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**The impact of the video cassette recorder on media use within
families of urban dwellers**

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Iowa State University, 1988

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The impact of the video cassette recorder
on media use within families
of urban dwellers
by

Richard Edward Worringham

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ABSTRACT

VCR ownership is growing at a fast pace in the US, yet little is known about its impact upon the family. The impact of the VCR may be analyzed in terms of three interrelated aspects of family life, decision making, normative development and media choices. Believing that VCR's impact upon the family might vary according to status, role, sex, age and education of its members, a random telephone survey of parents and children in the City of Ames, Iowa, was designed to measure the differences of parent and child perceptions and their agreement or disagreement about the impact of the VCR upon family decisions, rules and choices. The resulting data were treated in four ways: firstly, a global view of parent's and children's perceptions was obtained through summary statistics; secondly, variables were crosstabulated, controlling for status, sex and grade in order to make comparisons between classes; thirdly, paired parent/child responses were crosstabulated to determine how much agreement there was in families; fourthly, associations between decision making, normative development and media choice variables were tested. Relationships between parents' and childrens' perceptions were tested by means of Pearson correlation coefficients and the Lambda statistic; agreement between parent/child pairs was tested by means of Scheaffer's confidence interval formula and Dale's agreement scale. Associations between decision making, normative development and media choice variable were tested with Pearson correlations, chi-square tests and the gamma statistic. Analysis shows that parents' and childrens' perceptions are often polarized and vary according to

different aspects of decision making, normative development and media choices within the family. Agreement between paired parents and children also varies in strength according to decisions, rules and choices. What similarities and agreements there are, are most evident in media choices but less so in decision making and normative development. Though many families have developed norms for television use, the use of the VCR is either subsumed under them or free of regulation in most families. Analysis of data outlined above has been strongly influenced by the insights of coorientation and convergence theory. Perspectives of exchange theory and field theory have been used to discuss the implications of the research findings.

CHAPTER I: INTRODUCTION

On June 17, Forbes (1985) reported that about 9.2 million video cassette recorders would be sold in the U.S. Using data accumulated by Paul Kagan Associates, Forbes predicted that VCR unit sales would remain strong over the next decade, but that first time buyers would drop off sharply after 1989. Commenting on the rising VCR activity during the 1985-1986 season, A.C. Nielsen admits that the VCR has been responsible for a 1-2% rating change in 42% of the telecasts, and goes on to conclude, "the rise in VCR ownership, second only to the growth of TV sets has brought about a vehicle able to change TV viewing patterns, making it imperative for continual tracking of the booming video environment" (A. C. Nielsen, Newscast No. 1, 1986).

Though it may be of value to analyze the economic condition of video markets and television ratings, it is probably more important, from a sociological perspective, to discover what the adoption of the VCR will mean for consumers and particularly the family.

The concern for the family is emphasized in two recent research papers on the VCR. In the first, which dealt with differences between youths who do and do not have VCRs in their family, Greenberg and Heeter (1987) suggest that future studies should concentrate on the household's orientation toward media use and that parents' and children's experiences should be compared. They also recommend that long term evaluations should be conducted to see what effects childhood media experiences have upon adult life. In the second, which examined the VCR youth peer group phenomenon, Roe (1987) recommends that a

structural/cultural approach be adopted to the study of the VCR so that account can be taken of the complex mediations of family, class, age, gender and education.

Roe concludes that VCR research which fails to recognize differences brought about by the structural mediations of family, runs the risk of producing highly generalized results that fail to describe the actual complexity of social reality. These recommendations have been taken seriously by the present VCR research and have served as strong motivation for it.

To appreciate the VCR's impact upon the family, it will be necessary to emphasize what the machine is capable of accomplishing even though its full potential is probably not realized at the time of its adoption. In some cases, the VCR's full potential may never be realized because it may be purchased to accomplish a specific task such as the playing of video cassettes and nothing more. Certainly, the connection between the VCR's perceived usefulness and the value placed upon it by individual family members is worthwhile exploring. In addition, it will be interesting to discover whether these perceptions and values affect the way the family functions.

Though the VCR can be placed in a long line of inventions related to the enjoyment of mass media, it is the writer's opinion that it occupies a pivotal position in mass media research. Not only has its adoption brought about changes in attitude toward mass media distribution and consumption, but it has conferred a sense of power or independence upon the consumer by providing numerous options not

available to him/her in the past.

The VCR's potential to bring about change in the family may be judged from the following. While favorite programs can be recorded for instant playback, they can also be stored for later use. This convenience coupled with timing devices, also allows for the shifting of schedules or permanent retention of video cassettes. In addition to "time shifting" it is even possible to view one program while recording another, that is, consume two programs at once. Controls enable the viewer to skip through commercials, replay portions of the program and stop and start at will. The storage of videocassettes allows the consumer to surround himself/herself with a private collection of films and videos which he/she may access at any time. Video rental stores and libraries provide a multitude of selections in addition to those already available on cable or network television or stored in the home. The family member's ability to record and store films, once regarded as the producers' private property, has challenged sacred copyright and royalty laws. Public rating systems once developed to protect children from exposure to adult motion pictures have been circumvented through video rental stores.

Problem Statement

Though the VCR has the potential to bring about substantial changes in the consumers' attitude toward and use of mass media, and to provide alternative methods of dealing with them, very little research has been done to discover the short term and long term effects of the VCR on media use within the family. What research has been done has concerned

itself with individuals and their responses to various program choices, their perceptions of the "transience" of television, "time shifting," storage and so on. A discussion of this research will be found later in a literature review. There is great need for researchers to pay attention to the impact of the VCR on the family's use of media, specifically decision making processes, normative development, and consumption patterns. What makes the VCR vitally relevant to these processes is that it has the potential to facilitate decision making by providing alternative ways of dealing with mass media. The alternatives involve not only program choices, but time management decisions, conflict resolution, equity negotiations, value judgments and ethical evaluations. Choice of such alternatives on a regular basis might result in the formalization of family norms. It is not suggested that these dimensions will be recognized or exercised by family members at first, but that the probability exists that they may develop after the VCR has been owned for some time. Nor should every member of the family be expected to take advantage of the VCR's potentialities. The complexity of the machine may take time to understand and master. Some members of the family may even rely on others to accomplish certain tasks, though this implies dependence.

The assumption that the VCR's adoption might radically change the family's existing media use norms needs to be addressed. Reason suggests that existing norms relating to media use may be modified slightly to accommodate the VCR. A number of factors may influence the application of rules, for example, the age of the children in the family

and the communication patterns that have already developed between family members.

From the above discussion it will be seen that part of the problem of researching the impact of the VCR on the family lies in the complexity of the family itself and in understanding what dynamics preceded and followed the adoption of the machine. Discovering how family members make decisions and apply rules in the privacy of the home is very difficult, but an attempt must be made to enter this "sacred" domain if we are to understand what effects the VCR is having upon the family.

Research Questions

In order to discover the impact of the VCR on family interaction, regulation and media use the following research questions will be considered:

1. What effect has the VCR had upon the family's decisions about media in the home?
2. What kind of rules, if any, relating to media use, have developed as a result of the VCR?
3. How has the family's choice of media changed as a result of the VCR?

In order to capture family dynamics more accurately and to provide an opportunity for comparison, it will be necessary to ask the questions from the perspective of parent and child and to analyze media use within the home before and after the advent of the VCR.

Relevance of Research Questions

Decisions

For viewers to make meaningful decisions, it is necessary for them to be free to choose among realistic options. Unfortunately, many decisions relating to television use are determined by broadcast schedules, that is, the viewers depend on network programmers to make decisions for them and have little control over what they see and when they see it. They are also bombarded with countless commercials which they cannot exclude or prevent from interrupting their favorite programs.

The VCR has provided some control over programming schedules and troublesome commercials, and it is likely that viewers will sense that they have achieved some autonomy, or at least will feel less manipulated by commercial television. However, it must be recognized that the same technology which is responsible for perceptions of independence may be responsible for greater dependency. It is possible that the VCR might increase reliance upon broadcast programming through its simultaneous viewing and recording features, or time shifting capabilities. Since the VCR may hold the key to independence or dependence, it is important to know how families will use it and what the outcome will be!

One of the amazing features of the VCR is its ability to handle the needs of different family members at the same time. Because it is the center of many vectors leading to the television set, it will inevitably affect the group dynamics of the family. Its presence may be a source of frustration, increase conflict, domination, control, isolation and so

on. On the other hand it may improve the family's conventional decision making processes, reduce conflict, lead to sharing and establish a sense of equity.

The role of parents may be critically important especially if one or both are dominant. It is probable that any previous dominance or control over family members will be reflected in decisions about the VCR's use, but there is the chance that the unique features of the VCR may precipitate a change. Perceptions about who dominates the VCR may not be equally shared by the members of the family and it is likely that parents and children may differ strongly about this.

From the above discussion it can be seen that the importance of decision making in the study of the impact of the VCR on the family lies in the VCR's ability to provide increased program choices and greater scheduling control over them. These technological advantages bring not only the responsibility to choose among the alternatives but to supervise the family to use media wisely. Who will do this? The VCR has removed these kinds of decisions from the public domain into the private domain and parents will have the task of teaching their children what is worth watching and what is not. Inevitably such choices will involve value judgements and the dilemma of knowing how best to communicate them. In many families this process may take place informally, with very few rules and regulations, in others it may be more structured, with definite rules and regulations.

Rules

With increased program alternatives and freedom to schedule them, some family members may sense a need to establish or extend rules for media use. The question of children's access to and use of the VCR may depend to a large extent on their age or maturity. Parents of younger children may be much more strict than parents of older children. Parental regulation of this kind may be democratically or autocratically determined and children's perceptions of the equity or inequity of the rules may differ accordingly. The possibility that no rules will have been developed should also be considered. Though a little hard to conceive, some families may avoid formalizing any rules relating to the VCR, relying on the all embracing ethics of courtesy and respect which they have inculcated over time.

The importance of studying how the VCR affects rules relating to media use will be understood when it is recognized that rules are a clear indication of value judgements or decisions that have been formalized over time. They provide a tangible way of measuring how parents and children have reacted and are reacting consistently to changes in the home caused by the VCR. Rules may be imposed by parents for a number of reasons and may indicate, among other things, the degree to which the VCR is dominated by certain members of the family, the amount of conflict over the VCR, qualifications of access to the VCR, the scarcity of raw video tapes and the need to bring stability in the midst of ethical confusion. Children's compliance or rejection of rules governing the VCR may be a measure of their reaction to authority,

conflict management, equity, scarcity and certainty.

When a family reports only a few rules relating to the VCR, does this imply that very little change has occurred? Not necessarily so, the family members may have reacted differently, or found alternative ways of dealing with the challenges that innovation and change present. The disturbing possibility exists however, that the implications of change may not have been drawn to their attention or that they do not even care.

Choices

One of the scheduling techniques of television broadcasters is to encourage "audience flow," that is, the watching of programs adjacent to the ones that viewers have chosen, either before or after them. Implicit in this technique is the broadcasters' hope that viewers will be exposed to a wider variety of commercial programming than their taste would normally allow. The VCR's ability to substitute and to record specific programs, at set times, may reduce exposure to such variety and narrow the choices which viewers make.

Traditionally television has provided both entertainment and information, the second being painlessly incorporated in the structures of the first. Because much of the VCR's software has an entertainment orientation, it is possible that it will disturb whatever balance there was between entertainment and information. The public's shift from reading newspapers to viewing television news was observed with alarm because of its superficial coverage. With the advent of the VCR, viewers may not even bother to watch TV news!

While the VCR may reduce some program consumption, its ability to view and record different programs concurrently and to time shift may multiply the variety of programs watched by family members and broaden their taste considerably. VCR owners may prove to be more cultured and informed in the long run.

It is vitally important to discover not only what programs are being regularly excluded or viewed or recorded by means of the VCR, but also what shifts in genre preferences have taken place. The chief concern is not so much with programs recorded from networks, which still have family viewing standards, but with videos bought or rented from stores, which would never be transmitted on television. Whether or not a consistently narrow exposure to these kinds of programs will prove to be detrimental to a family's cultural development is a serious issue which cannot be ignored.

Overview

A complex problem has been approached from three related perspectives. There is a lack of information about the VCR's effect on decisions made about media use within the home, very little is known about the VCR's impact upon family norms associated with the viewing of television, and a meager amount of research has dealt with the changes or shifts in media consumption brought about by the VCR. In terms of research, how may these three problems be addressed?

The newness of the research topic and the limited literature on the subject suggests that an inductive approach to research would be better than a deductive one. Accordingly, it was decided to design a pilot

study, starting with the collection of data from families in the community of Ames, Iowa, who own a VCR. While the selection of this population was convenient because of its location near the university it was not considered an ideally representative city for a study of this kind. The choice of the Ames population would indeed preclude extensive generalizations, but would nevertheless provide sufficient data for the formation of usable concepts, the implementation of methodology and the development of a theoretical framework. If the research was found to be profitable, a follow-up survey could be done in a larger more representative city. At this later time, a deductive approach might be adopted, using carefully stated hypotheses and appropriate tests.

Numerous theoretical insights and previous scientific investigations inform the researcher as he/she ponders a particular approach. What follows is a brief summary of the theoretical perspectives which have influenced the writer and hopefully will furnish the greatest insights. The perspectives are drawn from three disciplines, social psychology, family sociology and mass communication, and categorized under the four headings, decisions, rules, choices and synthesis.

Theoretical Perspectives

In a discussion on the concept of power in families, Cromwell and Olson (1975) acknowledge that three different theoretical approaches have dominated the field of family sociology, exchange theory, field theory and decision-making theory. Decision-making theory, as described by Cromwell and Olson, is aligned with political science and tends to be

outcome oriented rather than process oriented. Though this approach may be unique to political science, in the writer's opinion it does not merit being treated as a separate theoretical perspective and may be subsumed in exchange theory.

Decisions

The insights of exchange theory Homans (1974) are helpful because VCR users are considered as rational, decision making persons who wish to maximize rewards and minimize costs. One of the primary goals of the VCR user is entertainment, but since entertainment comes in various genres, some types of entertainment may be preferred above others. The act of choosing a program may be motivated by cultural values, previous experience and the expectation of satisfaction. In most cases the costs of the enjoyment of television entertainment are minimized by the use of the VCR. Cost reduction in terms of VCR use may be defined as avoidance of commercials, rescheduling of programs, increased program selection, the permanence of videocassette recordings, and so on.

The theory of decision making draws heavily on Homan's work, but has been developed by Janis and Mann (1977) and Bybee (1981). Decisions are classified as either "optimizing" or "satisficing." The first may be best understood as a compensatory strategy which allows the surplus of one attribute to compensate for another, the second is noncompensatory and involves prioritization and comparison of attributes. Though exchange is between persons, the VCR enables exchange to take place more easily between them. Its ability to facilitate either satisficing or optimizing strategies may be illustrated

by television/video program choices. If the regular television schedule does not provide satisfaction, a favorite program stored on videocassette may be substituted. If prerecorded videocassettes stored in a home library prove unsatisfactory, a trip to the videomart will provide numerous programs to choose from. Within one genre, the attributes of each videocassette may be compared with another or prioritized until a choice is made.

Norms

In social exchange, actors are not seen as isolated individuals and must be seen within a network of exchange relationships. Such a theoretical perspective is appropriate for an understanding of the family's use of the VCR as opposed to the individual's use of the VCR. When a child wishes to see a videocassette, he/she may rely upon parents to provide transport, funds to rent the movie, permission to choose R-rated material and time to spend watching it. In exchange for parental cooperation the child may have to ask politely, finish assigned homework, accomplish certain chores and persuade siblings to give up their favorite show on television. The negotiation of such exchange relationships may follow predictable patterns and some may be regarded as more important than others in certain families. Over time complex exchanges may be simplified by norms which prescribe when the VCR may be used, what videos may be watched and how competing siblings must solve their need to access the VCR. In enduring family relationships, members will settle for a rate of exchange that is satisfactory to all. Ideas about what is fair or unfair, that is, equitable, may influence the

exchange rate in a family and may arise from comparisons with other participants. A teenager may be allowed to stay up and watch a R-rated video with his friends but his five year old brother will be put to bed. While the older of the two children may consider such a ruling fair, the younger may not and parents may have to deal with a child's sense of injustice.

Though not in vogue at present, field theory (Schellenberg 1978) is often used by family theorists to illuminate the group dynamics of parental leadership and conflict resolution. Various styles of leadership have been identified in the family: "autocratic," "democratic," and "laissez-faire." These may be formalized in communication patterns over time. Broderick (1975) claims that there are three modes of governance commonly found in the family, "hedonistic zero-sum confrontation," "rule enforcement" and "principled interaction." In the first and most primitive mode, an actor imposes his will upon dissenting parties. The second, rule enforcement, involves three dynamics, allocation of family resources, deciding who is entitled to make decisions and how contested decisions may be negotiated. Principled interaction involves self government by means of internalized principles and is most uncommon. In a family, when conflict arises over which show to watch on television, the parents may solve the disharmony by laying down the law, seeking family consensus, offering a substitutionary alternative, or letting the children fight it out among themselves. The older the children become, the more likely principled interaction will be found.

Again according to field theorists, cultural values which inform parental decisions and choices are very likely to be passed on to their children. When family values are entrenched, members will resist pressure to depart from the values. Field theorists have found that members are more likely to accept new values if the whole family agrees upon them and less likely to accept them if they are imposed from outside. These theoretical insights may be related to video choices. It is probable that in early childhood, children's tastes are similar to parental ones, but in adolescence peer group values may challenge family values. How parents and children deal with the conflict in values may be critical to the harmony of the family and the outcome may depend upon the degree to which family values have been reinforced in early childhood.

Choices

The process by means of which members of a family choose particular genres of mass media has most often been explained in terms of uses and gratification theory (Katz, Blumler, and Gurevitch (1974), McQuail (1984), Palmgreen (1984)). In uses and gratification theory, motivation in the form of general expectation of involvement with mass media may be differentiated according to individual tastes or preferences. Tastes lead to choice from and attention to media content for the purposes of enjoyment. Satisfaction reinforces general expectations and tastes, thus closing the loop. A teenager may choose X-rated videos at a videomart because, among other factors, he gained pleasure from watching the "Playboy" channel with his father at home. Each of the uses and

gratification researchers mentioned have different ways of describing the motivation which leads to the search for gratification and speak of "psycho-social origins," "cultural values" and "expectancy values," but most of their descriptions seem individualistic and fail to account for group processes or the influence of the family.

Two theories which correct this individualistic orientation and which may be subsumed in Exchange Theory, have been proposed by Chaffee et al. (1971) and Rogers and Kincaid (1981). The first (Coorientation), arising out of Newcomb's (1953) work, analyses group orientations to persons, objects and ideas by comparing each member's perceptions with his/her fellow's perception and by obtaining derivative measures. Chaffee et al have found that where parents are oriented towards social harmony rather than the expression of ideas in the family, members will watch entertainment programs a great deal. Where parents are oriented toward conceptualization rather than social harmony, the family members will watch informative programs such as news. In criticizing Chaffee et al.'s work, Tims and Masland (1985) claim that not enough attention has been paid to the development of communication patterns over time, parental differences, developmental changes and child specific patterns in the family.

The second theory (convergence) proposed by Rogers and Kincaid contains three connected levels of abstraction, a physical level (information), a psychological level (individuals) and a social level (society). When information is shared by two or more participants, information sharing may lead to mutual understanding, mutual agreement

and collective action. Processing of information involves progressive stages such as perceiving, interpreting, understanding, believing and acting. The whole process is not completed in a single interaction but may require several cycles of deepening understanding. Agreement and understanding are not the only outcomes of interaction and disagreement and misunderstanding are possible.

As in exchange theory the group or family is not seen as an isolated unit but rather as part of an extended network. This wholistic perspective provides an excellent means of analyzing how cultural values may influence members of small groups over time.

Conclusion

In this chapter an attempt has been made to introduce an exciting new field of research which has opened up as a result of the rapid adoption and diffusion of the video cassette recorder. It has been speculated that the VCR will have profound effects on the family, setting viewers free from the monopoly of commercial television, introducing the family to new methods of dealing with media, eliciting needs for greater regulation on the part of parents and developing clearly defined tastes in program choices. The VCR may facilitate decision making in the family, bringing a shift in power among family members, greater control over media choices, development of new norms and the refinement or narrowing of tastes. While these suppositions may be fascinating or even disturbing, they have very little scientific support at present.

In order to find scientific evidence, a pilot study has been

proposed to gather data on media use in families that own a VCR. The focus of the data collection has been summarized in three questions: What effect has the VCR had upon the family's decisions about media use in the home? What kind of rules, if any, have developed as a result of the VCR? How has the family's choice of media changed as a result of the VCR?

Development of a research methodology involves some theoretical insights. The majority of these insights have been obtained from social psychology and particularly the perspectives of exchange theory and field theory. A synthesis of the different sub-theories of decision making, rule development and media choice may be achieved through coorientation and convergence theories, but all of these theories may be included under the umbrella of exchange theory.

CHAPTER II: A REVIEW OF THE LITERATURE

Over the past seven years there has been a growing and consistent interest in the spectacular growth of VCR hardware and software consumption. This interest is clearly demonstrated in a review of popular periodicals and scholarly journals from about 1980 onwards. A general impression of their scope and subject matter will be gained from the following review.

Periodicals

Businessweek reports that in the period 1982-1983, television households owning a VCR or disc player have doubled to nine million, that is 11% of the total television households (Businessweek, April 2, 1984 p. 66). By 1990, the Economist estimates that there will be 45 million VCRs in use in the US (Economist, July 30, 1983 p 72). Don Groves (Variety, December 9, 1981 pp. 36-37) calculates that there are 10,000 video outlets in North America, 40% of which sprang up during the period 1980 to 1981. In 1983, 28 million blank tapes were sold in this country (Variety, October 7, 1981 p. 114). Hollywood Studios grossed \$700 million from domestic and foreign video cassette sales. Richard Simon, vice president of Goldman and Sachs & Company, estimates that 14% of film revenues now come from cassette sales (Economist, July 30, 1983 p. 72). According to Kim Foltz and associates, writing in Newsweek, April 23, 1984, the distribution of movies on video cassettes is threatening the subscription cable channel services such as Home Box Office and Cinemax and unless the movie channels cater more closely to viewer's appetites the video rental may consume the biggest slice of the

pie. Though cinema attendance in the US has remained steady, British cinema admissions slumped 28% in 1981. The slump has been attributed to the dramatic growth of VCR sales (Variety, October 7, 1981 p. 101). The average video cassette sold for \$70-80 four years ago, now the price has been reduced to a national average of \$21. Video cassette rental has proved much more popular and rentals now range from \$1-2, including a one time club membership fee (Variety, December 9, 1981 pp. 36-37). In 1982, 71% of video cassette programs sold were theatrical films, 18% were X and R rated adult films and the remaining 11% included children's, informational and music films. This breakdown of program preferences is supported by Forbes, June 17, 1985, in an article which quotes Home Viewer Magazine as its source. In England 42% of the market was devoted to horror films and 30% to what are called "nasties," sadistic or pornographic type films (Economist, March 17, 1984 p. 62).

In a recent feature article contained in Roanoke Times and World Report, November 18, 1987, Richard Zacks poses the question; "How do you use your video recorder?" Based on a Nielsen survey (Nielsen Home Video Index) conducted early in 1987, Zacks reports that 3% of VCR owners have purchased at least one prerecorded tape. The average number of titles contained in a home video library is eleven video tapes. At present, the most popular videocassette buys are successful movies such as "Top Gun," "Crocodile Dundee" and "Star Trek IV," exercise tapes such as "Jane Fonda" and "Callanetics" and children's movies such as "Lady and the Tramp" and "American Tail," mostly in the \$30.00 range. The average price for prerecorded video tapes is \$21.00. Renting is

still the most popular way of viewing a videotape and half of the VCR homes rent on the average 5.6 tapes per month. The average rental price across the country is \$1.94 though many videotapes can be rented for as little as 90 cents.

The top rental titles for 1987 were "Crocodile Dundee," "Top Gun," "Back to School," and "The Color Purple." By genre, comedy and drama are the most popular shows, closely followed by action adventure. Adult XXX-rated movies are the fourth most popular, accounting for 12% of all transactions. According to Nielsen, the two major genres that are taped the most off network television are soaps and miniseries. Slightly more than one-third of shows that are recorded are not played within three weeks, if ever. Taping is more popular than renting or buying.

One of the latest assessments of the impact of the VCR is contained in an article entitled, "The Verdict on VCRs (So Far)," (TV Guide, March 19-25, 1988, p. 13). Neil Hickey writes that if latest projections are correct, the VCR's penetration into US homes will rise from 50% in 1985 to 80% in 1995. A similar jump will be seen in prerecorded video cassettes. In 1985, 22 million prerecorded video cassettes were bought by consumers and by 1995 it is estimated that the figure will have grown to 520 million. Perhaps the greatest growth will be witnessed in the video cassette rental business where, between 1985 and 1995, rentals are expected to expand from 700 million to 4 billion. There are about 30,000 retail video outlets in the US at present. Hickey claims that the VCR, "next to your TV set is gradually moving to stage center as the Nation's preferred entertainment medium." He mentions some interesting

trends that are beginning to evolve. More than half of all VCR playback activity takes place over the weekend, especially on Saturdays. Daytime soap operas, as a class, seem to be the most recorded programs and are often played back in fringe time (4.30 to 8.00 p.m. ET). Another trend that has been observed is "cannibalism" - hit shows devouring less popular shows. VCR owners tape programs that are popular and play them back in the place of unpopular shows.

The biggest-grossing year in movie history was 1987, substantially ahead of the previous best year, 1984. What appears to be taking place is a symbiotic relationship: as videocassette sales and rentals boom, so the popularity of movies in general increases. The movie industry is nevertheless making more money from videocassette sales than it is from the box offices throughout the land. The last trend mentioned by Hickey is "commercial avoidance," also predicted to be a side effect of VCR use. Most experts are now convinced that commercial avoidance is not as serious as previously thought. They reason that "commercial zappers" must pay careful attention to advertisements in order to exclude them and when they do, the commercial is still partly visible in fast forward mode.

Wider Context

While the above articles and reports reflect changes in consumer behavior, such changes should be placed within the wider context of national distribution, royalties and copyright laws. Here major rights were being negotiated in the law courts which were to have profound implications for the family. In 1981, the Ninth Circuit Court of

Appeals ruled that manufacturers of VCRs should be held liable for inducing people to violate the copyright law and encourage "video piracy." Accordingly, Sony Corporation was ordered to pay damages to Universal Studios and Walt Disney, who were joint litigants (Rolling Stone December 9, 1981, p. 109). This ruling, apparently meant to frighten users of the new technology and protect the multimillion dollar film industry, was appealed by the Sony Corporation, and in 1984, after months of lobbying, the Supreme Court reversed the decision. The Court ruled that video taping a television show in a private dwelling did not necessarily violate current copyright laws. It also set aside a proposal to tax VCRs and blank tapes in order to recoup lost royalty revenues (Newsweek, January 30, 1984, p. 57). These two rulings stunned the movie industry and forced it to change its marketing strategy and to take advantage of the booming video trade.

Another example of concern was expressed by the broadcasters of the national networks. For years the FCC has required broadcasters to protect younger members of the audience by warning that viewer or parental discretion was necessary. The film industry was also requested to impose a rating system for similar reasons and complied, though somewhat ambiguously at times. The broadcasters maintained that since both mass media had cooperated in preserving family viewing with parental discretion, it was only appropriate that video cassette rental outlets should be required to do so as well (Variety, October 7, 1981, p. 114). Unfortunately, such protection has not been legislated for and remains a matter of private parental permission. Some feel that what is

viewed within the privacy of the home is beyond the jurisdiction of legislators.

While the popular news magazines have reported the video phenomenon often and consistently, scholarly journals have done so rarely and spasmodically. What follows is a review of articles that relate to the impact of the video cassette recorder on individuals or households and methods of researching this phenomenon.

Scholarly Journals

Some of the most systematic research in the field of VCRs has been accomplished by Levy and Fink (1984a). Their findings are based upon a massive sample of 28,556 households, selected randomly by systematic intervals, in 16 metropolitan areas within the US, January through March 1979. The metropolitan areas included eight of the ten largest TV markets, as well as several mid-sized and small communities. In 1979 only 418 VCR households were identified (very few for such a large sample), resulting in 247 completed usable diaries for a one-week period. Entries from each diary were compiled into a household composite, listing basic household characteristics, times of viewing and recording, as well as titles of all programs and cassettes. Entries in the diaries were compared with current newspaper listings to determine whether the entire broadcast program had been taped and replayed.

Levy and Fink (1984a) claim that the the VCR has changed the transient nature of television, that is, television does not necessarily have to be consumed as fast as it is televised, but can be stored and reviewed at leisure within the home. They found that the average

household in the US records about four broadcasts each week and replays about the same. On an average only one prerecorded program, bought, borrowed or rented, is played per week. Seventy-five percent of the programs are recorded for time shifting purposes and played back within the week. Fifty percent of the recordings are made with the timer, that is, while the television is off, or switched to another channel. The decision to record is based upon four basic considerations: (a) the seriality of the program; (b) the frequency with which the program is broadcast; (c) the availability of programs from other sources; and (d) competition from activities other than TV viewing. One of the motivations for recording and/or postponing viewing of certain programs is gratification. The selection of specific types of programs is based upon expectations and past experiences.

Levy (1980a) discovered that the three major preferences of viewers are movies (23.15%), situation comedies (14.56%) and soap operas (11.69%). The preferred playback content is drawn primarily from television networks (78.68%), independent stations (9.43%) and public broadcasting stations (7.62%). Strangely, 42% of all the recordings are not played back within a week and replay habits seem to follow an exponential decay curve. Levy found that 11.6% of VCR households that taped a program did not watch it at all. Most VCR activity takes place on week nights and Saturdays.

In research conducted by Donald Agostino et al. (1980a) it was found that 55% of those who used a VCR owned fewer than 10 tapes. Sixty-two percent saved up to ten tapes per month, but only 16% saved a

tape for longer than a month. The majority of viewers bought their video cassettes (68%), but a fair proportion borrowed tapes (20%) and a minority traded them (10%). Behavior related to commercials was also examined by Agostino et al. They report that 18-25% of viewers report that they skip commercials, presumably by fast forwarding through them, 18% exclude commercials by using the pause control.

Rubin and Bantz (1987) questioned 424 respondents from economically and environmentally diverse groups to determine what they considered the most important reasons for using the VCR. By developing an exhaustive list of VCR uses and motivations, Rubin and Bantz were able to identify eight factors which seem to motivate VCR users. Using factor analysis procedures and Pearson correlations the authors assessed relationships among the variables. In a PAF analysis (principal axis factoring) eight VCR utility factors were identified, which accounted for 66.8% of the total variance. Rubin and Bantz found that library storage had an eigenvalue of 8.92 and explained 25.5% of the total variance. Library storage revealed the respondents' desire to retain copies of tapes as a convenient alternative to regularly scheduled programs. Music or videos had an eigenvalue of 4.42 and explained 12.6% of the variance, the VCR being a means of accessing available, entertaining and economical programs. Exercise tapes figured fairly high with an eigenvalue of 3.36, accounting for 10.4% of the variance. Movie rental came next with an eigenvalue of 2.18 (6.2% of the variance), availability of children's programs followed with an eigenvalue of 1.31 (3.7% of the variance), time shifting with 1.28 (3.6% of the variance), socializing with 0.86

(2.5% of the variance) and critical viewing with 0.76 (2.2% of the variance).

Rubin and Bantz found that several motives for using VCRs are interrelated. For example, library storage, time shifting and critical viewing are strongly associated. Video rental is also strongly associated with socializing or entertaining. In discussing their findings, Rubin and Bantz suggest that because VCR users are active consumers who make decisions based upon the utility of their choices, it would not be surprising if time shifting and convenience are linked and that different audience groups use VCRs for different purposes. According to Rubin and Bantz, VCRs provide active interpersonal and mass communication links and the VCR should be understood as having a complementary and extending function for television, that is, the VCR should be regarded as a "mediator of communication."

