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## An investigation of the relation between television violence, violence in the home, and attitudes toward violence

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AN INVESTIGATION OF THE RELATION BETWEEN TELEVISION VIOLENCE,  
VIOLENCE IN THE HOME, AND ATTITUDES TOWARD VIOLENCE

Thesis Submitted to  
The College of Arts and Sciences of the  
UNIVERSITY OF DAYTON

In Partial Fulfillment of the Requirements for  
The Degree  
Master of Arts in Department of Psychology

by  
Jennifer Lynn Dickerson

UNIVERSITY OF DAYTON

Dayton, Ohio

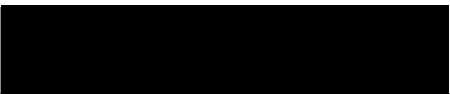
January 1999

APPROVED BY:




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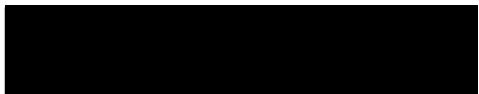
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## ABSTRACT

### AN INVESTIGATION OF THE RELATION BETWEEN TELEVISION VIOLENCE, VIOLENCE IN THE HOME, AND ATTITUDES TOWARD VIOLENCE

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University of Dayton, 1998

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This paper examines the relation between television and film violence, violence in the home, and attitudes toward violence. The following individuals were hypothesized to have more tolerant attitudes toward violence: males; those who watch high amounts of TV violence; and those who are, or have been, exposed to violence in their home. Questionnaires were administered to male and female young adolescents, college undergraduates, and middle-aged adults. Results fully supported only the hypothesis that males would be more tolerant of violence. The other variables that were significantly related to attitudes toward violence were age, amount of TV viewed, one's personal use of violence, and the violence content of one's favorite movies. Although these results were not expected, the author suggests explanations for these findings, as well as new interpretations of prior research.

## ACKNOWLEDGMENTS

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## CHAPTER 1

### INTRODUCTION

Violence in our society continues to be a topic of great concern. One cannot escape from the persistent indications of its prevalence. Turn on the local evening news and you are sure to hear about the latest homicide or assault in your city. Generally, the incidence of violent crimes (i.e., homicide, rape, robbery, and aggravated assault) has steadily increased in the U.S. during the last 40 years. Between 1957 and 1970, the rate of violent crime per 100,000 inhabitants increased from 117 to 361 violations (United States Bureau of the Census, 1976). In 1984, this rate grew to 539 incidents per 100,000, and jumped to 716 in 1994 (United States Bureau of the Census, 1996). One of the most disturbing patterns seen recently is the increase in violent offenses committed by juveniles (individuals between the ages of 10 and 17). The number of juveniles arrested for violent crimes rose from 77,220 in 1980 to 125,141 in 1994 (United States Bureau of the Census, 1996). The number of 14 to 17 year olds who committed murder and nonnegligent manslaughter rose from 68 per 100,000 in 1976 to 163 per 100,000 in 1994 (United States Department of Justice, 1996).

Although most Americans are not directly exposed to violence in daily life, Americans watch a considerable amount of television that contains violence. Television is a staple of American society and is introduced very early in life. In fact, television viewing begins at about 2.5 years of age (Schramm, Lyle, & Parker, 1961), steadily increases through the preschool years, and begins to decline in adolescence (Comstock, Chaffee, Katzman, McCombs, & Roberts, 1978). More specifically, the Nielson Television Index (1981) reported that, on average, children aged 2 to 5 watched 27.8 hours of TV per week, 6 to 11 year olds watched 24.3 hours, and

teenagers watched 23.0 hours per week. In the 1980s adults watched an average of 21.7 hours of TV per week. Apparently, young adolescents, older teens, and adults watch relatively the same amount of TV.

One can assume that not only are Americans watching a lot of television, but because so much of television's content is violent, they are also viewing a considerable amount of violence. The Cultural Indicators Project measures the amount of violence on network television and is considered by many to be the definitive measure of this phenomenon (Gunter, 1994). The project has monitored prime-time and weekend daytime programming on each of the major U.S. networks since 1967. Contrary to popular belief, the project has found that the percentage of programs containing violence, and the number of violent scenes (5 per hour for prime-time programs, 20 per hour for children's programs), have remained fairly constant since 1967 (G. Gerbner, personal communication, July, 1997). Although violence on the major networks has been stable, violence on television overall has risen. On average, cable networks have three times as much violence as the three major networks, and MTV displays the same amount of violence as the three major networks combined (Disney, 1993).

When it comes to increased depictions of violence on TV, it is unknown whether art is imitating life or life is imitating art, but researchers have long been interested in studying the possible harmful effects of TV violence. Much evidence supports the association between aggressive behavior and viewing TV violence (Liebert, 1986). This paper will focus on desensitization to violence as a result of exposure to TV violence. In particular, the possible effect of violent TV on attitudes toward violence will be investigated.

In leading to the rationale for the present study, desensitization and conditioning theory will be reviewed, especially with respect to TV and filmed violence. Studies of television violence in support of Bandura's social learning theory will also be described. These two areas of research have repeatedly revealed two fairly consistent findings: (1) viewing television violence results in decreased physiological arousal to subsequent violence, and (2) viewing television

violence results in an increased likelihood of behaving aggressively. Television violence also has been related to less tangible phenomena, namely perceptions, judgments, and attitudes, although this body of research is not as extensive or conclusive. The current study seeks to expand this area, especially with respect to attitudes.

### Desensitization and Conditioning Theory

The desensitization process, a construction stemming from classical conditioning theory, has been used to explain how individuals become less emotionally and/or physiologically responsive to violent events (Eysenck & Nias, 1978; Griffiths & Shuckford, 1989). According to its original conception, desensitization to violence occurs when a violent event, the unconditioned stimulus (UCS), elicits anxiety or fear, the unconditioned response (UCR), while an individual is concurrently experiencing an emotional state that is inconsistent with the UCR, such as relaxing while watching TV. This concurrent emotional state, relaxation, acts as a conditioned response [CR]. Through continued viewing, TV violence will not elicit fear or anxiety, but relaxation.

Several studies provide evidence in support of conditioning theory for desensitization to television violence. Cline, Croft, and Courrier (1973) conducted two experiments to determine whether children exposed to high amounts of TV were more desensitized to filmed violence than children who were exposed to low amounts of TV. Participants in the first experiment consisted of 80 male children between the ages of 5 and 12 years. The boys were placed into one of two groups depending on the amount of TV they had watched during the previous two years. The high TV exposure group had watched at least 25 hours of TV per week; the low TV exposure group had watched 4 or less hours of TV per week. One at a time, each boy watched a continuous presentation of a 2-minute non-violent ski film, a 4-minute chase sequence from the film, *The Bank Dick*, and an 8-minute sequence of a brutal boxing match from *The Champion* with Kirk Douglas. The participants' physiological arousal, measured as blood volume pulse amplitude (a heart response), was continuously measured throughout the 14 minutes of viewing. The results indicated that the high TV exposure group was significantly less aroused during the boxing match

sequence than the low TV exposure group. No significant differences were found between the two groups for arousal measured before the viewing began or after the neutral ski film.

The second experiment was almost a replication of the first. The second experiment differed from the first in the following ways: (1) participants consisted of 41 males between the ages of 7 and 14 years; (2) participants viewed the tapes in pairs rather than individually; and (3) physiological arousal was measured by skin conductance, in addition to blood volume pulse amplitude. Consistent with the first study, the high TV exposure group was significantly less aroused than the low TV exposure group. No significant differences existed between the two groups for arousal measured before the viewing began or after the neutral ski film.

Emotional responsivity to "real life" violence also has been examined. Thomas, Horton, Lippincott, and Drabman (1977) used skin resistance as a measure of participants' responsivity in two separate studies. Participants in the first experiment were 28 boys and 16 girls between the ages of 8 and 10 years, randomly and evenly divided into an experimental group and a control group. At the beginning of the experiment, both groups watched a 5-minute yachting film while their galvanic skin responses were measured. Then the experimental group watched a violent police drama, and the control group watched an exciting, nonviolent volleyball game. The last phase of the experiment consisted of all the participants viewing an argument between two preschoolers in which the two children became progressively more aggressive toward one another (verbally and then physically). The fight was actually a videotape, but the participants were led to believe that it was "live," occurring in another room that was being monitored by a camera. Emotional responsivity to real life violence was measured by changes in galvanic skin responses taken during the yachting film and the preschoolers' fight. Boys and girls in the experimental group were significantly less responsive while watching the preschoolers' fight than boys and girls in the control group.

Thomas et al.'s (1977) second experiment used 30 female and 29 male undergraduate students as participants, evenly divided into the same experimental (police drama) and control

groups (volleyball game) as the first study. All of the participants then watched the 5-minute yachting film followed by news films of the 1968 National Democratic convention riots. As in the first study, galvanic skin responses were measured during both films and then compared. It was found that male undergraduates in the experimental group were significantly less responsive than males in the control group. Interestingly, females in the control group were the least responsive of any group, but they were also the least responsive at the beginning of the experiment. Lastly, all participants also completed a questionnaire that allowed the experimenters to determine how much violent TV the participants typically watched. Individuals in the experimental groups who watched greater amounts of violence than their peers were less responsive while watching both the real aggression and the police drama. On the other hand, individuals in the control groups who watched greater amounts of violence than their peers were more responsive while watching the real aggression and the police drama, with the female undergraduates contributing the most to this positive relationship.

The above studies reveal that physiological desensitization to filmed violence can occur after a single presentation of filmed violence, as well as after repeated exposure to violence on television. Second, desensitization to violence appears to generalize from fictional events to real-life events. Lastly, desensitization to violence is not confined to children or to males, although differences between young adult males and females must be investigated further.

#### Aggression and Social Learning

Theory and research in the area of aggression and social learning are also relevant to the discussion of desensitization to violence. Social learning, or modeling theory, has been used to explain why witnessing the violent actions of another can increase an individual's likelihood of aggressing. Modeling theory proposes that an extensive amount of human behavior is learned by observing the actions of others (Bandura, 1977). One stores this observed information and then uses it as guide for future behavior. In regard to aggression, Bandura's "Bobo" doll experiments showed that after children witnessed another person behaving aggressively, they were much more

likely to behave aggressively themselves. Although much behavior is learned through the direct observation of others, learning also takes place through the modeling of behavior displayed on visual media, including television and movies (Bandura).

Various studies have shown that when children watch violent films, they become increasingly tolerant of aggression, as evidenced by certain behavioral responses to aggression. A series of three experiments examined how long it would take for children to seek adult help to intervene in a fight between two kindergartners (Drabman & Thomas, 1975). In the first experiment, 22 male and 22 female third and fourth graders were randomly divided into an experimental group that watched a violent 8-minute segment from a Hopalong Cassidy western, and a control group that did not watch any film. In the second experiment, 20 male and 20 female third graders were randomly divided into an experimental group that watched a 15-minute segment from a contemporary TV detective series, and a control group that watched a 15-minute segment from a nonviolent, but exciting major league baseball game. The third experiment was identical to the second, except that the participants were 20 male and 20 female fifth graders. In each experiment, participants individually viewed the segments. After viewing the violent film, the nonviolent film, or watching no film, each child was taken to a separate room by the experimenter and asked to watch a TV that would monitor another room in which a younger boy and girl were playing. (The participant actually watched a videotape of two children interacting.) The participants were advised to get the experimenter if the observed children got into any trouble. The videotape showed the two children quietly playing for about a minute. Then the children began to criticize each other, then push and shove each other more and more aggressively until it appeared that the camera was destroyed. The experimenter measured the time that it took for each participant to get help. Results for all three experiments were the same: participants who watched the violent films took significantly longer to seek adult help than participants in the control groups.

Thomas and Drabman (1975) conducted another experiment that was identical to the second and third experiments described above except that they included participants who differed slightly with respect to age. Forty first graders and 40 third graders (both grades including 20 males and 20 females) participated. For the third graders, as in the previous experiments, the violent film group was slower to seek help than the nonviolent film group. However, for the first graders, no significant difference was found between the experimental and control groups. In fact, response times for all first graders were similar to the third grade violent film group. The experimenters hypothesized that this finding may have been due to the first graders' social immaturity and/or lack of experience in assuming responsibility.

In 1994, Molitor and Hirsch sought to replicate the findings of the Drabman and Thomas studies. Forty-two fourth and fifth grade boys and girls from a private Catholic school acted as participants. The students were equally split into 21 fourth and 21 fifth graders, and 21 girls and 21 boys. Experimental procedures were exactly the same as those used by Drabman and Thomas except that the experimental group watched a condensed version of the *Karate Kid*, and the control group watched competition scenes from the 1984 Summer Olympics. Results paralleled the original studies: children who watched the violent film took a significantly longer amount of time to seek adult help than children who watched the nonviolent film.

The above studies provide fairly consistent findings regarding the passive behavior of children who are exposed to filmed violence. Children's active behavior also has been demonstrated to be influenced by the viewing of TV violence. Some especially disturbing findings resulted from a study by Liebert and Baron (1972). This study had 136 participants (65 5-to 6- year-olds and 71 8-to 9-year-olds, half male and half female) watch approximately 6 ½ minutes of TV. For all participants, the first 120 seconds consisted of two 1-minute commercials (one advertising a specific paper towel, the other advertising a G-rated movie). The last 60 seconds of film were also identical for all participants, specifically, a commercial for automobile tires. The experimental and control groups differed according to what was viewed

during the middle 3½ minutes of film. The experimental group watched an excerpt from the popular television series, *The Untouchables*, which contained a chase, 2 fist-fight scenes, 2 shootings, and 1 knifing. The control group watched excerpts from a track and field sporting event that included hurdles and high jumps. After watching the TV segment, the participant then went to another room and was asked to play a game with another child in another room who could not be seen. When signaled, the participant could either press a “help” button that would make the other child’s task easier, or press a “hurt” button that would make the other child’s apparatus hot, hurting the child and making him or her let go of the apparatus.

The results of this study were quite disturbing. Children who had viewed the violent program segment were significantly more willing to hurt the “other” child. In fact, children who viewed the violent program pressed the “hurt” button 75% longer than children who watched the nonviolent program. Additionally, after playing the “button” game, each participant was observed during 5 minutes of solitary play. The playroom contained three nonaggressive toys (a slinky, a cookset, and a space station), one aggressive toy (either a gun or a knife), and two inflated plastic dolls. Children who had viewed the violent TV segment engaged in significantly more aggressive play (playing with the knife, the gun, or assaulting the dolls) than the children who viewed the nonviolent TV segment. This effect was much greater for the younger boys’ group than for any other group.

