjoyed doing things with this child.	____	1	2	3	4
6. I hugged and kissed this child.	____	1	2	3	4
7. I talked with this child about TV shows we watched together.	____	1	2	3	4
8. I enjoyed talking with this child.	____	1	2	3	4
9. This child could count on me to help out with problems.	____	1	2	3	4
10. I took care of this child's bedtime needs during commercials.	____	1	2	3	4
11. I taught this child things s/he wanted to learn.	____	1	2	3	4
12. I made this child feel I was there when s/he needed me.	____	1	2	3	4
13. I spent time with this child.	____	1	2	3	4
14. I showed my love for this child.	____	1	2	3	4
15. I encouraged this child to play in the bedroom or outside so I could watch television.	____	1	2	3	4

PART TWO: RELATIONSHIPS IN THE FAMILY

Now we would like to ask you about things you and your wife do together. Please circle the number for hom often you...	NEVER	RARELY	SOMETIMES	OFTEN	MOSTLY	ALWAYS
1. ...let your wife know when you are displeased with her.	1	2	3	4	5	6
2. ...have a stimulating exchange of ideas.	1	2	3	4	5	6
3. ...talk about your relationship.	1	2	3	4	5	6
4. ...engage in outside interests and activities together	1	2	3	4	5	6
5. ...laugh together.	1	2	3	4	5	6
6. ...work together on a project.	1	2	3	4	5	6

Please indicate how much you agree or disagree with each of the following statements.	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
1. In most matters, I feel that I know what my wife is trying to say.	1	2	3	4
2. If my wife has any faults, I am not aware of them.	1	2	3	4
3. I know ahead of time whether or not my wife will agree with what I am about to say.	1	2	3	4
4. I find it difficult to express my true feelings to her.	1	2	3	4
5. I often know the feelings of my wife from her bodily or facial gestures.	1	2	3	4
6. I make mistakes when trying to guess what my wife is thinking.	1	2	3	4
7. My wife and I have trouble getting conversation off trivial matters and going on to more important subjects.	1	2	3	4
8. My wife and I understand each other completely.	1	2	3	4
9. I help my wife understand me by telling her how I think, feel, or believe.	1	2	3	4
10. My wife complains that I don't understand her.	1	2	3	4

We would like to know what you would do in each of the following situations. We would also like to know what your wife would do.   Please circle the best answer.

1. A young woman is planning for college and has already accepted a scholarship which will fund her first year of study. However, she has also been offered a modeling job at a very good salary and wants to take the job.

> a. I would advise her to take the job
>
>   NO   PROBABLY NO   PROBABLY YES   YES
>
> b. In my opinion, my wife would advise her to take the job
>   NO   PROBABLY NO   PROBABLY YES   YES

2. A family with children has had a grandfather living with them for over a year. The grandfather wants to continue to live with the family and the family wants him; but his mental condition is rapidly getting worse.

> a. I would advise the family to put him in a nursing home
>   NO   PROBABLY NO   PROBABLY YES   YES
>
> b. In my opinion, my wife would advise the family to put him in a nursing home
>   NO   PROBABLY NO   PROBABLY YES   YES

3. A friend has been offered a once-in-a-career promotion which involves a move to another state. The friend's family does not want to move away from close friends and family.

> a. I would advise the friend to take the promotion
>   NO   PROBABLY NO   PROBABLY YES   YES
>
> b. In my opinion,   my wife would advise the friend to take the the promotion
>   NO   PROBABLY   PROBABLY YES   YES

Below are five statements. Please read all five and then circle the one (and only one) which best describes yourself.

1.____Generally, I feel "all caught up" and can easily do all that is expected of me.

2.____I feel comfortable even though I am not able to do everything that is expected of me.

3.____I am frustrated because I can't get everything done.

4.____I feel anxious and nervous because I can't get everything done. I often get less done because of this feeling.

5.____I feel guilty and continually uncomfortable because I can't get everything done.

Below are 10 pairs of words which represent two extremes (example: good -bad). Describe yourself by placing an X between each pair of extremes.

Good	:	:	:	:	:	:	Bad
Strong	:	:	:	:	:	:	Weak
Nice	:	:	:	:	:	:	Awful
Leader	:	:	:	:	:	:	Follower
Honest	:	:	:	:	:	:	Dishonest
Generous	:	:	:	:	:	:	Greedy
Confident	:	:	:	:	:	:	Unsure
Active	:	:	:	:	:	:	Passive
Pleasure	:	:	:	:	:	:	Unpleasant
Powerful	:	:	:	:	:	:	Powerless

The three situations below concern a married couple named Pat and Chris. (The names "Pat" and "Chris" were chosen because they can be either male or female.) Please answer as if you were Pat.. Then guess how your wife would answer if she were Pat.