In a study dealing with the social context of video use in Great Britain, Gunter and Levy (1987) sought to discover with whom viewers watch videos the most, whether the social context of video viewing is different from that of viewing off-air television and whether the social context of video use affects the content of programs viewed. Data for this study were gathered from interviews and diaries over a two-week period during October and November, 1985, and involved 446 households. Most (84.5%) of the VCR households sampled contained two adults and one or more children. The modal VCR owner (40.8%) was a member of the skilled working class, 12.8% were professionals or managers and 17.1% were semi-skilled or unskilled. Nearly three-quarters (71.5%) of the

households had two or more television sets and almost three in ten (29.4%) had a home computer. Only 1.6% had cable TV. Of the respondents, 73.3% claimed that watching videos was a pleasant family activity, 40% mentioned friends as their companions while enjoying videos, however, 38.1% disagreed with both of these views. Of all off-air television viewing, 42% reported watching in the presence of adults, 24% viewing alone, 17% with adults and children and 9% in the presence of children only. When it came to viewing video cassettes which respondents had recorded in the two-week monitoring period, more than half of the respondents said they viewed them alone. Only 22% reported viewing videos with other adults. Some 6% of replayed videos were viewed with children. From this evidence it seems that though the VCR is considered a facilitator of enjoyable entertainment for friends and family, it is most commonly associated with individualistic or at most dyadic consumption of mass media. Rather than encouraging family interaction, the VCR may be perpetuating sex-role segregated media use. Though unconfirmed at this time, it is possible that solitary viewing by males and females may be associated with different media content preferences as well. These disturbing conclusions must be balanced with findings of Johnsson-Smaragdi and Roe (1986) which found that the VCR facilitated social relationships among adolescents.

Decision making in Israeli video rental libraries has been researched by Cohen (1987). The specific objectives of his study were to determine how subscribers make video selections, the kind of information they use during the process and the forms of behavior they

engage in as they make their choices. In an attempt to find a suitable model for this particular form of decision making, Cohen reviewed both the selection of a film in a cinema and the selection of a book in a library, neither of which really satisfy him, largely because of privacy issues.

Cohen's study of decision making in a video library entailed two methods of data collecting, unobtrusive observation and structured interviews.

Two major factors which led to the respondents' choice of videos were firstly the video itself, the genre, its content, information about actors and so on, and secondly, the personal recommendation of friends, family members and librarians. The two most commonly observed behaviors exhibited by the respondents in the library were browsing along the shelves, and conversations with various people in the library.

Cohen concludes from his study of the data that people generally do not seem to have predetermined choices of videos in mind when they arrive at the library, rather they spend time engaging in "information-use activities" to make a decision. In order of priority, library patrons' sources of information are: firstly, interpersonal contacts, usually with the librarian; secondly, visual information provided by the video marketers; thirdly, external recommendations made by film reviews, friends and family; and fourthly, the content of the film described on the cassette box.

In a study of the VCR and youth, Greenberg and Heeter (1987) examined differences between youths who had and did not have a VCR in

their family. The comparison included demographic differences, television viewing behaviors, media use, social activities, self-image and academic performance.

Questionnaires were administered to 1300 ninth and tenth grade students in Michigan school systems. The final sample comprised 27% white males, 27% white females, 21% black males, and 25% black females. Half the students were 15 years old, one-third were 16 years and 13% were 14 years. Over one-third of the respondents reported having a VCR in their homes.

Greenberg and Heeter found a lack of evidence that ethnicity, gender and grade were related to VCR access. They suggest that the VCR is more likely to be added to the home in two-income households and in families where the parental structure is something other than the two original parents. Clear-cut differences emerged for each of the media access variables. Those who had VCRs had more access to media. On the average a child in a VCR home had more than 3.3 TV sets available. Seventy-five percent of the students who had VCRs in their homes had their own television sets. More than 85% of VCR owners had cable television hook-ups as well. Youngsters in VCR households spent more time watching television, particularly soap operas. They also watched more R-rated videos. Students with VCRs tended to watch television with their boyfriend or girlfriend or friends in general and appeared to do more dating. Their readership of printed matter, books, magazines and newspapers was higher than non-VCR students. VCR youth showed less religious tendencies and more negative self-evaluation.

In discussing the evidence of the different media experiences of youths with VCRs, Greenberg and Heeter suggest that in the future studies should concentrate on the household's orientation toward media use, and that parents' and children's experiences should be compared. They also recommend that long term evaluations should be conducted to see what effects these childhood media experiences have upon adult life.

In approaching adolescent's video use, Roe (1987) criticizes past research because of its individualistic biases and its failure to recognize how subcultures, as symbolic environments, affect media use in complex ways. He recommends that a structural-cultural approach be used so that account can be taken of the complex mediations of family, class, age, gender, education, peer involvement and so on, in the study of communication. Roe claims that education seems to be a key determinant of cultural orientation and that the cultivation of taste is closely linked to it. For this reason he believes that adolescents' use of the VCR is related in significant ways to their school achievement.

Using a questionnaire, Roe obtained information from 1,300 respondents aged 15-16 years who lived in urban and rural areas of Sweden in the Spring of 1984. He also gained access to school records and public register data. Overall, 36% of the respondents had access to a VCR at home.

Roe found that the VCR's use was a peer group phenomenon and the viewing of videos occurred mostly in the company of friends. Only 6% of the respondents reported viewing alone. The lower the socioeconomic status of the family, the more the VCR seemed to be used. Generally,

where adolescents received above average grades, they were less likely to have a VCR at home. Among students who had VCRs, above average achievers and below average achievers were more inclined to use the VCR. The content of programs most frequently viewed by means of the VCR was also related to school achievement and area of residence. Significant negative correlations were obtained between school achievement and the frequency of viewing shows containing violence, horror, pornography and crime/law enforcement.

Roe concluded that VCR research which fails to recognize differences brought about by the structural mediations of family, social background, education, gender, ethnicity, area of residence, peer groups, etc., runs the risk of producing highly generalized results that fail to describe the actual complexity of social reality.

According to Schoenbach and Hackforth (1987) the first insights into VCR use led to the following hypotheses: Compared to households without VCRs, those with VCRs are: (a) more open to technological innovations; (b) more privatistic and insular; (c) hedonistic and entertainment oriented; (d) rather passive; (e) watch a greater or lesser amount of television; (f) go less to the movies. Schoenbach and Hackforth set out to test these hypotheses.

Using two questionnaires primarily addressed to the heads of West German households and a standardized time-use diary which included entries about every member of the family over the age of six years, they obtained information from 407 households who had VCRs. For purposes of comparison they matched these VCR households with non-VCR households

according to place of residence, age and monthly income.

Schoenbach and Hackforth found that VCR owners were more enthusiastic about new technologies and in fact owned more appliances than non-VCR households. Though VCR owners lives are somewhat different from nonowners, there was no evidence that they were less active physically. There were indications however, that VCR owners were more inclined to become bored with life. VCR households tended to be more oriented toward entertainment, particularly forms of entertainment that were not available or allowed on television broadcasts. Members of VCR families seemed to pay lip service to public affairs, a finding which was supported by their preferences for other forms of media. Video families regarded television as most important in three ways; keeping them up-to-date, advising them, and providing a means of escape. The VCR had a prestige value for the respondents which was perceived as most appropriate for a modern life style.

Much of the above mentioned research speaks of "households" or "consumers," but seldom of "families." Though very little literature was found that specifically dealt with the subject of the VCR and the family, numerous articles referred to television use and the family, or more abstractly to decision making in the family. A brief summary of such literature is provided here because the writer believes that it will serve to identify useful concepts and methodological alternatives for the study of the VCR.

Mass Media and the Family

As early as 1958, in what is now considered a milestone in mass media research, a systematic attempt was made to discover what effects television was having on the lives of North American children. Regarding children as active agents making choices according to their perceived needs, Wilbur Schramm and his associates (1961) conducted eleven separate studies involving school children and their families. One such study interviewed 188 families. In each family the interaction between parents and children was observed. Another study questioned 1,708 children and 284 parents separately, comparing their perceptions with those of teachers and community leaders. The researchers found among other things that children watch television for three reasons; entertainment, information and social utility. As children mature, their consumption of television increases until they reach the age of twelve. At this point a steady decline in television viewing occurs, which continues throughout adolescence. Children who had higher IQ scores and came from the homes of well educated parents tended to watch less television than other children. The authors speculated that this difference may be attributed to parental example and class norms. Schramm et al. also found that children who have unsatisfactory relationships with their families, and/or with peer groups, tended to retreat from social interaction into television viewing. As children reached adolescence, their preference for certain types of programs changed from uncomplicated adventure to situation comedy and crime drama. Teenage girls tended to view more music and variety shows than

boys. Only in senior high school did some students become critical of television, complaining of too many commercials, and repetitive programming. Their parents, mostly white collared, echoed these complaints, but added concerns about the amount of crime, violence and sexuality to which their children were being exposed.

Fascination with the influence that the family environment has upon television use has led Steven Chaffee et al. (1971) to examine parental role models and communication patterns between children and parents. They developed a useful typology for categorizing parental influence on media use. Chaffee et al. found that four types of parent-child communication patterns develop: (a) laissez faire, (b) protective, (c) pluralistic and (d) consensual. They discovered that in homes where parents enforce, or are oriented towards social harmony, children and parents tend to spend a great deal of time watching entertainment programs. Where there is a strong orientation toward conceptualization and the free expression of ideas, family members seem to pay heavy attention to news. These communication patterns and the resulting orientations, developed in the home, tend to persist beyond adolescence.

Chaffee (1972) suggests, in the absence of a general methodology for analyzing small social systems, that a "coorientation" model be used to portray parent-child relationships. Based on Newcomb's (1953) A-to-B-re X model of communication, pairs of persons are analyzed (for example, child-parent, parent-parent, child-child) and separate measures for each person are made. By comparing each person's orientation with his/her estimate of the others' orientation, a third derivative measure

is obtained which may be used to judge the degree of coorientation or congruency present in their perceptions.

In 1982, James Lull confirmed Chaffee et al.'s findings that television use may be associated with parent child communication patterns. Using a "mass observational" approach (in which trained observers enter the homes of families, in order to examine a standardized set of domestic activities) Lull examined which family members are responsible for the selection of TV programs in the home and how roles and communication patterns influence these activities. He found that almost three-fourths of all television set alterations are made by one person in the family, without visible negotiation. Fathers seemed to make the most decisions about what to watch on television, though children in the family followed closely. The children claimed that they or their siblings were the primary controllers of the television set and expressed some dissatisfaction with the way decisions were made in their family. Mothers were the least influential in this regard.

In 1985, Tims and Masland, basing their research on Chaffee et al.'s model, analyzed a three-wave panel study of parent-child pairs. They examined indicators, reliability, longitudinal stability and parent-child similarity of family communication patterns. Estimates of reliability and intergenerational similarity were obtained using a multiple indicator model (Lisrel), that treats individual measures as indicators of an underlying latent construct. The analysis of single items measured at three time points and multiple items at single time

points revealed considerable measurement error. With unreliability taken into account, there was substantial dissimilarity in the perceptions of parents and children within the same family. Tims and Masland claim that very few of the earlier studies considered parental differences, developmental changes or child specific patterns. For example, one child may be treated differently from another child within the same family, communication patterns may vary across children's age groups, the development of young persons may not be equivalent at all age levels and parental behavior may be triggered by the child's behavior. One of the difficulties of constructing measures of family communication patterns is the correspondence between what the parents report and what the child reports. Few studies have examined intergenerational agreement. Measures of communication frequency reveal little about the quality of family interaction or the norms by which a family agrees to communicate. Though family interaction rules may be established and reinforced at an early age, these rules may not need to be repeated very often by the parent as the child grows older.

McLeod, Chaffee and Eswara (1966) found that socio-oriented families were more likely than concept-oriented families to be blue collar workers, Catholic, poorly educated and from rural areas. Tims and Masland feel that a more fruitful explanation may be found in the relationship between communication norms and the family's belief and value systems. Social value priorities are systematically related to attitudes about family communication and parenthood as well as to interpersonal communication about politics and public affairs media

usage (Tims and Masland 1985).

Readers who are familiar with Rogers and Kincaid's (1981) convergence paradigm will be struck by the similarity between it and coordination theory, and the possibility of their synthesis. The diadic limitations of Chaffee's theory are expanded by the sociological and cultural dimensions of Rogers and Kincaid's theory and provide a dynamic conceptual framework for the interpretation of human relationships within the family. The components of the model are organized into three connected levels of abstraction, or "reality," a physical level (information), a psychological level (individuality) and a social level (society). Information processing at the individual level involves perceiving, interpreting, understanding, believing and acting. When information is shared by two or more participants, information processing may lead to mutual understanding, mutual agreement and collective action. The whole process is not completed with a single interaction, but may require many cycles in which the information is reinterpreted and processed over time. Mutual understanding is the purpose or primary function of communication, but it is never reached in any absolute sense, due to the inherent uncertainty of information exchange. When a process of feedback is introduced and appreciated, the result may be described as a series of diminishing mistakes. Four combinations of mutual understanding are possible: (a) mutual understanding with agreement, (b) mutual understanding with disagreement, (c) mutual misunderstanding with agreement and (d) mutual misunderstanding with disagreement.

Rule Awareness

In a paper which seeks to analyze the relationship between environmental factors and children's knowledge of rules and conventions within the family, Johnson and McGillicuddy-Delise (1983) hypothesized that parental behavior might be used to explain a child's awareness of simple rules and conventions as well as the ability to rationalize them. Each family was invited to participate in two sessions in the researchers' laboratory. In the first, the family was asked to interact "as if they were at home" and video taped through a one-way mirror. In the second, the family was interviewed about rules and conventions. By video taping parents as they interacted with their children they were able to identify certain positive and negative conditioning behaviors. When they interviewed the children later, they found that a child's ability to articulate awareness of simple rules and conventions was related to parental behavior, particularly affective and negative feedback. The type of feedback given to children was partly dependent upon socioeconomic factors within the home.

One of the central problems associated with research in laboratory environments is the intrusiveness of the observer and the disruption of "normal" or "private" behavior patterns that have developed over time. It is the opinion of Braithwaite and Holman (1981) that, in laboratory research, what children actually do, when allowed to watch television, is difficult to generalize. For this reason they asked parents to complete questionnaires about how their children watched television in the home. The questions ranged over a number of aspects of television

viewing, including how much television their children watched, how their children's behavior appeared to be influenced by what they watched, parents' perceptions about the suitability of television programs, how much control parents exercised over their children's viewing habits and what kind of leisure patterns the parents cultivated. Braithwaite and Holman were able to discover from the parents' responses that children seem to have different viewing "styles" and that their viewing habits depend upon such factors as sex, sibling influence and economic status. These data were successfully gathered in spite of Rossiter and Robertson's (1975) objection that parents who are asked to report their children's behavior are not objective and usually respond in a socially acceptable manner.

A Guide to Future Hypothesis Testing

Before moving on to methodological considerations, it might be helpful to discuss how some of the primary concepts in the literature may be related to the impact of the VCR upon the family and particularly decision making, rule development and media choices. The exploratory nature of the research in hand requires that the positing and testing of any hypotheses be tentative and limited; nevertheless, some account of expectations must be offered to serve as a foundation for future enquiry and analysis. The testing of the following hypotheses is by no means the central thrust of this study, which is essentially descriptive, it is one part of a fourfold approach toward data analysis that will be discussed more fully in the methodology.

In the light of the literature review and theoretical perspective, outlined above, it is probable that:

- H1: Decision making processes in the family will influence norms and choices relating to media use.
- H2: Rules for television use in a family will imply rules for VCR use, the perception of the amount of rules relating to the VCR and regulation of exposure to certain videos.
- H3: The longer a family has owned a VCR, the more likely it is to involve the VCR in its decision making processes, to increase the amount of television it consumes, to increase its dependency on television and to develop VCR use norms.
- H4: The view/record feature of the VCR has the potential to reduce conflict between members of the family that wish to view programs at the same time and to reduce the need to regulate VCR use.
- H5: The greater the number of television sets in a family the less likely there will be conflict in the family the less likely there will be a need for television rules, and the greater the sense of television rule equity.
- H6: The school grade of students will be related to the amount of television that is viewed in the family, to perceptions about the number of VCR rules, to the amount of conflict present, to parental caution concerning the type of videos that are watched, to parental permission to view R-rated materials and to the amount of exposure to R-rated movies.

H7: The fewer the number of rules relating to television use and VCR use, the greater the sense of equity and the less conflict there will be in the family.

Parent's and children's sense of rules, equity and conflict may differ.

H8: Preference for a particular genre of broadcast television (comedy, for example) is most likely to be expressed in preference for a particular genre of rented video movies.

Conclusion

At present, it appears that VCR households are middle to upper class, two income, with many technological advantages, including 2-3 televisions, cable hook ups and computers. The families tend to have slightly abnormal parental structures (from the nuclear family's perspective) and are more privatistic and entertainment oriented.

A fair amount of research has concerned itself with the purposes for which the VCR is used. In general the VCR has provided a means of controlling media access, which in turn implies deciding how to use television broadcasts and what videos to choose. Very little research has been concerned with which members of the family make these decisions and how and why family decisions are made. Part of the problem in VCR research is that scholars seem divided about whether VCR use should be considered as an individualistic, dyadic or group activity. It is probably all three, but individuals, dyads and groups do not make decisions in the same way. From related family research, it appears that specific types of communication patterns in the family do influence

media choice and that decision making processes and choices learned in childhood may persist into adulthood. Research has found that in some families, decisions are made without negotiation, the dominant decision makers being primarily the father and secondarily the children. The mother does not seem to figure highly in the decision making processes. Caution is recommended by a number of scholars who feel that parental differences, childhood developmental stages and the dynamics of siblings at different ages need to be considered when making generalizations about decision making in the family. Not enough research has been done on the the belief-value systems and socioeconomic factors which influence decision making in the home.

Little specific research has investigated normative development in families relating to VCRs. Whether viewing patterns are simply conventions, developed by habit or enforced by rule is not made clear. Children's knowledge of rule conventions in the family have been shown to be associated with parental behavior particularly when it has been accompanied by affective and negative feedback. Some scholars suggest that rules established when children are at an early age may be applied when they are older, but there is no research which examines how family rules applied to television use are extended to include innovations such as the VCR. Nor do suggestions of this kind account for evidence that children's preference for certain kinds of media change as they mature and that VCR use has been associated with teenage peergroup activity. If this is indeed the case, parents may not treat all children in their family the same and they may have to contend with the many challenges

which peer group norms present.

Initial research concerned with parent-child communication patterns and media use found that socially oriented families tended to view more entertainment programs. Conceptually-oriented families tended to view more informational programs. Recent research, while confirming the connection between family communication patterns and media choices, has not been satisfied with the simplicity of previous explanations and prefers to include complex socio-economic mediations. Such dissatisfaction is probably justified because recent studies have found that VCR households have marked characteristics such as privatism, hedonism, passivity, boredom, technological curiosity and so on. One clear effect of the VCR reported by most researchers is the access of family members to media other than that of scheduled television programs, namely videos. In this regard, there is a disturbing trend toward viewing of R-rated and even X-rated movies. The most popular genres of shows recorded from networks are situation comedies, soap operas, dramas and miniseries. In most cases those who rent or borrow movies do not have predetermined choices in mind when they go to the library or videomart. Instead, the choice of videos is a process which includes, browsing, listening to librarians and store owners, reading marketing information on posters and packages and observing the recommendations of friends. Consumption of media may depend, therefore, on age, degree of scholarly involvement, peer group participation and a host of family environmental and cultural influences.

CHAPTER III: METHODOLOGY

Very little is known about how the family is reacting to changes in media use which have been brought about through the adoption of the VCR. In order to explore the impact of the VCR upon the family, it was proposed that three interrelated questions should be asked: what effect has the VCR had upon the the family's decisions about media use in the home? What kinds of rules, if any, relating to media use, have developed as a result of the VCR? How has the family's choice of media changed as a result of the VCR?

Design Alternatives

The choice of a research design was weighed in the light of the following considerations. The family's use of the VCR takes place within the privacy of the home and involves numerous environmental factors, such as entertainment center systems, living space, seating arrangements, communication patterns, family composition and so on. How can data about family members' behavior be gathered without disturbing the natural environment of the family?

This problem is discussed in the writings of Zelditch (1971) as he discusses "Experimental Family Sociology." According to him and respondents in a symposium on this subject, three experimental designs have been used in family research with differing degrees of acceptance and success: the placement of the family in a laboratory setting; observation of the family in the natural environment of the home; and family interviews incorporating self-reports. Each of these experimental designs was considered with reference to the VCR and its

effects on media use within the home.

The first alternative would require the family to be placed in a laboratory setting equipped with VCR hardware and software and to be observed and/or videotaped secretly as family members interacted with one another. Though this design was attractive because of the element of control that it provided and because dependent and independent variables could be more easily isolated, the artificiality of the experiment seemed unacceptable. It was doubted whether a family could behave naturally in a "foreign environment" and whether the location of the VCR in the family's home might not be a critical factor.

The second alternative would require a skilled observer to be introduced to the home so that he/she could make detailed descriptions of how the VCR was used by the family. While this design might have preserved the natural environment of the family, uncertainty about what effect the "stranger's" presence might have upon the group dynamics of the family tipped the balance against it. Even if practical, a long term commitment would have been necessary to identify behaviors that had developed over time.

The third alternative would require the parents and children to be surveyed using a written instrument or telephone interview. This method also had its drawbacks. There was the possibility that children and parents might conspire to give similar answers, that children might be afraid of contradicting their parents and that socially acceptable responses might be given. Furthermore, personal interviews would rely heavily on the respondents' ability to recall changes that had taken

place as a result of the VCR.

Of the three alternatives, the third was chosen and attempts were made to deal with the problems mentioned. To avoid similar answers and fear of contradiction, parents' and children's interviews or surveys could be done at different times and/or places (at school and at home). The tendency to give socially acceptable answers might be partially overcome by separate interviews and the wording of the questions to avoid judgemental connotations. The telephone might provide some anonymity. To provide an element of control, similar questions could be put to both parents and children and their responses could be compared.

Target Population

The teenage children of the Ames High School and their parents were chosen as the target population for this research project.

The population of Ames according to the 1980 census was 45,775. Of these persons, nearly 25,000 were students. Sixteen percent of the population were below the age of 18 years, 44% of the age group 18-24, 17% of the age group 25-34, 10% of the age group 35-49 and 13% were above 50 years. The income of 39% of the households was in the income category of \$20,000 and above. Sixty-six percent of the employed population held positions in technical, administrative, managerial and other professional categories. The education level of 48% of the population was 4 or more years of college. Twenty-one percent had 1-3 years of college.

While these statistics may give the impression of a slightly unusual small city, they are ideal from another point of view.

According to a VCR user survey conducted by Media Statistics Incorporated and reported by Mark Levy (1980a,b), the early adopters of VCRs are distinctly "up-scale," with three-quarters of the families having incomes of at least \$30,000 and more than half headed by persons holding professional and managerial jobs. When compared with the census data mentioned above, Ames appeared to have some of the same characteristics.

The Data Sources

Lacking the approval of the Ames School District to conduct a survey of High School students and their respective parents, it was decided to contact parents and children directly by means of telephone interviews. The High School telephone directory contained the names of all students from ninth grade through twelfth grade, a total population of 1,327. Of these, 300 were freshmen, 300 sophmores, 377 juniors and 350 seniors.

The Sample

On the recommendation of the Iowa State University Statistical Laboratory, random interval telephone numbers were chosen for a third of the population, making sure that an equal number were selected from each class. The school telephone directory was divided into four classes, freshmen, sophomores, junior and seniors, and the pages were numbered consecutively. In order to sample one-third of the total population of high school students, every third telephone number was chosen on each page. The count was started at a different place on each page according to a randomly selected number. To make sure that each class was

represented equally as the survey progressed, batches of about 13 previously chosen numbers were extracted and fed into the pool. If brothers or sisters in the same family were chosen by chance, the child chosen second was dropped. Twenty-four such choices were made which effectively reduced the sample from 418 to 394 families. The number of students sampled from each class was as follows: freshmen 101, sophomores 103, juniors 106 and seniors 108.

Since the Iowa State Human Subjects Committee required parental permission before contacting the children, it was decided to interview the parents first, asking for this permission, over the phone, at the end of the questionnaire. To try and obtain an equal ratio of fathers and mothers, the questionnaires were consecutively and alternatively marked and the telephone operators were instructed to ask for a specific parent.

A bad history of telephone "hustling" in the Ames area had made telephone surveys less desirable instruments for gathering sociological data. To counter this disadvantage, first class letters explaining the purpose of the questionnaire were sent out to the randomly selected sample about a week in advance. Of the 394 letters sent out, 26 were returned "address unknown." Rather than reduce the sample still further, the telephone numbers were still used with the assumption that respondents might still have the same telephone number even though their address had changed.

The Questionnaire and Variables

The questionnaire consisted of 35 questions divided into three major divisions, (a) general television use, (b) VCR use and (c) videocassette rental. Within each division, questions relating to decision making, rule development and media choice were included. Both parent's and children's questionnaires were identical in terms of content, except for one question which dealt with children's viewing companions. Slight language changes were necessary so that the questions could be applied to parents and children, respectively.

In the following abbreviated example, variables and their related questions have been placed opposite each other. Within the division of "General Television Use" and the category "Decision Making," for example, to measure the variable "power," the question: "Which of the following members of your family make the most decisions about what to watch on TV?" was asked. For all the questions and the layout of the actual parent and child questionnaires please refer to the Appendix.

(a) General Television Use

Decision Making Variables

Question

Power

Which of the following members of your family make the most decisions about what to watch on TV?

Note: The person who makes the most decisions is conventionally attributed with power over others. To measure power for children, for example, five members of the family were given as options: "father," "mother," "brother," "sister," "yourself" and "other."

Decision Process

Generally, what method does your family use to decide what television shows to watch?

Note: To measure the various ways in which families make decisions, six alternative methods of decision making were given as options, for example, "voting," "discussion," "negotiation" "argument" "monopoly" "control," and "other."

Rule Development
Variables

Question

Television
Rules

To what extent is your family's viewing of television governed by rules (for example how late at night you may stay up to watch a show)?

Note: A four point Likert scale ranging from "a great deal" to "no rules" was used to measure the extent of regulation in the family.

Type of
TV Rules

In the regulation of TV viewing, which of the following does your family consider most important?

Note: To measure the type of rules applied to television viewing the following options were given: "how long the TV is on," "the type of show that is watched," "the amount of violence in the show," "how late the show is scheduled," "who has access to the TV," "other."

Television
Rule Equity

How do you feel about the application of rules (if any) concerning television use?

Note: A four point Likert scale ranging from "very fair" to "very unfair" was used to measure the perceptions of equity.

Media choice
Variables

Question

Purpose of TV

Which of the following would you regard as the primary purposes of TV in your family?

Note: To measure the primary purpose of television in the family, four alternatives were given as options, for example, "entertainment," "education," "information," "recreation." Media choice was seen as directly related to the purpose for which television was used.

(b) Video Cassette Recorder Use

Decision Making
VariablesQuestionVCR influence
on Decision Ease

How has the VCR changed the way your family makes decisions about television use? Would you say that it has made it....

Note: A five point Likert scale ranging from "much easier" to "much harder" was provided to measure the degree of facility.

Decision Process
over VCR

How are family decisions over the VCR's use settled mostly?

Note: Six alternative methods of decision making were provided to measure this, for example, "monopolize the VCR," "view and record at the same time," "use two or more TV sets," "postpone viewing of cassettes until later."

Advantages
of the VCR

As far as the family is concerned, which of the following do you consider the main advantages of the VCR?

Note: Five advantages were listed as options, for example, "recording programs from TV," "playing videos cassette movies," "rescheduling programs for later viewing," "building a video tape library," "video taping family events with a video camera." Decision making was considered indirectly related to advantages. Perceived advantages lead to particular decisions about media use.

Helpful Functions
of VCR

Which of the following functions of the VCR do you consider most helpful?

Note: Four functions were listed as options, for example, "excluding commercials," "fast forwarding through shows," "freedom to stop and start," "viewing shows again," "other." Decision making was considered indirectly related to helpful functions. If it is easy to fast forward through commercials, the decision to do so is likely.

VCR Timer
Setter

In most cases who sets the timer of the VCR so that it will record at specific times?

Note: It was assumed that the person who sets the timer most has power over those who depend on him/her to do so. Setting the VCR timer is a measure of decision making. In the parent's questionnaire, four persons were given as options, including the respondent: "spouse," "son," "daughter," "yourself," "other."

Influence of
VCR on Amount
of Conflict

Excluding the use of two or more TV sets, has the VCR changed the amount of conflict in the family over television use?

Note: A six point Likert scale ranging from "no conflict" to "much more conflict" was provided to measure the amount of conflict. Conflict may be used as an indication of lack of decision making strategies or rules.

VCR Features
which Reduce
Conflict

What feature of the VCR has helped to reduce family conflict the most?

Note: Four features of the VCR which are capable of reducing conflict were given as options, for example, "saving cassettes until later," "take it in turn to use the VCR," "appeal to parents to arbitrate," "other."

Influence of
VCR on Amount
of Conflict

Excluding the use of two or more TV sets, has the VCR changed the amount of conflict in the family over television use?

Note: A six point Likert scale ranging from "no conflict" to "much more conflict" was provided to measure the amount of conflict. Conflict may be used as an indication of lack of decision making strategies or rules.

VCR Features
which Reduce
Conflict

What feature of the VCR has helped to reduce family conflict the most?

Note: Four features of the VCR which are capable of reducing conflict were given as options, for example, "simultaneous viewing and recording," "increase program sources such as videos," "storage of tapes," "time shifting," "other."

Rule Development
Variables

Question

Existence of
VCR Rules

Do you have any rules relating to VCR use (for example which cassette may be erased or reused to record a program)?

Note: This was a single option question requiring a "yes/no" response, primarily intended as a routing mechanism to shorten the questionnaire.

Type of
VCR Rules

Of the following aspects of VCR use, which are mostly governed by rules in your family?

Note: Six aspects of VCR use that could be regulated were given as options, for example, "saving tapes," "erasing tapes," "recording tapes," "time scheduling," "VCR controls," and "choice of videos."

VCR Rule
Equity

How do you feel about the fairness of rules relating to VCR use?

Note: A four point Likert scale ranging from "very fair" to "very unfair" was provided to measure the degree of equity perceived.

Media Choice
Variables

Question

Type Shows

Since your family has acquired a VCR, which of the following kinds of television shows does your family view more than others?

Note: Six genres of television shows were given as options as well as examples of each show. Genre options were: "comedy shows (like Cosby)," "soap operas (like Days of our Lives)," "crime/detective (like Miami Vice)," "dramatic series (like North & South)," "game shows (like Wheel of Fortune)," "sports (like Monday Night Football)." The opportunity to specify genres not listed was also given.

(C) Video Cassette Rental

Decision Making
VariablesQuestion

Rental Reasons

What factors influence your family to rent videos?

Note: Five possible influences were mentioned to choose from, for example, "special price offers," "what is available at the time," "what friends say is best," "favorite types of shows," "parental recommendation," "other."

Rule Development
VariablesQuestionR-Videos
Permission

Do you parents allow family members to watch R rated video movies at home?

Note: This was a single option question requiring a "yes/no" answer.

Regularity
of Exposure to
R-Movies

With what regularity do members of your family watch R-rated movies at home?

Note: A four point Likert scale ranging from "often" to "never" was used to measure the degree of regularity of exposure to R-rated material.

Media Choice
VariablesQuestionVideo Genres
Rented

Which of the following kinds of video cassette movies does your family rent most?

Note: Six genres of video cassettes were given as options as well as examples of each genre. Genres were as follows: "science fiction (like Alien)," "horror (like Halloween)," "crime drama (like The Godfather)," "westerns (like Pale Riders)," "mystery (like Bermuda Triangle)," "comedy (like Ghost Busters)." The opportunity to mention options not listed was given.

Pretesting

The questionnaire was tested by contacting parents and children who lived in the vicinity of Ames, but whose children attended the Gilbert High School. Each interview lasted about 12-15 minutes and for this reason, it was not thought advisable to complete both parent and child questionnaires consecutively. Rather, a separate appointment was made with each child, pending permission and approval, and he/she was contacted later. The wording of questions was revised several times to avoid "yes/no" answers and to qualify various concepts. In some cases examples were given to clarify the thrust of the questions.