The aforementioned studies all reveal dramatic findings. Thomas and Drabman (1975) and Drabman and Thomas (1975) repeatedly demonstrated that watching violent TV led to behavior that seemed to reflect an acceptance, or tolerance, of aggression because the children who viewed violent TV segments were slower to respond to aggression by others. Molitor and Hirsch’s (1994) replication provided corroborative evidence for this passive phenomenon. Liebert and Baron (1972), like Bandura (1977) revealed that violent TV can cause children to actively aggress toward others. In light of so much support for the negative behavioral responses associated with violent TV, it seems reasonable to believe that violent TV will also affect one’s



attitudes toward, as well as perceptions and judgments of violence.

### Perceptions and Judgments about Violence

As has been described, viewing TV violence can have significant physiological and behavioral consequences. It can also influence one's judgments, or perceptions, of violence. Linz, Donnerstein, and Adams (1989) measured both physiological desensitization to and perceptions of violence. Male undergraduates ( $n = 63$ ) were divided evenly into an experimental group or control group. The experimental group viewed 90 minutes of scenes from commercially released "slasher" films. Each scene contained acts of violence with erotic content (e.g., one scene showed a woman who was terrorized and murdered while swimming nude, alone in a pool). In each scene, all of the victims were female and nearly all of the victims were killed. None of the victims were depicted as enjoying or being sexually aroused by the violence. The control group viewed 90 minutes of nonviolent R-rated sex scenes and nonviolent, nonsexual, action scenes. All participants then viewed a 5-minute excerpt from the TV movie *The Burning Bed* in which a man verbally and physically abuses his wife. They also viewed a 5-minute sequence from the commercially released movie *Olivia* in which a man attacks and strangles a female prostitute.

Participants' heart rates were measured as they watched the 5-minute segments in order to assess physiological desensitization. The slasher film group had significantly lower heart rates than the nonviolent control group, indicating that students who had watched the slasher film scenes had become more desensitized than the other students. All participants also completed a questionnaire about the 5-minute clips that included items related to Victim Injury, such as, "To what degree was the wife (woman) physically injured?". The slasher group rated the female victims as being significantly less injured than did the nonviolent group. Of note, heart rate was not related to evaluations of victims, leading the researchers to conclude that "the physiological desensitization process and the evaluation process may be relatively independent" (Linz, Donnerstein & Adams, 1989, p. 521).

Emotional desensitization and cognitive perceptions were also measured in a study of 156 undergraduate males (Linz, Donnerstein, & Penrod, 1988). Participants were divided into three different film conditions. The violent film condition consisted of R-rated, commercially released slasher movies. The second film condition contained X-rated, nonviolent, sexually explicit films that depicted women as sexually degraded objects. The third film condition consisted of "teenage sex films" which are not sexually explicit, but portray women as sexual objects. Each film group also was divided such that participants in each group watched either two films or five films, one every other day.

Various dependent measures were administered. An adjective checklist eliciting scores for anxiety, depression, and hostility was completed before and after each film viewing. Film evaluation questionnaires were also administered at these times. These questionnaires solicited responses for several areas, including a rating of the amount of violence contained in each film, how degrading the films were toward women, and self-reported negative arousal to the film (i.e., "To what extent did the violent scenes in this film make you feel restless or so that you could not sit still?"). Participants also viewed a reenacted sexual assault trial and judged the rape victim.

Analyses revealed that participants in the violent film condition steadily became less anxious and depressed with each film viewing, indicating emotional desensitization. Hostility scores were not significantly affected. Meanwhile, these participants did show a tendency to be less sympathetic toward the rape trial victim. Participants in the X-rated and teenage sex nonviolent film conditions did not display significant declines in negative affect with continued film exposure, nor did these groups significantly differ in their judgments of the rape victim. Lastly, based on participants' responses to the film evaluation questionnaires, desensitization effects after two movies are similar to the effects that occur after five movies. Therefore, desensitization to filmed violence appears to occur rapidly.

A similar experiment was conducted to evaluate emotional and physiological desensitization along with judgments of actual domestic violence victims (Mullin & Linz, 1995). A total of 103 male undergraduates viewed three full-length, commercially released slasher films, one every other day over the course of a week. As in the study described above, participants completed a scale assessing their feelings of anxiety, depression, and hostility, before and after each film viewing. They also completed a film evaluation questionnaire that included their report of negative physiological arousal, and how sexually violent they judged the film.

The second phase of the experiment required participants to view four 20-minute videotaped scenarios of actual domestic violence victims, taken from a public television documentary, *The Fear that Binds Us*. In each scenario, a female domestic violence victim emotionally described the events leading to the assault, the assault itself, the degree of injury she suffered, and the reactions of others. Participants were randomly assigned to view and evaluate the domestic violence film either 3 days, 5 days, or 7 days after the final slasher film exposure. A control group of 20 male undergraduates viewed the domestic violence film, but did not view any of the slasher films.

As the week of viewing the slasher films progressed, participants became significantly less physiologically aroused, rated the films as containing less sexual violence, and experienced less hostility. In contrast to the previous study done by Linz, Donnerstein, and Penrod (1988), participants did not become significantly less anxious or depressed. When comparing the groups according to when they viewed the domestic violence film, participants who viewed the film 3 days after the final slasher film had significantly less sympathy for the victim and attributed less injury to the victim than the 5-day, 7-day, or control group. The 5-day, 7-day, and no-exposure control groups did not significantly differ from one another. It appears that a rapid resensitization process occurred.

The three studies described above all indicate that physiological and emotional desensitization occur very quickly, for desensitization took place after watching only 90 minutes

of film. Film exposure also adversely affected participants' levels of sympathy for victims as well as their perceptions of victims' injuries. Thus far the research does not allow us to determine whether or not violent TV and movies have negative long-term effects on our perceptions and judgments. These studies revealed that desensitization occurred very rapidly, but that resensitization also occurred very quickly. Furthermore, since heart rate was not related to judgments of victims in the study by Linz, Donnerstein, and Adams (1989), they propose that physiological desensitization and judgments may be unrelated. This may or may not be the case. Obviously, more research must be conducted in order to satisfy these nagging but important questions. If violent TV exposure adversely affects one's judgments, perceptions, and attitudes for only a day or two, concerns about the negative effects of TV may be less warranted.

#### Attitudes About and Tolerance of Violence

Various surveys have been conducted to investigate adults' and adolescents' attitudes toward violence. A number of adult surveys have focused on multifarious types of violence while one adolescent survey was restricted to physical fighting. Smith (1984) reviewed data from various national survey polls that assessed adult men's and women's approval of using violence in international relations, social control and law enforcement, and interpersonal relations. Men approved more of the use of violence than women did on just over 87% of the items. Women gave more approval on 5% of the items. The remaining 7% of items revealed ambiguous results. The largest differences in men's and women's approval ratings were found for questions dealing with law enforcement and criminal punishment, moderate differences were found for military matters, and the smallest differences were for items regarding interpersonal violence.

Over 400 adolescents, ranging from 13-19 years of age, were selected from a variety of Boston neighborhoods and surveyed regarding their attitudes about violence (Hausman, Spivak, & Prothrow-Stith, 1994). Respondents were asked for their level of agreement with items indicating the cause of fighting, whether or not fighting is preventable, and when fighting is or is not acceptable. As for the cause of fights, 85-90% of the teens agreed that gossip starts fights,

that friends can make ["encourage"] a friend fight, and that avoiding arguments leading up to fights is the best way to prevent a fight. As for prevention, roughly 75% of adolescents believed that fights can be avoided, but only 53% agreed that there are alternatives to fighting. Furthermore, when asked what they did when they were last provoked to fight, 78% indicated that they had fought back. Finally, regarding the legitimacy of fighting, 82-95% agreed that it was not okay to fight if someone embarrasses them, talks about them behind their back, or is flirting with their boyfriend or girlfriend. On the other hand, 60% agreed that it was okay to fight if someone hits you first. Based on this evidence, teenagers generally do not appear to approve of fighting, but they do it anyway. Furthermore, adolescents may be more approving of interpersonal violence than are adults, but this cannot be determined from these surveys because the adult sample differed too much from the teen sample to make direct comparisons. Lastly, the effect of the media was not investigated in the adult survey, but it was examined somewhat in the teen sample. Thus, 61-65% of adolescents believed that the media encourages teens to fight or carry weapons. This suggests that teens' behavior is influenced by media portrayals of violence.

As with perceptions and judgments of violence, research on the effect of violent TV on attitudes is limited and inconclusive. In 1986, Rule and Ferguson reviewed the literature on media violence and its effects on emotions, cognitions, and attitudes. They especially noted the paucity of research on attitudes and, thus, the inability to draw confident conclusions. Following is a brief summary of the studies reviewed by Rule and Ferguson.

The earliest studies on attitudes and media violence found that children's exposure to TV violence had little or no effect on their attitudes toward aggression. Dominick and Greenberg (1972) found that a high amount of viewing TV violence was positively related to approval of aggression for boys but not for girls, and this relationship was rather weak. Poorly defined family attitudes toward violence were the strongest predictor of attitudes accepting violence. More recently, a three-year longitudinal study in West Germany looked at various personality variables, social variables (e.g. day-to-day experience of violence), exposure to media violence,

and attitudes toward aggression among 12- to 15-year-olds (Krebs, 1981). Overall, personality and social factors accounted for some of the variance in attitudes, but exposure to media violence did not.

More current research has been conducted on the relationship between exposure to TV violence and tolerant attitudes toward violence, but results are equivocal. One study presented one of six 20-minute TV excerpts of institutionalized violence to groups of fourth, seventh, and tenth graders (Tulloch, 1995). The excerpts were taken from a variety of programs: a documentary showing police violence during a miners' strike; a talk show debating violence in sports; a soap opera presenting a scenario of domestic (wife as victim) violence; a police series presenting the aggressive training tactics used by the army; a series following U.S. troops in Vietnam; and an episode of the science fiction series, *Dr. Who*, displaying the government's control of society by broadcasting the torture of government rebels. After viewing one of the excerpts, participants were presented four possible ways to respond to the situation depicted. The two aggressive choices accepted violence through the active endorsement of an aggressive strategy, or acceptance of the aggression based on social rules allowing the aggression. The two nonaggressive choices rejected violence actively or through avoidance.

Overall, the most frequent choice made by the participants was the active nonviolent choice; the least frequent choice made was the active violent option. The particular excerpt viewed was not related to respondents' choices. There were significant age and sex differences. Seventh and tenth graders rejected violence more than the fourth graders, and females rejected violence more than did males. Girls also displayed differences among themselves, for as age increased, so did girls' endorsement of nonviolent options. Boys' rejection of violence remained constant for all three ages, except that rejection of domestic violence increased with age.

The attitudes and perceptions of children, as well as parents, were measured in a study by Roberts (1981). Fourth, fifth, and sixth graders and their parents were surveyed regarding their exposure to TV and their attitudes and perceptions about violence. Both children and parents

were asked to report the amount of time they spent watching television, but the indices of violence differed for the two groups. Children were asked about their “fear of walking alone at night” and “how often it is all right to hit someone when you are mad at them” (Roberts, 1981, p. 558). Parents were asked about their “concerns about violence (e.g., the likelihood of being involved in violence, fear of walking alone at night and precautions taken to be safe from crime)” (Roberts, 1981, p. 559). For children, amount of TV viewing was positively correlated with acceptance of hitting someone when angry, particularly for the younger children, who watched more TV than the older children. For parents, amount of TV was positively correlated with being afraid to walk near their homes alone at night, and one of the indicators of taking precaution against crime (putting locks on doors and windows). The children’s findings, in particular, lend support to the belief that watching TV leads to an increased tolerance for violence. Unfortunately, this study does not provide a basis to draw the same conclusion for adults, for parents were not asked about their acceptance of violent behavior.

The studies and surveys mentioned thus far reveal both consistencies and inconsistencies. Generally, regardless of age, females reject violence more than do males. Film violence seems to have different effects on people of different ages, and sometimes of different genders. For instance, male and female parents were similarly affected by TV violence, increasing their fear of walking alone and putting locks on doors and windows. Children who watch greater amounts of TV are more tolerant of violence than children who watch less TV. Lastly, younger children of both genders are more accepting of violence than older children.

Several experiments focused on measuring attitudes of violence against women. Weisz and Earls (1995) presented a physically violent (*Die Hard 2*), sexually violent (*Deliverance* [male raped by male] or *Straw Dogs* [female raped by male]), or neutral film (*Days of Thunder*) to male and female undergraduates. Each participant then completed several measures including the Acceptance of Interpersonal Violence Scale (Burt, 1980); the Attraction to Sexual Aggression Scale (Malamuth, 1989); and the Rape Myth Acceptance Scale (Burt, 1980). Overall, regardless

of the film viewed, males were more accepting of interpersonal violence, more attracted to sexual aggression, and more accepting of rape myths. Furthermore, the males who had watched either of the sexually violent films demonstrated the most acceptance of each of the three aforementioned phenomena. Females were not affected by film type. Lastly, males and females who watched the neutral film did not significantly differ on the three phenomena. Therefore, sexually violent films appear to have an effect on males', but not females', interpersonal and sexual violence attitudes.

Another study focusing on attitudes toward violence against women divided 144 male undergraduates into one of four conditions (Peterson & Pfof, 1989). Each undergraduate viewed 12 minutes of either nonerotic-violent, nonerotic-nonviolent, erotic-violent, or erotic-nonviolent rock videos. Then the undergraduates completed the "Student Sexual Attitudes" scale (Malamuth, 1983) that contains four categories of attitudes including Acceptance of Interpersonal Violence (almost all items relate to violence against women), and Adversarial Sexual Beliefs (which indicate an antagonistic orientation toward women) (Burt, 1980). The four experimental groups differed significantly on scores for Adversarial Sexual Beliefs. Students who viewed the nonerotic-violent videos scored significantly higher on this measure than students who viewed any of the other types of videos. Males' attitudes toward women were again affected by film violence, but in contrast to Weisz and Earls's (1995) study, non-sexual violence had an impact while sexual violence did not.

Males' and females' attitudes toward violence against women were compared after they were exposed to films containing violence against women (Malamuth & Check, 1981). The participants included 65 female and 50 male undergraduates from introductory psychology courses who were roughly equally distributed into two treatment conditions. The experimental group watched two full-length, commercially released feature films (*Swept Away* and *The Getaway*) which included violence against women depicted as being justified and as desired by the victim. The control group watched two full-length, commercially released feature films



(*A Man and A Woman* and *Hooper*) which did not contain any such violence. Participants were told that they were part of a movie rating experiment. The films were viewed in a natural setting, with one movie in each group being part of the campus film program.

Within 3 to 7 days following the film viewing, an attitudes survey was administered, during class, to all of the introductory psychology students. Experimental participants were identified based on extensive background information obtained. The attitudes survey included the Acceptance of Interpersonal Violence scale (Burt, 1980) consisting of 6 items, 5 of which specifically relate to violence against women. Overall, males were significantly more accepting of interpersonal violence than females, with experimental males being significantly more accepting than male controls. Experimental female participants showed a nonsignificant tendency to be less accepting of interpersonal violence than female controls.