1. Chris has had a difficult day with a lot of pressures and just wants to be alone. Pat is looking forward to the evening they have planned but Chris does not even want to talk about it any more.

   a. If I were Pat, I would leave Chris alone and give up the idea of going out

      NO   PROBABLY NO   PROBABLY YES.   YES

   b. In my opinion if my wife were Pat, she would leave Chris alone and give up the idea of going out

      NO   PROBABLY NO   PROBABLY YES   YES

2. Pat won $100 in a radio jingle contest. Pat has planned to use the money to buy new seat covers for the car but Chris wants to pay off some overdue bills.

   a. If I were Pat, I would still buy the seat covers

      NO   PROBABLY NO   PROBABLY YES   YES

   b. In my opinion, if my wife were Pat, she would buy the seat covers anyway

      NO   PROBABLY NO   PROBABLY YES   YES

3. As a special treat, Chris was fixing steaks. Chris left the steak in the broiler too long and Pat found eight dollars worth of sirloin tips burned up.

   a. If I were Pat, I would tease Chris about the ruined steaks

      NO   PROBABLY NO   PROBABLY YES   YES

   b. In my opinion, if my wife were Pat, she would tease Chris about the ruined steaks

      NO   PROBABLY NO   PROBABLY YES   YES

Please indicate how much you agree or disagree with each of the following statements.	STRONGLY DISAGREE	DISAGREE	AGREE	STRONGLY AGREE
1. It seems to me that other people find it easier to decide what is right than I do.	1	2	3	4
2. I feel I have a number of good qualities.	1	2	3	4
3. All in all, I am inclined to feel that I am a failure.	1	2	3	4
4. Nowadays, a person has to live pretty much for today and let tomorrow take care of itself.	1	2	3	4
5. With everything in such a state of disorder, it is hard for a person to know where she stands from one day to the next.	1	2	3	4
6. I wish I could have more respect for myself.	1	2	3	4
7. I take a positive attitude toward myself.	1	2	3	4
8. I feel that I'm a person of worth, at least on an equal plane with others.	1	2	3	4
9. Everything changes so quickly these days that I often have trouble deciding which are the right rules to follow.	1	2	3	4
10. People were better off in the old days when everyone knew just how they were expected to act.	1	2	3	4
11. I get a sinking feeling when I think about all I have to do.	1	2	3	4
12. When I feel a lot of pressure, I watch more television.	1	2	3	4
13. In spite of what some people say, the lot of the average person is getting worse.	1	2	3	4
14. My wife has all of the qualities I've always wanted in a wife.	1	2	3	4
15. I have far too much to do and never enough time to do it.	1	2	3	4

Below are five pairs of statements (a and b). Please circle the one letter of each pair that most strongly represents your own feelings.

1. a. Without the right breaks, one cannot be an effective leader.
      or
   b. Capable people who fail to become leaders have not taken advantage of their opportunities.

2. a. Who gets to be the boss often depends on who was lucky enough to be in the right place first.
      or
   b. Getting people to do the right thing depends upon ability; luck has little or nothing to do with it.

3. a. As far a world affairs are concerned, most of us are the victims of forces we can neither understand nor control.
      or
   b. By taking an active part in political and social affairs, the people can control work events.

4. a. Most people don't realize the extent to which their lives are controlled by accidental happenings.
      or
   b. There is no such thing as "luck".

5. a. Many times I feel that I have little influence over the things that happen to me.
      or
   b. It is impossible for me to believe that chance or luck plays an important role in my life.

Now we would like you to guess how your wife sees herself. Place an X between the two extremes (example: good-bad) to describe the way you think your wife sees herself.

Good	: ___	: ___	: ___	: ___	: ___	: Bad
Strong	: ___	: ___	: ___	: ___	: ___	: Weak
Nice	: ___	: ___	: ___	: ___	: ___	: Awful
Leader	: ___	: ___	: ___	: ___	: ___	: Follower
Honest	: ___	: ___	: ___	: ___	: ___	: Dishonest
Generous	: ___	: ___	: ___	: ___	: ___	: Greedy
Confident	: ___	: ___	: ___	: ___	: ___	: Unsure
Active	: ___	: ___	: ___	: ___	: ___	: Passive
Pleasant	: ___	: ___	: ___	: ___	: ___	: Unpleasant
Powerful	: ___	: ___	: ___	: ___	: ___	: Powerless

> Finally, we would like to ask you a few simple "background" questions.

1. What is your present marital status?   a. NEVER MARRIED
      b. MARRIED
      c. DIVORCED
      d. SEPARATED
      e. WIDOWED

2. How many years have you been married to your present spouse? _____

3. What is the last educational institution you attended?
      a. GRADE SCHOOL
      b. HIGH SCHOOL
      c. UNDERGRADUATE UNIVERSITY
      d. GRADUATE SCHOOL (degree _____ field _____)
      e. OTHER (specify) _____

4. Do you work outside the home?
      a. NO
      b. YES, PART-TIME
      c. YES, FULL-TIME

5. What is your occupation? (please be specific) _____

6. Do you own or rent the home in which you now live?
      a. OWN HOME
      b. RENT HOME

7. If you own your own home, what is its approximate values? $_____

8. People use different means to relieve the tension of everyday life. What do you do or use to reduce tension?

   a. _____

   b. _____

   c. _____

Is there anything else you would like to tell us about how television influences families in Oklahoma or about the kinds of things couples in Oklahoma do together? If so, please use this space for that purpose.
Also, any comments you wish to make that you think may help us in future efforts to understand these things will be appreciated, either here or in a separate letter.