The Data Collection Process

A team of five trained telephone operators worked, on the average, from 6.30 p.m. to 9.00 p.m. on week nights, for a month. Some worked weekends on Saturdays and Sundays from 2.00 p.m. to 5.00 p.m. and from 7.00 p.m. to 9.00 p.m. When necessary, phone calls were made by appointment, to suit the respondent's schedule. Interviewers were asked to keep a record of each phone call and to give up on numbers only after four attempts at different times. Rather than accept an immediate refusal, telephone operators were encouraged to set up an appointment for a later call. If telephone numbers were found to be incorrect, every effort was made to check with directory information and the number was called again. Forty-three wrong numbers or long distance calls were dropped from the list. In a few cases, children could not be contacted even though their parents had participated in the survey. To encourage participation on the part of "reluctant children" a number of strategies

were tried: interviewers of the opposite sex were substituted, a personal letter was written to them and occasionally the questionnaire was actually sent in the mail with a stamped addressed envelope. Only nine letters of this kind were mailed and seven were returned with the questionnaire completed.

The telephone survey proved successful and a total of 286 out of 394 surveys were completed, 139 children and 147 parents. Twenty-three of 170 families who had VCRs were unwilling or unavailable to participate in the surveys. This refusal represents 5.8% of the sample. One hundred seventy families reported that they owned a VCR, that is 43% of the sample. One hundred eighty-one families claimed they did not have a VCR or were unwilling to be interviewed (45% of the sample). One hundred forty-seven families who had VCRs agreed to participate in the survey (37% of the sample). No response was obtained from 43 families either because of wrong telephone numbers or because they required long distance calls. A total of 351 families were contacted, and the response rate was 41.8%.

Though a parent and a child was interviewed in 139 families, twice as many mothers as fathers participated in the survey (fathers 31.7%, mothers 68.3%), this despite attempts to have a balanced sample of both parents. The ratio of boys to girls was more balanced, but slightly dominated by boys (boys 52.5%, girls 47.5%). The overall ratio of male to female respondents in the survey was 42.1% male to 57.9% female. Even though an attempt was made to obtain a systematic sample from all the grades in high school, the percentages indicate that slightly more

juniors participated than any other group and slightly less seniors participated than any other group. The percentages were: freshmen 25.9%, sophomores 25.2%, juniors 27.3% and seniors 21.6%. Ratios of sexes favored boys in the freshmen, sophomore and senior classes and girls in the junior class (freshmen, boys 58.3%, freshmen girls 41.7%, sophomore boys 62.9%, sophomore girls 37.1%, junior boys 36.8%, junior girls 63.2%, senior boys 53.3% and senior girls 46.7%). It was necessary to keep these disparities in mind when making comparisons and reporting results.

One of the major purposes of the proposed research was a comparison of parents' and children's responses, therefore it was necessary to exclude any interviews which did not have a parent-child contact. For this reason, only 139 completed pairs of questionnaires were numerically coded and entered into adjacent rows in the computer matrix. The remainder, mostly parental responses, were ignored. To facilitate crosstabulation and correlation, a number of computer records were established, separating parents' and children's data. The results reported in the following pages were computed and tabulated using SPSSX data analysis.

Data Analysis: A Fourfold Approach

Only data relating to decision making, rule development and media choice were considered for analysis. The data in these categories were drawn from three major divisions in the questionnaire, general television use, video cassette recorder use and video rental. Four different approaches were used: (a) a general description of parents'

and children's perceptions; (b) a crosstabulated breakdown of respondents' perceptions classified according to status, sex and grade; (c) a comparison of agreement between paired parents and children within families for specifically chosen variables; and (d) the systematic testing of eight hypotheses.

This fourfold approach made finer and finer distinctions between respondents but also attempted to reveal significant relationships that might otherwise be covered up in global treatments. The first approach gave a general understanding of the perceptions of parents and children, the second enabled comparisons to be made between the various classes of respondents to see if their perceptions were different, the third compared the responses of paired children and parents within families in order to determine how much agreement there was between them.

In the second approach associations between cross tabulated and correlated ordinal variables were calculated using Pearson Correlation Coefficients and the Lamda statistical test.

The third approach, which involved measuring the summed agreement of paired cross tabulated parents' and children's responses, was expressed in a confidence interval and interpreted by a percentage scale. According to Scheaffer et al. (1986), when estimating the agreement between pairs in a sample, the formula below may be used to calculate a 95% confidence interval which is an accurate prediction of the agreement that exists between pairs in the population from which the sample has been taken. In the formula \hat{p} = an unknown proportion,

$$\hat{p} \pm 2 \sqrt{\frac{\hat{p}\hat{q}}{n-1} \left(\frac{N-n}{N} \right)}$$

$\hat{q} = 1 - \hat{p}$, n = the sample size and N = the population. In addition to Scheaffer et al.'s formula, which enables a sample estimate to be generalized to the population, Dale's (1971) percentage scale was modified to evaluate the range of agreement-disagreement between paired parents and children who use a VCR. A score of 100% was regarded as complete agreement, 75% was regarded as strong agreement, 50% was regarded as moderate agreement, 25% was regarded as very weak agreement and 0% was regarded as no agreement at all.

The fourth approach used Pearson Correlation Coefficients to test the hypothetical associations between variables which had interval scales. Associations between nominal variables were calculated using chi-square tests and the gamma statistic. This procedure was adopted following the recommendation of Marija Norusis (1987) in *The SPSS Guide to Data Analysis for SPSSX*. The purpose of such testing was to discover if there were any associations between the variables of decision making, rule development and media choice.

Conclusion

In this chapter a description of the methodology employed to gather and analyze data on VCR use in Ames, Iowa, in June of 1987 has been described. Using random interval telephone numbers, the parents of one third of the student population were contacted and interviewed. Having gained parental permission, sons or daughters were contacted at a later

date. The questionnaire reflected three areas of interest, television use, VCR use and videocassette rental, with three subdivision in each, decision making, rule development and media choices. From a total of 351 families contacted, 286 surveys were completed and 139 related pairs of parents and children chosen. A fourfold approach toward data analysis was adopted, making finer and finer distinctions between classes. The first contained a description of the perceptions of parents and children, the second compared the perceptions of parents and children according to sex, status and grade, the third compared the responses of paired parents and children (from the same family) to determine how much agreement there was between them. Measures of association and agreement were computed using Pearson correlation coefficients, the lamda statistical test, chi-square and gamma tests, Scheaffer's confidence interval formula and Dale's percentage agreement scale.

CHAPTER IV: FINDINGS

In keeping with the original questions posed in the problem statement, only data relating to decision making, rule development and media choice will be analyzed. The data in these categories were drawn from three major divisions in the questionnaire, general television use, video cassette recorder use and video rental. To present the data analysis in a comprehensive and clear manner, four different approaches will be used: (a) a description of parent's and children's responses using selected variables; (b) a crosstabulated breakdown of respondents (from different families) classified according to parent, child, sex and grade for specifically chosen variables; (c) a crosstabulated comparison of paired parent and child responses (from the same family) for specifically chosen variables; (d) a correlation of key variables to test stated hypotheses.

The first approach gives a general understanding of the perceptions of parents and children; it seeks to discover generally how the VCR is affecting the family life of the interviewees and if there are differences of perception between parents and children. The second approach enables comparisons to be made between the various classes of respondents; it seeks to reveal how differences of sex, status and grade influence family members' perceptions. The third approach examines the responses of paired children and parents in order to determine how much agreement there is between them; it seeks to uncover how close the perceptions of children and parents from the same family are. The fourth approach explores the association between key variables from each

division of the questionnaire; it seeks to identify possible linear relationships among the key variables.

This four-fold approach attempts to make finer and finer distinctions among classes of respondents that might otherwise be covered up in global analysis. Hopefully the approach also will reveal significant relationships among variables and demonstrate inner connections which would not have been apparent.

First Approach: General Perceptions Descriptive Statistics

The results in this section are intended as a general summary and reflect the responses of parents and children in the survey, that is, they are not broken down by sex or grade. More detailed breakdowns will be undertaken in the next two sections, which will include an analysis of differences between classes of respondents and an analysis of difference within families.

Decision Making

Table 1. Crosstabulation of major television decision makers according to parents' and children's perceptions

Count Pct	Father	Mother	Brother	Sister	Respondent	Other	Row Total
Parents	27 19.4	8 5.8	23 16.5	8 5.8	37 26.6	36 25.9	139 100.0
Children	37 26.6	16 11.5	6 4.3		53 38.1	27 19.4	139 100.0
Column Total	64 23.0	24 8.6	29 10.4	8 2.9	90 32.4	63 22.7	278 100.0

In a question concerning who made the most decisions about television use in the family (Table 1), 32.4% of the respondents said that they made the most decisions, but they also reported the following persons as primary decision makers, fathers (23.0), brothers (10.4%) and mothers (8.6%). The dominant role of the father was revealed, but mothers came after brothers in terms of dominant decision making. More children than parents reported these perceptions about the parental role in decision making. Children also reported that they exercised a strong role in decision making, but while parents shared this perception, fewer parents reported it.

Table 2. Crosstabulation of family decisions about television use according to parents' and children's perceptions

Count Pct	Vot- ing	Discus- sion	Argu- ment	Negotia- tion	Monop- oly	Control	Other	Row Total
Parents	6 4.3	49 35.3		37 26.6	8 5.8	13 9.4	26 18.7	139 100.0
Children	8 5.8	37 26.6	6 4.3	40 28.8	8 5.8	18 12.9	22 15.8	139 100.0
Column Total	14 5.0	86 30.9	6 2.2	77 27.7	16 5.8	31 11.2	48 17.3	278 100.0

Respondents were asked to indicate how the family made decisions about what to watch on television (Table 2). The major method of decision making, reported by 30.9% of those interviewed, was discussion. Negotiation followed closely, with 27.7%. Two other categories, monopoly and control, accounted for 17.0% of the responses to this

question. Parents and children seemed to share similar perceptions about decision making methods, but slightly more parents reported discussion and slightly more children reported negotiation.

Table 3. Crosstabulation of dominant television decision makers according to parents' and children's perceptions. Sub-table derived from Table 2, analyzing categories of monopoly and control

Count Pct	Father	Mother	Brother	Sister	Respondent	Other	Row Total
Parents	6 4.3	3 2.2	1 .7		1 .7	128 92.1	139 100.0
Children	9 6.5	7 5.0	2 1.4		1 .7	120 87.3	139 100.0
Column Total	15 5.4	10 3.6	3 1.1		2 .7	248 89.2	278 100.0

Within the small category of monopoly and control, representing only 17.0% of the respondents (Table 2), the major person identified as exercising a role of control or dominance over television was the father (5.4%) Table 3. Contrary to previous findings in the literature (Lull, 1982), mothers also were mentioned as persons who monopolized and controlled (3.6%). The large category of "other" represents those respondents who identified decision making methods other than monopoly and control. Slightly more children reported control and dominance than did parents. In a similar question, respondents were asked to identify members of the family who dominated VCR use; again a small minority of the respondents.

Table 4. Crosstabulation of dominant VCR decision makers according to parents' and children's perceptions

Count Pct	Father	Mother	Brother	Sister	Respondent	Other	Row Total
Parents	3 2.2			1 .7		135 97.1	139 100.0
Children	3 2.2	7 5.0	4 2.9	1 .7		124 89.2	139 100.0
Column Total	6 2.2	7 2.5	4 1.4	2 .7		259 93.2	278 100.0

Of the 6.8% who reported dominance or control of the VCR, a surprising finding was that 2.5% mentioned that the mother dominated the VCR most of all members of the family (Table 4). Fathers came second with 2.2% and brothers third, with 1.4%. Again, the large category of "other" represents those respondents who identified decision making methods other than domination. While parents seemed to agree with children about the dominant role of the father, as far as the VCR was concerned, parents did not seem to share similar perceptions about the dominant role of mothers and brothers. Children reported the mothers' domination over the VCR exclusively.

The relevance of the following tables which report perceptions of family scheduling, control over television, decision making ease, advantages of the VCR, and helpful functions of the VCR is that they demonstrate family members preferences for certain goals over others, preferences which are dependent upon decision-making processes.

Table 5. Crosstabulation of family scheduling ease with VCR according to parents' and children's perceptions

Count Pct	Much Easier	Easier	Same as Before	Harder	Row Total
Parents	11 7.9	51 36.7	76 54.7	1 .7	139 100.0
Children	13 9.4	50 36.0	76 54.7		139 100.0
Column Total	24 8.6	101 36.3	152 54.7	1 .4	278 100.0

The VCR made little difference to the scheduling of family activities according to 54.7% of the respondents, however, 36.3% admitted that scheduling was easier, and 8.6% said much easier (Table 5). Parents' and children's perceptions were remarkably similar about time shifting.

Table 6. Crosstabulation of control over television viewing according to parents' and children's perceptions

Count Pct	Increased Greatly	Increased	Same as Before	Decreased	Decreased Greatly	Row Total
Parents	10 7.2	37 26.6	84 60.4	7 5.0	1 .7	139 100.0
Children	7 5.0	52 37.4	74 53.2	5 3.6	1 .7	139 100.0
Column Total	17 6.1	89 32.0	158 56.8	12 4.3	2 .7	278 100.0

Findings about the perceived amount of control over television viewing were as follows: 56.8% of the respondents said that owning a VCR had not changed their sense of control, 32.0% claimed it had increased some and 6.1% that it had increased greatly (Table 6). Only 4.3% mentioned a slight decrease in the amount of control. Parents seemed more inclined to report that the amount of control had stayed the same as before and less inclined to report that it had grown some.

Table 7. Crosstabulation of decision making ease with VCR according to parents' and children's perceptions

Count Pct	Much Easier	Easier	Same as Before	Harder	Much Harder	Row Total
Parents	13 9.4	47 33.8	74 53.2	4 2.9	1 .7	139 100.0
Children	10 7.2	47 33.8	76 54.7	5 3.6	1 .7	139 100.0
Column Total	23 8.3	94 33.8	150 54.0	9 3.2	2 .7	278 100.0

The ease with which the family made decisions about what to watch on television had not changed since acquiring a VCR, according to 54.0% of those interviewed (Table 7). Of the respondents 33.8% claimed that decisions were easier and 8.3% that they were much easier. Only 3.2% said that the VCR had made decision making harder. Parents' and children's perceptions were remarkably similar about the ease of decision making with the VCR.

Table 8. Multiresponse crosstabulation of advantages of VCR according to parents' and children's perceptions

Count Pct	Camera Record	View/ Record	Watch Movies	Time Shift	Build Library	Row Total
Parents	12 8.6	54 38.8	81 57.6	53 38.1	9 6.5	139 100.0
Children	10 7.2	48 34.5	89 64.0	30 21.6	6 4.3	139 100.0
Column Total	22 8.0	102 37.1	170 61.8	83 30.2	15 5.5	278 100.0

The VCR has many advantages and functions which facilitate the enjoyment of recorded programs. When asked what the primary advantage of the VCR was, 61.8% of the respondents said viewing video cassette movies (Table 8). Secondary advantages were recording programs from television (37.1%) and rescheduling television shows (30.2%). Parents' and children's perceptions about the advantages of the VCR were similar except for time shifting. Parents perceived time shifting as slightly more advantageous than did children.

Table 9. Multiresponse crosstabulation of functions of VCR perceived helpful by parents and children

Count Pct	Eliminate Commercials	Fast Forward	Stop/ Start	Rewind/ Repeat	Other	Row Total
Parents	45 32.4	25 18.0	48 34.5	59 41.7	12 8.6	139 100.0
Children	39 28.1	22 15.8	62 44.6	55 39.6	3 2.2	139 100.0
Column Total	84 30.2	47 16.9	110 39.5	114 41.0	15 5.4	278 100.0

Three functions of the VCR which were considered most helpful by respondents (Table 9) were the ability to review programs (41.0%), to stop and start the VCR (39.5%) and to skip commercials (30.2%). The stop and start function was perceived more favorably by children than parents.

Table 10. Crosstabulation of dependence on network and cable television with VCR according to parents' and children's perceptions

Count Pct	Much More	More	Same as Before	Less	Much Less	Row Total
Parents	4 2.9	5 3.6	96 69.1	28 20.1	6 4.3	139 100.0
Children	1 .7	3 2.2	93 66.8	39 28.1	3 2.2	139 100.0
Column Total	5 1.9	8 2.8	189 67.9	67 24.2	9 3.2	278 100.0

When asked to what extent the family was dependent upon network television since the adoption of the VCR, 67.9% of those interviewed stated that the VCR had made no difference (Table 10). According to 24.2% of the respondents, their families were less dependent on television. At the extreme ends of the scale, 2.8% said that they were more dependent, and 3.2% claimed much less dependency. Children reported slightly less dependence on television broadcasts than parents; otherwise their perceptions were remarkably similar.

Table 11. Crosstabulation of amount of television watched with VCR according to parents' and children's perceptions

Count Pct	Increased Greatly	Increased	Same as Before	Decreased	Decreased Greatly	Row Total
Parents		24 17.3	98 70.4	14 10.1	3 2.2	139 100.0
Children	2 1.4	42 30.2	87 62.6	8 5.8		139 100.0
Column Total	2 .7	66 23.8	185 66.5	22 7.9	3 1.1	278 100.3

Of those interviewed, 66.5% reported that the amount of television that they viewed had not changed since adopting a video cassette recorder, but 23.8% said that it had increased a little (Table 11). A slight decrease in the amount of television viewing was mentioned by 7.9% of the interviewees. More parents indicated that the amount of television viewing had stayed the same than did children. More children reported an increase in television viewing than did parents.

Rule Development

The second division of analysis concerned rule development particularly those rules which relate to the VCR's use and its functions. Respondents' sense of equity or inequity as a result of the imposition of rules and the degree of conflict experienced over the VCR are reported as well.

Table 12. Crosstabulation of VCR rule acknowledgement according to parents' and children's perceptions

Count Pct	Yes	No	Row Total
Parents	51 36.6	88 63.3	139 100.0
Children	62 44.6	77 55.3	139 100.0
Column Total	113 40.6	165 59.4	278 100.0

Though 40.6% of those interviewed reported rules relating to the VCR, 59.4% said there were no rules at all (Table 12). More children acknowledged the existence of rules than did parents. More parents denied the existence of rules than did children. This result was unexpected because it was assumed that parents might report the regulation of VCR use for reasons of social acceptance.

Table 13. Crosstabulation of amount of VCR rule development according to parents' and children's perceptions

Count Pct	Great Number	Some	Few	None	Row Total
Parents	1 .7	10 7.2	42 30.2	86 61.8	139 100.0
Children	1 .7	14 10.1	55 39.6	69 49.6	139 100.0
Column Total	2 .7	24 8.6	97 34.9	155 55.7	278 100.0

Over half of the respondents reported no rules. Of those who acknowledged the existence of VCR rules, 34.9% said that there were "a few" and 8.6% said that there were "some" (Table 13). In both cases, children reported the "few" and "some" rules more often than did parents. Parents reported "no rules" more often than did children, confirming the unexpected results reported in Table 12.

Table 14. Crosstabulation of type of rules applied to VCR according parents' and children's perceptions

Count Pct	Duration of Show	Genre of Show	Amount Violence	When Scheduled	Who has Access	Other	Row Total
Parents	19 13.7	62 44.6	17 12.2	22 15.8	9 6.5	4 2.9	139 100.0
Children	30 21.6	26 18.7	8 5.8	19 13.7	17 12.2	2 1.4	139 100.0
Column Total	49 17.6	88 31.7	25 9.0	41 14.7	26 9.4	6 2.2	278 100.0

Of those who acknowledged rules of some kind, 31.7% of the interviewees claimed that rules related to the genre of shows they watched, 17.6% the duration of the show and 14.7% when shows were scheduled (Table 14). Concern about violence in a show was expressed by 9.0% of the respondents. Parents reported more rules concerning the genres of shows and when they were scheduled. Children reported more rules concerning the duration of shows. It is interesting to note that children reported fewer rules relating to violence than did parents.

Table 15. Multiresponse crosstabulation of type of rules applied to VCR according to parents' and children's perceptions

Count Pct	Save Cassette	Erase Cassette	Record Cassette	Set Timer	How Operate	Video Choice	Row Total
Parents	20 14.4	29 20.9	12 8.6	7 5.0	6 4.3	23 16.5	139 100.0
Children	16 11.5	33 23.7	12 8.6	4 2.9	3 2.2	16 11.5	139 100.0
Column Total	36 12.9	62 22.3	23 8.3	12 4.0	9 3.2	39 14.0	278 100.0

Of those who acknowledged rules, 22.3% of respondents reported rules relating to the erasure of video tapes (Table 15). Fourteen percent reported rules relating to the choice of video movies. The third largest number of respondents said that there were rules relating to saving recorded cassettes (12.9%). Children and parents were close in their perceptions about erasing cassettes, but slightly fewer children than parents reported rules relating to video choices and saving recorded cassettes.

Table 16. Crosstabulation of TV rule equity according to parents' and children's perceptions

Count Pct	Very Fair	Fair	Unfair	Very Unfair	Other	Row Total
Parents	20 14.4	68 48.9	2 1.4		49 35.3	139 100.0
Children	20 14.4	61 43.9	2 1.4		56 40.3	139 100.0
Column Total	40 14.4	129 46.4	4 1.4		105 37.8	278 100.0

Of those who reported television viewing rules in their families, 46.4% considered the rules to be "fair" and 14.4% that they were "very fair" (Table 16). In contrast, 1.4% felt that the rules were "unfair. Perceptions of parents and children were very close as far as television rule equity was concerned.

Table 17. Crosstabulation of VCR rule equity according to parents' and children's perceptions

Count Pct	Very Fair	Fair	Unfair	Very Unfair	Other	Row Total
Parents	13 9.4	34 24.5	2 1.4	1 .7	89 64.1	139 100.0
Children	25 18.0	41 29.5	1 .7	1 .7	71 51.1	139 100.0
Column Total	38 13.7	75 27.0	3 1.1	2 .7	160 57.5	278 100.0

In families where rules were applied to the VCR, the perception of equity was reported as "fair" by 27.0% of the respondents; 13.6% claimed that they were "very fair" (Table 17). Only 1.1% of those interviewed indicated dissatisfaction with the rules and only 0.7% great dissatisfaction. The category of "other" represents those who acknowledged no rules and the non applicability of this question. More children reported satisfaction with the rules than did parents. Strangely, slightly more parents reported dissatisfaction than did children. This result was unexpected because it was assumed that

children would more likely express dissatisfaction with rules than would parents.

Table 18. Crosstabulation of amount of conflict over VCR according to parents' and children's perceptions

Count Pct	No Conflict	Much Less	Less Conflict	Same as Before	More Conflict	Row Total
Parents	64 46.0	8 5.8	28 20.1	38 27.3	1 .7	139 100.0
Children	30 21.6	12 8.6	38 27.3	52 37.4	7 5.0	139 100.0
Column Total	94 33.8	20 7.2	66 23.7	90 32.4	8 2.9	278 100.0

Of the interviewees 33.8% reported that there was no conflict over the VCR in their family, but 32.4% said that the conflict was the same as before (Table 18). Much less conflict was reported by 7.2%, less conflict was reported by 23.7%. Only 2.9% reported more conflict. A higher percentage of parents reported a lack of conflict over the VCR than did children. More children reported that the VCR had not changed the conflict in the family, that is, the level of conflict was the same as before the VCR was acquired. Slightly more children than parents reported that there was less conflict over the VCR. Children also reported an increase in conflict.

It was considered important not only to discover whether there was conflict over the VCR, but also the degree to which the VCR was perceived as a means of reducing conflict in the family. Certain functions of the VCR were assumed to have the potential for conflict reduction.

Table 19. Multiresponse crosstabulation of VCR functions that reduce conflict according to parents' and children's perceptions

Count Pct	View/ Record	View Videos	Store Cassette	Time Shift	Other	Row Total
Parents	32 23.0	19 13.7	9 6.5	17 12.2	6 4.3	139 100.0
Children	43 30.9	26 18.7	27 19.4	20 14.4	3 2.2	139 59.1
Column Total	75 27.0	45 16.2	36 12.9	37 13.3	9 3.2	278 100.0

When asked to identify which functions of the VCR had reduced conflict the most, 27.0% of the respondents said viewing and recording of programs, 16.2% mentioned the ability to view prerecorded movies, 13.3% time shifting and 12.9% storage of cassettes (Table 19). Generally, more children perceived the above mentioned functions as reducing conflict than did the parents.

Media Choices

The third division of analysis concerns media choices from two major sources of programs, broadcast media and video rental establishments. Here attention is devoted to perceived changes which the VCR has brought in media consumption, choice of genres, distaste for certain dramatic content, parental caution over exposure to adult material and permission to view R-rated movies.

Table 20. Multiresponse crosstabulation of purposes of television use according to parents' and children's perceptions

Count Pct	Enter- tainment	Recre- ation	Infor- mation	Educa- tion	Other	Row Total
Parents	109 78.4	28 20.1	54 38.1	19 13.7		139 100.0
Children	124 89.2	16 11.5	18 13.0	5 3.6	1 .7	139 100.0
Column Total	233 83.8	44 15.8	72 25.2	24 8.6	1 .4	278 100.0

The strongest purpose for television viewing (Table 20) reported by all the respondents, children and parents combined, was entertainment (83.8%). The second most important purpose for television, chosen by interviewees was information (25.2%). Parents reported information, education and recreation as the primary purposes of television more often than did children. A higher percentage of children reported entertainment than did parents.

Table 21. Multiresponse crosstabulation of television show preferences according to parents' and children's perceptions

Count Tot Pct	Comedy	Soaps	Crime	Series	Game	Sport	Other	Row Total
Parents	53 38.1	17 12.2	16 11.5	39 30.0	12 8.6	55 39.6	37 26.6	139 100.0
Children	67 48.2	23 16.5	17 12.2	22 15.8	7 5.0	37 26.6	27 19.4	139 100.0
Column Total	120 43.2	40 14.4	33 11.9	61 21.6	19 6.8	92 33.1	64 23.0	278 100.0

Questioned about their preference for particular types of television shows, since acquiring a video cassette recorder, 43.2% of the respondents reported comedy, 33.1%, sports, 21.6% mini-series, 14.4% soap operas, 11.9% crime drama, and 6.8% game shows (Table 21). Comedy and soap operas were slightly more popular among the children than parents. Mini-series, sports programs and game shows were more popular among parents.

Table 22. Multiresponse crosstabulation of reasons for rental according to parents' and children's perceptions

Count Pct	Price	Availa- bility	Friends	Favorite Choice	Parents	Other	Row Total
Parents	12 8.6	41 29.5	35 25.2	72 51.8	12 8.6	15 10.8	139 100.0
Children	8 5.8	44 31.7	54 38.8	61 43.9	8 5.8	7 5.0	138 100.0
Column Total	20 7.2	85 30.6	89 32.0	133 47.8	20 7.2	22 7.9	278 100.0

Video rental was practiced by 98.6% of the VCR owners interviewed. The three factors which influenced respondents most in the rental of videos were favorite genres (48.8%), recommendation by friends (32.0%) and availability of video cassettes (30.6%). The influence of friends was reported more often by children than parents. Favorite shows were reported more often by parents than children. Price and parental recommendation were of greater concern to parents than children.

Table 23. Multiresponse crosstabulation of preferences for rented videos according to parents' and children's perceptions

Count Tot Pct	Genres							Row Total
	Science Fiction	Horror	Crime Drama	Western	Mystery	Comedy	Other	
Parents	32 23.0	27 19.4	30 21.6	12 8.6	23 16.5	94 67.6	31 22.3	139 100.0
Children	29 20.9	32 23.0	28 20.1	11 7.9	12 8.6	104 74.8	15 10.8	139 100.0
Column Total	61 21.9	59 21.2	58 20.9	23 8.3	35 12.6	198 71.2	46 16.5	278 100.0

When given a choice among genres of video movies (Table 23), those most frequently mentioned were comedy (71.2%), science fiction (21.9%), horror (21.2%) and crime drama (20.9%). The popularity of comedy among children was evident again, but only slightly so. The other major genres, science fiction, horror and crime drama received equal support from both parents and children.

Table 24. Crosstabulation of agreement about parental caution according to parent's and children's perceptions

Count Pct	Strongly Agree		Strongly Disagree		Other	Row Total
	Agree	Disagree	Agree	Disagree		
Parents	67 48.2	63 45.3	1 .7	1 .7	7 5.0	139 100.0
Children	15 10.8	102 73.4	16 11.5	1 .7	5 3.6	139 100.0
Column Total	82 29.5	165 59.4	17 6.1	2 .7	12 4.3	278 100.0

Of those interviewed, 59.4% favored some parental caution when their children rented movies, 29.5% felt very strongly in favor of it but 6.1% disagreed with the concept of parental caution (Table 24). The majority of those expressing a need for caution were children (almost 2:1). The majority expressing a strong need for caution were parents (4:1). Children disagreed with the concept of caution 16:1.

Table 25. Multiresponse crosstabulation of distasteful aspects of video movies according to parents' and children's perceptions

Count Tot Pct	Explicit Sex	Bad Language	Excessive Violence	Sadism/ Cruelty	Occult Practices	Horror	Other	Row Total
Parents	78 56.1	79 56.8	84 60.4	74 53.2	65 46.7	69 49.6	10 7.1	139 100.0
Children	56 40.3	58 41.7	50 35.9	38 27.3	24 17.3	33 23.7	6 4.3	139 100.0
Column Total	134 48.2	137 49.3	134 48.2	112 40.3	89 32.0	102 36.6	16 5.8	278 100.0

When asked what the most distasteful aspects of videos were, 49.3% of respondents reported bad language (Table 25). Explicit sex was mentioned by 48.2%, excessive violence by 48.2%, sadism by 40.3%, horror by 36.6% and occult practices by 22.0%. In every case parental distaste was reported more frequently than children's distaste, a very interesting finding because it may indicate that children have become less sensitive to the distasteful aspects of movies which their parents complain about.

Table 26. Crosstabulation of permission to view R-rated movies according to parents' and children's perceptions

Count Pct	Yes	No	Row Total
Parents	99 71.2	39 28.1	138 100.0
Children	132 95.0	7 5.0	139 100.0
Column Total	231 83.5	46 16.5	278 100.0

Parental permission for children to view R-rated videos was given in 83.5% of the families, but 16.5% of respondents reported that parents refused to allow children to view them (Table 26). Children reported permission to view R-rated movies more often than did parents. Parents reported denial of permission more often (5:1) than did children.

Table 27. Crosstabulation of exposure to R-rated movies according to parents' and children's perceptions

Count Pct	Often	Some- times	Seldom	Never	Other	Row Total
Parents	8 5.8	40 28.8	46 33.1	1 .7	44 31.7	139 100.0
Children	59 42.4	56 40.3	14 10.1		10 7.2	139 100.0
Column Total	67 24.1	96 34.5	60 21.6	1 .4	54 19.4	278 100.0

The frequency with which family members viewed R-rated movies was given as "sometimes" 34.5%, "often" 24.1% and "seldom" 21.6% (Table 27). A greater number of children claimed that they were exposed sometimes

and often (6:1) to R-rated movies. A majority of parents claimed that exposure to R-rated movies was seldom (3:1) and never.

While some may question the value of summary statistics, they do reveal general trends, which if recognized, alert the researcher to possible problems in the questionnaire, particular response patterns or general conclusions. A random sample should guarantee a high degree of representativeness, but how representative of the perceptions of children and parents are these responses? Are parents' and children's responses similar or dissimilar, do they agree or disagree? Do differences of sex, status and grade influence the way respondents perceive the impact of the VCR? The next sections attempt to deal with these questions.

Second Approach: Comparative Perceptions Crosstabulated Breakdown

Before a detailed breakdown of respondents by sex, status and grade was undertaken, it was thought necessary to obtain a general impression of how parents' and children's perceptions were associated. A limited number of variables were chosen from the questionnaire with attention to decision making, rule development and media choice. The responses of parents and children were placed in separate records and correlated using Pearson Correlation Coefficients. Significant relationships at the .05 level are marked with an asterisk.

Table 28. Correlation of parents' and children's perceptions about decision making with the VCR

Parents	Decision Ease	VCR Control	Children VCR Timer	Family Scheduling	Television Dependency
Decision Ease	.084 (139) p=.326				
VCR Control		.142 (139) p=.094			
VCR Timer			.006 (139) p=.943		
Family Scheduling				.077 (139) p=.363	
Television Dependency					.130 (139) p=.125

* p < .05.