In general, males appear to be consistently more accepting than women of violence against women. Furthermore, males become even more accepting of violence against women after viewing films that depict this type of violence, while women become less accepting if they are affected by the film at all. This is useful, albeit disturbing information, but the research has yet to clarify how violent TV may or may not affect males' and females' general attitudes about violence.

#### Exposure to Violence in the Home

Another variable that this author believes to have an impact on one's attitudes toward violence is one's exposure to violence in the home. For instance, if one has witnessed his or her parents physically fighting, one may consider this to be acceptable behavior and develop a tolerant attitude toward this behavior. However, no empirical studies have addressed the possible relationship between violence in the home and attitudes toward violence, although research has found a relationship between exposure to interspousal violence and aggressive behavior.

Porter and O'Leary (1980) studied 64 children from two-parent families seen at a university psychology clinic. In order to determine whether marital hostility was related to

children's behavior problems, Porter and O'Leary had the children's mothers complete several measures: the Behavior Problem Checklist (BPC) (Quay & Peterson, 1979) which includes subscales measuring disordered conduct and socialized delinquency, and the O'Leary-Porter Scale (OPS) (developed for the study) measuring overt marital hostility such as quarrels and physical abuse. The children were divided into four groups: girls aged 5 to 10 ( $n = 13$ ), boys aged 5 to 10 ( $n = 20$ ), girls aged 11 to 16 ( $n = 14$ ), and boys aged 11 to 16 ( $n = 17$ ). Findings differed among the four groups. The younger boys displayed a significant correlation between OPS scores and disordered conduct. For older boys, there was a significant correlation between OPS scores and socialized delinquency. Neither of the girls' groups revealed significant correlations between OPS and BPC scores, although the correlation between the OPS and socialized delinquency approached significance for the older girls ( $r = .44$ ,  $p < .059$ ).

A subsequent study by Johnson and O'Leary (1987) exclusively studied girls between the ages of 9 and 11 and found a significant relationship between girls' problem behavior, marital hostility, and parental aggression. All participants were from intact, non-clinic families solicited through newspaper advertisements. Marital hostility was measured using the O'Leary-Porter Scale (OPS) (1980), parental aggression was assessed with the Aggression subscale from the Personality Research Form - E (Jackson, 1974), and children's problem behavior was measured by parent ratings on the Conduct Disorder (CD) subscale of the Revised Behavior Problem Checklist (Quay & Peterson, 1987). The girls were divided into a conduct disordered (CD) group or a non-conduct disordered group. The CD group consisted of 25 girls with scores at least 2 standard deviations above the mean on the CD subscale, and 17 girls with scores at or below the mean on the CD subscale. Statistical analyses revealed that CD girls had mothers who were significantly more hostile toward their husbands (based on OPS scores) than the mothers of non-CD girls. Furthermore, based on Aggression Scale scores, CD girls had fathers who were more aggressive than the fathers of non-CD girls.

The studies reviewed above indicate that the behavior of girls as well as boys is affected by hostile and aggressive parental behavior, but these studies did not examine physically aggressive behavior independent of other hostile and aggressive behavior. Physical marital aggression and child problem behaviors were the particular focus of a study by Jouriles, Murphy, and O'Leary (1989). Participants were 87 couples who had requested marital therapy at a university clinic. The couples completed the Conflict Tactics Scale (CTS) (Straus, 1979) which assesses how spouses resolve conflicts and includes items measuring the use of rational debate, verbal aggression, and physical aggression. The couples also completed the Behavior Problem Checklist (BPC) (Quay & Peterson, 1979) for one of their children between the ages of 5 and 12. (If the couple had more than one child within this age range, they reported on the oldest child.) Analyses revealed that physical marital aggression significantly contributed to the prediction of conduct disorder for boys, but not for girls.

Research is supportive of a relationship between interparental violence (physical aggression) and children's aggression, although this relationship has not been found consistently for girls. Unfortunately, the possible relationship between interparental violence and children's attitudes toward violence has not been studied. It seems reasonable to predict, as with desensitization to TV violence, that exposure to violence in the home will be positively correlated with tolerant attitudes toward violence.

### Summary of Findings

Previous research has found that individuals exposed to television violence become physiologically and emotionally desensitized to additional TV violence as well as "real life" violence. Desensitization has been shown to occur after just one brief exposure to TV violence, and children and college students who watch a lot of TV are more desensitized than less frequent viewers, thus providing some evidence for long-term exposure effects. Exposure to TV violence also has been shown to negatively affect behavior. Children who watch filmed violence are slower to elicit adult help when other children are fighting. They are also more likely to be

aggressive toward other children.

In addition to having a negative impact on behavior and sensitivity to violence, TV violence also adversely affects perceptions, judgments, and attitudes about violence. Several studies have found that after viewing filmed violence, college students tend to minimize the injuries suffered by violence victims and are less sympathetic toward victims. However, research on attitudes has revealed some inconsistent findings. The few studies that have focused on children's and adolescents' attitudes toward violence have found that exposure to TV violence seems to have little impact on their attitudes. However, recent research with college undergraduates focusing specifically on the relationship between filmed violence and attitudes toward violence against women has revealed a significant impact of filmed violence, particularly for males. Male undergraduates become more accepting of violence against women after viewing films depicting this type of violence, while female undergraduates are either unaffected, or become less tolerant of violence after viewing these films.

Existing research has provided us with many useful findings, but significant gaps in knowledge remain, particularly with respect to the relationship between TV violence and attitudes toward violence. In general, not enough research has been conducted on this topic, and much of it has been limited to attitudes toward violence against women. The impact of TV violence on more general attitudes toward violence is not known.

Attitude research also has been limited in regard to the age of participants studied. No studies have explicitly measured the impact of TV violence on middle-aged or older adults. Almost all prior research has focused exclusively on children, adolescents, or college undergraduates. The effects of TV violence on older adults' attitudes can not be assumed to parallel those of children and undergraduates. Developmental factors may or may not influence the impact of TV violence. It is important to study adults' attitudes explicitly not only because of possible developmental effects but also because of the potential political consequences. Even

though most violence is perpetrated by younger people, older adults have a greater direct influence on public policy and laws as legislators and voters. If violent TV makes older adults more tolerant of violence, this could foster apathy and indifference in responding to societal violence.

### Present Study

The present study examined the relationship between television viewing, exposure to violence in the home, and attitudes about several kinds of violence. It addressed three different age groups: 11- to 12 year-olds, college undergraduates between the ages of 18 and 23, and adults between the ages of 40 and 55 years. The following hypotheses were proposed:

(1) tolerance to violence would be positively correlated with TV viewing, especially violent TV, regardless of age; (2) males would be more tolerant of violence than females; and (3) tolerance to violence would be positively correlated with exposure to violence in the home, regardless of age.

## CHAPTER 2

### METHOD

#### Participants

Three separate age groups were compared in this study: young adolescents, young adults, and older adults. The adolescent group ( $n = 31$ ; 9 males, 22 females) consisted of 11 and 12-year-old seventh graders at a private Catholic school in Schenectady, NY. Traditional college undergraduates, between the ages of 18 and 23, enrolled in psychology courses at a private Catholic university in Dayton, OH served as the young adult sample ( $n = 70$ ; 32 males, 38 females). Primarily Catholic adults between the ages of 40 and 55, living in the Capital District area of upstate New York, comprised the older adult group ( $n = 35$ ; 12 males, 23 females).

#### Materials

##### TV Viewing Questionnaire

All participants completed a "TV Viewing" chart (see Appendix A) developed for this study. The chart divided each day of the week into Morning, Afternoon, and Evening segments. The participants reported all of the programs that they usually watch each day of the week ("usually" being defined as at least every other week), and they also included the length of the program (i.e., 30 minutes or 60 minutes). A copy of a local newspaper's weekly TV listings was provided to aid participants' recall.

Favorite TV programs and favorite movies. The last page of the TV Viewing chart (see Appendix A) instructed participants to list their five favorite TV programs and five favorite movies. Participants were asked this additional information for three reasons. One, it was believed that a majority of television programs contain violence; therefore, the violent content of

the TV shows viewed by participants may not substantially vary. Two, it was believed that the intensity of violence depicted in movies would have a greater range than the intensity of violence depicted in TV programs. Third, the experimenter wished to explore whether or not the violent content of participants' most preferred television programs and movies would be related to their attitudes toward violence.

#### Tolerance Toward Violence Scale (TTVS)

A modification of the English version of the Tolerance Toward Violence Scale (Italian original) translated and tested at UCLA and the University of Illinois at Chicago (Caprara, Cinanni, & Mazzotti, 1989) was used to assess tolerance toward violence as a general, rather than specific construct. The original scale contains 29 items, selected through principal component analysis, related to three criteria: "(a) violence with ideological and political connotations; (b) violence against people and their property; and (c) apparently gratuitous violence for its own sake" (Caprara et al., 1989, p. 479). The scale was modified for the present study in the following ways: (1) Some items were reworded in order to make them more easily understood by young adolescents; and (2) two items were omitted. One item reflecting sexual violence ("A certain kind of violence, especially by men, is a necessary component of sexual interaction") was omitted because it was believed this item would not be adequately understood by adolescents. Another item ("The unconditional rejection of all forms of violence may favor the interests of privileged groups") was also omitted because its meaning was believed to be ambiguous. The revised version, consisting of 27 items, was used for all age groups in the present study (see Appendix B).

The original response and scoring systems were maintained, except that the range of scores differed slightly due to the omission of the aforementioned items. Participants rated each of 27 items on a 6-point Likert scale, ranging from 1 to 6. The scale is scored by taking the sum of the responses to 24 items, as 3 of the items (# 6, 13, 19) are control items included to avoid response-set effects. Scores thus range from 24 to 144. Lower scores indicate greater tolerance

of violence.

Principal-components analyses performed at UCLA and the University of Illinois at Chicago (Caprara et al., 1989) revealed that the first two principle components accounted for 18.9 and 6.7% of the total variance, indicating fairly good internal consistency. The scale has construct validity for it is fairly well correlated with Caprara's Irritability scale ( $r = .389$ ,  $p = .006$ ) (Caprara et al., 1985) which has been used to clarify several kinds of "impulsive aggression," as defined by Berkowitz (1974). The TTVS is also correlated with Caprara's (1986) Dissipation-Rumination scale ( $r = .444$ ,  $p = .002$ ) which measures "cognitive components of the intention to harm" (Caprara et al., 1989, p. 479). Analyses also revealed a reliability coefficient of .807 and a Spearman-Brown split-half coefficient of .743 (Caprara, Cinanni, & Mazzotti, 1989).

#### Conflict Tactics Scales (CTS).

Since modeling has been shown to be such a powerful method of learning, and because exposure to violence may affect one's attitudes toward violence, participants' exposure to conflict and violence in the home was also assessed. A slightly modified version of the Conflict Tactics Scales, Form N (CTS-N; Straus, 1979) was used to gauge this important variable (see Appendix C). In its original version, the CTS-N asked husbands to report how they resolved conflicts with their wives. The modified version asked participants to complete the CTS three separate times, indicating (1) how they resolve conflicts with all immediate family members, (2) how their fathers resolve conflicts with family members, and (3) how their mothers resolve conflicts with family members. Thus, three separate scores for self, father, and mother were obtained.

The 18 CTS items have been divided into three factor analytically derived subscales. The subscales consist of three general ways of dealing with conflict. The Reasoning subscale (items 1 through 3) involves the use of reasoning or rational discussion/argument. The Verbal Aggression subscale (items 4 through 10, minus 7) contains items describing verbal and nonverbal acts which hurt or threaten the other. (Item 7 is included in the scale because interviews revealed that it was



a frequent response [Straus, 1979]. The item is not scored because it is not representative of any of the three types of responding defined by the CTS.) The Violence subscale (items 11 through 18) consists of items that use physical force against the other person.

Participants respond to each subscale item by reporting how many times they have witnessed or engaged in the behavior noted in the item. Participants select one of seven possible responses ranging from 1 ("Never, or Don't know") to 7 ("More than 20 times"). These seven alternative responses are the same for each item.

The CTS may be scored in several ways. This study employed the simplest method: summing the responses of the subscales. For the present study, the eight Violence subscale items, plus item #10 on the Verbal Aggression subscale, were summed together to represent exposure to violence in the home. Item 10 ("Threw or smacked or hit or kicked something") was included because it is an act of physical violence. The remaining Reasoning and Verbal Aggression subscale items were not scored because they do not measure actual physical violence.

Participants' scores were tallied based on either the actual number of times they witnessed or engaged in a behavior, or the average number of times they witnessed or engaged in a behavior. For example, when participants responded by selecting "Never, or Don't know," "Once," or "Twice," their responses were coded as 0, 1, and 2, respectively. On the other hand, when participants selected a response representing a range, either "3 - 5 times," "6 - 10 times," or "11 - 20 times," their response was coded as 4, 8, or 15.5, respectively. When participants selected "More than 20 times" as their response, the response was coded as 30. Responses were coded in this manner in order to more accurately reflect the increasing intensity of behavioral response. Maintaining the original "1 - 7" coding (see Appendix C) suggests that the difference between "Once" and "Twice" is the same as the difference between "Twice" and "3 - 5 times." Scores could possibly range from 0 to 270. Higher scores indicate greater exposure to violence.

The CTS were normed on a national sample of 2,143 couples (Straus, 1979). The mean internal consistency reliability coefficients for Form N for the Reasoning, Verbal Aggression, and

Violence subscales were .74, .73, and .87 for husbands, and .70, .70, and .88 for wives. Validity for the CTS has not been established, but some supportive evidence exists. The Violence subscale, in particular, has a high degree of face validity since all of the items describe ways of using physical force on another. Concurrent validity has been indicated by a study by Bulcroft and Straus (1975). Undergraduate sociology students and their parents completed the CTS. An analysis of the correlations between students' and parents' responses found low correlations for the Reasoning scale ( $r = .19$  for fathers,  $r = -.12$  for mothers), while the Verbal Aggression and Violence scales were more highly correlated ( $r = .51$  and  $.64$  for fathers,  $r = .43$  and  $.33$  for mothers).

Various findings point to evidence of construct validity for the CTS. CTS findings are consistent with the literature supporting the "catharsis" theory of aggression control (Straus, 1974). CTS correlations of generational family violence are consistent with empirical data on the transmission of violent behavior within families (Carroll, 1977). Furthermore, despite their brevity, the CTS have reported similarly high rates of verbal and physical aggression as those reported by detailed interview studies (Gelles, 1974). Finally, the CTS have been correlated with several other variables related to intrafamily violence. A number of studies have found negative correlations between socioeconomic level and violence as measured by the CTS (Straus, 1974; Straus, Steinmetz, & Gelles, 1979), high violence when the husband-wife dyad is characterized as highly husband- or wife-dominant (Straus, 1973; Straus, Steinmetz, & Gelles, 1979), and use of more physical violence by husbands when their prestige and economic standing is lower than their wives' (Allen & Straus, 1979).