Your contribution to this effort is very greatly

appreciated. If you would like a summary of results,

please indicate that interest in the space above.

APPENDIX B

TELEVISION PROGRAM CATEGORES

AND CODES

Television Program Categories and Codes

news

I 01 national news (Good Morning America, Today, Evening News, Nightline, etc.)

I 02 local news (AM, noon, evening, Newstouch, etc.)

I 03 news in general and news not elsewhere classified (n.e.c.)

magazines

I 04 MacNeil, Lehrer Report

I 05 Oklahoma Report/Frosty Troy & Company/Oklahoma Week in Review

I 06 Washington Week in Review/Meet the Press/Face the Nation/Issues & Answers, Firing Line

B 07 PM Magazine/Hour Magazine

I 08 60 Minutes

I 09 20/20

B 10 Cover Story

B 11 Real People

E 12 That's Incredible

B 13 Those Amazing Animals

I 14 news magazines (information) in gen. and n.e.c. (except football info magazines; see 77)

E 15 magazines (entertainment) in gen. & n.e.c. (except sports ent. magazines: see 78)

talk shows

B 16 Danny's Day

I 17 Dick Cavett Show

E 18 Tonight (Johnny Carson)

I 19 Tomorrow (Tom Snyder)

I 20 Donahue/Donahue PM

E 21 John Davidson/Mike Douglas/Merv Griffin/Diana Shore/Toni Tenille

B 22 talk shows in gen. & n.e.c.

family shows

E 23 Little House on the Prairie

E 24 Waltons

E 25 Eight is Enough

E 26 Disney's Wonderful World/Disneyland

E 27 family programming in gen. & n.e.c.

children's shows

B 28 children's educational (Seseme Street, Electric Co., Captain Kangaroo, Mister Rogers, 3-2-1 Contact, etc.)

E 29 cartoons (Bugs Bunny Hour, Tom and Jerry, Super Heros, Sat. Morning cartoons, etc.) Flintstones

E 30 children's programming in gen. & n.e.c. (Christmas Cartoon Specials, etc.)

comedy

E 31 Saturday Night Live

E 32 Fridays/Second City Television

E 33 British comedy (Morecambe and Wise, Benny Hill, Monty Python's
Flying Circus)

E 34 M*A*S*H

E 35 Mary Tyler Moore/Bob Newhart

E 36 Love Boat

E 37 Fantasy Island

E 38 Flo/Alice

E 39 All in the Family/Archie Bunker's Place

E 40 Jeffersons

E 41 Happy Days/Happy Days Again/Laverne and Shirley

E 42 Barnie Miller

E 43 Three's Company

E 44 Mork and Mindy

E 45 Diff'rent Strokes

E 46 Taxi

E 47 Benson (Soap: code as (57)

E 48 Dukes of Hazzard/Sheriff Lobo

E 49 WKRP in Cincinnati

E 50 One Day at a Time

E 51 comedies of Fall '80 season (I'm a Big Girl Now, Bosom Buddies,
Too Close for Comfort, Enos, Breaking Away, 96, etc.)House Calls

E 52 comedies from 1950's & early 60's n.e.c. including I Love Lucy:
(Beverly Hillbillies, Bewitched, etc.) Dick VanDyke

E 53 comedies in gen. & n.e.c. Sanford & Son/Tim Conway

E 54 Game Shows

soaps

E 55 daytime soaps (All My Children, Doctors, Ryan's Hope, Texas, etc.)

E 56 Dallas (note: code Knots Landing as 60--It is not a soap) Dynasty

E 57 Soap

E 58 Six Million Dollar Man/Bionic Woman/ Incredible Hulk

E 59 Science Fiction (other than movies: Battle Star Gallactica, Star
Trek, Buck Rogers, Dr. Who, etc.)

E 60 Knots Landing

action/drama

E 61 Marcus Welby

B 62 Lou Grant

B 63 Quincy

E 64 Trapper John, MD

E 65 westerns from 1950's & 60's (other than movies: Wild Wild West, Big Valley, Bonanza, Wild Times, etc.)

E 66 crime/adventure (Hart to hart, Rockford Files, Vegas, etc.)

E 67 action/drama in gen. & n.e.c. Charlies Angeles, Magnum PI, Walking Tall

music & specials

E 68 Muppet Show

E 69 jazz/bluegrass (From Jumpstreet, Bluegrass on the Road, etc.)

E 70 contemporary music (Sha Na Na,Soundstage, Osmonds. Dick Clark/ American Bandstand, etc.) Barbara Mandrell, Solid Gold, Soul Train

E 71 country/western (Hee Haw, Nashville on the Road, Porter Wagoner, Backstage at the Grand Ole Opry, Classic Country, Pop Goes the Country, etc.)