Table 29. Correlation of parents' and children's perceptions about rule development

Parents	TV Rules	VCR Rules	Children TV Rule Equity	VCR Rule Equity	Amount Conflict
TV Rules	.297 (139) p=.000 *				
VCR Rules		-.018 (139) p=.830			
TV Rule Equity			.299 (139) p=.000 *		
VCR Rule Equity				.057 (139) p=.500	
Amount Conflict					.190 (139) p=.025 *

* p < .05.

Table 30. Correlation of parents' and children's perceptions about media choice

Parents	Parental Caution	Video Rental	Children R-Video Permission	Exposure R-Videos	Amount TV
Parental Caution	-.004 (139) p=.959				
Video Rental		-.010 (139) p=.904			
R-Video Permission			.098 (139) p=.249		
Exposure R-Videos				.204 (139) p=.016 *	
Amount Television					-.126 (139) p=.139

* p < .05.

While a general impression of the existence and strength of linear relationships may be obtained from the correlation of the above mentioned variables, it is clear that an argument for an association between parents' and children's perceptions can only be made for four out of the fifteen variables chosen. To discover reasons for the small number of associations between parents' and children's perceptions, it was felt necessary to probe a little deeper and to find out whether differences of sex, status and grade influenced parents' and children's perceptions.

A more detailed comparison of responses relating to decision making, rule development and media choices was obtained through the crosstabulation of selected variables by status (parent and child), sex and grade (freshman, sophomore, junior, senior), and Pearson correlations were calculated to test the strength of the associations. The advantage of such a breakdown is that it provided a means of examining differences in perception between parents and children, boys and girls, freshmen and seniors and so on.

In the interests of time and space only two response categories from a variable of decision making (decision ease), a variable of rule development (VCR rules) and a variable of media choice (regularity of exposure to R-movies) were chosen to illustrate differences of perception. The following tables are composite and include controls for sex, status and grade. Pearson correlations and lambda statistics in the tables below have been calculated for the separate or original tables and not for the composite table. The tables from which these data were extracted may be found in the Appendix.

Decision Making

The first division of analysis relates to decision making in the family and particularly perceptions about the influence of the VCR on the ease of decision making. The purpose of the analysis was to discover whether the sex and status of the respondent influenced perceptions of decision ease.

Table 31. Composite crosstabulation of perceptions of the ease of decision making with the VCR, controlling for sex and status

Row Pct Total Pct	Respondents							
	Males		Females		Parents		Students	
	fathers	sons	mothers	daughters	fathers	mothers	boys	girls
Much	3	2	10	8	3	10	2	8
Easier	6.8	2.7	10.5	12.1	6.8	10.5	2.7	12.1
	13	29	34	18	13	34	29	18
Easier	29.5	39.7	35.8	27.3	29.5	35.8	39.7	27.3
	27	39	47	37	27	47	39	37
Same as Before	61.4	53.4	49.5	56.1	61.4	49.5	53.4	56.1
	1	2	3	3	1	3	2	3
Harder	2.3	2.7	3.2	4.5	2.3	3.2	2.7	4.5
		1	1			1	1	
Much Harder		1.4	1.1			1.1	1.4	
	44	73	95	66	44	95	73	66
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Pearson r	.008 (p=.462)		.029 (p=.354)		-.067 (p=.214)		-.050 (p=.275)	
Lambda	.000		.000		.000		.000	

Respondents were asked whether the VCR had made decision making in the family much easier or much harder. A four point scale measured responses for this item and allowed for a middle position, "same as before." The majority of respondents claimed that the VCR had not changed the ease with which they made decisions in their family. The highest percentages among males and females affirming the status quo ("same as before") were reported by fathers (61.4%) and daughters (56.1%). In the "easier" category, the polarity was reversed, the higher percentages were among boys (39.7%) and mothers (35.8%). Among the boys and girls the "same as before" response was fairly evenly

divided (boys 53.4%, girls 56.1%), but there were clear differences of perception among the parents (fathers 61.4%, mothers 49.5%).

Is there evidence that the sex or status of the respondents influenced perceptions about the ease of decision making with the VCR? No evidence was found to support the relationship among sex, status and the ease of decision making. The lambda statistic in every case was zero, indicating that sex and status are of no value in predicting perceptions of decision ease.

Table 32. Composite crosstabulation of students' perceptions of the ease of decision making with VCR, controlling for sex and grade

Row Pct Total Pct	Students							
	Freshmen		Sophomores		Juniors		Seniors	
	males	females	males	females	males	females	males	females
Much Easier	1 4.8	1 6.7	1 4.5	2 15.4		3 12.5		2 14.3
Easier	7 33.3	4 26.7	9 40.9	4 30.8	5 35.7	8 33.3	8 50.0	2 14.3
Same as Before	13 61.9	10 66.7	9 40.9	6 46.2	9 64.3	12 50.0	8 50.0	9 64.3
Harder			2 9.1	1 7.7		1 4.2		1 7.1
Much Harder			1 4.5					
	21 100.0	15 100.0	22 100.0	13 100.0	14 100.0	24 100.0	16 100.0	14 100.0

Pearson r for males, $-.038$ ($p = .372$), for females, $-.007$ ($p = .477$)

Lambda for males, $.000$, for females, $.000$

Across the grades, the highest percentage reporting that the VCR had not changed the ease with which decisions were made in the family, that is, the situation was the "same as before," were junior boys (64.3%) and freshmen girls (66.7%). The lowest percentage reporting "same as before" were sophomore boys (40.9%) and girls (46.2%). Within the "easier" category the highest percentage was reported by senior boys (50.0%) and sophomore boys (32.4). Only 14.3% of the senior girls reported "easier," the lowest percentage in this category. "Much easier" was reported by higher percentages of girls in the sophomore (15.4%), junior (12.5%), and senior (14.3%) grades. No boys in the junior or senior grades reported "much easier."

What evidence is there that sex and grade influenced the responses that were given? At the .05 level there was no evidence for an association among sex, grade and perceptions of decision ease. Lambda statistics for both were .000, indicating that sex and grade, in this case, are of no value when trying to predict perceptions of decision ease.

Rule Development

The second division of the analysis relates to the development of rules in the family and particularly perceptions about the existence or nonexistence of rules for the VCR. The purpose of the analysis is to discover whether the respondents' sex and status influence the perceptions of VCR rule development in the family.

Table 33. Composite crosstabulation of perceptions of the existence of rules for the VCR controlling for sex and status

Row Pct	Respondents							
	Males		Females		Parents		Students	
Total Pct	fathers	sons	mothers	daughters	fathers	mothers	boys	girls
Some	13	35	35	26	13	35	35	26
	29.5	47.9	36.8	39.4	29.5	36.8	47.9	39.4
None	27	36	57	40	27	57	36	40
	61.4	49.3	60.0	60.6	61.4	60.0	49.3	60.6
Other	4	2	3		4	3	2	
	9.1	2.7	3.2		9.1	3.2	2.7	
	44	73	95	66	44	95	73	66
	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Pearson r	-.174 (p=.030)		-.111 (p=.080)		-.134 (p=.056)		-.059 (p=.243)	
Lambda	.000		.000		.000		.000	

Respondents were asked about the existence of rules relating to the VCR in the family. Simple "some/none" response categories were provided for this item. The majority of respondents (57.6%) denied the existence of rules. Within the category of "none," respondents with the highest percentages were fathers (61.4%) and daughters (60.6%). Almost equal percentages were reported for mothers (60.0%) and fathers (61.4%) in the "none" category. Of those who affirmed the existence of rules, slightly higher percentages were recorded for boys (47.9%) and girls (39.4%) than for fathers and mothers.

What evidence is there that the respondents' sex and status may be associated with the perception of rules relating to the VCR? In the

case of the males, there was evidence for an association among sex, status and VCR rule perception ($p=.030$). The strength of the negative relationship was $-.174$. No other relationships were demonstrated. The lambda statistics for all tables were $.000$, with VCR rules as the dependent variable.

The next table illustrates differences in VCR rule perception among boys and girls, grades nine through twelve. The purpose of the analysis is to discover whether the respondents' sex and grade influence perceptions about whether there are or are not rules in the family applied to VCR use.

Table 34. Composite crosstabulation of student's perceptions of the existence of rules for VCR, controlling for sex and grade

Row Pct	Students							
	Freshmen		Sophomores		Juniors		Seniors	
Total Pct	males	females	males	females	males	females	males	females
Some	12 57.1	5 33.3	12 54.5	2 15.4	3 21.4	11 45.8	8 50.0	8 57.1
None	8 38.1	10 66.7	10 45.5	11 84.6	10 71.4	13 54.2	8 50.0	6 42.9
Other	1 4.8				1 7.1			
	21 100.0	15 100.0	22 100.0	13 100.0	14 100.0	24 100.0	16 100.0	14 100.0

Pearson r for males, $-.004$ ($p = .486$), for females, $-.217$ ($p = .040$)

Lambda for males, $.162$, for females, $.076$

Across the grades, a higher percentage of freshmen and sophomore girls (66.7% and 84.6%) denied the existence of rules than did junior and senior girls. For boys, the higher response rates for no rules were found among juniors and seniors (71.4% and 50.0%). A higher percentage of freshmen and sophomore boys (57.1% and 54.5%) affirmed the existence of rules than did junior and senior boys. The opposite trend was revealed among girls affirming the existence of rules. Higher percentages of juniors (45.8%) and seniors (57.1%) claimed that there were "some" rules than did freshmen and sophomore girls.

Though there was no evidence for an association among sex, grade and VCR rule perception for the males there was evidence for such an association for the females. The observed significance for the females was .040 and the strength of the relationship was $-.217$, a moderate negative relationship. The lambda statistic was stronger for the males (.162) than the females (.076) but neither indicate that sex and grade is of much value in predicting VCR rule perception.

Media Choices

The third division of analysis relates to media choices and particularly differences of perception about the regularity with which family members are exposed to R-rated movies. The purpose of this analysis is to discover if sex and status influence the perceived regularity of exposure to R-rated movies.

Table 35. Composite crosstabulation of perceptions about exposure to R-rated movies, controlling for sex and status

Row Pct	Respondents							
	Males		Females		Parents		Students	
Total Pct	fathers	sons	mothers	daughters	fathers	mothers	boys	girls
Often	4 9.1	38 52.1	4 4.2	21 31.8	4 9.1	4 4.2	38 52.1	21 31.8
Sometimes	7 15.9	25 34.2	33 34.7	31 47.0	7 15.9	33 34.7	25 34.2	31 47.0
Seldom	17 38.6	4 5.5	29 30.5	10 15.2	17 38.6	29 30.5	4 5.5	10 15.2
Never	1 2.3				1 2.3			
Other	15 34.1	6 8.2	29 30.5	4 6.1	15 34.1	29 30.5	6 8.2	4 6.1
	44 100.0	73 100.0	95 100.0	66 100.0	44 100.0	95 100.0	73 100.0	66 100.0
Pearson r	-.431 (p=.000)		-.361 (p=.000)		.003 (p=.483)		.028 (p=.371)	
Lambda	.173		.000		.000		.125	

Respondents were asked how often family members were allowed to view R-rated movies. The response categories for this item ranged from "often" to "never" and were organized in a four point scale. The highest response was reported for the category of "sometimes" (34.5%). Among the males, 38.6% of the fathers reported that exposure to R-rated movies seldom took place, among the females, 30.5% of the mothers gave the same reply. These percentages were considerably higher than the

children's percentages. A higher percentage of girls (15.2%) reported "seldom" than did the boys (5.5%). When the categories of "sometimes" and "often" were considered the percentages reported for sons and daughters were higher in every case than their parents. The only exception to this generalization was in the category of "sometimes" where mothers' responses were slightly higher than boys (34.7% and 34.2%). There was not much agreement among the percentages reported for parents in any of the categories. The fairly large "other" category reflected those families in which permission was qualified, that is, parents previewed movies first before allowing their children to watch them.

What evidence is there that sex and status accounted for perception of exposure to R-rated movies? There was evidence for an association among sex, status and perceptions of exposure to R-rated movies for both males and females. The observed significance for males was .000 and for females .000 and the strength of the negative associations were $-.431$ for males and $-.361$ for females, both fairly strong relationships. No evidence was found to support a relationship between parents' and children's status and perceptions of exposure to R-rated movies. The only lambda statistic of note was that for males .173.

The last table for analysis concerns the perceptions of children in grades nine through twelve. The purpose of the analysis is to discover if sex and grade influence perceptions of exposure to R movies.

Table 36. Composite crosstabulation of student's perceptions about exposure to R-rated movies controlling for sex and grade

Row Pct Total Pct	Students							
	Freshmen		Sophomores		Juniors		Seniors	
	males	females	males	females	males	females	males	females
Often	10 47.6	2 13.3	11 50.0	4 30.8	9 64.3	11 45.8	8 50.0	4 28.6
Sometimes	7 33.3	11 73.3	8 36.4	4 30.8	3 21.4	10 41.7	7 43.8	6 42.9
Seldom	1 4.8	2 13.3	3 13.6	2 15.4		3 12.5		3 21.4
Other	3 14.3			3 23.1	2 14.3		1 6.3	1 7.1
	21 100.0	15 100.0	22 100.0	13 100.0	14 100.0	24 100.0	16 100.0	14 100.0

Pearson r for males, .065 (p=.291), for females, .040 (p=.375)

Lambda for males, .000, for females, .028

The highest percentages in the category of "seldom" were reported by girls in the sophomore (15.4%) and senior (21.4%) classes. Junior and senior boys were conspicuously absent from the "seldom" category. Junior and senior girls percentages (41.7% and 42.9%) in the "sometimes" category were higher than any other boy or girl class except for those of the freshmen girls (73.3%) and senior boys (43.8%). In the "often" category boys percentages were higher than girls percentages for all grades. The highest percentages for boys in the "often" category were in the sophomore, junior and senior classes.

No evidence was found for an association among sex, grade and perceptions of exposure to R-rated movies for male and female students. The lambda statistics were .000 for males and .028 for females, indicating that sex and grade of students are not of much value when predicting exposure to R movies.

Third Approach: Perceptions Of Agreement Crosstabulated Pairs

Now let us turn to the dynamics of agreement within the family. In the previous section, respondents were broken down into classes. Emphasis was upon understanding differences between classes. The fact that a parent and a child from the same home was surveyed, should not be ignored. How do paired parents and children (from the same family) agree in their perceptions? What percentage of the parent-child pairs agree in the population? It might be assumed that if children and parents lived in the same environment a convergence or coorientation of decision-making processes, values and choices would result, that is, agreement between paired parents and children would be strong. In research conducted by Chaffee et al. (1971) and Lull (1982) evidence was found that media choices were related to the dynamics of the family and that they could be predicted once communication patterns were identified. Tims and Masland (1985) on the other hand, found substantial dissimilarity in the perceptions of parents and children from the same family, and claimed that the dynamics of the family change over time and were not reliable predictors. The results of the present VCR survey therefore were of great interest because previous research

findings seemed so contradictory.

The responses of paired parents and children were cross-tabulated in order to discover how well parents and children from the same family agreed or disagreed about decision making, rule development and media choices. By adding the diagonal percentages of each resulting matrix, a score was derived which represented the total amount of agreement present for that particular variable. Dale's (1971) scale was adopted, with slight modifications, as a means of evaluating the range of agreement/disagreement between paired parents and children in families who use a VCR. A score of 100% was regarded as complete agreement between parent and child, 75% agreement was regarded as strong agreement, 50% agreement was regarded as moderate agreement, 25% was regarded as very weak agreement and 0% agreement was regarded as no agreement at all. In addition, a 95% confidence interval was calculated in order to predict what percentage of parent-child pairs would be in agreement with one another for the population of the Ames High School.

Given a population of 1,327 school children and a sample of 139, a 95% confidence interval for the percentage of agreement between paired parents and children can be calculated which reduces errors in estimation and more accurately represents the whole population. Scheaffer's (1986) formula for a 95% confidence interval on p when sampling from a finite population is:

$$\hat{p} \pm 2 \sqrt{\frac{\hat{p}\hat{q}}{n-1} \left(\frac{N-n}{N} \right)}$$

(where \hat{p} = the estimator of the population proportion, $\hat{q} = 1-\hat{p}$, n = the sample size and N = the population). Agreement between parents and children was calculated for the selected variables: decision making methods, primary decision makers, decision ease with the VCR, amount of conflict, television rule perception, type of television shows watched, type of videos rented, parental permission to view R videos, regularity of exposure to R movies, and parental caution over video choices. The following are the results for the variables chosen, indicating percentage agreement totals, placement on the agreement scale and confidence interval calculations.

Decision Making

How the family made decisions about what to watch on television was a question that was considered first. In an earlier approach to analysis it was reported that the main methods of decision making by families were discussion and negotiation. Though perceptions about decision making seemed similar, parents favored discussion more than did children and children favored negotiation more than discussion. Within families agreement about how decisions were made was less clear. The total agreement was 20.9%, which is below the weak agreement level on the scale. The 95% confidence level lay between 14.3% and 27.5%.

In previous analysis it was reported that a small category of respondents claimed that the father was a dominant decision maker and that this perception was affirmed by slightly more children than parents. Within families, parents' and children's agreement about the major decision maker was moderately weak, totalling 32.4%. The

calculated confidence interval fell between 24.9% and 39.9%.

As reported previously, parents' and children's perceptions about the ease of decision making with the VCR revealed striking similarities in the mid-range, but less at the extreme end (much easier). More parents than children claimed that decision making was much easier with the VCR. Within families, decision ease with the VCR received moderate agreement (49.7%). The range of confidence lay between 41.7% and 57.8%.

Rule Development

In the first approach, analysis showed that more children than parents acknowledged the existence of VCR rules and more parents than children denied the existence of VCR rules. Within families agreement about the extent of VCR regulation received a score of 52.6%. This score indicated moderate agreement on the scale. The confidence level was calculated to be between 40.6% and 60.6%.

Previous findings in this chapter reported that more parents perceived a lack of conflict over the VCR, whereas children perceived that there was more conflict. Agreement about the amount of conflict within the family received a total score of 39.5%. This percentage fell between the moderate and weak agreement levels on the scale. Ninety-five percent confidence could be had in the range between 31.6% and 47.4%.

The subject of parental caution over children's exposure to adult movies was analyzed in the first approach. Here the majority favoring caution were children. Within families, agreement between parents and children was moderate (39.5%). The calculated confidence level lay

between 31.6% and 47.4%.

Media Choice

When asked about the type of television shows that they watched since acquiring a VCR, slightly more children than adults reported comedy shows and soap operas. Mini-series and sports programs were more popular with parents than with children. Agreement within families was 63.4%. On the agreement scale, this result fell between moderate and strong agreement. The 95% confidence level range lay between 55.6% and 71.2%.

Parents' and children's perceptions about the kinds of videos that the family rented was amazingly similar. Within families, agreement was 91.2%, close to total agreement on the agreement scale. The 95% confidence level fell between 86.6% and 95.8%.

The question whether family members could view R-rated movies received a mixed reaction from respondents. Children reported permission more often than parents and parents reported denial of permission more often than children. Total agreement between parents and children within families was 78.4%, which indicated strong agreement. The 95% confidence level fell between 66.3% and 80.5%.

Many more children than parents claimed that they were exposed sometimes to R-rated movies. More parents than children claimed that family members were exposed seldom or never. Predictably, strong agreement was not expressed by parents and children within families. The total agreement reported was 18.7%; below weak agreement on the scale. The confidence level lay between 12.4% and 25.0%.

Table 37. Summary of percentage agreement between paired children and parents

Variable	%	Agreement	Confidence Interval
Decision Making			
Methods of Decision Making	20.9	Weak	14.3 - 27.5
TV Power (Who decides)	32.4	Weak	24.9 - 39.9
VCR Decision Ease	49.7	Moderate	41.7 - 57.8
Rule Development			
VCR Regulation	52.6	Moderate	40.6 - 60.6
Conflict over VCR	39.5	Moderate	31.6 - 47.4
Caution over Adult Movies	39.5	Moderate	31.6 - 47.4
Media Choice			
TV Show Preferences	63.4	Strong	55.6 - 71.2
Video Preferences	91.2	Very Strong	86.6 - 95.8
Permission R Videos	78.4	Strong	66.3 - 80.5
Regularity of R Videos	18.7	Very Weak	12.4 - 25.0
0% = No Agreement, 25% = Weak Agreement, 50% = Moderate Agreement, 75% = Strong Agreement, 100% = Complete Agreement			

Fourth Approach: Internal Associations Correlation Coefficients

In fulfillment of exploratory research goals, a limited number of hypotheses involving ordinal and nominal variables were tested by means of Pearson Correlation Coefficients, chi-square and gamma tests. Each hypothesis will be stated, relevant variables will be identified and the results of the correlations or chi-square tests will be tabulated.

Acceptance or rejection of the null hypothesis will be noted together with any indications of the strength and polarity of the relationship.

H1: Decision making processes in the family will influence norms and choices relating to media use.

Exchange theory predicts that over time communication patterns are formalized in normative structures. Norms simplify decision making and it is unlikely that the family will always make decisions by testing the consensus of its members. To determine whether there was a relationship between decision-making processes and media use norms and choices, variables which measured decision ease, control over television use, family scheduling and caution about video choices were correlated with variables which measured TV rules, VCR rules, regularity of exposure to R-rated movies and permission to view R-rated movies. The following results were obtained.

Table 38. Correlations for hypothesis number one

	TV Rules	VCR Rules	R Video Exposure	R Video Permission
Decision Ease	-.030 (278) p=.615	-.034 (278) p=.564	-.095 (278) p=.114	-.068 (278) p=.256
Control over TV	-.037 (278) p=.529	-.053 (278) p=.375	-.001 (278) p=.986	.033 (278) p=.582
Family Scheduling	.051 (278) p=.391	.078 (278) p=.193	-.058 (278) p=.330	.027 (278) p=.643
Caution	.095 (278) p=.111	-.066 (278) p=.269	-.216 (278) p=.000 *	-.153 (278) p=.011 *

* p < .05.

Since evidence was found to support only two of the relationships (permission to view R-videos, $p=.011$ and perceived exposure to R-videos, $p=.000$) it may be concluded that there is not a strong argument for the association among the processes of decision making, as reflected by the variables chosen, and television rules, VCR rules and media choices.

H2: Rules for television use in a family will imply rules for VCR use, the perception of the amount of rules relating to the VCR and regulation of exposure to certain videos

It may be assumed that if a family recognizes the need to regulate television use, that regulation will be extended to other forms of entertainment related to television and especially any choices that result from it. It was assumed that the extension of rules might only occur over time and might not be deemed necessary if the VCR was integrated in the television system. For this reason it was considered important to discover if there were any associations among television use, VCR use and video choices. Applicable variables were correlated with the following results.

Table 40. Correlations for hypothesis two

	VCR Rules	Amount VCR Rules	R Video Exposure	R Video Permission
TV Rules	.086 (278) $p=.152$.169 (278) $p=.005 *$	-.206 (278) $p=.001 *$	-.137 (278) $p=.022 *$

* $p < .05$.

Since the observed significance for the first relationship is larger than .05, there is no evidence for an association between television rules and VCR rules. However, evidence does exist for the relationship between television rules and the perception of the amount of VCR rules and the regularity of exposure to R-rated movies and permission to view R-movies. The strength of the relationships are moderate to weak.

H3: The longer a family has owned a VCR, the more likely it is to involve the VCR in its decision making processes, to increase the amount of television it consumes, to cultivate its dependency on television and to develop VCR use norms.

Though a family is probably aware of the potential of the VCR when members adopt it, it is unlikely that they realize its full potential or recognize the effects which it is having upon them. Reflexive awareness probably takes time and the longer a family has owned the VCR the more likely the members may be aware of its impact. To test the association between the age of the VCR, decision ease with the VCR, dependency on broadcast television and the perceived amount of VCR rules, the relevant variables were correlated.

Table 41. Correlations for hypothesis three

	Decision Ease	Amount Television	Dependency on TV	Amount VCR Rules
VCR Age	.098 (278) p=.101	-.008 (278) p=.888	.069 (278) p=.251	-.030 (278) p=.608

* p < .05.

All of the observed significances are larger than .05 and no relationships have been substantiated.

H4: The view/record feature of the VCR has the potential to reduce conflict among members of the family that wish to view programs concurrently and to reduce the need of regulating VCR use.

In earlier experience with broadcast television, family members could watch only one program at a time. With the innovation of the VCR, it was possible not only to watch two or more programs simultaneously, but to watch and record them at the same time. These features appear to reduce the potential for conflict and hence the need to mediate or regulate VCR use. Information regarding the view/record feature of the VCR was obtained from a variable designed to measure VCR use (Vcruse43). To test the association between the view/record feature, the perceived amount of conflict and perceived amount of VCR rules, the following variables were crosstabulated and the chi-square test for independence and the gamma test were calculated.

Table 42. Chi-square test for hypothesis four

	Amount Conflict	Amount VCR Rules	
View/Record	7.270 278 .122	4.037 278 .401	Chi-square (N) Observed Significance
Gamma Statistic	.047	.057	

The observed significances for the amount of conflict and the amount of VCR rules are large (12.2%, 40.0%) and there is no evidence for dependence. The gamma statistics support this conclusion, being very close to zero.

H5: The greater the number of television sets in a family the less likely there will be conflict in the family and the less likely there will be a need for television and VCR rules.

According to exchange theory, relationships are affected by the scarcity of and access to resources. The potential for conflict is high when resources are scarce and access is reduced. If the number of TV sets in a family is high it may be assumed that conflict over television use will be low and the need to regulate television use will be less. The potential of the VCR to reduce conflict must be evaluated in the light of alternative forms of entertainment and access to television. Information regarding additional televisions was obtained from a variable (Vcruse44) designed to measure VCR use. To test the relationship between the number of television sets present in a family, the amount of conflict and the number of television rules and a sense of television rule equity, the following variables were crosstabulated and the chi-square test for independence and the gamma test were calculated.

Table 43. Chi-square test for hypothesis five

	Amount Conflict	TV Rules	TV Equity	
Additional Televisions	.341 278	1.068 278	4.971 278	Chi-square (N)
	.987	.784	.173	Observed
Gamma Statistic	.038	-.024	-.027	Significance

The observed significances for the amount of conflict (98.0%), television rules (78.4%) and television equity (17.3%) are all large and for this reason dependence must be rejected. This conclusion is supported by gamma statistics which are all near to zero.

H6: The educational grade of students will be related to the amount of television that is viewed in the family, to perceptions about the number of VCR rules, to the amount of conflict present, to parental caution concerning the type of videos that are watched, to parental permission to view R-rated materials and to the amount of exposure to R-rated movies.

As early as 1961, Schramm and associates found that television consumption was related to the age and education of children. Roe (1987) claims that education is a key determinant of cultural orientation and the cultivation of taste with reference to use of the VCR. If these scholars are correct, grade and its relationship to VCR use would seem to be vital to an understanding of the dynamics of the family. It was assumed that the higher the grade the less likely rules would be imposed upon the students and therefore the less conscious they would be of regulation.

To test the relationship between grade and the amount of television, the number of rules, the amount of conflict, parental caution, parental permission to view R movies and the amount of exposure to R movies, the relevant variables were correlated. The following results were obtained.

Table 44. Correlations for hypothesis six

	Amount TV	Amount VCR Rules	Amount Conflict	Amount VCR Rules	R Rated Videos	R Video Exposure
Grade	.184 (139)	.142 (139)	-.244 (139)	-.255 (139)	.594 (139)	.379 (139)
	p=.002 *	p=.018 *	p=.000 *	p=.000 *	p=.000 *	p=.000 *

* p < .05.

In every case a significant relationship was found. The strength of the relationships ranged from moderate to strong, with two-thirds of the relationships registering at least 25%. With the exception of the first two variables, amount of television and amount of conflict, the predicted valence of the relationship was also demonstrated. With regard to the first two variables it was assumed that television viewing and parental supervision (imposition of rules) would decrease with the age of the student (Schramm et al.(1961) and Roe (1983a)).

H7: The fewer the number of rules relating to television use and VCR use, the greater the sense of equity and the less conflict there will be in the family. Parent's and children's sense of rules, equity and conflict will differ according to family dynamics.

According to exchange theory, enduring relationships between parties result in a rate of exchange that is satisfactory to all. Ideas about what is fair or unfair influence the exchange rate between members. Some members may feel unjustly treated and will express dissatisfaction, others will comply with the rules in the hope of reward. It was assumed that the fewer the number of rules imposed upon

members of a family, the less likely they would express dissatisfaction or a lack of equity. That there would be less conflict in the family did not necessarily follow but the evidence in the present VCR survey seemed to point that way. That parents and children would assess the situation in the same manner also did not follow and for this reason two separate tests were done.

The hypothesis was tested by separating parents' and children's perceptions of VCR rules, conflict, and VCR rule equity and correlating the variables accordingly. The following results were obtained.

Table 45. Correlations for hypothesis seven

	Parents		Children	
	VCR Equity	Amount Conflict	VCR Equity	Amount Conflict
VCR Rules	.097 (139) p=.254	-.033 (139) p=.697	.299 (139) p=.000 *	-.181 (139) p=.032 *
VCR Equity		-.055 (139) p=.516		.059 (139) p=.485

* p < .05.

For parents, there were no significant relationships found at the .05 level. For the children, evidence was found for a relationship between VCR rules and perceptions of equity (p=.000) and between VCR rules and perceptions of conflict (p=.032). The strength of the first relationship was moderate (.299), the strength of the second was negative and weak (-.181). The negative result may indicate that a lack of rules

relating to the VCR may cause more conflict in the family rather than less conflict. There is no evidence for the association between perceptions of equity and the amount of conflict at the .05 level for the children.

H8: Preference for a particular genre of broadcast television (comedy, for example) is most likely to be expressed in preference for a particular genre of rented video movies.

Chaffee et al. (1971) found that certain families developed a taste for particular types of programs and that this taste persisted even when children grew up and left home. Roe (1987) on the other hand, claims that cultural values and media choices change according to the age and dynamics of family members. Since the innovation of video movies provides an opportunity to test genre choice loyalties, it was decided to measure whether loyalties bridged different formats of media. To determine if the respondent's choice of two genres of broadcast television (comedy and crime) was related to their choice of two similar genres of rented video movies (comedy and crime), relevant variables were crosstabulated and the chi-square test and gamma test for independence were calculated.

Table 46. Chi-square tests for hypothesis eight

	Video Comedy		Video Crime	
Television Comedy	16.982 278 .000	Television Crime	1.424 278 .232	Chi-square (N) Observed Significance
Gamma Statistic	.548		.281	

The observed significance in the case of the comedy preference was very small (0.00%), but the discrepancy between the observed and expected frequencies was fairly large (16.98). There was nevertheless evidence for dependence. Dependence was supported by the gamma statistic which was .55, fairly strong. In the case of the crime preference, the observed significance was much larger (23.2%), but the discrepancy between the observed and expected frequencies was smaller (1.42). In the case of crime, there was evidence of dependence, but the gamma statistic was moderate (.28).

Summary and Conclusion First Approach

In the first approach toward analysis two levels of data were provided, the first dealt simply with descriptive information, the second with differences between children's and parents' perceptions concerning that information. In assessing the significance of the differences in perception reported in the first approach it may be questioned why the chi-square statistic was not used to evaluate the results. Acting on the advice of statistical consultants, the chi-square test was not considered a suitable test for the following reasons. Eleven out of 17 crosstabulations had cell counts with more than 20% of the cells containing frequencies smaller than 5. The chi-square test should not be used under such circumstances (Norusis, 1987). Ten of the tables were multiresponse crosstabulations for which SPSSX does not calculate chi-square statistics. For chi-square to be meaningful, the two samples (children and parents) must be independent.

Complete independence could not be claimed for the VCR survey since by design a parent and a child from each family was interviewed. For these reasons the chi-square statistic was not used to evaluate the significance of the differences of perception between parents and children.

Next to the respondents themselves, the father was the major decision maker in the family. In a small number of families, the father monopolized and controlled television use, and the mother VCR use. Perceptions of dominant parental decision making and control were shared by more children than parents. The most common methods used for making decisions about television were discussion and negotiation. Parents seemed to favor discussion, children favored negotiation. While half of the respondents claimed that the VCR did not seem to help the ease with which the family made decisions over television, scheduling television programs or control over television viewing, at least a third reported some improvement in each case. Perceptions of parents and children were fairly close in these respects.