### Procedure

#### Participant recruitment and questionnaire administration.

The seventh grade classes at a private Catholic school in Schenectady, NY provided the young adolescent sample. Students participated only after parental consent was obtained by means of a signed form (see Appendix D) sent by the school. The seventh grade guidance

counselor administered the questionnaires to the students. In order to avoid comprehension problems and to answer any questions that arose, the guidance counselor read all instructions to the students, as well as the Tolerance Toward Violence Scale and CTS items. A script was provided to guide the counselor through the administration of questionnaires (see Appendix E).

Students enrolled in introductory psychology courses at a private Catholic university in Dayton, OH served as the young adult sample. These students received research credit for their participation. After signing an informed consent form (see Appendix F) students participated in small groups in university classrooms. A researcher read the instructions for each questionnaire and answered questions, but students completed the questionnaires independently.

Students from a senior psychology class at a private Catholic high school in Schenectady, NY were used to obtain the older adult sample as part of their course requirements. The author trained the students in administering the questionnaires. A script was provided that guided the students through the administration of the questionnaires (see Appendix E). Once trained, each student obtained informed consent (see Appendix F) and completed questionnaires from three to five adults between the ages of 40 and 55. Each student was allowed to survey only one adult who resided in the same household as the student. The students were instructed to be present to answer questions while the adult completed the questionnaires.

The order of presentation of the questionnaires varied. Roughly half of the participants completed the Tolerance Toward Violence Scale (TTVS) followed by the TV Viewing chart; the other half completed the TV Viewing chart followed by the TTVS. The CTS was always administered last. Debriefing forms (see Appendix G) were read and/or given to all participants immediately after completing the questionnaires.

## CHAPTER 3

### RESULTS

This study was conducted in order to investigate the possible relations between TV violence, exposure to violence in the home, and tolerance of violence. In particular, the following hypotheses were proposed: (1) tolerance to violence would be positively correlated with TV viewing, especially violent TV, regardless of age; (2) males would be more tolerant of violence than females; and (3) tolerance to violence would be positively correlated with exposure to violence in the home, regardless of age.

Data were collected for three different age groups, adolescents, young adults, and middle-aged adults, through the use of three questionnaires. Tolerance of violence was measured by the Tolerance Toward Violence Scale (TTVS) (see Appendix B). This scale required participants to indicate their level of agreement with items that either support the use of violence, or downplay its importance. Exposure to violence in the home was measured using the Violence subscale of the Conflicts Tactics Scales (CTS) (see Appendix C). The Violence subscale of the CTS, items 10 through 18, consists of statements depicting physical acts of violence. Participants responded to the CTS three times, reporting how often their fathers, their mothers, and they themselves engaged in each of the physically violent behaviors described in the CTS Violence subscale. The TV viewing chart (see Appendix A) was used to collect the total amount of TV viewed by participants, the type of TV viewed (violent or nonviolent) by participants, as well as participants' favorite TV programs and movies.

### TV Viewing, TV Violence, Movie Violence

TV Viewing. The TV Viewing chart (see Appendix A) was used to measure the total amount of TV viewed. Amount of TV viewed was scored for each participant as the total number of hours of television watched during 1 week. Amount of TV viewed was treated as a continuous variable for all statistical analyses.

TV Violence. The ratings recently adopted by television networks (e.g., "TV Y," "TV Y7 FV," "TV14") and the movie ratings used by the National Motion Picture Industry (e.g., "G," "PG 13," "R") were not employed as violence ratings for this study for several reasons. The new TV ratings were not established by an independent council. They are voluntary guidelines created by the major television networks. Moreover, the networks themselves decide what rating will be assigned to their own programs. In consideration of these facts, the author believed that the "standard" TV ratings are not a reliable measure of violence in TV programs, as each network could interpret the ratings differently, and a network could have various motives for assigning a particular rating to a particular show (i.e., as a way to induce interest in a show). Furthermore, the standard ratings, especially the movie ratings, are all-inclusive ratings in that they evaluate a program or movie based on its entire content, including sex and dialogue, as well as violence.

A panel system was used for this study so that ratings would be based solely on violence content. Every 30 minutes of TV viewed was evaluated for its violence content and assigned either a 0 for non-violence, a 1 for moderate violence, or a 2 for extreme violence. The following types of programs were rated: situational comedies, dramas, talk shows, educational programming, game shows, news magazines (e.g., "Prime Time Live"), animated shows, and sporting events. The violence depicted in sporting events and animated shows was judged to be qualitatively different from the violence depicted in all other programming. This was determined because aggression is an integral part of some sports, and violence between cartoon characters has a "make-believe" nature to it. Therefore, sports events were divided into two categories: contact sports and non-

contact sports. Contact sports (e.g., football, hockey) were rated as moderately violent, while non-contact sports (e.g., golf) were rated as non-violent. Animated programs were rated by a panel or the author.

A panel of 14 graduate students from the Psychology Department at the University of Dayton was formed to determine violence ratings. The panel consisted of students from each of the three graduate programs in the department: the clinical, general, and human factors programs. The panel was equally divided between male and female members. A list of the 305 TV programs viewed by participants (see Appendix H) was given to each panel member, along with instructions for rating the programs (see Appendix I). The instructions include descriptions of the standard TV and movie ratings currently used by the TV and movie industries, as well as guidelines for assigning violence ratings.

The ratings instructions included a brief description of the standard TV ratings currently used by television networks, as well as brief guidelines for assigning violence ratings. Standard TV ratings were included because they provided uniform descriptions of different categories of violence that could guide all panel members. The guidelines were purposely brief and somewhat vague so that the violence ratings would reflect a consensus of the panel members' perspectives, rather than an arbitrary classification that could have resulted from more specific instructions (e.g., "Assign a rating of moderate violence if there are 3 or less violent events per episode"). Each TV program that could be rated was given a final violence score of 0, 1, or 2, indicating that the program was considered to be non-violent, moderately violent, or extremely violent, respectively. A TV program received a panel violence score if it was rated by at least five panel members. The average of the five members' ratings was used as the final violence score for the program. Unfortunately, instances arose in which some programs were rated by only three or four panel members. In cases where additional members' ratings would not change the final average violence score (e.g., three members all rated a program as "0"), average ratings of three and four panel members were used as the final violence score. Panel ratings were

established, based on the averages described above, for 109 programs.

A total of 196 programs were not assigned ratings based on panel averages because either too few, or no, panel members had viewed the programs. Therefore, the author personally viewed and rated 151 programs. Of these 151 programs, 106 were viewed solely by the author, while 45 were also viewed by at least two panel members. Violence ratings given by panel members and the author were averaged to establish violence scores for the 45 programs. The author's sole rating was used as the violence score for the remaining 107 programs.

The remaining 45 (14.8%) programs viewed by participants were not rated. Ratings were not provided for these shows because they were either local news programs, nature shows, or unavailable to be viewed by the panel or the author. In addition, one program, "Wings," was not rated because two programs share this title. Local news programs were not rated because their content varies by station and locale, and they often only report violence rather than display it. Nature shows (e.g., "National Geographic") were not rated because the violence depicted in them is most often perpetrated by animals rather than human beings. For the purpose of this study, animal violence was judged to be qualitatively different from human violence. Table 1 indicates the total number of programs rated as non-violent, moderately violent, or extremely violent.

Violence content scores. Each participant received two violence content scores: (1) a total TV violence score and (2) an average TV violence score. Total violence scores were calculated by summing the violence ratings (0, 1, or 2) of each 30-minute segment of programming watched weekly by the participant. Average violence scores were determined by dividing the total violence score by the total number of 30-minute segments of TV viewed weekly by the participant. Moreover, due to the determination that the violence in sports and animated programs is qualitatively different from the violence in other programs, total violence scores and average violence scores were calculated including, and excluding, sports and animated programs. Finally, average violence scores were calculated and analyzed in addition to total violence scores because total violence scores would be at least partially correlated with TV amount totals.

Table 1

Categorical totals of violence ratings for TV programs

	Violence Rating		
	Nonviolent	Moderately Violent	Extremely Violent
Number of programs	179	73	8
Percentage of programs	68.8	28.1	3.1

Note. A total of 260 programs were rated.



Violence content scores for favorites. Participants were asked to list a total of only five favorites each for TV programs and movies. However, because some participants did not list a total of five favorites, total violence scores were not used. Instead only average violence content scores were calculated for favorite TV programs and movies. Averages were calculated whenever participants reported 3, 4, or 5 favorite TV programs and movies.

Favorite TV programs were included in the list of 305 programs given to the ratings panel. Therefore, they were rated in the same manner as programs typically watched during the course of a week. That is, averages for favorite TV programs were calculated by summing the violence ratings of every 30 minutes of favorite programs listed and dividing by the total number of 30-minute segments listed.

Movies were rated somewhat differently from TV programs. Since movies vary in duration, but often last between 1 ½ to 2 hours, all movies were treated as being equal in length. Second, graduate student panel ratings were available for only 163 of the 307 movies listed by participants (see Appendix J). An additional 116 films were rated using "VideoHound's Golden Movie Retriever 1998: The Complete Guide to Movies on Videocassette, Laserdisc, & CD" (Connors & Craddock, 1998). This guide provides a brief description of every movie it lists, as well as content warnings for violence, sex, and language. If a movie did not have a content warning for violence, and its description did not indicate any violence, the author assigned the movie a rating of 0, for no violence content. If the guide indicated that a movie contained some violence, the author assigned the movie a rating of 1, for moderate violence. If the guide qualified a movie's violence with such descriptors as "intense," "strong," or "graphic," the film was assigned a rating of 2, for extreme violence. The remaining 28 movies listed by participants could not be rated. A total of 7 films had titles shared by at least one other film, and 21 were not seen by panel members and were not rated by the guide. (See Appendix J for rated movies.) Table 2 indicates the total number of movies rated as nonviolent, moderately violent, or extremely violent.

Table 2

Categorical totals of violence ratings for favorite movies

	Violence Rating		
	Nonviolent	Moderately Violent	Extremely Violent
Number of movies	147	89	43
Percentage of movies	52.7	31.9	15.4

Note. A total of 279 movies were rated.

### Questionnaire Presentation Order

In order to determine if the order of completing the three questionnaires would affect participants responses, a one-way analysis of variance (ANOVA) was performed on tolerance of violence, as assessed by TTVS scores, and questionnaire presentation order. The ANOVA revealed that there was no main effect of presentation order ( $F = .054$ ,  $p = .817$ ), indicating that the order of completing the questionnaires did not influence participants' TTVS scores.

Therefore, presentation order was not included in any subsequent analyses.

### Similarity of TV and Movie Variables

Data were collected for a multitude of TV and movie variables: (1) total amount of TV viewing, (2) total TV violence excluding animated and sports programs, (3) total TV violence including animated and sports programs, (4) average amount of TV violence excluding animated and sports programs, (5) average amount of TV violence including animated and sports programs, (6) average amount of violence of favorite TV programs excluding sports and animated shows, (7) average amount of violence of favorite TV programs including sports and animated shows, (8) average amount of violence of favorite movies excluding animated films, and (9) average amount of violence of favorite movies including animated films. Each of these variables, except amount of TV viewing, consist of four "pairs" of variables that differ only with respect to including or excluding sports and animated programs/films. Pearson product-moment correlations were performed between each of these variables to determine if any of them were highly related. These analyses revealed that each pair was significantly related: (1) total TV violence excluding and including animated and sports programs,  $r = .76$ ,  $p < .001$ ; (2) average amount of TV violence excluding and including animated and sports programs,  $r = .50$ ,  $p < .001$ ; (3) average amount of violence of favorite TV programs excluding and including sports and animated shows,  $r = .87$ ,  $p < .001$ ; and (4) average amount of violence of favorite movies excluding and including animated films,  $r = .98$ ,  $p < .001$ . In addition, total TV violence, excluding and including animated and sports programs, was highly correlated with total amount

of TV viewing,  $r = .67$ ,  $p < .001$ , and  $r = .74$ ,  $p < .001$ , respectively. Thus, total TV violence excluding and including animated and sports programs was not included in subsequent analyses. The remaining pairs of variables, all average amounts of violence, were, in general, highly correlated. Therefore, subsequent analyses included only the variables that included sports and animated programs/films. These variables were selected because they included all of the TV and film data; otherwise the data for sports and animated programs/films would have been omitted. Table 3 presents the means and standard deviations, by sample, for tolerance to violence, as measured by TTVS scores, and each of the TV and movie variables selected for subsequent analyses.

#### Available Scores

Scores were available for all 136 participants across the three age ranges for the following variables: (1) amount of TV viewing, and (2) average amount of TV violence including animated and sports programs. Unfortunately, some participants did not list any favorite movies and/or TV shows, or they listed only one or two favorites so that averages could not be calculated.

Therefore, scores for the following variables were available only for the number of participants in parentheses: (1) average amount of violence of favorite TV programs including sports and animated shows ( $n = 124$ ), and (2) average amount of violence of favorite movies including animated films ( $n = 119$ ).

#### TV and Movie Violence and Tolerance of Violence

In order to determine if tolerance to violence, as measured by TTVS scores, is positively correlated with TV viewing, violent TV, and/or the violence content of one's favorite TV programs and movies, Pearson product-moment correlations were performed between tolerance toward violence and each of the following variables: (1) total amount of TV viewing, (2) average amount of TV violence including animated and sports programs, (3) average amount of violence of favorite TV programs including sports and animated shows, and (4) average amount of violence of favorite movies including animated films (See Table 4). The analyses revealed that

Table 3

Means and Standard Deviations for TTVS scores, TV, and Movie Variables

Sample	Score				
	TTVS	TV Amount	Average TV Violence	Favorite TV Violence	Favorite Film Violence
Grand	80.35 (16.32)	20.48 (16.07)	.36 ( .28)	.39 ( .29)	.73 ( .46)
Males	77.59 (16.76)	21.93 (15.08)	.51 ( .25)	.53 ( .30)	.94 ( .48)
Females	82.12 (15.88)	19.55 (16.69)	.24 ( .21)	.31 ( .26)	.58 ( .39)
Adolescents	68.11 (19.36)	24.44 (10.77)	.31 ( .23)	.32 ( .30)	.87 ( .46)
Males	68.09 (22.90)	25.44 (11.79)	.57 ( .20)	.60 ( .19)	.90 ( .64)
Females	68.11 (18.32)	24.02 (10.58)	.20 ( .14)	.21 ( .27)	.86 ( .35)
Young Adults	84.10 (12.35)	18.75 (12.81)	.41 ( .31)	.41 ( .27)	.73 ( .47)
Males	81.38 (13.85)	22.33 (14.99)	.53 ( .35)	.50 ( .32)	.99 ( .45)
Females	86.39 (10.58)	15.74 ( 9.87)	.30 ( .21)	.34 ( .21)	.52 ( .38)
Older Adults	83.71 (15.49)	20.43 (23.85)	.33 ( .24)	.44 ( .33)	.55 ( .38)
Males	74.61 (16.74)	18.25 (17.75)	.42 ( .27)	.60 ( .31)	.80 ( .42)
Females	88.46 (12.72)	21.57 (26.79)	.28 ( .22)	.37 ( .32)	.39 ( .26)

Table 4

Correlations Between TTVS Scores and TV and Movie Variables

	TV Amount	Variable		
		Average TV Violence	Favorite TV Violence	Favorite Movie Violence
r value	- .142	.098	.073	- .249
p value	.049	.129	.209	.003

the only variable found to be significantly correlated with tolerance of violence, based on a significance level of .01, was average amount of violence of favorite movies including animated films,  $r = -.25$ ,  $p = .003$ . This stringent significance level was adopted as multiple correlations were performed. The significant results of this analysis indicate that individuals who prefer more violent movies were more tolerant of violence than individuals who preferred less violent movies. The relationship between total amount of TV viewing and tolerance of violence approached significance,  $r = -.14$ ,  $p = .049$ .