E 72 Lawrence Welk

E 73 classical music (Evening at Pops, Evening at Symphoney, Oklahoma Symphony/Variety Mini Series, etc.)

E 74 music specials in gen. & n.e.c. (except gospel music: see 95)

E 75 holiday specials in gen. & n.e.c. Also award presentations (Academy Awards, Miss Universe, etc.)

sports

E 76 football games (NFL football, Monday Night football, college games, etc.)

B 77 football reports (Football Highlights [OU OSU], Lou Holtz: Football, Inside the NFL, College Football 80, etc.)

E 78 sports varieties (Wide World of Sports, Sportsworld, Sports Spectacular, etc.) Olympics

E 79 baseball/World Series

E 80 basketball

E 81 sports in gen. and n.e.c. (boxing, soccer made in Germany, fishing, etc.)

educational

I 82 agricultural education (Down to Earth, Oklahoma Gardening, The Victory Garden, etc.)

I 83 academic educational (Sunrise Semester, Read Along, Education Update, etc.)

I 84 arts and hobbies (Music World, Steichen Photography, Camera & Song, Easy Drawing, etc.) Julia Childs, This Old House

I 85 science educational (Nova, Cosmos, Connections, etc.)

B 86 Undersea World of Jacques Cousteau

B 87 outdoor/nature shows n.e.c. (Wallace Wildlife, Outdoor Oklahoma, Survivial Specials, Wild Kingdom, etc.) Jim Houston's Outdoors

I 88 Wall $treet Week

I 89 economic educational n.e.c. (Consumer Report, Market to Market, etc.)

I 90 educational programming in gen. & n.e.c. (Adoption in Oklahoma, Bill Moyer's Journal, Over Easy, Government As It Is, Body in Questions, National Geographic, World At War, Documentaries, etc.)

B 91 Sneak Previews

B 92 movies (movies on free TV & HBO)

E 93 Matinee at the Bijou/Great Performances

B 94 Masterpiece Theatre

B 95 Once Upon a Classic

B 96 books or novels presented in serial form on P.B.S., n.e.c. (All Creatures Great and Small, Edward the King, Anna Karenina, etc.)

B 97 novels for TV (non-P.B.S.) n.e.c. (Roots, Holocaust, Shogun, Centennial, etc.)

B 98 religious programming (PTL, 700 Club, Prophecy in the News, That Good Ole Gospel Music, etc.)

99 missing

movies/plays/novels for TV

relig.

* Judges Categorical Responses

I = 1 strictly information oriented

2 information oriented but presented in an entertaining format

B = 3 entertainment oriented requiring an intellectual or emotional committment from the viewer

E = 4 strictly entertainment oriented requiring nothing from the viewer

** Program Code for Data Processing

APPENDIX C

HOLLINGSHEAD OCCUPATIONAL SCALE

01 Professional, Technical, and Kindred Workers

Accountants and auditors
Actors and actresses
Airplane pilots and navigators
Architects
Artists and art teachers
Athletes
Authors
Chemists
Chiropractors
Clergymen

College presidents, professors, and instructors (n.e.c.)
  College presidents and deans
  Professors and instructors, agricultural sciences
  Professors and instructors, biological sciences
  Professors and instructors, chemistry
  Professors and instructors, economics
  Professors and instructors, engineering
  Professors and instructors, geology and geophysics
  Professors and instructors, mathematics
  Professors and instructors, medical sciences
  Professors and instructors, physics
  Professors and instructors, psychology
  Professors and instructors, statistics
  Professors and instructors, natural sciences (n.e.c.)
  Professors and instructors, social sciences (n.e.c.)
  Professors and instructors, nonscientific subjects
  Professors and instructors, subject not specified

Dancers and dancing teachers
Dentists
Designers
Dietitians and nutritionists
Draftsmen
Editors and reporters
Engineers, aeronautical
Engineers, chemical
Engineers, civil
Engineers, electrical
Engineers, industrial
Engineers, mechanical
Engineers, metallurgical, and metallurgists
Engineers, mining
Engineers, sales
Engineers (n.e.c.)
Entertainers (n.e.c.)
Farm and home management advisors
Foresters and conservationists
Funeral directors and embalmers
Lawyers and judges
Librarians
Musicians and music teachers

Natural scientists (n.e.c.)
  Agricultural scientists
  Biological scientists
  Geologists and geophysicists
  Mathematicians
  Physicists
  Miscellaneous natural scientists

Nurses, professional
Nurses, student professional
Optometrists
Osteopaths
Personnel and labor relations workers
Pharmacists
Photographers
Physicians and surgeons

Public relations men and publicity writers
Radio operators
Recreation and group workers
Religious workers
Social and welfare workers, except group

Social scientists
  Economists
  Psychologists
  Statisticians and actuaries
  Miscellaneous social scientists

Sports instructors and officials
Surveyors
Teachers, elementary schools
Teachers, secondary schools
Teachers (n.e.c.)
Technicians, medical and dental
Technicians, electrical and electronic
Technicians, other engineering and physical sciences
Technicians (n.e.c.)
Therapists and healers (n.e.c.)
Veterinarians
Professional, technical, and kindred workers (n.e.c.)