The three major advantages of owning a VCR seemed to be viewing videos, recording off-air television shows and rescheduling programs. Video watching was perceived to be more important by children than parents. Time shifting was mentioned more often by parents than children. Both parents and children equally appreciated the VCR's ability to record off-air programs. Of the various functions of the VCR, rewinding and repeating a program were chosen as most important. Parents and children shared this perception equally. While two-thirds

of the respondents claimed that their dependence on broadcast TV had not changed, one-fifth said that they were less dependent. More children than parents reported independence. The VCR's influence on the amount of TV being viewed by the family had not changed according to two-thirds of the respondents though one-fifth claimed that viewing had increased some. Twice as many children as parents reported this increase in consumption.

More than half the respondents reported that there were no rules applied to VCR use, though one-third acknowledged some form of rules. More children acknowledged the existence of rules than did parents and more parents denied the existence of rules than did children.

The primary form of TV regulation governed the type of show that was watched but duration and scheduling of shows was of secondary importance. Parents seemed more concerned with the type of show and when it was scheduled than with its duration. Duration was more important to children.

In order of priority, rules were applied to erasure of tapes, choice of videos and saving of cassettes. Parents and children were close in their perceptions about the importance of rules of erasure, but more parents reported rules relating to choice of videos and saving of cassettes.

Perceptions of equity were generally very positive for both television and VCR rule application and were shared equally by parents and children. More children than parents indicated satisfaction over

VCR rules. A third of the respondents claimed that there was no conflict over the VCR, but another third reported an increase in conflict. Parents seemed more inclined to report a lack of conflict than were children. The ability of the VCR to reduce conflict was attributed primarily to its ability to view and record simultaneously and secondarily to its ability to play prerecorded programs. Children attributed conflict reduction to these functions more than did parents.

By far the most important purpose of television reported by respondents was entertainment. This perception of the primary purpose of TV was held by more children than parents. Parents reported information and education more often than children. The most popular television shows were comedy, sports programs and mini-series. Comedy was more popular among children, mini-series more popular among parents. Comedy, science fiction and horror shows were the most popular genres of video movies rented. Children's preference for comedy was revealed again in video choices. Three factors which influenced video cassette rental were personal preference, recommendation of friends and availability of cassettes. Children reported the influence of friends more than parents. Parents reported personal preference more than children. Over half the respondents expressed the need for parental caution when videos were rented. One-third were strongly in favor of caution though a very small percentage disagreed. A clear majority of children expressed the need for caution, an unexpected result. The three major objections about the contents of videos was use of bad language, explicit sex and violence. Distaste for these aspects of

videos was expressed more by parents than children. Permission to view R-rated videos was given by a strong majority of parents. Children reported permission to view R movies more than parents. Parents reported denying permission more than children. A third of the respondents reported that they were exposed to R-rated videos sometimes, one-fifth said that they viewed R videos often. More children claimed that they were exposed regularly to R videos than their parents did. More parents claimed that their children were seldom exposed to R videos.

Second Approach

To obtain a general impression of the strength of associations between parent and child perceptions, variables from each division of decision making, rule development and media choice were correlated. No association of perceptions was found in 11 of the 15 variables chosen. Variables that did show an association between parents' and children's perceptions were: television rules, television rule equity, amount of conflict over the VCR and exposure to R-rated videos. The strength of the relationships were moderate to weak.

The lack of association among a majority of the variables chosen for correlation was interpreted as an indication that factors of gender, status and grade might be influencing children's and parents' perceptions. Three variables, representative of the divisions of decision making, rule development and media choice, were chosen for more detailed analysis controlling for gender, status and grade. A comparison of perceptions revealed strong differences. Occasionally

fathers and daughters appeared to be more dominant than mothers and sons in their responses but this was not consistent. Polarity between genders was apparent, more particularly among parents. Among the students, differences of perception according to sex and grade were evident and developmental trends revealed themselves at times. Few associations were revealed in correlational tests. Lack of association was interpreted as evidence that differences of perception between classes of respondents was substantial. According to Tims and Masland (1985) such results are not unusual in studies of this kind. Differences of perception may be understood better when it is recognized that young persons' development may not be equivalent at the same age and parental behavior may be triggered by children's behavior.

Third Approach

While difference of perception between parents and children who were not of the same family might be understandable, the possibility that agreement between parents and children within families might be stronger had to be considered. Careful pairing of responses enabled agreement between parents and children within families to be calculated, evaluated by means of confidence intervals and placed on an agreement scale. Within the division of decision making, agreement was weak; within the division of rule development, agreement was moderate; within the division of media choice, agreement was strong. Only three out of ten variables demonstrated strong agreement and were as follows: TV show preference, video movie preference and permission to view R-rated movies.

It is evident that agreement between parents and children varies in intensity according to the variables being measured. Expectations of strong agreement were not substantiated except for media choices. Generally those topics that were open to negotiation and interpretation, such as decisions and rules, seemed to be weaker in terms of agreement than those that involved specific choices, such as video movies. These results seem to confirm Tims and Masland's (1985) research on parent-child pairs. They found that there was substantial dissimilarity in the perceptions of parents and children within the same family and that parental differences, developmental changes and child specific patterns must be studied.

Fourth Approach

In the previous three approaches, variables within the three divisions of decision making, rule development and media choice were treated separately, that is, interrelationships between them were ignored. The purpose of the fourth approach was an exploratory examination of the associations within and among these divisions. Of the eight hypotheses tested, only three received partial support. At the .05 level, associations were found between the following variables except the last two which were tested by means of the chi-square statistic:

Parental caution and permission to view R-rated videos (-.153)

Parental caution and regular exposure to R videos (-.216)

TV rules and perception of the amount of VCR rules (.169)

TV rules and the regularity of exposure to R-rated movies (-.206)

TV rules and permission to view R videos (-.137)

Grade and the amount of TV watched (.184)

Grade and the perception of the amount of VCR rules (.142)

Grade and the amount of conflict over the VCR (-.244)

Grade and the regularity of exposure to R-rated movies (.379)

Grade and permission to view R-rated movies (.594)

VCR rules and VCR equity (among children) (.299)

VCR rules and the amount of conflict over the VCR (-.181)

TV comedy preference and video comedy preference

(Chi-square 16.982, observed significance .000)

TV crime drama preference and video crime drama preference

(Chi-square 1.424, observed significance .232)

By testing the relationships between chosen variables, connections between apparently disparate categories have been demonstrated or not demonstrated. Hopefully these relationships will be studied in more detail in the future and will serve as the basis of more formal hypothesis testing.

In the next chapter the results which have been reported will be discussed from the theoretical perspective of exchange theory.

CHAPTER V: DISCUSSION

The findings in the previous chapter will be discussed from the perspective of exchange theory, five propositions of which will be stated as follows: communications patterns, normative development and choice strategies in a family may be identified over time; family norms simplify decision making processes and conformity to norms is usually rewarded; rates of exchange are determined by members of the family which may or may not be equitable or satisfying to all; family members' goal seeking behavior may express itself in preference for certain goals over others; in preferring certain goals over others, satisficing and optimizing strategies may develop (Wilson, 1983).

In the VCR survey conducted in Ames, 43% of the families reported owning at least one VCR. This percentage compares favorably with national predictions about VCR ownership in the nation. Paul Kagan Associates, for example, predicted that in 1987, 40 million VCRs would be in American homes, approximately 48% of the nation. While it is important to know if local trends are following national trends, the full impact these figures will only be understood when it is recognized that the adoption of the VCR is following a rising but predictable curve, and that VCR ownership is growing by approximately 10 million per year. By 1994, it is predicted that 85% of the homes in the nation will have VCRs. Recognition of this national trend gives VCR research greater relevance. Clearly VCRs are a growing influence in the lives of families and are likely to change television viewing patterns. If any tendencies have been identified by the research in hand, they are likely

to be more pronounced, not less pronounced, in the foreseeable future. To paraphrase a Nielsen television rating service's conclusion, the booming video environment is likely to have as great an impact upon society as the advent of television itself and the video industry may even vie with networks for a position of power and influence (Nielsen Newscase No. 1, 1986).

Yet, as we have found in a number of cases (amount of television watched, ease of decision making, control over television viewing, family scheduling, broadcast television dependency and amount of conflict) the VCR was judged by at least fifty percent of the respondents not to have made much difference in their family life. What are we to make of these differences of perception? Do those who are "outside" the family see more clearly than those "within?" Do parents and children perceive the situation in the same way or are their perceptions different? How much agreement is there between them? In what ways do differences of perception and levels of agreement affect family norms and choices?

Before the implications of these questions are discussed in depth with reference to family decision making, normative development and media choice, the simplest and most obvious interpretations should not be ignored. It is possible that respondents consistently chose the middle response category in the questionnaire simply because it was an easy way out. If, however, the responses are taken seriously, then they may imply that over half of the sampled families have adapted to one more innovation without sensing any impact upon their lives. Even if

the VCR is considered a "continuous innovation" a term discussed later with reference to multiple television sets in the family, the problem still remains: in the case of a continuous innovation do adopters not recognize the significance of the changes which the innovation has brought? The possibility exists that family members simply have not thought about the consequences of adopting the VCR, or have no conceptual means of assessing it.

A profound and disturbing paradox may be revealed in this situation: members of society may not be able to detect change if it is gradual and may have difficulty in describing it. They may only become aware of the amount of change brought about by the VCR long afterward, when they reflect upon where they are now, in comparison with where they once were. Recognition of this truth brings an urgent necessity, not only to researching the phenomenon of the VCR, but to specific applications of VCR research to family life.

It is one of the major tenets of exchange theory that over time exchange between persons is consolidated in patterns, norms and networks. That these structures are first visible to those involved in exchange is unlikely; what may be required is an external observer who is able to recognize and to identify them. Hopefully the research in hand will serve the purpose of recognition and identification. It will also begin to fulfill the research goals of a growing number of scholars interested in the impact of the VCR on the family.

Decision Making

Exchange theorists characterize human beings as rational decision making people. They are goal seeking and prefer some goals over others. This does not mean that people always know what they want or that they expect their actions to produce desired outcomes automatically, nevertheless, they process whatever information or perceptions they have and act accordingly. The rational choice model assumes, therefore, that in most cases human behavior rests on some previous choices and that alternatives chosen will be rewarding or have higher utility. Actors begin to consider changing a course of action when they judge that greater utility can be obtained by seeking alternatives. In social exchange, the actors cannot be treated as isolated beings, but as members who participate in complex exchange relationships which involve obligation, reciprocation and negotiation.

By far the major media related decision-making processes reported in the family were discussion (30.8%) and negotiation (27.6%). While these results seem impressive because they give the impression of democratic cooperation between members of the family, they must be placed side by side with the results of another question: "Who makes the most decisions about what to watch on television?" (for the source of data see appendix). Responses to this question indicate that though 32.5% of the respondents claim that they themselves make the most decisions, 23.1% claimed that the fathers do and 10.4% that brothers exercised a major decision making role. Parental control or domination was reported by 15.0% of the respondents. Of these, 35.7% reported that

the father dominated and 23.8% that the mother did. What interpretation can be made of these results?

That there is apparently not much agreement about decision making in the family with reference to media use is demonstrated by the following statistics. In correlational tests, no evidence for an association between parents' perceptions and children's perceptions concerning decision making was found. In tests for percentages of agreement between pairs of parents and children from the same family, only weak to moderate agreement could be found.

According to field theorists, power in the family should be analyzed not only in terms of the dominant actors, but also in terms of the resistance of others to that dominance. This truth may be illustrated in the results of a comparison of responses concerning perceptions of power, obtained through cross tabulation controlling for sex (for source of data, see appendix). In response to a question about who makes the most decisions about television in the family, 28.8% of the boys mentioned the father, while 24.2% of the girls did the same. When it came to "brothers," 22.7% of the fathers responded to this category and 13.8% of the mothers did the same. This apparent reaction between parents and children of the same gender may be supported by other test results. Correlations between parent status, child status and perceptions of power showed no evidence for an association at the .05 level, except for the males ($r = -.182$, $p = .024$). Apart from this one negative relationship, the lack of associations may be interpreted as a sign of uncertainty about which members of the family wield power.

In addition to signs of a "power struggle" in some families, there is slight evidence of sex role polarity in decision making, that is, the apparent dominance in fathers' and daughters' responses, and mothers' and sons' responses. A typical example of this polarity may be found in a cross tabulation of parents' and children's replies to a question about ease of decision making reported in the findings. The ratio of percentages in the largest response category, "same as before," was, fathers 61.4% : mothers 53.4%, girls 53.4% : boys 56.1%. This result may be compared with another variable measuring decision making, where the response category was "negotiation" (for source of data see appendix). Here the ratio for parents was, fathers 34.1% : mothers 23.2%, and for children, girls 36.4% : boys 21.9%. Polarities were not consistent throughout all questions and more research should be done to determine if certain aspects of family dynamics produce different polarities. The significance of this discussion may be judged by the following.

Family theorists, supported by recent coorientation research, Tims and Masland (1985), believe that the social value priorities of parents are not static and that decision making strategies change according to the age of children. Furthermore, it is quite possible for several stages of development to be taking place simultaneously in a family, accompanied by different decision making strategies and different applications of rules. The greatest amount of change probably takes place in families when some of its members pass through puberty and adolescence. At this stage perceptions of autonomy, independence and

peer group solidarity may influence childrens' decision making (Roe, 1987). For this reason the perceptions of girls and boys in different grades may change as they mature.

When the question of power in decision making was examined, controlling for sex and grade, indications of a "shift" in perception of power could be detected (for source of data see appendix). Almost a third of the girls in the first three grades reported the father's role as major decision maker, with senior girls being a notable exception. Among the males, freshmen and sophomore males were less inclined to report the father as major decision maker than their junior and senior peers. Despite evidence of shifts in perception across grades, no evidence was found for the association of sex, grade and power in decision making at the .05 level for either boys or girls.

Rule Development

The connection between decision making and rule development in the family may not be apparent at first. Exchange theory suggests that the greater the complexity of exchange relationships in the family, the more likely norms will develop over time. It is plainly impossible for a family to make all its decisions by testing the consensus of its members or by discussion or negotiation for that matter. Norms simplify family decision making, but they are not necessarily applied to every aspect of its life. Norms prescribe which family members may enter exchange relationships, what legitimate alternatives they have and the appropriate level of profit they may derive from them. Conformity in the family is usually rewarded with approval, nonconformity is not.

Despite the strong theoretical connection between communication patterns and normative development, reported by Chaffee et al. (1971), Lull (1982) and Johnson and McGillicuddy-Delise (1983), when the association between decision making (in the form of decision making ease, control over television, family scheduling and caution over video choices) and normative development (television rules, VCR rules, regularity of exposure to R videos and parental permission to view R videos) was tested using the present VCR research data, no evidence was found to support the association at the .05 level. (There was evidence for the relationship at the .05 level, between parental caution, regularity of exposure to R-rated videos and permission to view R-videos, however.) Since the majority of the tested associations lacked support, further investigation will be necessary to substantiate the connection between decision making, rule development and media choices.

The assumption that the regulation of television viewing implies VCR regulation is not supported by the present VCR research data either. Of the respondents, 54.6% reported some form of regulation relating to television use, yet 57.3% claimed there were no rules relating to VCR use. How may this apparent contradiction be resolved?

When the VCR is placed within a context of other "facilitators of entertainment," it may be regarded simply as one of many alternatives associated with television use and its significance may not be considered as great as expected. Norms for television use may not be revised because of the adoption of the VCR, as previously supposed, but extended to incorporate the innovation. In the words of diffusion of

innovation theorists, the VCR may be a continuous innovation, that is, not seen as distinct from what preceded it but as part of an evolving technology (Brown, 1981, Rogers, 1983). By implication, if there are rules for television use in general, there is no need for VCR rules.

What evidence is there for an hypothesis of continuity or incorporation? Though there was a fairly strong association between television rules, perception of the amount of VCR rules (.169, $p=.005$), parental permission to view R videos (-.206, $p=.001$) and the regularity of exposure to certain kinds of media (-.206, $p=.001$), the relationship between television rules and VCR rules was not demonstrated. The failure to demonstrate a relationship between television rules and VCR rules may be interpreted as support for the hypothesis of incorporation stated above. It would appear that rules applied to television are either extended to include VCR use and video rental, or are perceived to be somehow different from rules applied to the VCR.

When parents' and children's perceptions relating to television and VCR rules were correlated, there was no evidence to support two out of five associations. When agreement between parent and child pairs about media rules was tested, it was moderate to weak.

As in the case of decision making, slight evidence for sex role polarity was revealed in the VCR rules crosstabulation in the major category "none." Here fathers (61.4%) and daughters (60.6%) maintained there dominance. Evidence for associations among sex, status and perceptions of the existence of VCR rules was found for males (-.174, $p=.030$), for females (-.111, $p=.080$) and for parents (-.134 $p=.056$).

However lambda statistics indicated that, in this case, factors of sex and status were not of much value in predicting perceptions of VCR rules.

Across the grades, slightly higher percentages of girls denied the existence of rules than did boys. Rules were acknowledged by slightly higher percentages of boys in the lower grades than were in the higher grades. However, more girls in the higher grades (juniors 45.8% and seniors 57.1%) acknowledged rules than did girls in lower grades.

According to exchange theorists, complex informal exchange relationships are formalized over time. Enduring relationships encourage parties involved to settle for a rate of exchange that is more or less satisfactory to all. Theorists believe that ideas about what is fair or not fair may influence the exchange rate between members of the family and may arise from comparison with other members of the family. Some members who feel unjustly treated will express dissatisfaction and may become angry, others may comply with rules because they hope their obedience will be rewarded. This theoretical perspective should not be interpreted to mean that exchange relationships or norms relating to VCR use are static or incapable of being renegotiated to the satisfaction of all parties involved. Nor should it be assumed that children are the only ones who might express perceptions of equity or inequity about VCR use. It is probably true that younger children in the family are far more likely to sense inequity when their parents control their viewing habits, but as children mature and the regulation of their media use diminishes, their sense of equity may grow. At this juncture, a new

dynamic may enter the exchange relationships: competition between adults within the family. When this occurs, parents may be the ones to express a sense of inequity, especially if alternative televisions or VCRs are not available.

If exchange theory is correct, and the formalization of norms takes time, the age of the VCR may be critical to this study. The VCR data revealed that 72% of the families had owned a VCR for a year or more, 24.4% had possessed it for a few months, and 1.1% had just purchased it. In at least one-fourth of the cases, therefore, the families may not have had enough time to develop norms, the remaining three-fourths may still have been in the formative stages, that is, still negotiating or discussing them. This may account for the results obtained when a variable used to measure how long the family had owned the VCR was correlated with variables designed to measure decision ease, the amount of television watched, dependency on broadcast television and the amount of rules developed relating to VCR use. In each case there was no evidence found to substantiate a relationship between the length of time a family had had the VCR and the aspects of media use described. Failure to demonstrate these relationships does not necessarily mean that adoption of the VCR has not affected the norms of the family; it may mean simply that not enough time had elapsed for it to do so.

Arguments for the nascence of normative development should not be allowed to preclude the possibility that many families may not have developed rules relating to VCR use because family dynamics were permissive. Permissiveness is a difficult concept for sociologists to

handle because it is associated with normlessness and a lack of structure. Nevertheless the existence of laissez-faire is a recognized condition and the concept is used by field theorists and family sociologists. Permissiveness will be discussed again with reference to media choice and particularly in connection with R-rated movies.

If the development of norms takes time, so does family members' reaction to norms, expressed in perceptions of equity. In reporting perceptions of equity, 14.3% regarded rules relating to television use as "very fair," 46.3% as "fair." Rules relating to the VCR received a positive reaction; 13.6% said they were "very fair," 26.9% "fair." In assessing this apparently favorable attitude toward rules, a number of questions may be raised. If VCR norms are not fully developed and there are few rules relating to VCR use, is it surprising that the respondent's sense of equity is strong? Are there other motivations for a sense of equity? Perhaps reports of equity were generated by a desire for social approval. Reports of a lack of conflict may be similarly motivated. Certainly there were signs that parents were inclined to be more conservative than children when it came to controversial issues like exposure to R-movies and distasteful aspects of video movies.

Conflict is often associated with regulation and perceptions of equity. For many parents it may be permissible to admit that there are few rules but not that there is conflict in the family. Perceptions of the amount of conflict over the VCR are mixed. Of those interviewed, 33% reported that there was no conflict, but 33% claimed that there was more conflict. In reporting no conflict over the VCR, fathers and

mothers were in the majority (fathers 47.7%, mothers 45.3%). Boys (20.5%) and girls (22.7%) were evenly divided (for data see Appendix). These apparently zealous denials by parents may indicate desires for social approval; nevertheless, more evidence needs to be obtained before this can be demonstrated with more certainty.

In the light of exchange theory one might assume that the fewer the number of rules relating to VCR use, the greater the sense of equity and the less conflict there would be in the family. When this hypothesis was tested by a separate correlation of parents' perceptions and children's perceptions of VCR rules, amount of conflict and sense of equity in the family, the following results were obtained: for parents, there was no evidence at the .05 level to substantiate the association among perceptions of VCR rules, VCR equity and the amount of conflict in the family. For children, there was evidence to support the association between VCR rules and perceptions of equity ($p=.000$) and VCR rules and perceptions of the amount of conflict ($p=.032$). The strength of the relationship between VCR rules and equity was fairly strong .299, the strength of relationship between VCR rules and the amount of conflict was negative and weaker $-.181$. There was no evidence for the association between perceptions of equity and the amount of conflict at the .05 level, for either parents or children.

Media Choices

Exchange theory characterizes human beings as goal seekers, preferring certain goals over others and being able to anticipate the outcomes of their actions. According to the data gathered in this

study, one of the primary reasons for deciding to purchase a VCR was reported as entertainment (84%). This reason coupled with the major perceived advantage of the VCR, watching movies (61%), has strong implications. It appears that many families take the goal of entertainment so seriously that any means of achieving control over a rich supply of uninterrupted, personally scheduled, quality programming that meets specific tastes and expectations will be prized. According to Schoenbach and Hackforth (1987) many VCR families are more oriented toward entertainment, pay lip service to public affairs programming, and perceive VCR use as an appropriate life style with prestige value.

The perspective of Uses and Gratification theory adds the motivation of satisfaction to this goal seeking behavior. It holds that media consumption reinforces the original need that prompted it. Thus the cultural values involved in the development of taste are both created by and satisfied by mass media. In this particular case the use of the blanket term "mass media" is too general because it does not allow for discrimination or choice between various forms of media. Clearly there is a difference between watching television transmitted by a network and viewing videos rented from a store.

In broadcast television, the selection of programs is partly governed by externally controlled program schedules and "family viewing standards" imposed upon the viewer by station or network programmers. In video rental, the selection of programs is governed internally by family decision making processes and member's cultural and ethical values, without the control of other persons. Recent research (Tims and

Masland 1985) related to the coorientation and convergence within the family has emphasized the importance of cultural values, parental communication patterns and wider networks, which influence the formation of taste. For this reason the influence of peer groups has gained the attention of a growing number of VCR researchers such as Greenberg and Heeter (1987) and Roe (1987). It is significant that 32% of the respondents in the present VCR survey mentioned the influence of friends when it came to choosing videos.

How are media choices perceived by family members? While only one out of five of the variables chosen to measure the association of parents' and children's perceptions of media choice showed an observed significance smaller than .05, agreement among the five paired parents' and children's responses, ranged from moderate to very strong. Only one measurement, regularity of exposure to R movies, showed a weak agreement score of 18.7%.

The slight sex role polarity previously observed and noted in the variables of decision ease and VCR rule perception was not found in the variable which measured regularity of exposure to R-videos. Here the dominant polarity was between daughters and sons. Parents appeared reluctant to acknowledge that members of the family were regularly exposed to R-rated movies. Their children did not share the same reticence. There was evidence for an association between gender and perceptions of the regularity of exposure to R-rated movies at the .05 level and the strengths of the negative relationships were strong (males, $-.431$, females $-.361$).

Across the grades, the greatest percentages of male students reporting exposure "often" were sophomores (50.0%), juniors (64.3%) and seniors (50.0%). No responses from junior and senior males were found in the category of "seldom," which was dominated by freshmen and sophomores. Among the females, the highest percentages for the category of exposure "often" were reported by sophomores (30.8%) and juniors (45.8%). There was no evidence for the association between sex and grade and perceptions of the regularity of exposure to R-rated movies at the .05 level.

The growing influence of the videocassette market and changes in consumer behavior may be easily over dramatized. One of the major sources for programs is still network television and the VCR has not greatly impacted upon ratings according to Nielsen (1-2% of 42% of network telecasts, in 1986, Nielsen Newscast No.1, 1986). The present VCR data confirm Nielsen's findings; 67% of the respondents reported that their dependency on network television had remained about the same, in spite of the VCR, but 24% said that they were slightly less dependent on the networks. In assessing dependency on networks, one of the key factors may be the quality or popularity of programs on broadcast schedules. Whereas in the past there were no alternatives to broadcast television programming, now there are numerous alternatives.

In deciding whether to record shows from networks, or to rent them from video markets, it is probable that viewers will be motivated by a desire to maximize rewards and minimize costs. It is cheaper to view or record programs from broadcast television, but if viewers consider

broadcast programming dull or unsatisfying, they are likely to consider the rental of videocassettes. At this point in the decision making process, the cost of rental may be a consideration, but if rental is relatively cheap, the video movie may be chosen over the broadcast program because it is more satisfying.

Another factor in the choice of videos over network programming is the intrusiveness of commercial announcements. Of the respondents, 30.2% reported that they considered excluding commercials "a most helpful function" of the VCR. When compared with the continual frustration of commercial interruptions, the prerecorded videocassette may be considered much more satisfying to many viewers.

It is probable that most decisions about program choice fall into the categories of optimizing and satisficing, but other environmental factors must be taken into consideration when people make decisions, the amount of pressure applied to family members, the kind of information provided them and other situational factors. Included in the factor of information should be technological facility. The VCR plainly provides numerous alternatives for optimizing and satisficing decisions which may be illustrated by the following data: though at least 50% of respondents found that the VCR had not changed decision ease, control of television and family scheduling, 42% of the respondents claimed that the VCR made decision making easier, 38% felt that their control over television viewing had increased and 45% said that scheduling of family events was easier.

The broadcaster's fear that viewers will be watching less broadcast

television may be legitimate in the light of the changes mentioned above, but the situation may be a little more complex. The VCR's ability to view and record simultaneously and to control scheduling by means of time shifting may lead viewers to maximize their pleasure by receiving more than one network at a time, delaying their viewing of recorded programs to a later date.

In addition to watching videos, the two major advantages of the VCR mentioned by respondents were viewing/recording (36.6%) and time shifting (29.7%). Do these advantages help the family deal with the competition between members over access to media? To test the hypothesis that the VCR's ability to view and record simultaneously has the potential to reduce conflict in the family and the need to regulate VCR use, relevant variables were crosstabulated and chi-square and Gamma tests were calculated. No evidence was found to substantiate the associations.

Since Americans habitually view much television, the news that they are recording and viewing more programming than ever before may not be considered very significant. What is significant is that the increased viewing habits may be linked with a shift in cultural values, for better or for worse. Despite accusations of cultural poverty, broadcasting in the USA is legally bound to operate in the public interest and has mostly upheld standards of decency, fairness and equal access. Television also has acted as a cohesive or homogenizing force as far as tastes and values are concerned (Head and Sterling, 1981).

If television broadcasting's influence is on the wane because of

competition from other sources, and if viewers are more able to schedule their own programming, there may be signs of the splintering of the national audience into special interest groups and a shift in cultural tastes and values over time. The writer believes that a negative trend may be identified in increased viewing of R-rated, explicitly sexual and violent videos. Over 83% of the respondents reported that R-rated videos were watched in their homes and 24.1% said that they did so often. On the other hand, 88.8% of those interviewed agreed that parental caution should be exercised in the choice of videos, which seems to indicate a growing sensitivity to the problem. The overwhelming popularity of comedy shows (43.2% television, 70.9% video rental), can be regarded in a positive light. The preference may be a reaction to a steady diet of videos portraying violence and horror. What is paradoxical about viewers preferences is that when respondents were given a list of distasteful aspects of videos, including explicit sex, bad language, violence, sadistic cruelty, occult practices and excessive horror, it was bad language that received the highest response (49.3%).

That the motion picture rating system was originally intended for public admission to cinemas seems unnecessary to mention, however, what is necessary to reiterate is that children were not normally exposed to R-rated movies unless they were above the age of 17 or accompanied by an adult. Now that many R and X-rated films have been transferred to video, the VCR has facilitated the exposure of adult material to children in their pre and early teens. This radical change has been accomplished

with apparently little concern on the part of the general public because of privacy issues. A lack of public concern, coupled with increasing production of R-rated and X-rated adult movies, does not bode well for those concerned with "family values."

To test whether preferences for genres of broadcast television were carried over to preferences for video rental genres, the respondents' choices of two different genres of television shows (comedy and crime) were crosstabulated with their choices of the same genres of videos (comedy and crime). Chi-square and gamma statistics supported the association between comedy choices and the association between crime choices. Evidence for a shift in genre preferences has not been substantiated by this test, but what it may demonstrate is that respondents maintain loyalties to certain kinds of genres, across different kinds of media. The subject of "genre preference shift" should be investigated more thoroughly with reference to other genres.

Increasingly, television viewing in the family seems not to be a communal activity, but an individualistic, private one, and what happens in the privacy of the bedroom may be difficult to monitor (see cartoon in Appendix). When given a choice of family members with whom they watched television the most, 15.4% of children reported "alone." Though not a high percentage, it was nevertheless the highest percentage of all categories in this question. These findings are supported more strongly in research conducted by Gunter and Levy (1987) who found that 24% of the respondents viewed television programs alone and over half viewed video movies alone. The trend toward privatization may be associated

with age, younger children watching television with their parents, older children with their peers or alone. In the case of latchkey children, parental participation in television viewing is probably minimal and individualistic media consumption may be a habit learned at an early age. Gunter and Levy conclude that rather than encouraging family interaction, the VCR may be encouraging individualistic or at most dyadic consumption of mass media and perpetuating sex-role, segregated media use.

Parents may impose more television regulation on children in their preteens than they do in the later teens. Though there seems to be nothing unusual about this, the lack of regulation in teenage years is somewhat disturbing, especially when parental laxity is associated with R-rated movies. Some parents do control the type of shows which their children view on television and 16.5% refused to allow R-rated videos in their home. They also reported previewing the videos which their children rented, but the majority of parents do not seem to exercise any restraints on their children's choice of either television shows or videos.

Synthesis

In the past, coorientation research has shown that the development and acceptance of norms in a family may be dependent upon communication patterns that have been established at an early age. Unfortunately the coorientation typologies used to describe these dynamic patterns seem too simple and static to describe the situation. Allowance must be made for the social value priorities of parents and for the possibility that

family communication patterns may change according to the age of the children. To believe that value priorities and developmental stages are similar in all families or that male/female parent/child dynamics are consistently the same in all homes is unrealistic. Depending upon the number and age of children within a single family, several stages of development may be taking place simultaneously, accompanied by different decision making strategies and different applications of rules. It is likely that the greatest amount of reorientation, misunderstanding, disagreement and change takes place in families when some of its members pass through puberty and adolescence and for this reason it may be wise in the future to concentrate research upon children at junior high school so that their volatile perceptions about VCR decisions, rules and choices can be compared with the more sedate high school children. As children progress through high school, the dynamics of the family are likely to change once again and children's perception of their decision-making ability is likely to grow. These views are endorsed by research done by Roe (1987) who recommends that a structural-cultural approach be adopted toward the family so that the complex mediations of family, class, age, gender, education and peer group involvement can be taken into account. Roe claims that education is a key determinant of cultural orientation and that the cultivation of taste is closely associated with it.

To test whether students' age was associated with value priorities in the family, their grade was correlated with six variables which measured perceptions of the amount of television being watched, number

of rules applied to the VCR, the amount of conflict in the family over the VCR, parental caution exercised over media choices, parental permission to view R videos and regularity of exposure to R movies. It was predicted that perceptions of the amount of conflict experienced and caution exercised over media choices might be negatively related to grade. In each case the observed significance was below the .05 level providing evidence for these associations. The strength of the relationships ranged from .184 to .594, the strongest relationships being found between grade and media choice variables.