Sex and age may have influenced the significance of average amount of violence of favorite movies, as well as the near significance of total amount of TV viewing. Therefore, two-way analyses of variance (ANOVA's) were performed on movie violence and TV viewing amount, by sex and age. The TV viewing amount ANOVA revealed no significant main effects for sex,  $F(1, 135) = .25$ ,  $p = .616$  or age,  $F(2, 135) = 1.21$ ,  $p = .303$ , indicating that the amount of TV viewed did not significantly differ between males and females, or between adolescents, young adults, and older adults. Furthermore, no interaction effects were found for TV viewing amount,  $F(2, 135) = 1.08$ ,  $p = .342$ . The movie violence ANOVA revealed a significant main effect for sex,  $F(1, 118) = 12.22$ ,  $p = .001$ , indicating that males preferred more violent movies than did females. No interaction effects were found for movie violence,  $F(2, 118) = 2.48$ ,  $p = .088$ .

#### Tolerance to Violence and Sex

The second hypothesis proposed that males would be more tolerant of violence than females. In order to test this hypothesis, a two-way between-groups analysis of variance (ANOVA) was performed on tolerance of violence with age and sex as the independent variables. The ANOVA revealed that the main effect of sex  $F(1,135) = 4.86$ ,  $p = .029$  was significant with males being more tolerant of violence than females. Results also indicated that the main effect of age  $F(2,135) = 11.01$ ,  $p < .001$  was significant. There was no significant interaction effect between age and sex,  $F(2,135) = 1.70$ ,  $p = .188$ . Tukey post hoc comparisons were performed on tolerance toward violence and age. Results revealed that adolescents were

significantly more tolerant of violence than were young adults or older adults. Young adults and older adults did not significantly differ with respect to tolerance.

#### Tolerance to Violence and Exposure to Violence in the Home

The last hypothesis proposed that tolerance to violence would be positively correlated with exposure to violence in the home, regardless of age. Tolerance to violence was measured by the TTVS; exposure to violence in the home was measured by the Violence subscale of the CTS. In particular, participants' father and mother CTS scores represented participants' exposure to violence, as these scores represented fathers' and mothers' use of violence. In addition to the separate father and mother CTS scores, a total parental CTS Violence subscale score was tallied, as well as a total CTS Violence subscale score for self. The total parental and self scores were tallied in order to perform exploratory analyses. Table 5 displays the means and standard deviations for each of the CTS Violence subscale scores. Scores were available for all 136 participants for each of the CTS Violence scores except the father subscale score. Only 1 participant did not respond to the father subscale, resulting in an  $n = 135$  for this subscale. Pearson product-moment correlations were performed on tolerance toward violence and each of the participants' CTS Violence scores, that is, the total violence scores for self, father, and mother. A correlation was also performed on tolerance toward violence and a total parental CTS score, the sum of both the father and mother scores (see Table 6). These analyses were performed in order to determine if exposure to violence was positively correlated with tolerance of violence. This set of analyses revealed that the only variable significantly correlated with tolerance of violence was the self CTS violence score,  $r = -.267$ ,  $p = .001$ , indicating that individuals who were more prone to violent behavior held attitudes that were more tolerant of violence. Although the correlation is negative, it must be remembered that lower TTVS scores indicate greater tolerance of violence.

In order to determine if tolerance to violence, exposure to violence, or one's personal use of violence were influenced by sex or age, a two-way between-groups ANOVA was performed



Table 5

Means and Standard Deviations for CTS Scores

Sample	CTS Score			
	Father	Mother	Self	Total Parent
Grand	10.73 (32.32)	10.50 (25.87)	9.87 (17.65)	21.15 (45.75)
Males	10.77 (23.24)	13.08 (26.69)	13.86 (21.17)	23.66 (39.01)
Females	10.70 (37.03)	8.84 (25.36)	7.31 (14.55)	19.55 (49.74)
Adolescents	8.96 (27.31)	11.26 (32.33)	12.29 (21.74)	20.22 (55.46)
Males	4.38 ( 5.30)	19.94 (40.40)	11.72 (17.75)	24.32 (43.86)
Females	10.84 (32.28)	7.70 (28.74)	12.52 (23.56)	18.55 (60.43)
Young Adults	5.98 (18.29)	6.52 (19.86)	8.20 (16.87)	12.50 (28.29)
Males	10.70 (26.28)	5.44 (13.32)	13.17 (22.96)	16.14 (32.28)
Females	2.00 ( 3.12)	7.43 (24.18)	4.03 ( 7.05)	9.43 (24.45)
Older Adults	22.13 (51.77)	17.77 (29.12)	11.04 (15.17)	39.27 (58.99)
Males	16.22 (22.85)	28.33 (34.91)	17.29 (19.66)	43.20 (47.71)
Females	24.96 (61.30)	12.26 (24.67)	7.78 (11.41)	37.22 (65.00)

Table 6

Correlations Between Tolerance Toward Violence (TTVS) and CTS scores

	CTS Score			
	Self	Father	Mother	Total Parent
TTVS	-.267*	-.077	-.101	-.112
Self	--	.282*	.409*	.427*
Father	--	--	.238**	.838*
Mother	--	--	--	.728*
Total Parent	--	--	--	--

Note. "\*" denotes  $p = \text{or} < .001$ ; "\*\*\*" denotes  $p = .003$ .

on father, mother, and self CTS scores, with age and sex as the independent variables. The ANOVA revealed no significant age or sex main effects, nor interaction effects, for either the father or self CTS scores. There was a significant main effect of age,  $F(2,135) = 3.36$ ,  $p = .038$ , but no significant interaction effects between age and sex, for the mother CTS score. Tukey post hoc comparisons performed on mother CTS score revealed only a tendency for older adults to have more violent mothers than young adults,  $p = .083$ .

Mothers and fathers may have differed in the amount of violence they used. The sex of the child, or the generational time during which the parents raised their children may have also influenced their use of violence. Therefore, a repeated measures ANOVA was performed on mother and father CTS Violence scores, with sex and age as the independent variables. This analysis revealed no significant differences between fathers' and mothers' use of violence, nor significant interaction effects between parent violence and sex, parent violence and age, or parent violence and sex and age.

### Regression Analysis

A multiple regression analysis, using the stepwise method, was conducted in order to determine which variables, in addition to age and sex, may have contributed to differences in TTVS total scores. The multiple regression analysis was performed using total amount of TV viewing, average amount of TV violence, violence averages for favorite TV programs and movies, and the self, mother, and father scores on the CTS Violence scale as predictor variables. The TTVS total score was the dependent variable.

The family violence scores included in the multiple regression were the CTS self, father, and mother Violence scores. Total parental score (father and mother scores combined) was not included because it was highly correlated with the father score,  $r = .838$ ,  $p < .001$ , and the mother score,  $r = .728$ ,  $p < .001$ . Mother and father scores were significantly, but not highly, correlated,  $r = .238$ ,  $p = .003$ . Therefore, although mother and father scores were somewhat correlated, both scores were included in the regression analysis because it was believed that one, or both,

variables may influence attitudes toward violence.

The regression analysis revealed that the only variables that significantly contributed to the variance in attitudes toward violence were total amount of TV viewing, and the self score on the CTS Violence scale. Table 7 shows the extent that amount of TV viewing and the CTS self score contributed to the variance in attitudes, 7 % and 4 %, respectively. Increased TV viewing and one's personal use of violence each contributed to greater tolerance of violence.

Table 7

Variance in Attitudes Contributed by Amount of TV and CTS Self Score

Step	Variable	R Square	R <sup>2</sup> Change	F	Beta
1	Amount of TV	.073	- -	8.70	- .269
2	CTS Self Score	.113	.041	7.02	- .202

## CHAPTER 4

### DISCUSSION

One purpose of this study was to investigate whether or not youths hold more accepting attitudes about violence than do older individuals. Additionally, because TV viewing is so pervasive in our culture, and because previous research on TV violence has seemed to demonstrate its profound effects on attitudes and behavior, the possible influence of TV violence on general attitudes toward violence was examined. Furthermore, because exposure to violence in one's home has not been a specific focus of research on attitudes toward violence, this variable was also included in the present study. As previously noted, violence in the home appears to be related to aggressive behavior, so it may also influence one's attitudes about violence. Moreover, since familial environment has a tremendous impact on the self in many ways, it was believed that this factor may also affect attitudes toward violence.

The following hypotheses were proposed: (1) tolerance of violence would be positively correlated with TV viewing, especially violent TV, regardless of age; (2) males would be more tolerant of violence than females, and (3) tolerance of violence would be positively correlated with exposure to violence in the home, regardless of age. The results fully support only one of the hypotheses. The male participants in this study appeared to be more tolerant of violence than the females. This finding is not a revelation; it is concordant with the prior research in this area. Nonetheless, this study provides some data that, at first glance, seems to contradict previous research.

In contrast to previous studies, the violence content of television viewed, as assessed by the TV viewing chart and tabulation of averages for TV violence content, was not related to

participants' attitudes toward violence. On the other hand, the level of violence contained in participants' favorite movies, particularly male participants, was significantly correlated with their tolerance of violence. Participants who preferred more violent movies were more tolerant of violence. The author proposes several explanations for these findings. It is possible that the violence depicted on TV is less frequent and less intense than the violence depicted in movies. Secondly, most people who watch any TV at all view some violence on TV even though they may not actually prefer violent programs. Therefore, one's favorite movies may be a more sensitive variable in eliciting attitude differences than TV violence content. One's favorite movies represents something very different from all the violence contained in the TV programs one watches. TV violence content reflects all of the television viewed by the participant, whereas favorite movies reflect a participant's preferences. The fact that more violent favorite movies were significantly correlated with tolerant attitudes toward violence suggests that individuals who like violence may be more tolerant of violence than those who dislike it. It is interesting that males, but not females, seem to have preferred more violent movies. This indicates that biological and/or socialization factors may influence males' and females' preferences regarding the level of violence contained in their favorite movies. This will be discussed further.

In spite of the fact that TV violence content was not related to tolerance of violence, total amount of TV viewing displayed a tendency to be related to tolerance of violence. Participants who watched more TV tended to be more tolerant of violence than participants who watched less TV. This is consistent with previous studies in this area. Although this study did not demonstrate a relationship between TV violence and tolerance toward violence, total amount of TV viewing may represent a better measure of exposure to violence, considering that many TV programs contain some violence. While previous studies have found a relationship between TV violence and tolerance of violence, the majority of these studies have selected either violent or nonviolent segments to be viewed by participants, thus creating an "all or nothing" exposure to violence. Obtaining reports of the actual programs watched by participants may be much more relevant to

their actual development of tolerance or non-tolerance.

The results of this study indicate that many factors, some not previously investigated, may be of greater influence than TV violence in the formation of violence tolerance attitudes. For example, this study found that the only variables related to attitudes toward violence were sex, age, the self score on the CTS, and the violence content of favorite movies. Unfortunately, this varied assortment of variables does not provide a clear picture of exactly how attitudes are influenced. Furthermore, although each of these variables were either correlated with attitudes, and/or contributed to the variance in attitudes, none of these relationships were very strong.

Although the results of this study leave many questions unanswered, they may provide a means for appropriately expanding the investigation of how attitudes toward violence evolve. The author proposes that the variables found to be significant in this study suggest that TV and movie violence alone are not the most influential factors with respect to tolerance of violence. The significance of age, sex, personal use of violence (i.e., self CTS score), and violence content of favorite movies indicate that a combination of developmental, biological, personality, and social factors may influence one's attitudes toward violence.

The rationale as to why this author believes that a combination of factors may contribute to attitudes toward violence is as follows. Participants' age had an impact on their attitudes: adolescents were more tolerant of violence than young or older adults, and young and older adults did not significantly differ with respect to tolerance. This suggests that tolerance of violence may be related to one's developmental stage. Individuals may learn to become less tolerant. After all, aggression is a natural instinct that people learn to control. When a young child experiences a conflict with another child, he or she often resorts to using some kind of aggressive behavior (e.g., hitting, pushing, biting) against the other child in order to get his or her way. Then the child is reprimanded and punished by the caretaker, and he or she eventually (in most cases) learns to stop being aggressive. In addition to learning not to be aggressive as one grows older, individuals also develop empathy as they mature. Fully understanding the impact of aggression may also



cause one to refrain from using aggression and be less tolerant of it. Young and older adults may be less tolerant of violence than adolescents because they have learned to control their aggression, and they realize how much harm aggression may cause. Further support for the suggestion that developmental stage is related to attitudes toward violence stems from the finding related to personal use of violence. All participants, regardless of age, who reported greater personal use of violence also reported more tolerant attitudes toward violence than participants who reported less personal use of violence. These individuals' greater use of violence suggests that they may not have adequately learned to curb their aggression, and/or sufficiently developed the capacity to empathize.

In addition to developmental stage, biological, as well as socialization factors may greatly influence tolerance toward violence. This study found that, regardless of age, males were more tolerant of violence than females. Furthermore, males preferred more violent movies than did females, regardless of age. This may be due to socialization, as well as biological factors. For example, traditionally it has been more acceptable for boys and men to fight one another than for girls or women to fight. Moreover, males are physically stronger than females; therefore, it may be more likely and more successful for them to use physical aggression to solve conflicts and exert dominance. Furthermore, males have traditionally held roles that required physical aggression, such as being hunters of animals to procure food.

Personality may also play a key role in influencing tolerance toward violence. The self CTS score, which represents one's personal use of violence in resolving conflicts, was significantly related to one's tolerance of violence, regardless of one's age or sex. Overall, individuals who used more violence to resolve conflicts were also more tolerant of violence than individuals who used less violence. Mothers' and fathers' use of violence, as measured by mother and father CTS scores, were not significantly related to one's tolerance of violence. Nonetheless, mothers' and fathers' use of violence were positively correlated with one's use of violence (see Table 6). These findings suggest that one may model parents' violent behavior and yet not accept

or approve of violence.