02 Farmers and Farm Managers

Farmers (owners and tenants)
Farm managers

03 Managers, Officials, and Proprietors, Except Farm

Buyers and department heads, store
Buyers and shippers, farm products
Conductors, railroad
Credit men
Floor men and floor managers, store
Inspectors, public administration
Managers and superintendents, building
Officers, pilots, pursers, and engineers, ship
Officials and administrators (n.e.c.), public administration
Officials, lodge, society, union, etc.
Postmasters
Purchasing agents and buyers (n.e.c.)
Managers, officials, and proprietors (n.e.c.)

04 Clerical and Kindred Workers

Agents (n.e.c.)
Attendants and assistants, library
Attendants, physician's and dentist's office
Baggagemen, transportation
Bank tellers
Bookkeepers
Cashiers
Collectors, bill and account
Dispatchers and starters, vehicle
Express messengers and railway mail clerks
File clerks
Insurance adjusters, examiners, and investigators
Mail carriers
Messengers and office boys
Office machine operators
Payroll and timekeeping clerks
Postal clerks
Receptionists
Secretaries
Shipping and receiving clerks

Stenographers
Stock clerks and storekeepers
Telegraph messengers
Telegraph operators
Telephone operators
Ticket, station, and express agents
Typists
Clerical and kindred workers (n.e.c.)

05	Sales Workers

Advertising agents and salesmen
Auctioneers
Demonstrators
Hucksters and peddlers
Insurance agents, brokers, and underwriters
Newsboys
Real estate agents and brokers
Salesmen and sales clerks (n.e.c.)
Stock and bond salesmen

06	Craftsmen, Foremen, and Kindred Workers

Bakers
Blacksmiths
Boilermakers
Bookbinders
Brickmasons, stonemasons, and tile setters
Cabinetmakers
Carpenters
Cement and concrete finishers
Compositors and typesetters
Cranemen, derrickmen, and hoistmen
Decorators and window dressers
Electricians
Electrotypers and stereotypers
Engravers, except photoengravers
Excavating, grading, and machinery operators
Foremen (n.e.c.)
Forgemen and hammermen
Furriers
Glaziers
Heat treaters, annealers, and temperers
Inspectors, scalers, and graders, log and lumber
Inspectors (n.e.c.)
Jewelers, watchmakers, goldsmiths, and silversmiths
Job setters, metal
Linemen and servicemen, telegraph, telephone, and power
Locomotive engineers
Locomotive firemen
Loom fixers
Machinists
Mechanics and repairmen, air conditioning, heating, and refrigeration

Mechanics and repairmen, airplane
Mechanics and repairmen, automobile
Mechanics and repairmen, office machine
Mechanics and repairmen, radio and television
Mechanics and repairmen, railroad and car shop
Mechanics and repairmen (n.e.c.)
Millers, grain, flour, feed, etc.
Millwrights
Molders, metal
Motion picture projectionists
Opticians, and lens grinders and polishers
Painters, construction and maintenance
Paperhangers

Pattern and model makers, except paper
Photoengravers and lithographers
Piano and organ tuners and repairmen
Plasterers
Plumbers and pipe fitters
Pressmen and plate printers, printing
Rollers and roll hands, metal
Roofers and slaters
Shoemakers and repairers, except factory
Stationary engineers
Stone cutters and stone carvers
Structural metal workers
Tailors and tailoresses
Tinsmiths, coppersmiths, and sheet metal workers
Toolmakers, and die makers and setters
Upholsterers
Craftsmen and kindred workers (n.e.c.)
Members of the armed forces, and former members of the ai forces

07	Operatives and Kindred Workers

Apprentice auto mechanics
Apprentice bricklayers and masons
Apprentice carpenters
Apprentice electricians
Apprentice machinists and toolmakers
Apprentice mechanics, except auto
Apprentice plumbers and pipe fitters
Apprentices, building trades (n.e.c.)
Apprentices, metalworking trades (n.e.c.)
Apprentices, printing trades
Apprentices, other specified trades
Apprentices, trade not specified
Asbestos and insulation workers
Assemblers
Attendants, auto service and parking
Blasters and powdermen
Boatmen, canalmen, and lock keepers
Brakemen, railroad
Bus drivers
Chainmen, rodmen, and axmen, surveying
Checkers, examiners, and inspectors, manufacturing
Conductors, bus and street railway
Deliverymen and routemen
Dressmakers and seamstresses, except factory
Dyers
Filers, grinders and polishers, metal
Fruit, nut, and vegetable graders and packers, except factory
Furnacemen, smeltermen, and pourers
Graders and sorters, manufacturing
Heaters, metal
Knitters, loopers, and toppers, textile
Laundry and dry cleaning operatives
Meat cutters, except slaughter and packing house
Milliners
Mine operatives and laborers (n.e.c.)
Motormen, mine, factory, logging camp, etc.
Motormen, street, subway, and elevated railway
Oilers and greasers, except auto
Packers and wrappers (n.e.c.)
Painters, except construction and maintenance
Photographic process workers
Power station operators
Sailors and deck hands
Sawyers
Sewers and stitchers, manufacturing

Spinners, textile
Stationary firemen
Switchmen, railroad
Taxicab drivers and chauffeurs
Truck and tractor drivers
Weavers, textile
Welders and flame-cutters
Operatives and kindred workers (n.e.c.)