The Convergence Model of Communication allows for four outcomes in the process of exchange between persons in the family: mutual understanding with agreement, mutual understanding with disagreement, mutual misunderstanding with agreement and mutual misunderstanding with disagreement. These possibilities seem to offer a more balanced assessment of the relationship between understanding and agreement. It is important to note that though family communications and rules may be understood, they are not necessarily agreed upon. From the analysis of the present VCR data, it is clear that the level of parental/child perceptions and agreement varies in intensity and according to subject. This may suggest that in certain circumstances communication regarding the VCR may be responded to with differing degrees of understanding and agreement in the family.

Tests of the association between parent's perceptions and children's perceptions for fifteen key variables, taken from the divisions of decision making, rule development and media choice,

revealed only four out of fifteen below the .05 level. When agreement between paired parents and children was measured, only four out of ten variables revealed moderate to strong agreement. Yet these same families report fairly strong percentages for discussion and negotiation and seem to function without conflict (34% claimed there was no conflict over the VCR) or parental regulation over media use (57% said there were no rules governing VCR use); surely a good example of mutual understanding without agreement.

It is interesting to note that 38% of the respondents reported that family disputes over the VCR were settled by the use of additional televisions and VCRs. These data may hold a key to the impression of peaceful cooperation, or mutual understanding without agreement. It is possible that members of the family reported making decisions by discussion and negotiation, not because they were peaceful, cooperative persons, but because there were numerous televisions and VCRs in the home and because regulation was kept to a minimum.

The hypothesis that multiple television sets provide a solution to parental regulation and conflict management was tested by crosstabulating "vcruse44," a variable which measured the possession of multiple televisions, with three other variables that measured the amount of conflict over the VCR, the existence of rules relating to television use and perceptions of television equity. While no evidence was found to support the association of the multiplicity of televisions with the lack of conflict, lack of television rules and perceptions of equity, using chi-square and gamma tests, this hypothesis is worthy of

further investigation and discussion because of the concepts of continuous innovation and incorporation discussed earlier.

When the multiplication of televisions and VCRs occurs as a solution to media problem solving, family decision making may become easier, there may be less conflict in the family and the impact of the VCR as a facilitator of media decisions may be lessened. In addition, the amount of control which parents exercise over television viewing in the family may be inversely proportional to the number of televisions and VCRs present in the home. The greater the number of televisions and VCRs, the less regulation is required to keep everybody happy. The above mentioned conditions may be understood in terms of exchange theory. Conflict in an exchange relationship is often related to the scarcity of resources and the means of access to them. Where resources are plentiful and the means of access to them are numerous, peaceful negotiation replaces conflict. Where resources are not plentiful and means of access to them are limited, conflict is more likely to replace peaceful negotiation.

Solutions of this kind can only take place in a technologically rich society, that is, in families that are wealthy enough to afford many televisions and VCRs. In technologically poor societies, where families are not able to afford many televisions and VCRs, such solutions are unlikely. For this reason it may be helpful to obtain some index of the economic status of the respondents to see how it relates to VCR use and decision making strategies. While some scholars, Gunter and Levy (1987) and Greenberg and Heeter (1987) have found that

the majority of VCR owners are affluent, upper middle class, this situation may change. As mass production of the VCRs increases and the market becomes saturated with VCRs, the price per unit is likely to drop to a more affordable level. At this time lower class consumers may acquire VCRs more easily and the upper class monopoly on VCRs will no longer exist.

Conclusion

In this chapter the impact of the VCR upon the family has been discussed with reference to decision making, the development of norms and the choice of media. Though half of the respondents seem to be unaware of changes that the VCR has brought in their family, fairly large percentages do report improvements in their ability to make decisions. In affluent homes the VCR is probably one among many entertainment devices which are used to access media (Greenberg and Heeter (1987), Gunter and Levy (1987)). In poorer homes the VCR may be more crucial to decision making because of its ability to maximize limited resources available to family members (Roe 1987). The power to make decisions and to negotiate access to media can be understood and interpreted by exchange theory and field theory which see persons as goal seekers, striving to maximize rewards and minimize costs. Harmony in families is achieved when mutual goals are agreed upon and reached by all members of the family. When the VCR is utilized to reach family goals it may contribute to harmony, but when it is monopolized by certain members of the family it may become a focus of division and conflict.

Family rules relating to the VCR are not seen as the consequences of dominant family members, but rather arise out of the necessity to simplify complex decision-making processes. In spite of this expectation of normative development, the majority of respondents reported that few rules had been applied to the VCR. Possible reasons advanced for this were lack of time to develop them, and "absorption" of the VCR in the context of family norms, and permissiveness. Among those families who reported regulation of the VCR there appeared to be a remarkable sense of equity. Possible explanations for these perceptions of equity were the maturity of the respondents, plentiful means of access, a minimum number of rules and a desire for parental approval.

The values which express themselves in family rules may also motivate media choices. More and more uses and gratification theorists are moving away from a simplistic association between mass media and the development of taste, toward what is called an "expectancy value" approach (Palmgreen, 1983). The formation of family values is a lengthy process, not easily sampled in a short-term study.

Certainly parental roles and examples affect the formation of values, but so do rewards and punishments associated with them (Johnson and McGillicuddy-Delise, 1983). Parental influence, though powerful, is not the only dynamic involved in the choice of media. Peer pressure plays an important part in family member's preference as well (Roe, 1987). The ease of selection and the availability of certain kinds of media in the home are also factors which ought to be considered.

What makes expectancy value research difficult is that respondents

are not always aware of how or why they have acquired certain tastes and values. The unpredictability of family members' tastes, that is, why they differ from other members of the family, needs investigation. For this reason room should be made for divergence and disorientation as well convergence and coorientation in the construction of theory (Rogers and Kincaid, 1981). The role of technology in this process cannot be ignored because it may facilitate or discourage orientation. The VCR is a major technological innovation with power to impact greatly upon the family's decisions, norms and media choices. Signs of this impact have been demonstrated but there is room for greater certainty and confidence in the research findings. A beginning has been made. More detailed research and refined analysis awaits another day.

CHAPTER VI: REFLECTIONS AND FUTURE RESEARCH

The purpose of the VCR study was to define a problem, to gather data concerning VCR use, to design a methodology to analyze it and to make recommendations for further research. In retrospect what can be said about these processes?

The Problem

It was proposed that the impact of the VCR upon the family be viewed from three interrelated dimensions, decision making, normative development and media choices and that two perspectives should be considered, those of parents and children. By comparing the perceptions of unpaired and paired parents and children it was hoped to evaluate the similarity of perceptions and the amount of agreement between them. A survey was designed to measure three types of media use within the family, television viewing, VCR use and videocassette rental. In each of these divisions attention was given to decision making processes, the development of rules and media choices. While this approach seemed systematic and logical, it may have been overly ambitious and too complex. It is recommended that future research be simplified by taking one perspective and one dimension at a time. For example, decision making relating to the VCR could be examined with reference to media choices in families that have had VCRs for a period of time. If on the other hand, the complex relationships between decision making, normative development and media choice are considered worthwhile pursuing in the future, then it is recommended that some form of path analysis or

multiple regression be employed to isolate dependent and independent variables.

The Questionnaire

The questionnaire was too long and too wordy. The need to ask identical questions of both parent and child required greater attention to the accurate reading of questions and consequently lessened the personal interaction with each respondent. On the other hand, some respondents interacted so strongly that interviews which should have taken 12 minutes, ended up taking 30 minutes. Many of the questions sought multiple answers to nominal categories and though they seemed more informative at the time, not much statistical analysis was available to handle the data derived from them. The number of such questions needed to be reduced or the questions needed to be rewritten in such a way that options were more clearly focused. In questions that employed Likert scales there seemed a marked tendency for respondents to choose the middle position. The reasons for this need to be investigated. Assumptions about how many television sets and VCRs were in one family were generally far too conservative and the questionnaire needs to be rewritten with this in mind. The numbers of families with no apparent rules for television and VCR use were underestimated, with the result that much of the questionnaire was short circuited. This should be taken into consideration in future questionnaire designs.

Administration

Though most of the survey was completed in the month before the summer vacation, the availability of respondents became increasingly

problematical as the summer continued. It is recommended that the season of the year be taken into consideration when future surveys are conducted. Parents were generally found to be much more cooperative than their teenage children. The interviewer's fear of losing a respondent because the first telephone call was inconvenient for either the parent or child, led to many rescheduled contacts. While this procedure ensured a higher success rate, it added a great burden to the telephone operators, who in some cases, had to phone the same household three or four times. In future research, if telephone interviewing is to be used and the sample is larger, it is suggested that the number of recalls be limited. Some children interviewed appeared to be deliberately devious, repeatedly setting up appointments and then failing to keep them. Whatever the reasons for this behavior, fear of the unknown, the irresponsibility of youth, avoidance mechanisms, a strategy must be developed to deal with the unavailability of youths.

Mailings

Before telephone calls were made to any of the respondents, a first class letter explaining the purpose of the questionnaire was sent out to the parents. It was assumed that parents would discuss the contents of the letter with their children. In many cases this discussion was lacking and children were caught off guard, nervous or suspicious. For this reason care was taken to reiterate the purpose of the survey to the children and to ask whether they were willing to participate in the interview. A few children declined even though their parents had completed surveys and given permission for them to be contacted. This

was disappointing because it invalidated their parents' surveys. In the future, it would seem wise to assume that parents will not share the contents of their mail with their children and that a letter needs to be sent out to the children as well.

Follow up mailings were sent to children who had agreed to participate in the survey but who could not be contacted by telephone after repeated calling. These mailings were a success, but a less costly and time consuming solution would be preferable.

The Frame

The accuracy of the Ames High School students' telephone directory left much to be desired. Many telephone numbers and addresses were incorrect and consequently much time and energy was spent tracing numbers and readdressing returned pieces of mail. Occasionally, divorced and single parents were somewhat hostile when interviewers asked for their spouse. While many of these problems are to be expected because of the mobility of modern society, more attention needs to be given to the accuracy of telephone directories before the survey commences. Again, it would be wise to set a limit to the number of attempts that are made to remedy incorrect entries in the phone directory.

Interviewers

Some telephone operators indicated a preference for interviewing either parents or children. Fortunately, second and third time parental call backs overlapped with first time child contacts, so that there were no problems with assignments. Female interviewers seemed more successful and conscientious than male ones. In the future it is

recommended that mature female interviewers be chosen and that they be screened to determine whether they have particular biases or preferences.

To foster a sense of accomplishment it is suggested that interviewers be given a set number of interviews to do per session, after which they can either quit for that session, or ask for additional questionnaires. It is also recommended that a running total of completed questionnaires be kept so that interviewers develop a competitive spirit and can share in the group's achievements.

The Population

In evaluating the population of Ames, there were reservations about its atypical characteristics. On the other hand, its middle to upper class educated population was typical of VCR ownership profiles, according to previous research (Levy 1980a). Because of the statistical consultants' reservations about the generalizability of the findings of this VCR survey, it is recommended that future research be conducted in a more representative metropolitan city, using a larger sample of children drawn from junior high and high school. The need to broaden the age group from high school to junior and senior high is supported by the evidence that parents reported exercising more control over children in the preteens and early teens than they do in later teens, and the transition from childhood to adulthood is particularly associated with changing values. Increasing the sample size and range would improve cell counts and bring greater reliability to statistical analysis, especially when comparisons between grades are undertaken.

Comparative Analysis

In the VCR data, a disproportionate number of mothers' responses were recorded. Three reasons for this imbalance are suggested from the experience of interviewers. Firstly, mothers tend to answer the telephone before fathers. Secondly, mothers seem protective of their spouses' privacy. Thirdly, mothers seem less critical of questions and generally more cooperative than fathers. The lack of fathers' responses was serious especially when other members of the family identified their dominance. A stronger record of fathers' self-perceptions would help comparisons. There may be a connection between fathers' perceived dominance and their unresponsiveness and this relationship should be investigated. In the analysis of the data, differences between the sexes seem to be fairly strong and for this reason the methodology may need to be redesigned so that both parents can be interviewed and their responses compared with one another and with male and female children in the same family. The comparison of unrelated parent's, children's and peer's perceptions was found to be worthwhile and insightful, but in some cases these perspectives may have been too limited as far as family dynamics were concerned. The dynamics of inter-spousal as well as inter-sibling perceptions may have been missed because only one parent and one child was interviewed in each family. This suggestion is tempered by the awareness that a survey reporting such dynamics would increase the amount of time spent with each family and might reduce the potential sample size because it would exclude a growing number of families with single parents and divorced parents.

Inductive and Deductive Approaches

The original approach adopted toward the VCR research was inductive, because of its exploratory nature. For this reason much of the data analysis employed descriptive statistics, cross tabulations, comparisons and so on. Where possible, tests were incorporated to evaluate the results, but a number of problems were encountered. Because of the pairing of children's and parents' responses the parents' sample and the children's sample could not be treated as independent of each other. For this reason the chi-square test could not be used to calculate the significance of the difference of perception between parents and children. If the pairing of parents' and children's responses is used in the future it is recommended that when the results are crosstabulated parent and child pairs within each cell be counted and the Stuart Maxwell chi-square test be run.

Many of the questions in the survey allowed for multiresponses, but unfortunately the SPSSX statistical program does not contain standardized tests for the evaluation of such data.

In addition to multiresponse categories the questionnaire contained a mixture of questions with ordinal and nominal response categories. In the case of ordinal variables Pearson correlations were used to test associations. In the case of nominal variables chi-square tests were employed but quite often low cell counts prevented accurate analysis. Lambda and gamma tests were used as checking mechanisms.

The method of crosstabulating paired parents and children to determine percentages of agreement worked well, but it also had its

drawbacks. Agreement is not easily measured by percentages and the scale is capable of being moved up or down to suit the interpreter.

While the power of inductive reasoning and descriptive statistics should not be underestimated, there are limits to what they can accomplish. There is need to develop a deductive approach toward the study of the VCR, the purpose of which is not to supersede or denigrate existing knowledge, but to complement and expand it. If a deductive approach is anticipated in the future, there is need to narrow the focus of research, to identify specific hypotheses, to devise means of control and to develop reliable tests to analyze the data.

Future Paths and Hypotheses

One of the tentative findings of the present VCR research has been the tendency for parents' children's perceptions to be associated more often in matters of media choice than in matters of decision making or normative development. This finding is supported by tests for the percentage agreement that exists between paired parents and children concerning media choice, decision making and normative development. More research is required to confirm and explain these tendencies.

In previous research conducted by Chaffee et al. (1971), associations between communications patterns, decision making processes and media choices were found. Though tests were conducted to corroborate these findings, using the data from the present VCR survey, little evidence was found to support the relationships. A more systematic test should be conducted by isolating families which claim to use particular decision making methods more than others and to correlate

these decision making processes with media related norms and choices.

Another tentative finding was the identification of what has been called "sex role polarization." In response to particular questions and within certain categories, daughters and fathers and mothers and sons seem to have supported each other's perceptions. If this polarity was consistent throughout the questionnaire the researcher's suspicions of error or bias might be aroused, but the polarity did change, mothers and daughters, sons and daughters, fathers and mothers apparently supporting each other in their perceptions according to the subject under consideration. In discussion, it has been suggested that power struggles and equity assessments might account for some changes in polarity, but political and exchange dynamics may need to be distinguished from more practical goal-reaching decisions. Additional research will be required to identify what aspect of decisions, rules, conflict, equity, choices and so on, enables agreement and precipitates changes in polarization.

Using a similar approach, the perceptions of children in different grades could be analyzed to discover if their maturity and education lead them to align themselves differently. It is important to discover at what point in their development that the polarities change and how differences of gender affect this. Since grade was found to be related to the amount of television watched by the members of the family, the amount of VCR rules that had developed, the amount of conflict that was experienced in the family, caution over video choices and exposure to R videos, these variables among others might be a good starting place for

research.

Implicit in the present VCR research has been the assumption that the paths of influence lead from decision making to normative development to media choices. In which ways do these variables influence each other? Are they progressively connected? Does decision making lead to the formulation of norms over time? Do norms influence media choices? It is not clear that such progression is inevitable, nor that the path is direct. In fact the path may lead in the opposite direction and there may be indirect paths. Media choices may lead to conflict between parents and children. Conflict may lead to the development of norms. Norms may lead to decision making.

While no short-term effects for the influence of the VCR on decision making related to media, the amount of television consumed, dependency on broadcast television and video rental, were found in the present VCR data, the hypothesis should be pursued in a longitudinal study. It is important to know how long it takes for innovations to influence the lives of families and particularly how norms and choices are affected by it. If there are no-long term effects observed, then the reasons for a lack of effects needs to be investigated as well.

A possible strategy for a longitudinal study of this kind might involve three steps, the identification of the perceived advantage of the VCR, its actual implementation and resultant choices. For example, if the VCR was purchased to record soap operas, was it in fact used to accomplish that goal? Over time, what goals have been realized? What soap operas were recorded and why were they chosen in particular? Did

soap operas motivate the purchasing of the VCR? If on the other hand the perceived advantage was to avoid the commercials of broadcast television, was it used to accomplish that goal? Over time, what goals have been realized? What kinds of videos have been chosen as substitutes for the broadcast programs? Did commercial-free television viewing motivate the purchasing of the VCR?

Among the numerous hypotheses tested was one that associated the number of televisions and VCRs in a family with the lack of VCR rules, reduction in the level of conflict over media and lack of control over exposure to certain kinds videos. Though no evidence was found to support the associations mentioned in the hypothesis, using present VCR data, this hypothesis is worthwhile retesting more thoroughly. Linked to the proposal for retesting is the need to obtain socioeconomic data to verify the assumption that only the wealthy upper class are in the position to take advantage of multiple televisions or VCRs to solve conflicts over media in their families. Also worthy of testing is the hypothetical question, "In families who can only afford one television and one VCR, has the VCR become more critical to media decisions?"

Finally, the hypothesis that the VCR brings about a shift in genre choices in some families needs to be tested. Though evidence was found for what might be called a "loyalty" to particular genres which extended from broadcast television selections to videomart selections, there is a possibility that new loyalties may develop. The development of new loyalties is supported by the growing popularity of videomart movies that would not normally be broadcast on national television because of

ethical standards or family values. A way of measuring this shift might be to compare what television shows were formerly watched, with ones that are presently watched. In addition, by examining records of VCR recordings and video selections over a period of time, preferences for particular genres can be identified. The regularity with which these genres are watched may be a sign of loyalty to them.

Conclusion

In this chapter a review of various aspects of the VCR study has been undertaken. An attempt has been made to record both the strengths and weaknesses of the methodology employed. The major focus of this VCR research has been decision making, normative development and media choice within the family, but there are obviously many different aspects of this fascinating and exciting subject that remain unexplored. Certainly this is not the final and definitive statement. Descriptive statistics have been used to analyze the phenomena observed but these may need to be refined in order to deal with the more complex relationships between the variables. One of the greatest challenges in research is not the lack of perspectives, approaches and statistical manipulations that can be used to analyze the data, but limiting the scope of research to some attainable goal that can be refined until some clarity is reached.

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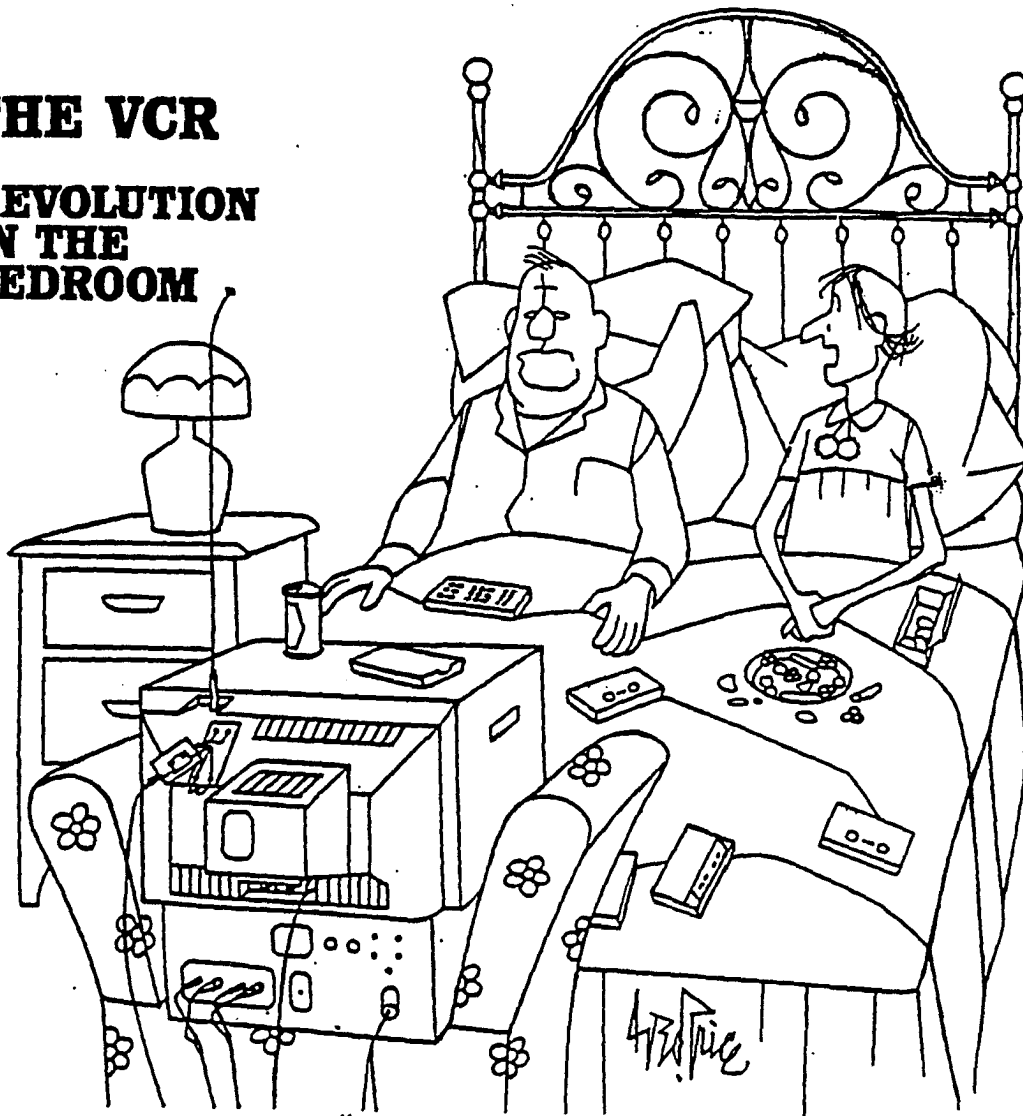
Those who embark upon the mad pursuit of writing a dissertation never anticipate the amount of time and sacrifice involved, not only on the part of the researcher himself, but upon all the significant others who agree, sometimes unwittingly, to see it through to the end. On graduation day the degree is conferred upon one individual but it is really a tribute to a group of people who have enabled that person to achieve this goal. There is no way to show enough gratitude for such

team effort; each has played a part and his or her assistance has been invaluable. Hopefully, those who have helped may feel proud that they have contributed to the qualification of one individual but really they have done far more than this, they have contributed to the advancement of human knowledge about a facet of life that is growing in importance and cultural significance.

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THE VCR REVOLUTION IN THE BEDROOM



"We never go out anymore."

FORBES JUNE 17, 1985

Iowa State University *of Science and Technology* Ames, Iowa 50011



Department of Sociology and Anthropology
103 East Hall
Telephone: 515-294-6480

May 30, 1987

The Sociology Department of Iowa State University will be conducting research into the effects of the Video Cassette Recorder on media use patterns in the home. Researchers are interested in discovering whether families develop rules relating to the VCR and how the members of the family make decisions about which programs to watch, after they have adopted a VCR.

Your family has been randomly chosen from a list of families in the Ames School District which have teenage children and we would like to contact you and your children by telephone in the near future.

Your help in these surveys will be greatly appreciated because you will be contributing to an area of knowledge that has received little attention from the scientific community.

If you do not have a VCR or would rather not participate in the survey, please do not hesitate to let the telephone personnel know when they call. You will not be disturbed again.

We look forward to talking to you and sharing some of your experiences.

Sincerely,

Richard E. Worringham
Assistant Professor
Project Director

IOWA STATE UNIVERSITY OF SCIENCE AND TECHNOLOGY
Ames, Iowa 50011

Department of Sociology,
103 East Hall,
Telephone 294-6480

May 18, 1987.

Dear Mr. & Mrs. Smith,

The Sociology Department of Iowa State University will be conducting research into the effects of the Video Cassette Recorder on media use patterns in the home. Researchers are interested in discovering whether families develop rules relating to the VCR and how the family members make decisions about which programs to watch, after they have adopted a VCR.

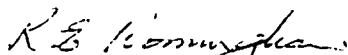
Your family has been randomly chosen from a list of families in the Ames School District which have teenage children and we would like to contact you and your children by telephone in the near future.

Your help in these surveys will be greatly appreciated because you will be contributing to an area of knowledge that has received little attention in the scientific community.

If you do not have a VCR or would rather not participate, please do not hesitate to let the telephone survey personnel know when they call. You will not be troubled again.

We look forward to talking to you and sharing some of your experiences.

Sincerely,


Richard Worringham
Assistant Professor

Iowa State University *of Science and Technology* Ames, Iowa 50011



Department of Sociology and Anthropology
103 East Hall
Telephone: 515-294-6480

July 12, 1987

Dear Dan,


In order to validate our survey of Video Cassette Recorder users, it is vital that we complete both parent and teenage interviews. According to our records we have been unable to complete your family's teenage survey by telephone and so we are sending you a survey form by mail, hoping that this method will be more convenient.

Please complete all questions in the survey as soon as possible. We will send a member of the survey team to pick up the form within a week after mailing.

We want you to know that we appreciate your participation in this project. Your family has already contributed much valuable information, that is why we are so concerned to complete both surveys.

If, for some reason, you have a problem with this arrangement, please do not hesitate to let us know.

Sincerely,


Richard E. Worringham

Survey Director

VCR IMPACT SURVEY

MODIFIED INFORMED CONSENT INFORMATION SHEET

I UNDERSTAND THAT.....

1. The purpose of the questionnaire is to obtain data about the impact of the video cassette recorder on the family. The focus of the study is upon decision making and rule making behaviors in the home which related to media use. Information will be gathered from both parents and children of the Ames area.
2. There are no controversial or embarrassing questions in the survey.
3. Among other issues, the questionnaire will seek information about how the family adapts to new technological innovations, whether family scheduling is facilitated, how family viewing habits are controlled, what advantages are derived from storage of programs, etc.
4. Any questions about the survey will be answered gladly on request. Questions should be addressed to Richard Worringham, Department of Sociology & Anthropology, 103 East Hall, Iowa State University. Telephone: 294-5000.
5. Respondents may discontinue answering the questionnaire at any time should they choose to do so.
6. All respondents will be kept strictly confidential and anonymity is assured all respondents.

SIGNED _____	CHILD'S NAME _____
PARENT/GUARDIAN	
	GRADE _____ AGE _____
ADDRESS _____	SCHOOL _____
_____	DATE _____

INFORMATION ON THE USE OF HUMAN SUBJECTS IN RESEARCH

ITEM 4

- (a) The adoption of the video cassette recorder by increasing numbers of Americans prompts the question: how has the family been affected? While some answers have been found in consumer reports and household user surveys, very little research has examined how the family is adapting to changes which it has brought. It is vitally important to know how the VCR is helping or hindering the dynamics of decision making in the family as well as whether rules relating to VCR and media use have been developing over time. Using a coorientational model, a questionnaire has been designed to gather data from families who do and do not have VCRs. Since the focus of this study is upon families which have teenage students ranging from 14 through 17 years, telephone numbers will be randomly chosen from the Ames High School student's telephone directory. Once parents and children who own VCRs have been identified, a parent and a child will be interviewed separately at different times by telephone to determine whether perceptions of media use patterns have changed since acquiring a VCR. The perceptions of parents and children in the same household will be compared. Questions will concern how decisions are made about VCR use, how rules are developed and enforced, whether there is a sense of equity or inequity among family members, how conflict over access to the VCR is resolved, who exercises power and for what reasons, etc.
- (b) The subjects who will be surveyed by telephone will be male and female parents and 14-17 year old children, from the Ames area. The goal of 200 families has been set, that is, a child and an adult from each home will be contacted at different times. The parent will be contacted first and then the child. There will be no incentives. The data gathering survey has been attached but may be revised.
- (c) There will be no risks, discomfort or deception of the subjects. Parents will be asked for permission to contact their son/daughter at a later date. Permission will be incorporated in the parent's questionnaire.
- (d) At the beginning of the telephone survey the following will be read to parent and child: "The purpose of this survey is to obtain information about the influence of the video cassette recorder on the way your family makes decisions about television use in your home. Your answers will be kept confidential and you may stop answering questions at any time should you wish to do so. The questionnaire will take ... minutes of your time."

- (e) In order to obtain permission from parents to contact their son/daughter, the following question will be included in the telephone interview: "Will you allow us to survey your son/daughter at a later date if he/she is in agreement?" YES/NO

If the Human Subject Committee feels that verbal permission from parents is not sufficient, a form letter can be sent to each family by mail.

May 1987

VCR Phone Survey
Parents

No _____

Phone No. _____ Date: _____ Time: _____

Call back date: _____ Time: _____ Date: _____ Time: _____

Hello, my name is ... I am calling for the Sociology Department of Iowa State University. We are currently working on a research project concerning the impact of the video cassette recorder on the family.

Do you own a video cassette recorder? Yes ____ No ____

If no... we are sorry to disturb you.

If yes... May I speak to Mr. or Mrs. _____ (Parent)?

Did you receive our letter in the mail? Yes ____ No ____

Are you willing to participate in our survey about the video cassette recorder? It will take about 12 minutes to complete. Yes ____ No ____

If no, May we contact you later? Time _____ Date _____

A. THERE ARE THREE PARTS TO THE QUESTIONNAIRE. THE FIRST DEALS WITH GENERAL TELEVISION USE IN THE HOME, THE SECOND WITH THE VCR, AND THE THIRD WITH VIDEO RENTAL. LET US BEGIN WITH QUESTIONS ABOUT TELEVISION USE IN YOUR FAMILY.