It appears that personality, developmental, biological, and social factors may be much stronger influences on tolerance of violence than is exposure to media violence. This may seem to contradict the research reviewed in this paper. However, the author proposes that this does not disregard prior research, but improves upon it by suggesting that tolerance is a highly complex matter that cannot necessarily be explained by a single contributor such as TV violence.

This study does not refute prior research but suggests that alternative conclusions may be drawn from the various studies reviewed. Desensitization to filmed violence clearly appears to be a true phenomenon, but physiological and/or emotional desensitization does not equate to acceptance of violence. In fact, the previously described studies on the relationship between media violence and perceptions and judgments about violence support this conclusion. These studies measured physiological and emotional desensitization along with perceptions and judgments. These studies revealed several important findings. First, desensitization to filmed violence occurs very rapidly, but resensitization also occurs very quickly. Second, heart rate (the measure of desensitization) is not related to judgments of violence victims, prompting the conclusion that "the physiological desensitization process and the evaluation process may be relatively independent." (Linz, Donnerstein, & Adams, 1989, p. 521)

As with the consistent findings of the desensitization studies, the results of the social learning studies cannot be disregarded. They repeatedly found that children exposed to violent TV became either passively accepting of aggression, or actually behaved aggressively. However, rarely have these studies involved participants above 10 or 11 years of age. Possibly these findings would not be replicated with older participants. Again, because children seem to be instinctively aggressive without the help of models, they may need little encouragement to behave aggressively.

As previously noted, few studies have specifically investigated the relationship between media violence and attitudes toward violence. The majority of these studies have focused

particularly on attitudes toward violence against women. These studies have found that, in the short-term, males become more accepting of this type of violence after viewing films depicting violence against women. On the other hand, women's acceptance of this type of violence either does not change, or it decreases after watching these types of films. Violence against women is a very specific type of violence, and its acceptance may be more related to gender differences, in the short and long-term, than to desensitization effects.

One study, in particular, lends considerable support to the conclusion that variables other than media violence may have a great influence on attitudes toward violence. Krebs' (1981) longitudinal attitude study of 12- to 15-year-olds, measured attitudes toward aggression along with exposure to media violence, social variables, and personality variables. Results indicated that personality and social variables accounted for some of the variance in attitudes, but exposure to media violence did not.

The variable, exposure to violence in the home (i.e. father and mother CTS scores), was included in this study as an exploratory measure, to see if it would be related to attitudes toward violence. Results of this study indicate that it is not. This does not contradict previous research, as prior studies have only investigated the relationship between interparental violence and children's aggression. These studies have consistently found a positive relationship between interparental violence and boys' aggression, but no consistent pattern for girls. This is not surprising when one considers the arguments previously posited regarding socialization and biological influences on aggression. Boys tend to be more aggressive and more tolerant of violence than girls. Therefore, biological and socialization factors may have a greater impact on boys' and girls' aggression than does interparental violence.

This study, along with several others reviewed in this paper, indicate that personality, biological, developmental, and social factors may account for differences in attitudes toward violence, in addition to media violence. Needless to say, however, the paucity of research done in this area does not allow one to make sweeping conclusions. Furthermore, the present study has

several limitations. The group of participants was limited in various ways. Participants were predominantly Roman Catholic, and the adolescent and older adult groups were considerably smaller than the young adult group. Furthermore, in the adolescent and older adult groups, females outnumbered males by a ratio of roughly 3:1. These limitations all reduce the generalizability of the study's findings.

An additional limitation of this study was the rating system for violence content. TV programs were rated either by a panel of graduate students, or by this researcher. Movies were rated either by the graduate student panel, or through the use of ratings provided by a movie guide. Thus, the ratings systems for the TV programs and movies are not perfectly uniform. This research could be improved through the use of a standard, independent ratings system. Unfortunately, one was not available for use in this study.

Although the present study has several limitations, it suggests that the current paradigm used to study attitudes toward violence should be expanded. The results of this study suggest that future research investigate further the role that personality, developmental stage, sex, and social factors may play in forming attitudes toward violence. Nonetheless, this study does not recommend that concern about media violence be disregarded. Individuals who are already predisposed to be more tolerant of violence may be further encouraged to become more tolerant, or more aggressive, after watching filmed violence.

APPENDIX A  
TV VIEWING CHART

On the chart below, please write in the TV programs that you usually watch. Write the name of each program, and the time that it begins and ends for every show you watch during each time period.

**MONDAY - Morning (until noon)**

Time

Program

[illegible]

**TUESDAY – Morning (until noon)**

## Time

Program

[illegible]

**MONDAY - Afternoon (noon to 6 p.m.)**

Time

## Program

[illegible]

**TUESDAY - Afternoon (noon to 6 p.m.)**

Time

### Program

[illegible]

**MONDAY – Evening and Night (Beginning at 6 p.m.)**

Time

## Program

[illegible]

**TUESDAY – Evening and Night (Beginning at 6 p.m.)**

Time

Program

[illegible]

**WEDNESDAY – Morning (until noon)**

Time

### Program

[illegible]

**THURSDAY - Morning (until noon)**

Time

## Program

[illegible]

**WEDNESDAY - Afternoon (noon to 6 p.m.)**

**Time**

### Program

[illegible]

**THURSDAY - Afternoon (noon to 6 p.m.)**

Time

## Program

[illegible]

**WEDNESDAY – Evening and Night (Beginning at 6 p.m.)**

Time

### Program

[illegible]

**THURSDAY – Evening and Night (Beginning at 6 p.m.)**

**Time**

## Program

[illegible]

**FRIDAY - Morning (until noon)**

Time

Program

[illegible]

**SATURDAY – Morning (until noon)**

Time

Program

[illegible]

**FRIDAY - Afternoon (noon to 6 p.m.)**

**Time**

### Program

[illegible]

**SATURDAY - Afternoon (noon to 6 p.m.)**

Time

### Program

[illegible]

**FRIDAY - Evening and Night (Beginning at 6 p.m.)**

Time

Program

This image shows a blank sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook or worksheet page.

**SATURDAY – Evening and Night (Beginning at 6 p.m.)**

**Time**

**Program**

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook or a sheet of stationery designed for writing.



On the chart below, please write in the TV programs that you usually watch. Write the name of each program, and the time that it begins and ends for every show you watch during each time period.

**SUNDAY – Morning (until noon)**

Time

### Program

[illegible]

**SUNDAY – Afternoon (noon to 6 p.m.)**

**Time**

### Program

[illegible]

**SUNDAY – Evening and Night (Beginning at 6 p.m.)**

Time

### Program

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook or legal pad style.

-- Please list your 5 favorite TV shows:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

-- Please list your 5 favorite movies:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

## APPENDIX B

### TOLERANCE TOWARD VIOLENCE SCALE

### Tolerance Toward Violence Scale

Using the following scale, indicate the response which reflects your *first* reaction to each statement by choosing the appropriate number for each item. Please do not leave out any item and be spontaneous and accurate as much as possible within the limits of choices offered below.

- 1 = completely true for me
- 2 = fairly true for me
- 3 = true to a certain extent
- 4 = false to a certain extent
- 5 = fairly false for me
- 6 = completely false for me

1. I think that political violence is more acceptable than street violence because it is based on ideals.  
*For example: Bombing an abortion clinic is more acceptable than using a gun to rob someone because bombing an abortion clinic is a way to express your beliefs.*
2. Holding a weapon gives a strong sense of confidence.
3. I think that women who are beaten up by their husbands are probably partly responsible for it.
4. I don't think it's fair to punish people who are violent because society is so violent.
5. If my family or friends are hurt or in danger it would be okay for me to use violence to get even or to protect them.
6. Most people tend to trust others.
7. The violence which takes place among rival sports fans is nothing in comparison to the day to day violence that you can't avoid.  
*For example: Fights between rival sports fans are nothing compared to the fights that go on everywhere else.*
8. I think our society encourages and supports some violence.
9. If I can't defend myself physically, sooner or later someone will probably hurt me.
10. Violence committed by fans at sports events occurs mostly because the crowd encourages it.  
 This type of violence shouldn't be punished as much as other types of violence.  
*For example: Sports fans who fight while the crowd cheers them on should not be punished as harshly as people who fight in the street.*
11. I think that sometimes violence against property, or vandalism, is a necessary form of protest.
12. Today there are many more reasons to use violence than in the past.
13. Most people have the strength to get through anything.

- 5 = completely true for me  
 4 = fairly true for me  
 3 = true to a certain extent  
 2 = false to a certain extent  
 1 = fairly false for me  
 0 = completely false for me

14. I think that the only way many disadvantaged people (e.g. minorities, the poor) can change their situation is to use violence.
15. I think most men fantasize about using violence against women.
16. I think that when an entire group has committed an act of violence, any single individual in the group should only be held partly responsible.  
*For example: A group of five friends threw rocks at a house and each kid broke a window. Only one of the kids was caught. The one who was caught should not have to pay for all the damage.*
17. Young people are violent in the streets and in sports stadiums because society has not educated them properly.
18. Young people often commit violence on behalf of others. These other people are the ones who should be held responsible.
19. Many people like practical jokes.
20. Violence in sports stadiums is given more importance than it deserves.
21. Given the increase in the number of muggings and robberies, I can understand why people carry weapons to defend themselves.
22. In some poor areas, robberies are the only way young people can make a living.
23. Sometimes the only way a guy can turn a girl on is to use force.
24. Many times a girl will pretend she doesn't want to have sex because she doesn't want to seem like a slut, but she's really hoping the guy will force her.
25. I think because politics has become so corrupt, it would be okay for people to use violence to protest.  
*For example: It would be okay for people to throw rocks at government buildings.*
26. I think that being part of a group involves a kind of loyalty that goes beyond the law.  
*For example: Being true to my family is more important than the law.*
27. I think a lot of girls really enjoy being roughed up by guys.

APPENDIX C

CONFLICT TACTICS SCALE

### Adolescent Instructions

(1) We are interested in knowing how you and your parents resolve disagreements. First we would like to know how your father resolves disagreements. If you consider someone other than your natural father to be your father, answer the items according to how this person resolves conflicts.

No matter how well a family gets along, there are times when they disagree on major decisions, get annoyed about something another person does, or just have spats or fights because they're in a bad mood or tired or for some other reason. They also use many different ways of trying to settle their differences. I'm going to read a list of some things that your father might have done when he had a dispute with another family member. Please answer how often your father has done each thing. Begin with scantron number 28.

---

(2) Now we would like to know how your mother resolves disagreements. If you consider someone other than your natural mother to be your mother, answer the items according to how this person resolves conflicts.

No matter how well a family gets along, there are times when they disagree on major decisions, get annoyed about something another person does, or just have spats or fights because they're in a bad mood or tired or for some other reason. They also use many different ways of trying to settle their differences. I'm going to read a list of some things that your mother might have done when she had a dispute with another family member. Please answer how often your mother has done each thing. Begin with scantron number 46.

---

(3) Now we would like to know how you yourself resolve disagreements.

No matter how well a family gets along, there are times when they disagree on major decisions, get annoyed about something another person does, or just have spats or fights because they're in a bad mood or tired or for some other reason. They also use many different ways of trying to settle their differences. I'm going to read a list of some things that you might have done when you had a dispute with another family member. Please answer how often you have done each thing. Begin with scantron number 64.

### Young Adult Instructions

(1) We are interested in knowing how you and your parents resolve disagreements. First we would like to know how your father resolves disagreements. If you consider someone other than your natural father to be your father, answer the items according to how this person resolves conflicts.

No matter how well a family gets along, there are times when they disagree on major decisions, get annoyed about something another person does, or just have spats or fights because they're in a bad mood or tired or for some other reason. They also use many different ways of trying to settle their differences. Please respond to the items according to how often your father has done each thing. Begin with scantron number 28.

---

(2) Now we would like to know how your mother resolves disagreements. If you consider someone other than your natural mother to be your mother, answer the items according to how this person resolves conflicts.

No matter how well a family gets along, there are times when they disagree on major decisions, get annoyed about something another person does, or just have spats or fights because they're in a bad mood or tired or for some other reason. They also use many different ways of trying to settle their differences. Please respond to the items according to how often your mother has done each thing. Begin with scantron number 46.

---

(3) Now we would like to know how you yourself resolve disagreements.

No matter how well a family gets along, there are times when they disagree on major decisions, get annoyed about something another person does, or just have spats or fights because they're in a bad mood or tired or for some other reason. They also use many different ways of trying to settle their differences. Please respond to the items according to how often you have done each thing. Begin with scantron number 64.



### Adult Instructions

(1) We are interested in knowing how you resolve disagreements and how your parents resolved disagreements. When answering about your parents, answer the items according to how they acted when you lived with them. First we would like to know how your father resolved disagreements. If you consider someone other than your natural father to be your father, answer the items according to how this person resolved conflicts.

No matter how well a family gets along, there are times when they disagree on major decisions, get annoyed about something another person does, or just have spats or fights because they're in a bad mood or tired or for some other reason. They also use many different ways of trying to settle their differences. Please respond to the items according to how often your father did each thing. Begin with scantron number 28.

---

(2) Now we would like to know how your mother resolved disagreements. If you consider someone other than your natural mother to be your mother, answer the items according to how this person resolved conflicts.

No matter how well a family gets along, there are times when they disagree on major decisions, get annoyed about something another person does, or just have spats or fights because they're in a bad mood or tired or for some other reason. They also use many different ways of trying to settle their differences. Please respond to the items according to how often your mother did each thing. Begin with scantron number 46.

---

(3) Now we would like to know how you yourself resolve disagreements.

No matter how well a family gets along, there are times when they disagree on major decisions, get annoyed about something another person does, or just have spats or fights because they're in a bad mood or tired or for some other reason. They also use many different ways of trying to settle their differences. Please respond to the items according to how often you have done each thing. Begin with scantron number 64.

Conflict Tactics Scales

Please respond to each of the following by selecting the most appropriate response.

- 1 = Never, or Don't know
- 2 = Once
- 3 = Twice
- 4 = 3-5 times
- 5 = 6-10 times
- 6 = 11-20 times
- 7 = More than 20 times

1. Discussed the issue calmly
2. Got information to back up his/her/my side of things
3. Brought in or tried to bring in someone to help settle things
4. Insulted or swore at the other one
5. Sulked and/or refused to talk about it
6. Stomped out of the room or house (or yard)
7. Cried
8. Did or said something to spite the other one
9. Threatened to hit or throw something at the other one
10. Threw or smashed or hit or kicked something
11. Threw something at the other one
12. Pushed, grabbed, or shoved the other one
13. Slapped the other one
14. Kicked, bit, or hit with a fist
15. Hit or tried to hit with something
16. Beat up the other one
17. Threatened with a knife or gun
18. Used a knife or gun

APPENDIX D  
PARENTAL CONSENT FORM

Parental Consent Form

December 1, 1997

Dear Parent(s),

I am a 1987 graduate of Notre Dame-Bishop Gibbons and the daughter of Mary Lou Dickerson, senior high school English teacher at ND-BG. I am currently a masters-level graduate student in the Psychology Department at the University of Dayton in Dayton, Ohio. In order to fulfill the requirements for my thesis, I am conducting a study measuring adolescents', college undergraduates', and adults' attitudes toward violence. Br. Staniecki and Br. Johnson have agreed to let me survey the 7th grade class.