08	*Private Household Workers*

Baby sitters, private household
Housekeepers, private household
Laundresses, private household
Private household workers (n.e.c.)
Housewife

09	*Service Workers, Except Private Household*

Attendants, hospital and other institutions
Attendants, professional and personal service (n.e.c.)
Attendants, recreation and amusement
Barbers
Bartenders
Bootblacks
Boarding and lodging house keepers
Chambermaids and maids, except private household
Charwomen and cleaners
Cooks, except private household
Counter and fountain workers
Elevator operators
Housekeepers and stewards, except private household
Janitors and sextons
Kitchen workers (n.e.c.), except private household

Midwives
Porters
Practical nurses
Hairdressers and cosmetologists
Protective service workers
   Firemen, fire protection
   Guards, watchmen, and doorkeepers
   Marshals and constables
   Policemen and detectives
   Sheriffs and bailiffs
   Watchmen (crossing) and bridge tenders

Ushers, recreation and amusement
Waiters, and waitresses
Service workers, except private household (n.e.c.)

10	*Farm Laborers and Foremen*

Farm foremen
Farm laborers, wage workers
Farm laborers, unpaid family workers
Farm service laborers, self-employed

11	*Laborers, Except Farm and Mine*

Carpenters' helpers, except logging and mining
Fishermen and oystermen
Garage laborers, and car washers and greasers
Gardeners, except farm, and groundskeepers
Longshoremen and stevedores
Lumbermen, raftsmen, and woodchoppers
Teamsters
Truck drivers' helpers
Warehousemen (n.e.c.)
Laborers (n.e.c.)

77 Retired (if respondent did not indicate what occupation had been)

99 missing

APPENDIX D

CORRESPONDENCE
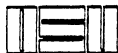
Oklahoma State University

FAMILY STUDY CENTER

STILLWATER, OKLAHOMA 74074
114 HOME ECONOMICS WEST
(405) 624-6696 or 6697

November 17, 1980

Never before has there been so much discussion about television and about relationships in the family. 95% of all Americans live in families and over 98% of all homes have TV. But very little is actually known and understood about these everyday facts of life. For example: What kinds of activities will couples of the future share? What percentage of homes subscribe to a pay television channel? Can TV be used to increase communication between husbands and wives?

Your household is one of a small number in which people are being asked to give their opinions on these matters. In order that the results will truly represent the thinking of the people of Oklahoma, it is important that every "Husbands Form" (on green paper) and every "Wives Form" (on yellow paper) be completed and returned. (If you are not married, please check the space at the bottom of this letter.)

You may be assured of complete confidentiality. The booklets have identification numbers for mailing purposes only. This is so we may check your name off the mailing list when your booklets are returned. Your name will never be placed with your answers.

The results of this research will be made available to television managers, family counselors, and interested citizens. You may also receive a summary of the results by writing "copy of results requested" on the back page of the booklet.

I would be happy to answer any questions you might have about this project. Please feel free to call or write. Thank you for your assistance.

Sincerely,

Godfrey J. Ellis, PhD
Project Director

If you are single, please place an X in this space and return the letter in one of the postage-paid return envelopes provided _____.

Oklahoma State University /

FAMILY STUDY CENTER

STILLWATER, OKLAHOMA 74078
114 HOME ECONOMICS WEST
(405) 624-6696 or 6697

Nov. 21, 1980

Last week, a questionnaire seeking your opinion about television and family life, was mailed to you.

If you have already completed it and returned it to us, please accept our sincere thanks.

If not, please do so today. This questionnaire has been sent to only a small sample of Oklahoma residents. It is extremely important that your responses be included in the study if the results are to accurately represent the opinions of Oklahoma residents.

If by some chance you did not receive the questionnaire, or it got misplaced, please call me collect at (405) 624-5061 and I will get another one in the mail to you today.

Sincerely,

Dr. Godfrey J. Ellis
Project Director

If you have not completed the questionnaire because you are single, please place an X in the space below and return this letter in one of the postage-paid envelopes that came with the questionnaire.

I am single ____

Oklahoma State University

FAMILY STUDY CENTER

STILLWATER, OKLAHOMA 74078
114 HOME ECONOMICS WEST
(405) 624-6696 or 6697

December 10, 1980

About three weeks ago, I wrote to you seeking your opinions on television and family life. As of today, we have received the green "Husbands Form" but not the yellow "Wives Form."