1. Which of the following would you regard as the primary purpose of TV in your family?

0100 a. entertainment

0201 b. recreation

0302 c. information

0403 d. education

0504 e. other (please specify) _____

2. Which of the following members of your family make the most decisions about what to watch on TV?

0600 a. spouse husband 01 spouse wife

02 b. son

03 c. daughter

04 d. yourself

05 e. other (please specify) _____

3. Generally, what method does your family use to decide what television shows to watch? By ...
- 0700 a. voting
 01 b. discussion
 02 c. argument
 03 d. negotiation
 04 e. monopoly
 05 f. control
 06 g. other (please specify) _____
4. IF "MONOPOLY" OR "CONTROL," ASK WHO DOES SO?
 0800/01/02/03/04 _____(M) _____(C)
 F M B S Sel
5. To what extent is your family's viewing of television governed by rules? (For example, how late at night you may stay up to watch a show)
- 0900 a. a great deal
 01 b. some
 02 c. a little
 03 d. there are no rules

IF "NO RULES," GO TO 8. (B)

6. In the regulation of TV viewing, which of the following does your family consider most important?
- 1000 a. how long the TV is on
 1101 b. the type of shows that are watched
 1202 c. the amount of violence in the show
 1303 d. how late the shows are scheduled
 1404 e. who has access to TV
 1505 f. other (please specify) _____
7. How do you feel about the application of rules (if any) in your family concerning television use? Are they ...
- 1600 a. very fair
 01 b. fair
 02 c. unfair
 03 d. very unfair
- B. NOW LET US TALK ABOUT THE VCR ITSELF...
8. Approximately how long has your family owned a VCR?
- 1700 a. a few days
 01 b. a few weeks
 02 c. a few months
 03 d. a few years

9. As far as your family is concerned, which of the following do you consider to be the main advantages of the VCR?
- 1800 a. video taping family events
 - 1901 b. recording programs from TV
 - 2002 c. playing video cassette movies
 - 2103 d. rescheduling programs for later viewing
 - 2204 e. building a video tape library
10. Which of the following functions of the VCR do you consider most helpful?
- 2300 a. excluding commercials
 - 2401 b. fast forwarding through shows
 - 2502 c. freedom to stop and start
 - 2603 d. viewing shows again
 - 2704 e. other (please specify) _____
11. Do you use the VCR's timer to record programs at set times?
- 2800 Yes _____ 01 No _____
- IF NO, GO TO 13.
12. In most cases, who sets the timer of the VCR so that it will record at specific times?
- 2900 a. spouse
 - 01 b. son
 - 02 c. daughter
 - 03 d. yourself
 - 04 e. other (please specify) _____
13. Now that you can rent videos for your VCR, how much do you rely on television networks or cable TV as a source of programs?
- 3000 a. much more
 - 01 b. more
 - 02 c. about the same as before
 - 03 d. less
 - 04 e. much less
14. Since your family has acquired a VCR, which of the following kinds of television shows does your family view more than others?
- 3100 a. comedy shows (for example Cosby Show)
 - 3201 b. soap operas (Days of Our Lives)
 - 3302 c. crime/detective (Miami Vice)
 - 3403 d. dramatic series (North and South)
 - 3504 e. game shows (Wheel of Fortune)
 - 3605 f. sports programs (Monday Night Football)
 - 3706 g. other (please specify) _____

15. Since acquiring a VCR, how much television does your family watch?
Has the amount
3800 a. increased a lot
01 b. increased a little
02 c. stayed the same
03 d. decreased some
04 e. decreased a lot
16. How has the VCR changed the way your family makes decisions about television use? Would you say that it has made it ...
3900 a. much easier
01 b. easier
02 c. same as before
03 d. harder
04 e. much harder
17. In what way has your family's control over television viewing changed since you have been using a VCR? Do you feel your control has ...
4000 a. greatly increased
01 b. increased a little
02 c. stayed the same
03 d. decreased a little
04 e. greatly decreased
18. What difference has the VCR made to scheduling of family activities. Has it made scheduling....
4100 a. much easier
01 b. easier
02 c. same as before
03 d. harder
04 e. much harder
19. How are family decisions over the VCR's use settled mostly? Do members ...
4200 a. monopolize the VCR
4301 b. view and record at the same time
4402 c. use two or more TV sets
4503 d. postpone viewing of cassettes until later
4604 e. take it in turns to use the VCR
4705 f. appeal to parents to arbitrate
4806 g. other (please specify) _____
20. IF "MONOPOLIZE" VCR OR "PARENTAL ARBITRATION," ASK WHO DOES SO?
4900/01/02/03/04 _____(M) _____(P)
F M B S Sel

21. Excluding the use of two or more TV sets, has the VCR changed the amount of conflict in the family over television use? Would you say there is

5000 a. no conflict
 01 b. much less conflict
 02 c. less conflict
 03 d. about the same conflict as before
 04 e. more conflict
 05 f. much more conflict

IF "NO CONFLICT," GO TO 23.

22. What feature of the VCR has helped to reduce family conflict the most?

5100 a. simultaneous viewing and recording
 5201 b. increased program sources such as video movies
 5302 c. storage of tapes
 5403 d. time shifting, that is, recording at set times
 5504 e. other (please specify) _____

23. When your family decides which video cassette is worthwhile keeping for some time, what is the most common reason? The program is...

5600 a. unique or unusual
 5701 b. not going to be rerun
 5802 c. being kept until others see it
 5903 d. part of a series
 6004 e. a collector's item

24. Generally, which of the following members of the family decide whether video cassettes are worth keeping for a while?

6100 a. spouse husband 6201 spouse wife
 6302 b. son
 6403 c. daughter
 6504 d. yourself
 6605 e. the whole family

25. Do you have any rules relating to VCR use? (For example, which cassettes may be erased and reused to record a program?)

6700 Yes _____ 01 No _____

IF "NO," GO TO 29.

26. Of the following aspects of VCR use, which are mostly governed by rules, in your family? Do you have rules governing...

6800 a. saving tapes
 6901 b. erasing tapes
 7002 c. recording tapes
 7103 d. time scheduling
 7204 e. VCR controls
 7305 f. choice of videos

27. How many rules have developed concerning VCR use?
 7400 a. a great number
 01 b. some
 02 c. a few
 03 d. none
28. How do you feel about the fairness of the rules relating to VCR use?
 7500 a. very fair
 01 b. fair
 02 c. unfair
 03 d. very unfair
 04 e. no opinion

C. FINALLY, WE WOULD LIKE TO ASK ABOUT VIDEO RENTAL.

29. Does your family rent videos?
 7600 Yes _____ 01 No _____

IF "NO," GO TO 32.

30. What factors influence your family to rent a video?
 7700 a. special price offers
 7801 b. what is available at the time
 7902 c. what friends say is best
 8003 d. favorite types of shows
 8104 e. parental recommendation
 8205 f. other (please specify) _____
31. Which of the following kinds of video cassette movies does your family rent most?
 8300 a. science fiction shows (like Alien)
 8401 b. horror shows (like Halloween)
 8502 c. crime drama shows (like The Godfather)
 8603 d. westerns (like Pale Riders)
 8704 e. mystery shows (like Bermuda Triangle)
 8805 f. comedy shows (like Ghost Busters)
 8906 g. other (please specify) _____
32. Some videos are unsuitable for children, and parents may need to exercise caution when they are shown at home. How do you feel about this? Do you...
 9000 a. strongly agree
 01 b. agree
 02 c. disagree
 03 d. strongly disagree
 04 e. other (please specify) _____

33. Which aspects of video movies does your family dislike or complain about most?

9100 a. explicit sex

9201 b. bad language

9302 c. violent killing

9403 d. cruel sexual practices

9504 e. occult practices

9605 f. excessive horror

9706 g. other (please specify) _____

34. Do you allow family members to watch R rated video movies at home?

9800 Yes ____ 01 No ____

IF "NO," GO TO 36.

35. With what regularity do members of your family watch R rated movies?

9900 a. often

01 b. sometimes

02 c. seldom

03 d. never

36. Will you allow us to survey your teenage son or daughter at a later date? Yes ____ No ____

IF "NO," SKIP 37; AND SAY THANKS

37. Is there a particular time of day that is most suitable for your son or daughter? Time _____ Day _____

Thank you so much for your help with our research efforts. We appreciate your time.

100 to 105 On children's questionnaire only (TV Compan)

10601 Male____ 02 Female____

107 On children's questionnaire only (Grade)

10801 Parent____

May 1987

VCR Phone Survey
Children

No _____

Phone No. _____ Date: _____ Time: _____

Call back date: _____ Time: _____ Date: _____ Time: _____

Hello, my name is ... I am calling for the Sociology Department of Iowa State University. We are currently working on a research project concerning the impact of the video cassette recorder on the family.

May I speak to _____ (Teenager's name)? Your parents gave us permission to contact you. Are you willing to participate in our survey about the video cassette recorder? It will take about 12 minutes to complete. Yes _____ No _____

If no, may we contact you later? Time _____ Date _____

A. THERE ARE THREE PARTS TO THIS QUESTIONNAIRE, THE FIRST DEALS WITH GENEREAL TELEVISION USE IN THE HOME, THE SECOND DEALS WITH THE VCR AND THE THIRD DEALS WITH VIDEO RENTAL. LET US BEGIN WITH QUESTIONS ABOUT TV USE IN YOUR FAMILY.

1. Which of the following would you regard as the primary purpose of TV in your family?
 - 0100 a. entertainment
 - 0201 b. recreation
 - 0302 c. information
 - 0403 d. education
 - 0504 e. other (please specify) _____
2. Which of the following members of your family make the most decisions about what to watch on TV?
 - 0600 a. father
 - 01 b. mother
 - 02 c. brother
 - 03 d. sister
 - 04 e. yourself
 - 05 f. other (please specify) _____
3. Generally, what method does your family use to decide what television shows to watch? By ...
 - 0700 a. voting
 - 01 b. discussion
 - 02 c. argument
 - 03 d. negotiation
 - 04 e. monopoly
 - 05 f. control
 - 06 g. other (please specify) _____

4. IF "MONOPOLY" OR "CONTROL," ASK WHO DOES SO?

0800/01/02/03/04 _____(M) _____(C)

F M B S Sel

5. To what extent is your family's viewing of television governed by rules? (For example, how late at night you may stay up to watch a show)

0900 a. a great deal

01 b. some

02 c. a little

03 d. there are no rules

IF "NO RULES," GO TO 8. (B)

6. In the regulation of TV viewing, which of the following does your family consider most important?

1000 a. how long the TV is on

1101 b. the type of shows that are watched

1202 c. the amount of violence in the show

1303 d. how late the shows are scheduled

1404 e. who has access to TV

1505 f. other (please specify) _____

7. How do you feel about the application of rules (if any) in your family concerning television use? Are they ...

1600 a. very fair

01 b. fair

02 c. unfair

03 d. very unfair

B. NOW LET US TALK ABOUT THE VCR ITSELF...

8. Approximately how long has your family owned a VCR?

1700 a. a few days

01 b. a few weeks

02 c. a few months

03 d. a few years

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2103 d. rescheduling programs for later viewing

2204 e. building a video tape library

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 - 2502 c. freedom to stop and start
 - 2603 d. viewing shows again
 - 2704 e. other (please specify) _____

11. Do you use the VCR's timer to record programs at set times?
- 2800 Yes _____ 01 No _____

IF NO, GO TO 13.

12. In most cases, who sets the timer of the VCR so that it will record at specific times?

- 2900 a. father
- 01 b. mother
- 02 c. brother
- 03 d. sister
- 04 e. yourself
- 05 f. other (please specify) _____

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14. Since your family has acquired a VCR, which of the following kinds of television shows does your family view more than others?

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- 3403 d. dramatic series (North and South)
- 3504 e. game shows (Wheel of Fortune)
- 3605 f. sports programs (Monday Night Football)
- 3706 g. other (please specify) _____

15. Since acquiring a VCR, how much television does your family watch? Has the amount

- 3800 a. increased a lot
- 01 b. increased a little
- 02 c. stayed the same
- 03 d. decreased some
- 04 e. decreased a lot

16. How has the VCR changed the way your family makes decisions about television use? Would you say that it has made it ...
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 4200 a. monopolize the VCR
 4301 b. view and record at the same time
 4402 c. use two or more TV sets
 4503 d. postpone viewing of cassettes until later
 4604 e. take it in turns to use the VCR
 4705 f. appeal to parents to arbitrate
 4806 g. other (please specify) _____
20. IF "MONOPOLIZE" VCR OR "PARENTAL ARBITRATION," ASK WHO DOES SO?
 4900/01/02/03/04 _____(M) _____(P)
 F M B S Sel
21. Excluding the use of two or more TV sets, has the VCR changed the amount of conflict in the family over television use? Would you say there is ...
 5000 a. no conflict
 01 b. much less conflict
 02 c. less conflict
 03 d. about the same conflict as before
 04 e. more conflict
 05 f. much more conflict

IF "NO CONFLICT," GO TO 23.

22. What feature of the VCR has helped to reduce family conflict the most?
 - 5100 a. simultaneous viewing and recording
 - 5201 b. increased program sources such as video movies
 - 5302 c. storage of tapes
 - 5403 d. time shifting, that is, recording at set times
 - 5504 e. other (please specify) _____
23. When your family decides which video cassette is worthwhile keeping for some time, what is the most common reason? The program is...
 - 5600 a. unique or unusual
 - 5701 b. not going to be rerun
 - 5802 c. being kept until others see it
 - 5903 d. part of a series
 - 6004 e. a collector's item
24. Generally, which of the following members of the family decide whether video cassettes are worth keeping for a while?
 - 6100 a. father
 - 6201 b. mother
 - 6302 c. brother
 - 6403 d. sister
 - 6504 e. yourself
 - 6605 f. the whole family
25. Do you have any rules relating to VCR use? (For example, which cassettes may be erased and reused to record a program?
 - 6700 Yes _____
 - 01 No _____
- IF "NO," GO TO 29.
26. Of the following aspects of VCR use, which are mostly governed by rules, in your family? Do you have rules governing...
 - 6800 a. saving tapes
 - 6901 b. erasing tapes
 - 7002 c. recording tapes
 - 7103 d. time scheduling
 - 7204 e. VCR controls
 - 7305 f. choice of videos
27. How many rules have developed concerning VCR use?
 - 7400 a. a great number
 - 01 b. some
 - 02 c. a few
 - 03 d. none

28. How do you feel about the fairness of the rules relating to VCR use?

- 7500 a. very fair
- 01 b. fair
- 02 c. unfair
- 03 d. very unfair
- 04 e. no opinion

C. FINALLY, WE WOULD LIKE TO ASK ABOUT VIDEO RENTAL.

29. Does your family rent videos?

7600 Yes _____ 01 No _____

IF "NO," GO TO 32.

30. What factors influence your family to rent a video?

- 7700 a. special price offers
- 7801 b. what is available at the time
- 7902 c. what friends say is best
- 8003 d. favorite types of shows
- 8104 e. parental recommendation
- 8205 f. other (please specify) _____

31. Which of the following kinds of video cassette movies does your family rent most?

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- 8401 b. horror shows (like Halloween)
- 8502 c. crime drama shows (like The Godfather)
- 8603 d. westerns (like Pale Riders)
- 8704 e. mystery shows (like Bermuda Triangle)
- 8805 f. comedy shows (like Ghost Busters)
- 8906 g. other (please specify) _____

32. Some videos are unsuitable for children, and parents may need to exercise caution when they are shown at home. How do you feel about this? Do you...

- 9000 a. strongly agree
- 01 b. agree
- 02 c. disagree
- 03 d. strongly disagree
- 04 e. other (please specify) _____

33. Which aspects of video movies does your family dislike or complain about most?

9100 a. explicit sex

9201 b. bad language

9302 c. violent killing

9403 d. cruel sexual practices

9504 e. occult practices

9605 f. excessive horror

9706 g. other (please specify) _____

34. Do you allow family members to watch R rated video movies at home?

9800 Yes _____ 01 No _____

IF "NO," GO TO 36.

35. With what regularity do members of your family watch R rated movies?

9900 a. often

01 b. sometimes

02 c. seldom

03 d. never

36. With which of the following members of your family do you watch TV most?

10000 a. father

10101 b. mother

10202 c. brother

10303 d. sister

10404 e. alone

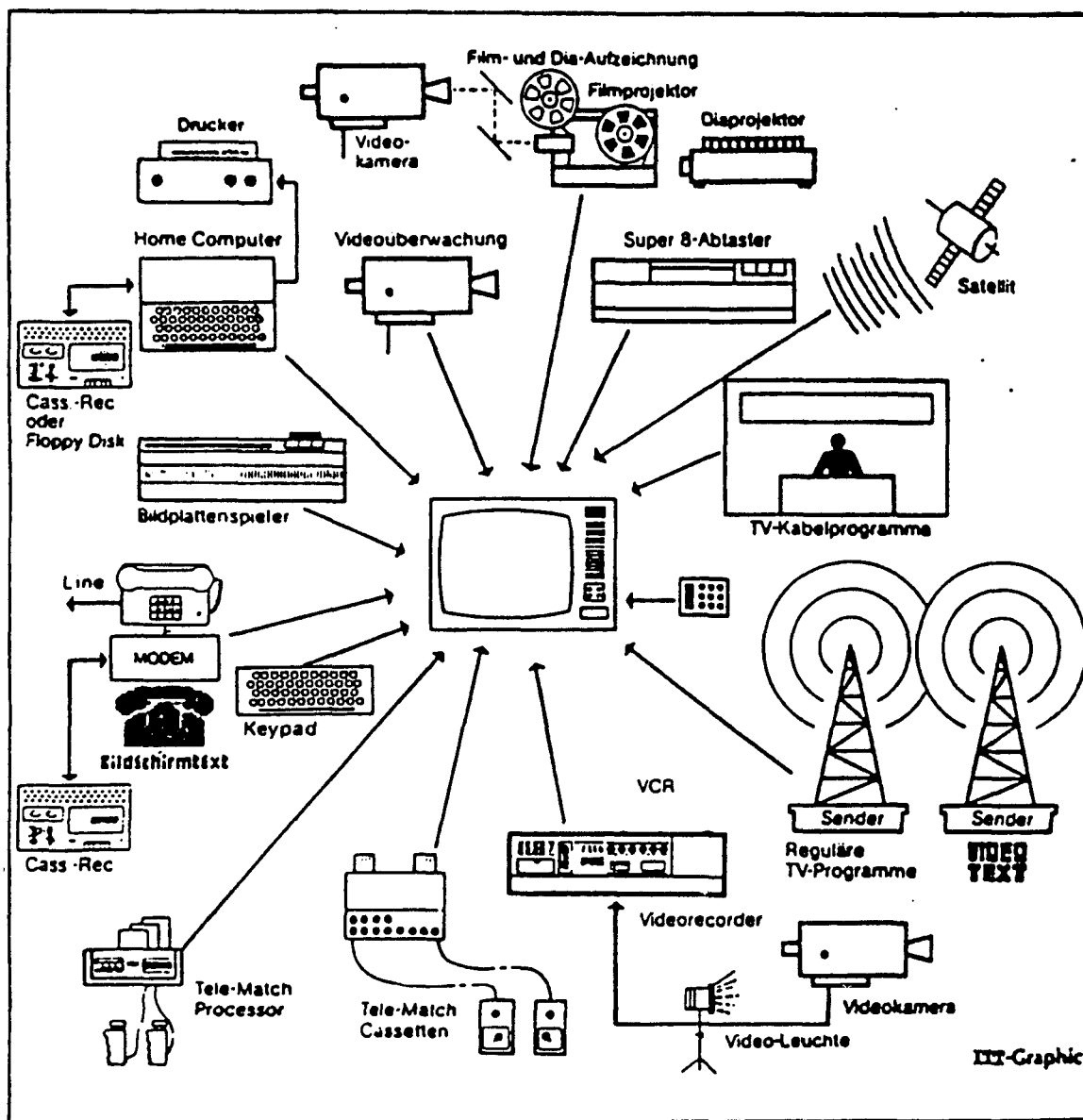
10505 f. other (please specify) _____

Thank you so much for your help with our research efforts. We appreciate your time.

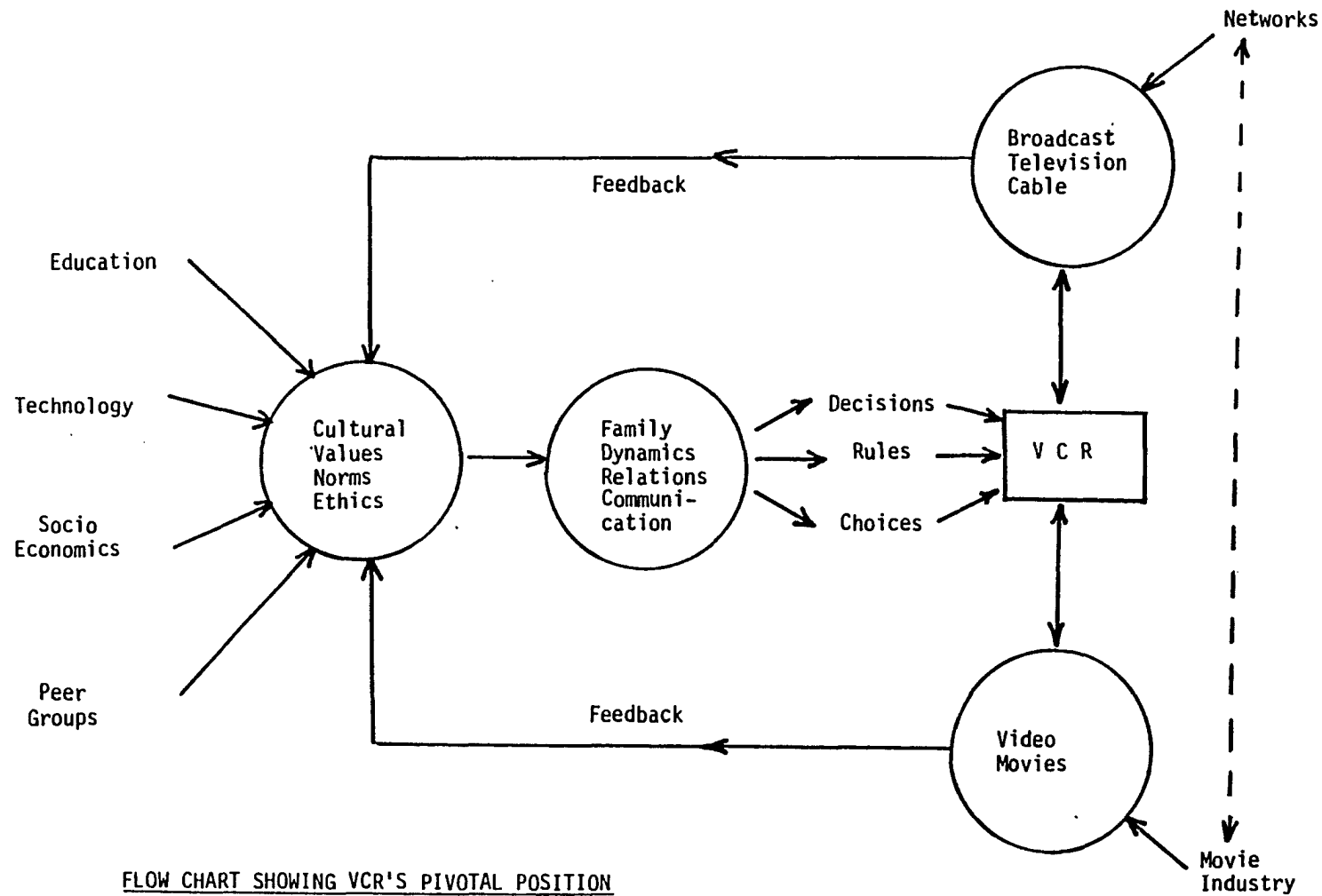
10601 Male _____ 02 Female _____

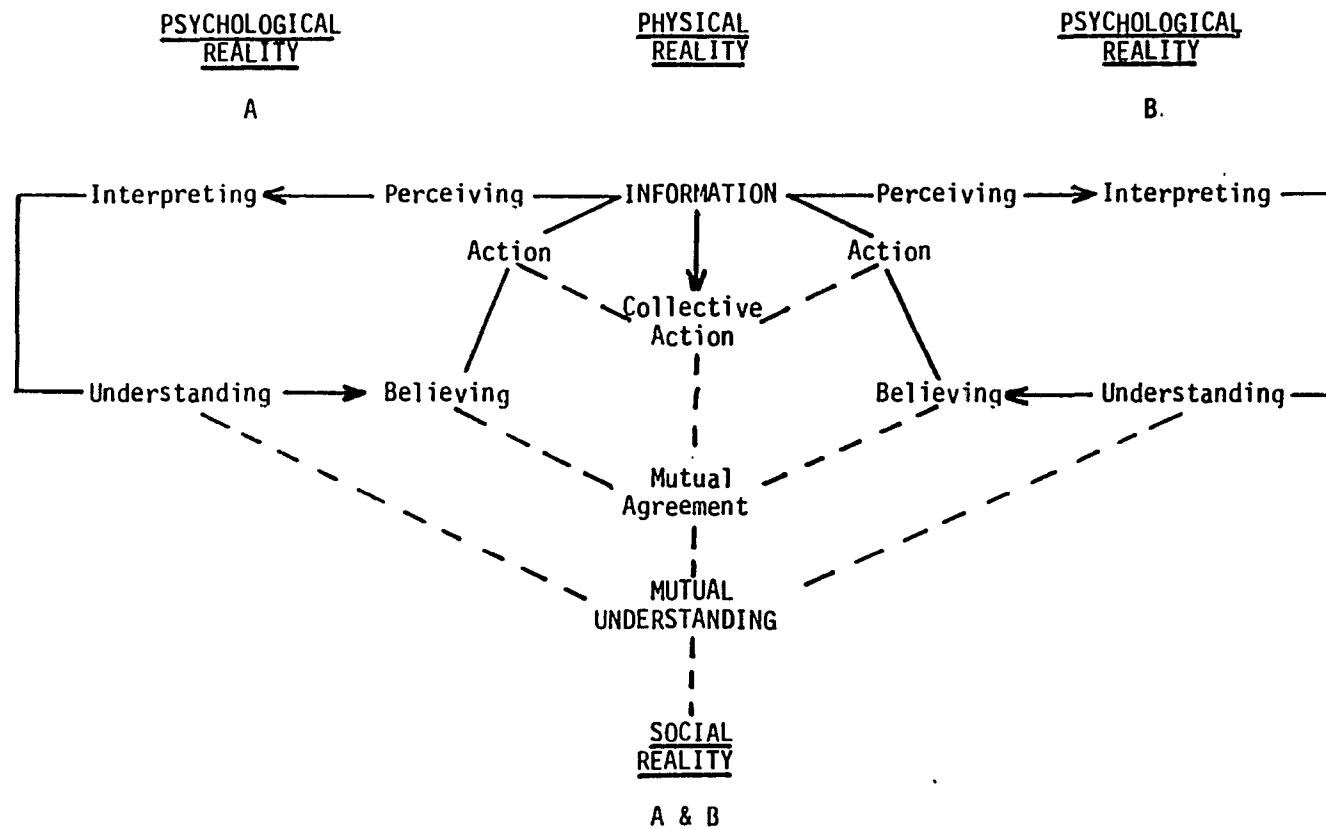
10701 Fr _____ 02 So _____ 03 Fr _____ 04 Sr _____

10802 Child _____

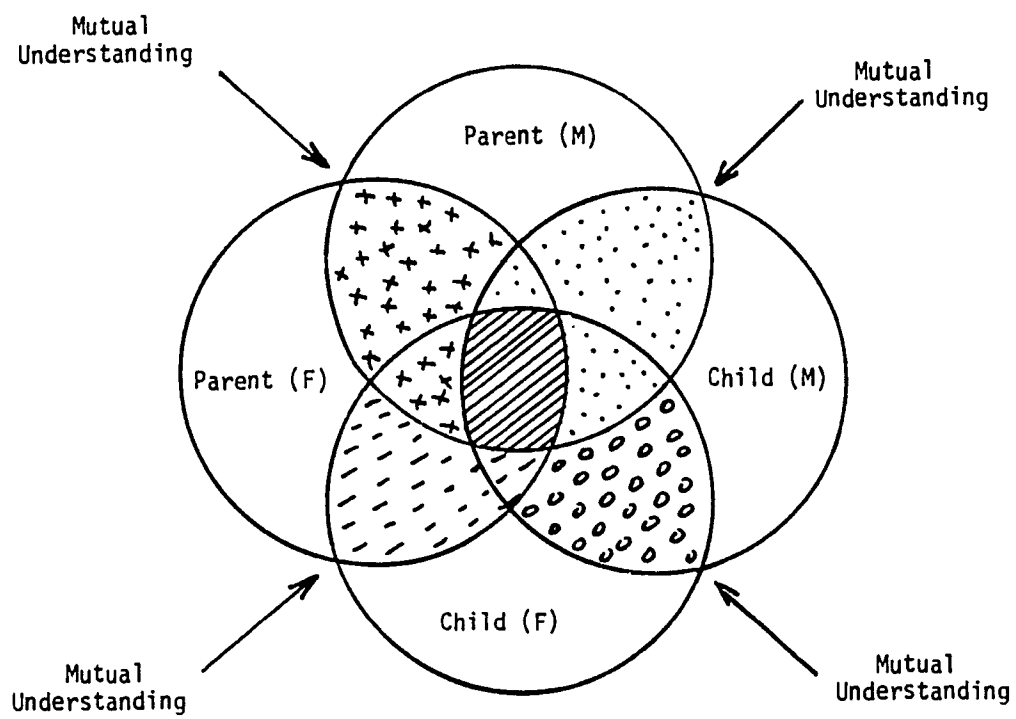


"EXPERIENCES WITH VIDEOTEX AND EXPECTED EFFECTS OF CABLE TV
ON EDUCATION IN WEST GERMANY " BY LUDWIG ISSING ED231745
THE VIDEO SCREEN IS CENTRAL TO ALL ELECTRONIC VIDEO SYSTEMS





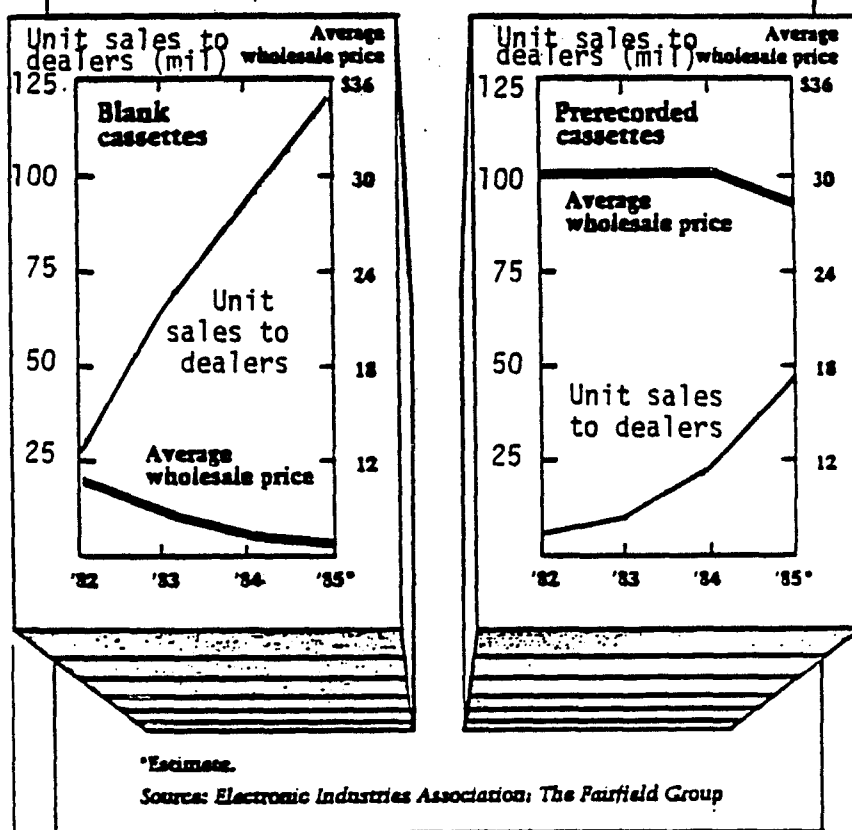
BASIC COMPONENTS OF THE CONVERGENCE MODEL (ROGERS AND KINCAID 1981)



COMPLEXITY OF CONVERGENCE IN FOUR MEMBER FAMILY

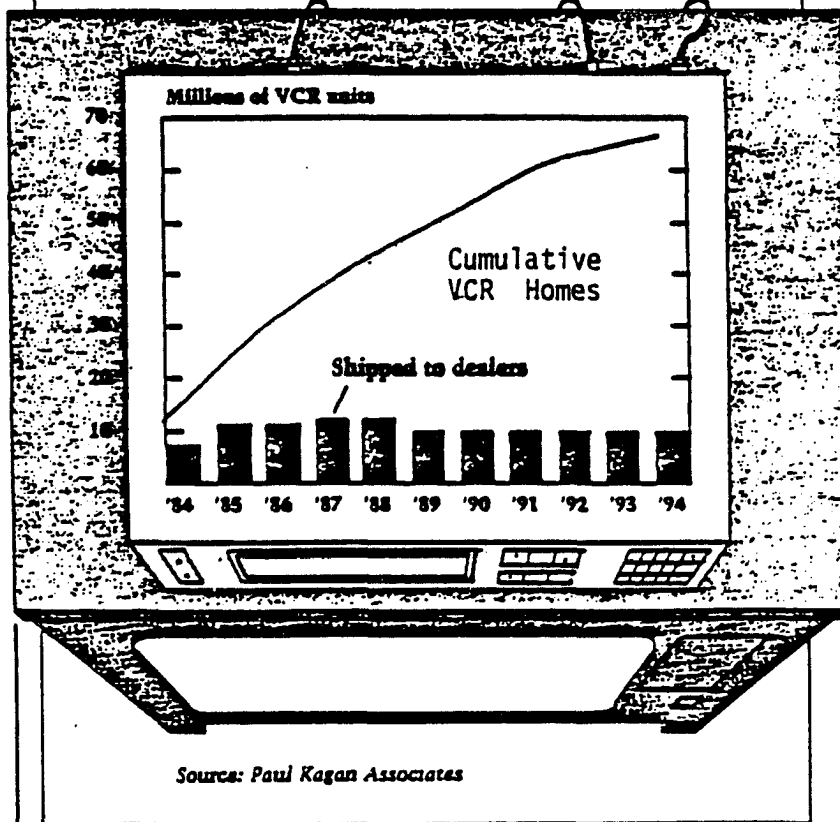
Tape-measured success

At first, blank tape sales soared because the VCR's primary use was to record programs off the air. Now that lots of programming is on video, sales of prerecorded cassettes are growing even faster. While blank tape prices have leveled, prices of prerecorded tapes declined. As always, the big money will be made in value-added programming.