Each student will be given 3 questionnaires. One will ask for their opinions regarding the appropriateness of violence in various contexts such as war, sports events, and interpersonal interactions. The second survey will ask the students to indicate how much TV they watch, what types of programs they watch, and what their favorite programs are. The third questionnaire will measure how conflicts are resolved by the students and their families. The 3 questionnaires, all together, should take approximately 45 minutes to complete.

All information will be kept anonymous and confidential; none of the students will be asked to give their name on any of the questionnaires. I am only interested in the overall responses of the 7<sup>th</sup> grade class as a whole, not the responses of individual students. Each student's participation is voluntary, and he or she has the right leave any or all questions blank. Following the conclusion of the study, a written report of the survey results will be given to Br. Johnson.

If you have any questions, please contact me at (937) 434-7376, or my mother at 869-3379 and she will give me a message to call you. You may also contact my advisor, Dr. Carolyn Roecker, at (937) 229-2618.

Sincerely,

Jennifer Dickerson  
Masters candidate

**Please return the bottom half of this form by**

Please check the appropriate response:

☐ I give permission for my son or daughter to participate in the opinion study.☐ I do not give permission for my son or daughter to participate in the opinion study.\_\_\_\_\_  
SIGNATURE OF PARENT\_\_\_\_\_  
DATE\_\_\_\_\_  
NAME OF STUDENT

## APPENDIX E

### SCRIPT FOR QUESTIONNAIRE ADMINISTRATION

*Introduction (Read to participant):* I am a research assistant helping to obtain information for this study. Thank you for agreeing to participate. I will be giving you 3 questionnaires to complete, and I will be present to answer any questions you may have.

Give the scantron sheet to the participant. Tell the participant, "You will give your responses to 2 of the questionnaires on this sheet. Give your response to each item by darkening the circle that corresponds to your answer. Use a #2 pencil. If you change an answer, be sure to completely erase the answer you do not want."

*TV Viewing Chart:* Give the TV Viewing chart to the participant, ask them to read the instructions and then begin. \*\*If a participant asks, "What does **usually watch** mean?," respond by saying, "Any show that you watch, on average, at least every other week."

Collect the chart from the participants when they have finished.

*Attitudes Toward Violence Scale:* Give the scale to the participant, ask them to read the instructions and then begin. \*\*If a participant asks what the meaning of any item is, respond by saying, "Decide what the item means for you and answer it accordingly." #Make a note of any item whose meaning is questioned by the participant.

Collect the scale from the participants when they have finished.

*Conflict Tactics Scale:* Give the scale to the participant, ask them to read the instructions and begin.

Collect the scale from the participants when they have finished.

*End:* Thank the participant for their cooperation. Give them a copy of the debriefing form.

## APPENDIX F

### INFORMED CONSENT

This study is intended to provide information about people's television viewing habits and some of their personal characteristics. You will be given 3 questionnaires to complete during this session. You will be asked to report how much TV you watch, your opinions on various issues, and how you and your family solve problems. The 3 questionnaires should take approximately 30 to 45 minutes to complete. All information will be kept anonymous and confidential. You have the right to leave any or all questions blank. You are also free to withdraw from the session at any time.

I understand the purpose of this study. I agree to participate under the conditions stated above.

---

Signature of participant

---

Date

APPENDIX G  
DEBRIEFING FORMS

### Adolescent and Older Adult Debriefing

Thank you for your participation in this study. This purpose of this study is to explore what types of things may be related to people's attitudes toward violence. We are asking participants to report the TV programs they watch because we would like to know if the type of TV watched has an impact on people's attitudes toward violence. We expect that people who watch violent TV will have more tolerant attitudes toward violence. We are also asking people to report how they and their parents resolve conflicts because we believe that the particular way people solve conflicts may also have an impact on attitudes. We would like to know if people whose parents use more aggressive ways to resolve conflicts are more tolerant of violence than people with parents who are less aggressive.

Again, we appreciate your participation. If you have any questions, please contact Jennifer Dickerson at (937)434-7376, or Dr. Carolyn Roecker at (937)229-2618.



### Young Adult Debriefing

Thank you for your participation in this study. This is a correlational study aimed at exploring what types of things may be related to people's attitudes toward violence. We are asking participants to report the TV programs they watch because we would like to know if the type of TV watched has an impact on people's attitudes toward violence. We expect that people who watch violent TV will have more tolerant attitudes toward violence. We are also asking people to report how they and their parents resolve conflicts because we believe that the particular way people solve conflicts may also have an impact on attitudes. We would like to know if people whose parents use more aggressive ways to resolve conflicts are more tolerant of violence than people whose parents who are less aggressive. We are also measuring the attitudes of three different age groups: college undergraduates, young adolescents (11 to 12-year-olds), and middle-aged adults (40 to 55-year-olds). We would like to see if any these age groups differ in their level of tolerance of violence. Lastly, we will compare the attitudes of males versus females. Research has shown that males tend to be more tolerant of violence than females.

Again, we appreciate your participation. If you have any questions, please contact Jennifer Dickerson at (937)434-7376, or Dr. Carolyn Roecker at (937)229-2618.

APPENDIX H

REPORTED TV PROGRAMS AND VIOLENCE RATINGS

KEY:		
"0" = nonviolent		
"1" = moderately violent		
"2" = extremely violent		
"A" = animated program		
"N" = news		
"NATURE" = nature program, not included in violence totals or averages		
Ratings in bold-type = panel ratings		
Rating in regular-type = experimenter ratings		
No violence rating = program reported but rating unavailable		
Violence	Standard	
Rating	Rating	PROGRAM
0 "N"		20/20
0	TV PG	3rd Rock from the Sun
		413 Hope St
0 "N"		48 Hours
1 "N"		60 Minutes
0	TV G	7th Heaven
0	TV Y	Adventures of Pete & Pete
2	TV PG	Adventures of Sinbad
1 "A"	TV Y	Ahhh! Real Monsters
0	TV 14 D	Ally McBeal
0	TV G	All Creatures Great & Small
0		All My Children
1	TV Y	All That
		Almost Home
1	TV G	America's Funniest Videos
1	TV PG V	America's Most Wanted
1 "A"	TV Y	Angry Beavers
1	TV 14	Another World
		Are You Afraid of the Dark?
0		Are You Being Served?
0 "A"	TV Y	Arthur
0	TV 14 D	As The World Turns
		Ask Harriet
		Austin Stories
0	TV Y	Babysitters Club
0	TV Y	Barney & Friends
0	TV PG	Baywatch
1 "A"	TV 14 L	Beavis & Butt-head
0	TV PG	Beverly Hills 90210
0		Bewitched
0		Big Comfy Couch
0	TV Y	Bill Nye the Science Guy
0	TV G	Biography
		BirdWatch
		Black Business
0		Blossom

Violence Rating	Standard Rating	PROGRAM
0		Bob Vila's Home Again
0		Bobby Jones Gospel
0	TV Y	Bobby's World
0	TV G	Boy Meets World
0		Brady Bunch
0 "A"	TV Y	Brand Spanking New Doug
		Breaker High
1	TV 14	Brooklyn South
2	TV PG V	Buffy the Vampire Slayer
0		California Dreams
0	TV PG	Caroline In The City
0		Charlie Rose
0	TV PG	Cheers
1	TV 14	Chicago Hope
		Chris Rock
0	TV Y7	City Guys
0		Clarissa Explains It All
0		Clueless
1	TV G	Columbo
		Comic View
0	TV 14	Conan O'Brien
2	TV PG LV	Cops
0	TV G	Cosby
0	TV PG	Cybill
1	TV PG	Dallas
0 "A"	TV PG	Daria
0 "N"		Dateline
0	TV PG	David Letterman
		Dawn Patrol
1	TV 14	Days of Our Lives
0	TV G	Debt
0	TV PG	Dharma & Greg
1		Diagnosis Murder
1		Dinosaurs
		Discovery
0 "A"	TV Y	Doug
0 "A"		Dr. Katz
1	TV PG V	Dr. Quinn, Medicine Woman
1	TV G	Dukes of Hazzard
		Dynasty
1	TV G	Early Edition
0	TV 14	Ellen
1	TV 14	ER
0		ET - Entertainment Tonight
0	TV PG	Everybody Loves Raymond
0		Facts of Life
0	TV G	Family Matters
0	TV Y	Figure It Out
0	TV PG	Fired Up

Violence Rating	Standard Rating	PROGRAM
0		Fishing with Babe Winkleman
0		Flash Forward
0 "A"	TV G	Flintstones
0	TV PG	Frasier
0		Fresh Prince of Belair
0	TV PG	Friends
		Fudge
0		Full House
		Garden Gate
0 "A"	TV Y	Garfield and Friends
		Gargoyles
		General Hospital
0		George Michael Sports Machine
		Ghostwriter
0	TV G	Gilligan's Island
0	TV PG D	Golden Girls
0		Good Morning America
0	TV Y7	Goosebumps
0		Gospel TV
0	TV PG	Grace Under Fire
0	TV G	Great Chefs of the World
0	TV PG	Grind
0	TV G	Growing Pains
1	TV 14 D	Guiding Light
0	TV Y7	Hang Time
0		Hangin' with Mr. Cooper
		Hanson
0	TV G	Happy Days
1 "N"		Hard Copy
2	TV PG	Hercules: The Legendary Journeys
1 "A"	TV Y	Hey Arnold
		His Place
0		Home and Gardens
0	TV PG	Home Improvement
0	TV G	Home Matters
0	TV G	Hometime
1	TV 14 V	Homicide
0		Housesmart
0	TV G	I Love Lucy
1		In Living Color
		In the House
0	TV G	Interior Motives
1	TV PG	Jag
0	TV PG DL	Jamie Foxx Show
1	TV PG D	Jenny Jones
0	TV 14 D	Jenny McCarthy
0	TV G	Jeopardy
1	TV 14	Jerry Springer
0	TV PG	Judge Judy

Violence Rating	Standard Rating	PROGRAM
0	TV PG	Just Shoot Me
0 "A"	TV Y	Kablam!
0	TV Y	Kenan and Kel
0		Kids in the Hall
0		Kids Say the Darndest Things
0 "A"	TV PG	King of the Hill
1	TV 14	La Femme Nikita
1	TV PG	Law & Order
0		Leave It to Beaver
0	TV PG	Leeza
0		Life Goes On
		Life with Louie
0	TV G	Lifestyles of the Rich & Famous
0		Living Single
1	TV PG	Lois & Clark
1 "A"	TV Y	Looney Tunes
0	TV 14 D	Loveline
1	TV PG	M*A*S*H
0	TV 14	Mad About You
1	TV 14	Mad TV
0 "A"		Magic Bus
0		Make Me Laugh
		Malcolm & Eddie
0	TV PG DL	Married with Children
0		Martha Stewart
1		Mattlock
0	TV PG	Maury Povich
0	TV 14 DSL	Melrose Place
1 "A"	TV Y7 FV	Men In Black
		Moesha
1	TV PG V	Millenium
0	TV PG	Montel Williams
1 "A"	TV Y	Mouse Tracks
0		Mr. Bean
		Ms. Munger's Class
0	TV PG	Murphy Brown
0	TV PG	My-so-called Life
0		My Brother & Me
1	TV 14 L	Mystery!
1	TV 14	Nash Bridges
2 NATURE		National Geographic
		Nature
0		NBA Inside Stuff
0 "A"	TV Y	New Adventures of Winnie the Pooh
		New Red Green
0	TV PG	NewsRadio
1	TV PG	Nothing Sacred
0	TV G	Nova
2	TV 14	NYPD Blue

Violence Rating	Standard Rating	PROGRAM
0		Odd Couple
0		Oprah
0	TV G	Our House
		Our Voices
1		Pacific Blue
0	TV PG	Party of Five
0		People's Court
0 "A"	TV Y	Pepper Ann
0		Pictionary
1		Police Academy
1	TV 14	Pretender
0	TV G	Price Is Right
0 "N"		Prime Time Live
1	TV 14	Profiler
0	TV G	Promised Land
1		Rap City
1	TV PG	Real TV
1	TV PG	Real World
0 "A"	TV Y	Recess
0	TV G	Regis and Kathie Lee
1	TV PG	Rescue 911
0		Ricki Lake
1		Rivera Live
0	TV PG	Road Rules
1 "A"	TV Y	Rocko's Modern Life
0	TV G	Rosie O'Donnell
0 "A"	TV Y	Rugrats
0	TV G	Sabrina, The Teenage Witch
0		Sally Jessy Rafael
1	TV 14	Saturday Night Live
0	TV G	Saved by the Bell
0 "A"	TV G	Scooby Doo
0		Secret World of Alex Mack
0	TV PG DL	Seinfeld
0		Sewing Room
1		Shelby Woo
		Sightings
1	TV 14	Silk Stalkings
1	TV PG	Simpsons
0	TV PG	Singled Out
0	TV G	Sister Sister
0	TV PG	Sisters
0	TV G	Smart Guy
0	TV G	Soul Man
2 "A"		South Park
1 "A"	TV Y	Spider-Man
0	TV PG D	Spin City
0		Sportscenter
1	TV PG	Star Trek: Deep Space Nine

Violence Rating	Standard Rating	PROGRAM
0		Step by Step
1	TV PG D	Steve Harvey
		Stickin' Around
0	TV PG	Suddenly Susan
1	TV 14	Sunset Beach
1 "A"	TV Y7 FV	Superman
0		Supermarket Sweep
		Sweet Valley High
1	TV PG D	Talk Soup
0	TV G	Taxi
0 "A"		Taz-Mania
		Teen Angel
0		The Bold & The Beautiful
1		The Commish
0		The Cosby Show
0 "A"		The Critic
0 NATURE		The Crocodile Hunter
0		The Daily Show
0	TV PG D	The Drew Carey Show
0		The Gregory Hines Show
0	TV G	The Honeymooners
1		The Journey of Allen Strange
0	TV PG	The Late Late Show
0	TV PG	The Nanny
0	TV G	The Parent "Hood
1	TV 14	The Practice
		The Scientific Frontiers
0		The Today Show
0	TV 14	The Tonight Show
0		The View
0	TV G	The Waltons
1	TV PG DL	The Wayans Brothers
		The World's Deadliest Swarms
		The World's Scariest Police Stings
0	TV 14 D	The Young & The Restless
0	TV G	This Old House
		Thunder Cats
0 "A"	TV Y	Tiny Toon Adventures
0	TV PG	Touched by an Angel
0	TV PG	TV Bloopers
0		Union Square
1	TV PG	Unsolved Mysteries
		USA Action Extreme Team
1		USA High
2		Vegas
0	TV PG	Veronica's Closet
0		VH1's Cardio Video
0		Vibe
		Vibrations



Violence Rating	Standard Rating	PROGRAM
1	TV PG V	Walker: Texas Ranger
1	TV PG	WCW Monday Nitro
1		WCW Thunder Wrestling
0		Weddings of a Lifetime
0	TV Y	What Would You Do?
0	TV G	Wheel of Fortune
0		Who's Line is it Anyway?
0	TV Y	Wild and Crazy Kids
0 NATURE	TV PG	Wild Discovery
0		Win Ben Stine's Money
		Wings
0	TV Y	Wishbone
		Wolves
0	TV G	Wonder Years
0	TV PG	Working
0		Workshop
0	TV PG	World's Funniest!
1	TV PG	WWF RAW
1		WWF Wrestling
1	TV 14 V	X-Files
2 "A"	TV Y7 FV	X-men
1	TV PG	Xena: Warrior Princess
		Yo!
		You Wish

APPENDIX I  
RATINGS INSTRUCTIONS

### Ratings Instructions

Please rate the following TV programs and movies according to their level of violence.