I am writing to you again because each response is important for the success of this project. Your household was one of a small number in which people were asked to give their opinions on these matters. In order that the results will truly represent the thinking of the people of Oklahoma, it is important that both answer booklets be completed and returned.

In the event that your questionnaire booklet (Wives Form) has been misplaced, a replacement is enclosed.

Your cooperation is greatly appreciated!

Sincerely,

Dr. Godfrey J. Ellis
Project Director

P.S. Some people have asked about the results of the survey. I expect to have them available in January.
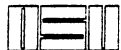
Oklahoma State University

FAMILY STUDY CENTER

STILLWATER, OKLAHOMA 74074
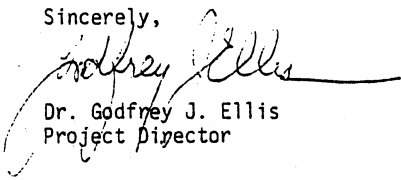114 HOME ECONOMICS WEST
(405) 624-6696 or 6697
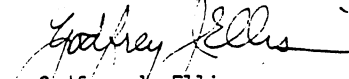
January 12, 1981

Now that the holidays are over, we have started reviewing the responses to our study of television and family life. The large number of questionnaires returned is very encouraging; however, we have not yet received your completed questionnaires. Past experience suggests that those of you who have not yet returned your questionnaires may have quite different family styles and television preferences. Therefore, <u>you</u> are very important to the success of this project.

I am again requesting your cooperation by asking you to complete and return the enclosed replacement questionnaires as quickly as possible. I'll be happy to send you a copy of the results if you would like.

Your contribution to the success of this study will be greatly appreciated.

Most Sincerely,

Godfrey J. Ellis
Project Director

GJE:jlf

APPENDIX E

TABLES

TABLE XII

PEARSON PRODUCT MOMENT CORRELATION COEFFICIENT:
TOTAL SAMPLE
N=239

Variable	1	2	3	4	5	6	7	8	9	10	$\bar{X}$	SD
1. Anomia		***.35	.045	.11	**-.16	*.12	-.075	***.33	**.15	-.048	2.04	.43
2. Role Strain			.000	.068	-.055	-.009	-.071	***.29	**.16	-.10	2.34	.58
3. Fantasy Viewing				.075	***-.21	***.27	*-.15	*.15	**.25	-.077	.03	.07
4. Soap Operas					***-.29	***.36	-.001	.11	*.13	.043	.11	.16
5. Educational TV						***-.73	***.25	-.10	***-.26	-.049	.30	.23
6. Entertainment TV							***-.21	.022	***.20	.005	.57	.26
7. TV As Tension Rel.								***-.25	**-.16	.079	1.72	.45
8. TV And Pressure									***.20	-.080	1.82	.70
9. Total Number Shows										-.080	6.09	2.85
10. Total Hours Viewing											29.2	25.0

*p $\leq$ 0.05
**p $\leq$ 0.01
***p $\leq$ 0.001

TABLE XIII

PEASON PRODUCT MOMENT CORRELATION COEFFICIENT:
INTERNAL LOCUS OF CONTROL SAMPLE
N=151

Variable	1	2	3	4	5	6	7	8	9	10	X̄	SD
1. Anomia		.34**	.056	.15	-.12	.11	.014	.37***	.15	.12	1.99	.45
2. Role Strain			-.032	.13	-.066	.018	-.056	.32***	.072	-.081	2.32	.59
3. Fantasy Viewing				.09	-.17*	.19**	-.12	.13	.33***	-.002	.02	.06
4. Soap Operas					-.33***	.400***	.01	.093	.22**	.19*	.10	.16
5. Educational TV						-.72***	.21**	-.11	-.32***	-.083*	.31	.23
6. Entertainment TV							-.18**	.05	.28**	.12	.55	.25
7. TV As Tension Rel.								-.25**	-.20**	-.12	1.75	.43
8. TV And Pressure									.26***	.10	1.78	.68
9. Total Number Shows										.16*	6.08	2.80
10. Total Hours Viewing											24.93	18.27

*p ≤ 0.05
**p ≤ 0.01
***p ≤ 0.001

TABLE XIV

PEARSON PRODUCT MOMENT CORRELATION COEFFICIENT: EXTERNAL LOCUS OF CONTROL SAMPLE
N=88

Variable	1	2	3	4	5	6	7	8	9	10	$\bar{X}$	SD
1. Anomia		.37**	.015	.045	-.22*	.13	-.21*	.25*	.17	-.073	2.10	.37
2. Role Strain			.059	-.044	-.026	-.069	-.087	.238**	.33***	-.083	2.37	.54
3. Fantasy Viewing				.049	-.260**	.41***	-.17	.17	.10	-.019	.028	.067
4. Soap Operas					-.21*	.30**	-.046	.16	-.020	-.022	.098	.16
5. Educational TV						-.75***	.29**	-.069	-.17	-.052	.28	.22
6. Entertainment TV							-.25**	-.036	.05	.070	.59	.25
7. TV As Tension Rel.								-.25**	-.098	.025	1.65	.48
8. TV And Pressure									.11	.022	1.87	.74
9. Total Number Shows											6.10	2.93
10. Total Hours Viewing											23.70	16.09

*p < 0.05
**p < 0.01
***p < 0.001

TABLE XV

PEARSON PRODUCT MOMENT CORRELATION COEFFICIENT:
HIGH SELF-ESTEEM SAMPLE
N=203

Variable	1	2	3	4	5	6	7	8	9	10	$\bar{X}$	SD
1. Anomia		.34***	.04	.078	-.14*	.079	-.073	.24**	.15	.057	2.01	.41
2. Role Strain			-.010	.070	-.026	-.054	-.066	.24⁸⁸	.11	-.075	2.28	.54
3. Fantasy Viewing				.079	-.21**	.29***	-.16*	.20**	.26***	-.020	.028	.070
4. Soap Operas					-.31***	.39***	.045	.014	.075	.14*	.100	.16
5. Educational TV						-.73***	.25**	-.091	-.31	-.081	.31	.24
6. Entertainment TV							-.21**	-.040	.25**	.104	.56	.25
7. TV As Tension Rel.								-.25**	-.15*	.042	1.73	.44
8. TV And Pressure									.15	.051	1.77	.64
9. Total Number Shows										.17**	5.91	2.74
10. Total Hours Viewing											24.73	17.32

*p ≤ 0.05
**p ≤ 0.01
***p ≤ 0.001

TABLE XVI

PEARSON PRODUCT MOMENT CORRELATION COEFFICIENT:
LOW SELF-ESTEEM SAMPLE
N=36

Variable	1	2	3	4	5	6	7	8	9	10	$\bar{X}$	SD
1. Anomia		*.33	.16	.26	-.27	*.33	-.045	***.61	.11	.078	2.14	.47
2. Role Strain			.22	-.020	-.19	.13	-.010	*.36	.23	-.085	2.66	.65
3. Fantasy Viewing				.093	.23	.22	-.14	-.025	.28	.054	.01	.04
4. Soap Operas					-.091	.16	-.22	**.48	*.37	.041	.13	.16
5. Educational TV						***-.74	.26	-.14	.056	-.002	.27	.17
6. Entertainment TV							-.22	.22	-.053	.12	.59	.27
7. TV As Tension Rel.								.25	-.14	-.19	1.64	.49
8. TV And Pressure									.29	.19	7.08	.93
9. Total Number Shows										.18	7.08	3.24
10. Total Hours Viewing											23.05	18.50

*p $\leq$ 0.05
**p $\leq$ 0.01
***p $\leq$ 0.001

TABLE XVII

PEARSON PRODUCT MOMENT CORRELATION COEFFICIENT:
HIGH OCCUPATION SAMPLE
N=108

Variable	1	2	3	4	5	6	7	8	9	10	X̄	SD
1. Anomia		.36***	-.062	.12	-.20*	.12	.014	.25**	.11	.069	2.00	.41
2. Role Strain			.015	.070	-.089	.002	-.11	.15	.065	-.23**	2.36	.59
3. Fantasy Viewing				.14	-.29**	.37***	-.17	.22*	.30***	.019	.03	.08
4. Soap Operas					-.23**	.37***	.06	.14	.080	.016	.07	.14
5. Educational TV						-.71***	.20*	-.04	-.31**	.06	.33	.23
6. Entertainment TV							-.16	.05	.27**	.02	.54	.25
7. TV As Tension Rel.								-.26**	-.10	-.01	1.72	.45
8. TV And Pressure									.17	.14	1.83	.73
9. Total Number Shows										.013	5.99	2.69
10. Total Hours Viewing											22.86	16.91

*p ≤ 0.05
**p ≤ 0.01
***p ≤ 0.001

TABLE XVIII

PEARSON PRODUCT MOMENT CORRELATION COEFFICIENT:
LOW OCCUPATION SAMPLE
N=131

Variable	1	2	3	4	5	6	7	8	9	10	$\overline{X}$	SD
1. Anomia		.35***	.21**	.08	-.12	.11	-.14	.40***	.18*	.14	2.07	.44
2. Role Strain			-.031	.079	-.033	-.013	-.041	.42**	.24**	.036	2.32	.57
3. Fantasy Viewing				.064	-.14	.20*	-.13	.046	.22**	-.22	.018	.049
4. Soap Operas					-.31**	.34***	-.040	.11	.16	.16	.13	.17
5. Educational TV						-.74***	.29**	-.16	-.23**	-.15	.28	.23
6. Entertainment TV							-.26**	-.002	.15	.15	.59	.26
7. TV As Tension Rel.								-.25**	-.20*	-.100	1.71	.45
8. TV And Pressure									-.072	.020	1.80	.68
9. Total Number Shows										.25**	6.17	2.97
10. Total Hours Viewing											25.81	17.88

*p $<$ 0.05
**p $\leq$ 0.01
***p $\leq$ 0.001

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