You may rate a TV program if you have seen it at least 3 times.

You may rate a movie if you have seen it once.

The standard TV and movie industry ratings have been provided for each program and movie, unless the show has not been rated or the rating is not available.

#### Standard TV Ratings:

##### Programs Designed For Children:

- |         |   |
|---------|---|
| TV Y    | All Children.<br>This program is designed to be appropriate for all children.   |
| TV Y7   | Directed to Older Children.<br>This program is designed for children age 7 and older.                                       |
| V Y7 FV | Directed to Older Children.<br>This program is designed for children age 7 and older and contains intense fantasy violence. |

##### Programs Designed For All Audiences:

- |       |  |
|-------|--|
| TV G  | General Audience.<br>Most parents would find this program suitable for all ages.   |
| TV PG | Parental Guidance Suggested.<br>Some parents would find this program unsuitable for younger children.<br>TV PG V -- contains moderate violence<br>TV PG S -- contains sexual situations<br>TV PG L -- contains infrequent coarse language<br>TV PG D -- contains suggestive dialogue                           |
| TV 14 | Parents Strongly Cautioned.<br>Many parents would find this program unsuitable for children under 14 years of age.<br>TV 14 V -- contains intense violence<br>TV 14 S -- contains intense sexual situations<br>TV 14 L -- contains strong coarse language<br>TV 14 D -- contains intensely suggestive dialogue |
| TV MA | Mature Audience Only.<br>This program is specifically designed to be viewed by adults and therefore may be unsuitable for children under 17.<br>TV MA V -- contains graphic violence<br>TV MA S -- contains explicit sexual activity<br>TV MA L -- contains crude indecent language                            |

Standard Movie Ratings:

G	Suitable For All Audiences.
PG	Parental Guidance Suggested.
PG 13	No One Under 13 Admitted Without A Parent Or Guardian.
R	No One Under 17 Admitted Without A Parent Or Guardian.
NC 17	No One Under 17 Admitted.

Violence Ratings:

Standard TV and movie ratings evaluate shows according to their entire content. We would like you to evaluate the following programs and movies based solely on their content of *physical violence*. As you rate each show, please consider the following:

Frequency of physical violence – how often does violence occur?

Intensity of physical violence – e.g., do you see the injury? Do you see blood?  
how serious is the injury?

Based on these guidelines, please rate the following programs and movies according to their level of violence:

N = nonviolent

M = moderately violent

E = extremely violent

Again, you may rate a program if you have seen it at least 3 times.

You may rate a movie if you have seen it once.

APPENDIX J

REPORTED MOVIES AND VIOLENCE RATINGS

KEY:		
"0" = nonviolent		
"1" = moderately violent		
"2" = extremely violent		
"A" = animated movie		
Ratings in bold-type = panel ratings		
Ratings in regular-type = experimenter ratings		
No violence rating = program reported, but no rating available		
Violence	Standard	
Rating	Rating	MOVIE
<b>0 "A"</b>	G	101 Dalmations
<b>1</b>	R	12 Monkeys
0		2001: A Space Odyssey
<b>0</b>	PG	3 Amigos
<b>1</b>	PG-13	5th Element
<b>2</b>	R	A Clockwork Orange
0		A Hard Day's Night
<b>0</b>	PG	A League of Their Own
<b>2</b>	R	A Time to Kill
		Abuse
<b>0</b>	PG-13	Ace Ventura: Pet Detective
<b>0</b>	PG	Ace Ventura: When Nature Calls
<b>1</b>	PG	Air Force One
<b>0 "A"</b>	G	Aladdin
<b>2</b>	R	Alien (1)
<b>2</b>	R	Amistad
<b>1</b>	R	An Officer and a Gentleman
<b>2</b>	PG-13	Anaconda
<b>1</b>	R	Animal House
0		As Good As It Gets
<b>0</b>	PG-13	Austin Powers
<b>1</b>	PG	Back 2 The Future
<b>1</b>	R	Backdraft
<b>1</b>	R	Bad Boys
<b>1</b>	PG-13	Batman
<b>1</b>	PG-13	Batman & Robin
<b>0</b>	PG-13	Beaches
<b>0</b>	G	Beauty and the Beast
<b>1 "A"</b>	PG-13	Beavis and Butt-head Do America
0	G	Bedknobs and Broomsticks
<b>0</b>	PG	Benny and Joon
<b>1</b>	PG	Better Off Dead
0	PG	Beverly Hillbillies
<b>0</b>	PG-13	Billy Madison
<b>1</b>	R	Blazing Saddles
		Bonny & Clyde

Violence Rating	Standard Rating	MOVIE	
2	R	Braveheart	
0	PG-13	Bridges Of Madison County	
1	R	Broken Arrow	
2	R	Bullet	
		Bushwacked	
0	PG-13	Cable Guy	
0	R	Caddyshack	
0	PG	Camp Nowhere	
0	PG	Campus Man	
2	R	Candyman	
0	PG	Casablanca	
2	R	Casino	
0	PG	Chariots of Fire	
0	PG-13	Christmas Vacation	
0 "A"	G	Cinderella	
0	PG-13	Circle of Friends	
0	PG-13	City Slickers	
0	R	Clerks	
0	PG-13	Cocoon	
1	R	Commando	
2	R	Con Air	
1		Conspiracy Theory	
0	PG	Contact	
		Cool Hand Luke	
0	PG	Cutting Edge	
1	PG-13	Dances With Wolves	
1	R	Dangerous Minds	
0	R	Dazed & Confused	
0	PG	Dead Poets Society	
2	R	Dead Presidents	
2	R	Die Hard	
0	PG-13	Dirty Dancing	
1	R	Dolores Claiborne	
1	R	Donnie Brasco	
1	R	Dr. Giggles	
0	PG	Driving Ms. Daisy	
0	PG-13	Dumb and Dumber	
0		Emma	
0	PG-13	Empire Records	
0	PG	Enchanted April	
2	R	Event Horizon	
0	PG	Evita	
2	R	Eye For An Eye	
2	R	Face Off	
1	R	Fatal Attraction	
0	PG	Father of the Bride	
1	R	Fear	

<u>Violence Rating</u>	<u>Standard Rating</u>	<u>MOVIE</u>	
2	R	Braveheart	
0	PG-13	Bridges Of Madison County	
1	R	Broken Arrow	
2	R	Bullet	
		Bushwacked	
0	PG-13	Cable Guy	
0	R	Caddyshack	
0	PG	Camp Nowhere	
0	PG	Campus Man	
2	R	Candyman	
0	PG	Casablanca	
2	R	Casino	
0	PG	Chariots of Fire	
0	PG-13	Christmas Vacation	
0 "A"	G	Cinderella	
0	PG-13	Circle of Friends	
0	PG-13	City Slickers	
0	R	Clerks	
0	PG-13	Cocoon	
1	R	Commando	
2	R	Con Air	
1		Conspiracy Theory	
0	PG	Contact	
		Cool Hand Luke	
0	PG	Cutting Edge	
1	PG-13	Dances With Wolves	
1	R	Dangerous Minds	
0	R	Dazed & Confused	
0	PG	Dead Poets Society	
2	R	Dead Presidents	
2	R	Die Hard	
0	PG-13	Dirty Dancing	
1	R	Dolores Claiborne	
1	R	Donnie Brasco	
1	R	Dr. Giggles	
0	PG	Driving Ms. Daisy	
0	PG-13	Dumb and Dumber	
0		Emma	
0	PG-13	Empire Records	
0	PG	Enchanted April	
2	R	Event Horizon	
0	PG	Evita	
2	R	Eye For An Eye	
2	R	Face Off	
1	R	Fatal Attraction	
0	PG	Father of the Bride	
1	R	Fear	



Violence Rating	Standard Rating	MOVIE	
1	R	Interview with the Vampire	
0		It's a Wonderful Life	
1	R	Jacob's Ladder	
1	PG	Jaws	
		Jeremiah Johnson	
1	R	Jerry Maguire	
1	R	JFK	
0	PG	Jungle to Jungle	
1	PG-13	Jurassic Park	
1	PG	Karate Kid	
2	R	Last Man Standing	
1	R	Last of the Mohicans	
1	R	Leaving Las Vegas	
0	PG	Legend	
1	R	Legends of the Fall	
2	R	Lethal Weapon	
0	PG-13	Liar Liar	
0 "A"	G	Lion King	
0 "A"	G	Little Mermaid	
0	PG	Little Rascals	
0	PG	Little Women	
0	PG	Love Story	
1	R	M*A*S*H	
1	PG-13	Malcolm X	
0	R	Mallrats	
0		Mary Poppins	
1	PG-13	Men In Black	
2	R	Menace To Society	
1	R	Michael Collins	
1	PG-13	Mission: Impossible	
1	PG	Monty Python and the Holy Grail	
		Mr. Bean	
0	PG	Mr. Holland's Opus	
0	PG-13	Mrs. Doubtfire	
0	PG-13	Much Ado About Nothing	
1	R	Murder in the First	
0	PG-13	My Best Friend's Wedding	
0	R	My Cousin Vinny	
0	G	My Fair Lady	
0	PG-13	My Life	
0	PG-13	Naked Gun	
0	R	National Lampoon's Vacation	
0	R	Nothing to Lose	
		Notorious	
0	PG-13	Now and Then	
		Of Mice and Men	
0	PG	On Golden Pond	

Violence Rating	Standard Rating	MOVIE	
0	PG	One Fine Day	
0	PG-13	Opportunity Knocks	
0	PG	Overboard	
		PCU	
2	R	Patriot Games	
2	R	Pet Semetary	
		Phantom	
0	R	Pink Floyd's The Wall	
2	R	Platoon	
0	PG-13	Powder	
0	R	Pretty Woman	
0		Pride and Prejudice	
0	R	Prince of Tides	
2	R	Pulp Fiction	
0	R	Purple Rain	
1	PG	Raiders of the Lost Ark	
1	R	Ransom	
0	PG-13	Reality Bites	
		Rebecca	
2	PG-13	Red Dawn	
2	R	Reservoir Dogs	
1	PG	Return of The Jedi	
0	PG	Richie Rich	
		Robin Hood	
0	PG-13	Robin Hood: Men in Tights	
		Rocket Man	
1	PG	Rocky	
1	PG	Rocky 2	
1	PG	Rocky 3	
1	PG	Rocky 4	
1		Romeo and Juliet (1997)	
0	R	Romy & Michelle's High School Reunion	
0	PG	Rudy	
2	R	Scream	
2	R	Scream 2	
0	PG	Secret Garden	
0	PG-13	Secret to My Success	
0	PG	Selena	
0	PG	Sense and Sensibility	
2	R	Seven	
0		Seven Deadly Sins	
		Shaft in Africa	
1	R	Shawshank Redemption	
2	R	Silence of the Lambs	
1	R	Single White Female	
0	PG	Sixteen Candles	
0 "A"	G	Sleeping Beauty	

Violence Rating	Standard Rating	MOVIE	
0	PG	Sleepless In Seattle	
0	R	Sling Blade	
2		Sniper	
0	PG-13	So I Married and Ax Murderer	
		Soul Food	
0		Sound of Music	
0	G	Souder	
1	R	Speed	
1	PG	Star Wars	
		Starship Troopers	
0	PG	Steel Magnolias	
1	PG	Superman 2	
0	PG-13	Swing Kids	
1	R	Taxi Driver	
0	G	Ten Commandments	
2	R	Terminator	
2	R	Terminator 2	
0	PG	That Thing You Do	
0	PG-13	The 6th Man	
0	PG-13	The American President	
0		The Bishop's Wife	
1	R	The Bodyguard	
1	PG-13	The Cable Guy	
0	PG	The Christmas Story	
1	R	The Craft	
1	PG	The Empire Strikes Back	
1	R	The Firm	
1	R	The Fisher King	
1	R	The Frighteners	
1	PG-13	The Fugitive	
1	R	The Ghost in the Darkness	
2	R	The Godfather	
2	R	The Godfather 2	
2	R	The Godfather 3	
0	PG	The Graduate	
0	PG	The Great Outdoors	
1	R	The Hand that Rocks the Cradle	
2	R	The House of Spirits	
0	R	The Jerk	
1	PG-13	The Lost World (Jurassic Park 2)	
0	PG-13	The Man in the Moon	
0	PG-13	The Mask	
0	PG	The Natural	
0	R	The Piano	
		The Postman	
1	R	The Program	
0		The Quiet Man	

Violence Rating	Standard Rating	MOVIE	
2	R	The Rock	
		The Saint	
0	PG	The Santa Clause	
2	R	The Shining	
0	PG-13	The Truth About Cats & Dogs	
2	R	The Untouchables	
1	R	The Usual Suspects	
0	PG-13	The War	
		Thinner	
1		Titanic	
1	R	Tombstone	
0	PG-13	Tommy Boy	
1	PG	Top Gun	
0	PG	Top Secret	
2	NC-17	Tower of Terror	
0	PG-13	Toys	
2	R	Trainspotting	
1	PG-13	Twister	
1	R	Unforgiven	
1	PG-13	Up Close and Personal	
0	PG	Uptown Saturday Nite	
0	PG	Vegas Vacation	
0		VHF	
0	R	Waiting to Exhale	
0	PG	What About Bob?	
0	R	When A Man Loves a Woman	
0	R	When Harry Met Sally	
0	PG	While You Were Sleeping	
0	PG	White Fang	
1	R	White Men Can't Jump	
0	PG-13	White Squall	
0	G	Winnie the Pooh	
0		Wizard of Oz	
1	R	Young Guns	

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