Up, up and away—for now

About 9.2 million of more than 11 million videocassette recorders that will be sold in the U.S. this year will be purchased by first-time VCR owners. While VCR unit sales will remain strong over the next decade, the number of first-time buyers will drop off sharply after 1989. As Korean-made VCRs hit the market, prices should drop even further.



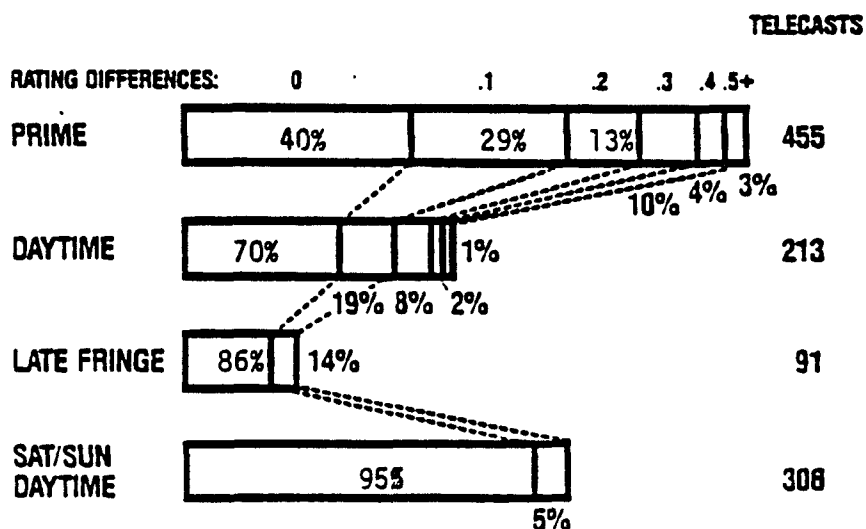
In servicing the television community, A. C. Nielsen developed a custom report in Fall 1985 to dimension the contribution of VCR recording to network TV programs. Through the first five weeks of the new 1985-86 broadcast season, it was found that VCR recording was not significant in altering ratings: (Exhibit V)

For example,

- Of the 455 telecasts in Prime Evening, 40% showed no change in ratings between Total U.S. Households and Non-VCR Households;
42% of the telecasts had .1-.2% ratings change.
- Of the 213 telecasts in Daytime, 70% showed no change.

VCR Activity – Thru week 5 of the 1985-'86 Season*

VCR CONTRIBUTION TO PROGRAM AUDIENCES



NIELSEN NEWSCAST NO.1, 1986

The rise in VCR ownership, second only to the growth of TV sets has brought about a vehicle able to change TV viewing patterns, making it imperative for continual tracking of the booming video environment. On-going research is available through your Nielsen representative.

----- C R O S S T A B U L A T I O N O F -----
 POWER WHO MAKES MOST DECISIONS ABOUT TV
 BY SEX SEX OF RESPONDENT
 ----- PAGE 1 OF 1

		SEX					
		COUNT	I				
	ROW	PCT	MALE	FEMALE		ROW	
	COL	PCT	I			TOTAL	
	TOT	PCT	I	1I	2I		
POWER							
	0	I	1	I	26	I	27
		I	3.7	I	96.3	I	19.4
		I	2.3	I	27.4	I	
		I	.7	I	18.7	I	
	1	I	6	I	2	I	8
		I	75.0	I	25.0	I	5.8
		I	13.6	I	2.1	I	
		I	4.3	I	1.4	I	
	2	I	10	I	13	I	23
	I	43.5	I	56.5	I	16.5	
	I	22.7	I	13.7	I		
	I	7.2	I	9.4	I		
ME	3	I	3	I	5	I	8
		I	37.5	I	62.5	I	5.8
		I	6.8	I	5.3	I	
		I	2.2	I	3.6	I	
	4	I	12	I	25	I	37
		I	32.4	I	67.6	I	26.6
		I	27.3	I	26.3	I	
		I	8.6	I	18.0	I	
	5	I	12	I	23	I	35
		I	34.3	I	65.7	I	25.2
	I	27.3	I	24.2	I		
	I	8.6	I	16.5	I		
MISS	9	I		I	1	I	1
		I		I	100.0	I	.7
		I		I	1.1	I	
		I		I	.7	I	
COLUMN			44		95		139
TOTAL			31.7		68.3		100.0

----- C R O S S T A B U L A T I O N O F -----
 POWERC
 BY SEXC
 ----- PAGE 1 OF 1

		SEX					
POWER	COUNT	I				ROW TOTAL	
	ROW PCT	I					
	COL PCT	I					
	TOT PCT	I	1I	2I			
POWER	0	I	21	I	16	I	37
		I	56.8	I	43.2	I	26.6
		I	28.8	I	24.2	I	
		I	15.1	I	11.5	I	
		+-----+					
	1	I	8	I	8	I	16
		I	50.0	I	50.0	I	11.5
		I	11.0	I	12.1	I	
		I	5.8	I	5.8	I	
		+-----+					
	2	I	3	I	3	I	6
		I	50.0	I	50.0	I	4.3
	I	4.1	I	4.5	I		
	I	2.2	I	2.2	I		
	+-----+						
ME	4	I	32	I	21	I	53
		I	60.4	I	39.6	I	38.1
		I	43.8	I	31.8	I	
		I	23.0	I	15.1	I	
	+-----+						
OTH	5	I	9	I	18	I	27
		I	33.3	I	66.7	I	19.4
		I	12.3	I	27.3	I	
		I	6.5	I	12.9	I	
	+-----+						
	COLUMN		73		66		139
	TOTAL		52.5		47.5		100.0

CHI-SQUARE	D.F.	SIGNIFICANCE	MIN E.F.	CELLS WITH E.F. < 5	
5.62043	4	.2293	2.849	2 OF	10 (20.0%)
STATISTIC		SYMMETRIC	WITH POWERC DEPENDENT	WITH SEXC DEPENDENT	
LAMBDA		.05921	.00000	.13636	

----- C R O S S T A B U L A T I O N O F -----
 POWERC
 BY GRADEC
 CONTROLLING FOR..
 SEXC
 = 1.
 ----- PAGE 1 OF 1 -----

		GRADE C									
		COUNT	I								
		ROW PCT	I								
		COL PCT	I							ROW TOTAL	
		TOT PCT	I	1I	2I	3I	4I				
POWERC	0	I	7	I	6	I	7	I	1	I	21
		I	33.3	I	28.6	I	33.3	I	4.8	I	28.8
		I	33.3	I	27.3	I	50.0	I	6.3	I	
		I	9.6	I	8.2	I	9.6	I	1.4	I	
	+-----+-----+-----+-----+										
	1	I	3	I	2	I	1	I	2	I	8
		I	37.5	I	25.0	I	12.5	I	25.0	I	11.0
		I	14.3	I	9.1	I	7.1	I	12.5	I	
		I	4.1	I	2.7	I	1.4	I	2.7	I	
	+-----+-----+-----+-----+										
	2	I	2	I		I	1	I		I	3
		I	66.7	I		I	33.3	I		I	4.1
I		9.5	I		I	7.1	I		I		
I		2.7	I		I	1.4	I		I		
+-----+-----+-----+-----+											
4	I	8	I	12	I	3	I	9	I	32	
	I	25.0	I	37.5	I	9.4	I	28.1	I	43.8	
	I	38.1	I	54.5	I	21.4	I	56.3	I		
	I	11.0	I	16.4	I	4.1	I	12.3	I		
+-----+-----+-----+-----+											
5	I	1	I	2	I	2	I	4	I	9	
	I	11.1	I	22.2	I	22.2	I	44.4	I	12.3	
	I	4.8	I	9.1	I	14.3	I	25.0	I		
	I	1.4	I	2.7	I	2.7	I	5.5	I		
+-----+-----+-----+-----+											
COLUMN		21	22	14	16	73					
TOTAL		28.8	30.1	19.2	21.9	100.0					

CHI-SQUARE	D.F.	SIGNIFICANCE	MIN E.F.	CELLS WITH E.F. < 5	
15.24831	12	.2281	.575	14 OF	20 (70.0%)
STATISTIC	SYMMETRIC		WITH POWERC DEPENDENT	WITH GRADEC DEPENDENT	
LAMBDA	.10870		.09756	.11765	

----- C R O S S T A B U L A T I O N O F -----
 POWERC
 BY GRADEC
 CONTROLLING FOR..
 SEXC
 = 2.
 ----- PAGE 1 OF 1

		GRADE C									
		COUNT	I								ROW
		ROW PCT	I								TOTAL
		COL PCT	I								
		TOT PCT	I		1I		2I		3I		4I
POWER C											
	0	I	2	I	3	I	6	I	5	I	16
		I	12.5	I	18.8	I	37.5	I	31.3	I	24.2
		I	13.3	I	23.1	I	25.0	I	35.7	I	
		I	3.0	I	4.5	I	9.1	I	7.6	I	
	1	I	2	I	3	I	1	I	2	I	8
		I	25.0	I	37.5	I	12.5	I	25.0	I	12.1
		I	13.3	I	23.1	I	4.2	I	14.3	I	
		I	3.0	I	4.5	I	1.5	I	3.0	I	
	2	I	2	I		I	1	I		I	3
		I	66.7	I		I	33.3	I		I	4.5
		I	13.3	I		I	4.2	I		I	
		I	3.0	I		I	1.5	I		I	
ME	4	I	5	I	5	I	6	I	5	I	21
		I	23.8	I	23.8	I	28.6	I	23.8	I	31.8
		I	33.3	I	38.5	I	25.0	I	35.7	I	
		I	7.6	I	7.6	I	9.1	I	7.6	I	
OTH	5	I	4	I	2	I	10	I	2	I	18
		I	22.2	I	11.1	I	55.6	I	11.1	I	27.3
		I	26.7	I	15.4	I	41.7	I	14.3	I	
		I	6.1	I	3.0	I	15.2	I	3.0	I	
COLUMN		15		13		24		14		66	
TOTAL		22.7		19.7		36.4		21.2		100.0	

CHI-SQUARE	D.F.	SIGNIFICANCE	MIN E.F.	CELLS WITH E.F. < 5	
11.87839	12	.4555	.591	17 OF	20 (85.0%)
STATISTIC		SYMMETRIC	WITH POWERC DEPENDENT	WITH GRADEC DEPENDENT	
LAMBDA		.08046	.08889	.07143	

----- C R O S S T A B U L A T I O N O F -----
 DECISION HOW DECIDE WHAT TO WATCH
 BY SEX SEX OF RESPONDENT
 ----- PAGE 1 OF 1

DECISION	SEX						ROW TOTAL
	COUNT	I	MALE		FEMALE		
	ROW PCT	I					
	COL PCT	I					
	TOT PCT	I	1I	2I			
VOT	0	I	2	I	4	I	6
		I	33.3	I	66.7	I	4.3
		I	4.5	I	4.2	I	
		I	1.4	I	2.9	I	
DIS	1	I	11	I	38	I	49
		I	22.4	I	77.6	I	35.3
		I	25.0	I	40.0	I	
		I	7.9	I	27.3	I	
NEG	3	I	15	I	22	I	37
		I	40.5	I	59.5	I	26.6
		I	34.1	I	23.2	I	
		I	10.8	I	15.8	I	
MON	4	I	3	I	5	I	8
		I	37.5	I	62.5	I	5.8
		I	6.8	I	5.3	I	
		I	2.2	I	3.6	I	
CON	5	I	5	I	8	I	13
		I	38.5	I	61.5	I	9.4
		I	11.4	I	8.4	I	
		I	3.6	I	5.8	I	
OTH	6	I	8	I	18	I	26
		I	30.8	I	69.2	I	18.7
		I	18.2	I	18.9	I	
		I	5.8	I	12.9	I	
COLUMN			44		95		139
TOTAL			31.7		68.3		100.0

CHI-SQUARE	D.F.	SIGNIFICANCE	MIN E.F.	CELLS WITH E.F. < 5
3.69176	5	.5946	1.899	4 OF 12 (33.3%)

----- C R O S S T A B U L A T I O N O F -----
 DECISINC
 BY SEXC
 ----- PAGE 1 OF 1

DECISINC	SEXC				ROW TOTAL
	COUNT	I			
	ROW PCT	I			
	COL PCT	I			
	TOT PCT	I	1I	2I	
VOT	0	I	5	3	8
		I	62.5	37.5	5.8
		I	6.8	4.5	
		I	3.6	2.2	
DIS	1	I	23	14	37
		I	62.2	37.8	26.6
		I	31.5	21.2	
		I	16.5	10.1	
ARG	2	I	4	2	6
		I	66.7	33.3	4.3
		I	5.5	3.0	
		I	2.9	1.4	
NEG	3	I	16	24	40
		I	40.0	60.0	28.8
		I	21.9	36.4	
		I	11.5	17.3	
MON	4	I	5	3	8
		I	62.5	37.5	5.8
		I	6.8	4.5	
		I	3.6	2.2	
CON	5	I	11	7	18
		I	61.1	38.9	12.9
		I	15.1	10.6	
		I	7.9	5.0	
OTH	6	I	9	13	22
		I	40.9	59.1	15.8
		I	12.3	19.7	
		I	6.5	9.4	
COLUMN			73	66	139
TOTAL			52.5	47.5	100.0

----- C R O S S T A B U L A T I O N O F -----
 DECISINC
 BY GRADEC
 CONTROLLING FOR..
 SEXC
 = 1.
 ----- PAGE 1 OF 1 -----

		GRADEDEC											
		COUNT	I		II		2I		3I		4I		ROW
		ROW	PCT	I	PCT	I	PCT	I	PCT	I	PCT	I	TOTAL
		COL	PCT	I	PCT	I	PCT	I	PCT	I	PCT	I	
DECISINC		TOT	PCT	I	PCT	I	PCT	I	PCT	I	PCT	I	
		-----+											

----- C R O S S T A B U L A T I O N O F -----
 DECISINC
 BY GRADEC
 CONTROLLING FOR..
 SEXC
 = 2.
 ----- PAGE 1 OF 1 -----

		GRADE C										
		COUNT	I									
		ROW PCT	I									
		COL PCT	I									
		TOT PCT	I	1I		2I		3I		4I		ROW TOTAL
DECISINC												
VOT	0	I		1	I	1	I	1	I			3
		I	33.3	I	33.3	I	33.3	I				4.5
		I	6.7	I	7.7	I	4.2	I				
		I	1.5	I	1.5	I	1.5	I				
DIS	1	I		2	I	5	I	6	I	1	I	14
		I	14.3	I	35.7	I	42.9	I	7.1	I		21.2
		I	13.3	I	38.5	I	25.0	I	7.1	I		
		I	3.0	I	7.6	I	9.1	I	1.5	I		
ARG	2	I			I	1	I	1	I		I	2
		I			I	50.0	I	50.0	I		I	3.0
		I			I	7.7	I	4.2	I		I	
		I			I	1.5	I	1.5	I		I	
NEG	3	I		7	I	2	I	8	I	7	I	24
		I	29.2	I	8.3	I	33.3	I	29.2	I		36.4
		I	46.7	I	15.4	I	33.3	I	50.0	I		
		I	10.6	I	3.0	I	12.1	I	10.6	I		
MON	4	I			I		I	2	I	1	I	3
		I			I		I	66.7	I	33.3	I	4.5
		I			I		I	8.3	I	7.1	I	
		I			I		I	3.0	I	1.5	I	
CON	5	I		3	I	2	I		I	2	I	7
		I	42.9	I	28.6	I		I	28.6	I		10.6
		I	20.0	I	15.4	I		I	14.3	I		
		I	4.5	I	3.0	I		I	3.0	I		
OTH	6	I		2	I	2	I	6	I	3	I	13
		I	15.4	I	15.4	I	46.2	I	23.1	I		19.7
		I	13.3	I	15.4	I	25.0	I	21.4	I		
		I	3.0	I	3.0	I	9.1	I	4.5	I		
COLUMN TOTAL			15		13		24		14		66	
			22.7		19.7		36.4		21.2		100.0	

----- C R O S S T A B U L A T I O N O F -----
 AMTCONFL VCR INFLUENCE ON CONFLICT
 BY SEX SEX OF RESPONDENT
 ----- PAGE 1 OF 1

		SEX						
		COUNT	I			FEMALE		ROW
		ROW PCT	IMALE					TOTAL
		COL PCT	I					
AMTCONFL		TOT PCT	I	1I	2I			
NO CONFLICT	0		I	21	I	43	I	64
			I	32.8	I	67.2	I	46.0
			I	47.7	I	45.3	I	
			I	15.1	I	30.9	I	
	1		I	5	I	3	I	8
			I	62.5	I	37.5	I	5.8
			I	11.4	I	3.2	I	
			I	3.6	I	2.2	I	
	2		I	7	I	21	I	28
			I	25.0	I	75.0	I	20.1
			I	15.9	I	22.1	I	
			I	5.0	I	15.1	I	
	3		I	11	I	27	I	38
			I	28.9	I	71.1	I	27.3
			I	25.0	I	28.4	I	
			I	7.9	I	19.4	I	
4		I		I	1	I	1	
		I		I	100.0	I	.7	
		I		I	1.1	I		
		I		I	.7	I		
COLUMN			44		95		139	
TOTAL			31.7		68.3		100.0	

CHI-SQUARE	D.F.	SIGNIFICANCE	MIN E.F.	CELLS WITH E.F. < 5	
4.72291	4	.3169	.317	3 OF	10 (30.0%)
STATISTIC		SYMMETRIC	WITH AMTCONFL DEPENDENT	WITH SEX DEPENDENT	
LAMBDA		.01681	.00000	.04545	

----- C R O S S T A B U L A T I O N O F -----
 AMTCONC
 BY SEXC
 ----- PAGE 1 OF 1

AMTCONC	SEXC					ROW TOTAL
	COUNT	I				
	ROW PCT	I				
	COL PCT	I				
	TOT PCT	I	1I	2I		
0	I	15	I	15	I	30
	I	50.0	I	50.0	I	21.6
	I	20.5	I	22.7	I	
	I	10.8	I	10.8	I	
1	I	7	I	5	I	12
	I	58.3	I	41.7	I	8.6
	I	9.6	I	7.6	I	
	I	5.0	I	3.6	I	
2	I	21	I	17	I	38
	I	55.3	I	44.7	I	27.3
	I	28.8	I	25.8	I	
	I	15.1	I	12.2	I	
3	I	26	I	26	I	52
	I	50.0	I	50.0	I	37.4
	I	35.6	I	39.4	I	
	I	18.7	I	18.7	I	
4	I	4	I	3	I	7
	I	57.1	I	42.9	I	5.0
	I	5.5	I	4.5	I	
	I	2.9	I	2.2	I	
COLUMN		73		66		139
TOTAL		52.5		47.5		100.0

CHI-SQUARE	D.F.	SIGNIFICANCE	MIN E.F.	CELLS WITH E.F. < 5	
.54611	4	.9689	3.324	2 OF	10 (20.0%)
STATISTIC		SYMMETRIC	WITH AMTCONC DEPENDENT	WITH SEXC DEPENDENT	
LAMBDA		.00000	.00000	.00000	

----- C R O S S T A B U L A T I O N O F -----
 AMTCONC
 BY GRADEC
 CONTROLLING FOR..
 SEXC
 = 2.
 ----- PAGE 1 OF 1 -----

		GRADE C										
		COUNT	I									
		ROW PCT	I									ROW
		COL PCT	I									TOTAL
		TOT PCT	I	1I		2I		3I		4I		
AMT	CONC	-----+-----										

CHI-SQUARE	D.F.	SIGNIFICANCE	MIN E.F.	CELLS WITH E.F. < 5	
7.26271	12	.8398	.591	14 OF	20 (70.0%)
STATISTIC		SYMMETRIC	WITH AMTCONC DEPENDENT	WITH GRADEC DEPENDENT	
LAMBDA		.01220	.00000	.02381	

----- C R O S S T A B U L A T I O N O F -----
 AMTCONC
 BY GRADEC
 CONTROLLING FOR..
 SEXC
 = 1.
 ----- PAGE 1 OF 1

		GRADE C									
		COUNT	I								
		ROW PCT	I							ROW	
		COL PCT	I							TOTAL	
		TOT PCT	I	1I		2I		3I		4I	
AMT	CONC	-----+-----									

CHI-SQUARE	D.F.	SIGNIFICANCE	MIN E.F.	CELLS WITH E.F. < 5	
9.08709	12	.6955	.767	15 OF	20 (75.0%)
STATISTIC		SYMMETRIC	WITH AMTCONC DEPENDENT	WITH GRADEC DEPENDENT	
LAMBDA		.06122	.02128	.09804	

----- C R O S S T A B U L A T I O N O F -----
 VCRUSE43
 BY AMTCONFL VCR INFLUENCE ON CONFLICT
 ----- PAGE 1 OF 1 -----

		AMTCONFL										ROW TOTAL	
VCRUSE43	ROW TOT	COUNT	I	INO CONFL									
		PCT	INO	CONFL									
		TOT	PCT	IICT									
		I	OI	II	2I	3I	4I						
		-----+	-----+	-----+	-----+	-----+	-----+	-----+	-----+	-----+			
VWR	1	I	21	I	8	I	23	I	19	I	1	I	72
		I	29.2	I	11.1	I	31.9	I	26.4	I	1.4	I	25.9
		I	7.6	I	2.9	I	8.3	I	6.8	I	.4	I	
		-----+	-----+	-----+	-----+	-----+	-----+	-----+	-----+	-----+	-----+		
	9	I	73	I	12	I	43	I	71	I	7	I	206
		I	35.4	I	5.8	I	20.9	I	34.5	I	3.4	I	74.1
I		26.3	I	4.3	I	15.5	I	25.5	I	2.5	I		
	-----+	-----+	-----+	-----+	-----+	-----+	-----+	-----+	-----+	-----+			
COLUMN			94		20		66		90		8	278	
TOTAL			33.8		7.2		23.7		32.4		2.9	100.0	

CHI-SQUARE	D.F.	SIGNIFICANCE	MIN E.F.	CELLS WITH E.F. < 5	
7.27023	4	.1223	2.072	1 OF	10 (10.0%)

STATISTIC	SYMMETRIC	WITH VCRUSE43 DEPENDENT	WITH AMTCONFL DEPENDENT
LAMBDA	.00781	.00000	.01087

STATISTIC	VALUE	SIGNIFICANCE
CRAMER'S V	.16172	
KENDALL'S TAU B	.02553	.3222
PEARSON'S R	.01613	.3945
GAMMA	.04771	

NUMBER OF MISSING OBSERVATIONS = 0

----- C R O S S T A B U L A T I O N O F -----
 VCRUSE43
 BY AMTVCRUL HOW MANY VCR RULES DEVELOPED
 ----- PAGE 1 OF 1 -----

AMTVCRUL										
VCRUSE43	COUNT	I	IGREAT		NU		NONE			ROW TOTAL
	ROW PCT	IMBER								
	TOT PCT									
		I	0I	1I	2I	3I	9I			
VWR	1	I	I	4 I	31 I	2 I	35 I			72
		I	I	5.6 I	43.1 I	2.8 I	48.6 I			25.9
		I	I	1.4 I	11.2 I	.7 I	12.6 I			
	9	+-----+-----+-----+-----+-----+								
		I	2 I	20 I	66 I	5 I	113 I			206
		I	1.0 I	9.7 I	32.0 I	2.4 I	54.9 I			74.1
		I	.7 I	7.2 I	23.7 I	1.8 I	40.6 I			
		+-----+-----+-----+-----+-----+								
	COLUMN	2	24	97	7	148			278	
	TOTAL	.7	8.6	34.9	2.5	53.2			100.0	

CHI-SQUARE	D.F.	SIGNIFICANCE	MIN E.F.	CELLS WITH E.F. < 5
4.03749	4	.4010	.518	3 OF 10 (30.0%)

STATISTIC	SYMMETRIC	WITH VCRUSE43 DEPENDENT	WITH AMTVCRUL DEPENDENT
LAMBDA	.00000	.00000	.00000

STATISTIC	VALUE	SIGNIFICANCE
CRAMER'S V	.12051	
KENDALL'S TAU B	.02721	.3180
PEARSON'S R	.04545	.2252
GAMMA	.05709	

NUMBER OF MISSING OBSERVATIONS = 0

----- C R O S S T A B U L A T I O N O F -----
 VCRUSE44
 BY AMTCONFL VCR INFLUENCE ON CONFLICT
 ----- PAGE 1 OF 1 -----

		AMTCONFL											
COUNT		I											
ROW PCT		INO CONFL										ROW	
TOT PCT		IICT										TOTAL	
		I	0I	1I	2I	3I	4I						
VCRUSE44		-----+	-----+	-----+	-----+	-----+	-----+	-----+	-----+	-----+			
	2	I	35	I	8	I	23	I	31	I	3	I	100
ATV		I	35.0	I	8.0	I	23.0	I	31.0	I	3.0	I	36.0
		I	12.6	I	2.9	I	8.3	I	11.2	I	1.1	I	
		-----+	-----+	-----+	-----+	-----+	-----+	-----+	-----+	-----+	-----+	-----+	
	9	I	59	I	12	I	43	I	59	I	5	I	178
		I	33.1	I	6.7	I	24.2	I	33.1	I	2.8	I	64.0
		I	21.2	I	4.3	I	15.5	I	21.2	I	1.8	I	
		-----+	-----+	-----+	-----+	-----+	-----+	-----+	-----+	-----+	-----+	-----+	
	COLUMN		94		20		66		90		8		278
	TOTAL		33.8		7.2		23.7		32.4		2.9		100.0

CHI-SQUARE	D.F.	SIGNIFICANCE	MIN E.F.	CELLS WITH E.F. < 5
-----	-----	-----	-----	-----
.34136	4	.9870	2.878	1 OF 10 (10.0%)

STATISTIC	SYMMETRIC	WITH VCRUSE44 DEPENDENT	WITH AMTCONFL DEPENDENT
-----	-----	-----	-----
LAMBDA	.00000	.00000	.00000
STATISTIC	VALUE	SIGNIFICANCE	
-----	-----	-----	
CRAMER'S V	.03504		
KENDALL'S TAU B	.02204	.3452	
PEARSON'S R	.02457	.3417	
GAMMA	.03826		

NUMBER OF MISSING OBSERVATIONS = 0

----- C R O S S T A B U L A T I O N O F -----
 VCRUSE44
 BY TVRULES EXTENT TV VIEWING REGULATED
 ----- PAGE 1 OF 1

		TVRULES					NO RULES		ROW TOTAL
		COUNT	I	IGREAT	DE				
		ROW PCT	I	IGREAT	DE				
		TOT PCT	IAL						
			I	OI	1I	2I	3I		
VCRUSE44									
	2	I	7	I	33	I	20	I	100
ATV		I	7.0	I	33.0	I	20.0	I	36.0
		I	2.5	I	11.9	I	7.2	I	14.4
	9	I	12	I	57	I	45	I	178
		I	6.7	I	32.0	I	25.3	I	64.0
		I	4.3	I	20.5	I	16.2	I	23.0
		COLUMN	19		90		65		278
		TOTAL	6.8		32.4		23.4		100.0

CHI-SQUARE	D.F.	SIGNIFICANCE	MIN E.F.	CELLS WITH E.F. < 5
1.06889	3	.7846	6.835	NONE

STATISTIC	SYMMETRIC	WITH VCRUSE44 DEPENDENT	WITH TVRULES DEPENDENT
LAMBDA	.00000	.00000	.00000

STATISTIC	VALUE	SIGNIFICANCE
CRAMER'S V	.06201	
KENDALL'S TAU B	-.01358	.4039
PEARSON'S R	-.01247	.4180
GAMMA	-.02400	

NUMBER OF MISSING OBSERVATIONS = 0

----- C R O S S T A B U L A T I O N O F -----
 VCRUSE44
 BY TVEQUITY PERCEPTION OF TV RULE EQUITY
 ----- PAGE 1 OF 1 -----

		TVEQUITY								
COUNT		I								
ROW	PCT	IVERY	FAI							ROW
TOT	PCT	IR							TOTAL	
		I	OI		II		2I		9I	
VCRUSE44		-----+								
	2	I	17	I	40	I	3	I	40	I 100
ATV		I	17.0	I	40.0	I	3.0	I	40.0	I 36.0
		I	6.1	I	14.4	I	1.1	I	14.4	I
		-----+								
	9	I	23	I	89	I	1	I	65	I 178
		I	12.9	I	50.0	I	.6	I	36.5	I 64.0
		I	8.3	I	32.0	I	.4	I	23.4	I
		-----+								
	COLUMN		40		129		4		105	278
	TOTAL		14.4		46.4		1.4		37.8	100.0

CHI-SQUARE	D.F.	SIGNIFICANCE	MIN E.F.	CELLS WITH E.F.< 5
4.97123	3	.1739	1.439	2 OF 8 (25.0%)

STATISTIC	SYMMETRIC	WITH VCRUSE44 DEPENDENT	WITH TVEQUITY DEPENDENT
LAMBDA	.00803	.02000	.00000

STATISTIC	VALUE	SIGNIFICANCE
CRAMER'S V	.13372	
KENDALL'S TAU B	-.01480	.3978
PEARSON'S R	-.03150	.3005
GAMMA	-.02721	

NUMBER OF MISSING OBSERVATIONS = 0

----- C R O S S T A B U L A T I O N O F -----
 TYP SHO33
 BY TYRENT85
 ----- PAGE 1 OF 1

		TYRENT85					
	COUNT	I				ROW	TOTAL
			ROW PCT	ICRI			
	TOT	PCT	I				
			I	2I	9I		
TYP SHO33	-----	-----	-----	-----	-----	-----	-----
	2	I	10	I	23	I	33
CRI		I	30.3	I	69.7	I	11.9
		I	3.6	I	8.3	I	
	9	I	48	I	197	I	245
		I	19.6	I	80.4	I	88.1
		I	17.3	I	70.9	I	
	-----	-----	-----	-----	-----	-----	-----
COLUMN	58		220		278		
TOTAL	20.9		79.1		100.0		

CHI-SQUARE	D.F.	SIGNIFICANCE	MIN E.F.	CELLS WITH E.F. < 5
-----	-----	-----	-----	-----
1.42424	1	.2327	6.885	NONE
2.02092	1	.1551	(BEFORE YATES CORRECTION)	

STATISTIC	SYMMETRIC	WITH TYP SHO33 DEPENDENT	WITH TYRENT85 DEPENDENT
-----	-----	-----	-----
LAMBDA	.00000	.00000	.00000

STATISTIC	VALUE	SIGNIFICANCE
-----	-----	-----
PHI	.08526	
KENDALL'S TAU B	.08526	.0779
PEARSON'S R	.08526	.0781
GAMMA	.28172	

NUMBER OF MISSING OBSERVATIONS = 0

----- C R O S S T A B U L A T I O N O F -----
 TYP SHO31 TO TYP SHO37 'PREFERENCE FOR PARTICULAR T
 BY TYRENT88

----- PAGE 1 OF 1 -----

		TYRENT88					
TYP	SHO31	COUNT	I				ROW TOTAL
		ROW PCT	ICOM				
		TOT PCT	I				
			I	5I	9I		
			I				
COM	0	I	101	I	19	I	120
		I	84.2	I	15.8	I	43.2
		I	36.3	I	6.8	I	
	+-----+						
	9	I	96	I	62	I	158
		I	60.8	I	39.2	I	56.8
		I	34.5	I	22.3	I	
	+-----+						
	COLUMN		197		81		278
	TOTAL		70.9		29.1		100.0

CHI-SQUARE	D.F.	SIGNIFICANCE	MIN E.F.	CELLS WITH E.F. < 5
16.98205	1	.0000	34.964	NONE
18.09796	1	.0000	(BEFORE YATES CORRECTION)	

STATISTIC	SYMMETRIC	WITH TYP SHO31 DEPENDENT	WITH TYRENT88 DEPENDENT
LAMBDA	.02488	.04167	.00000
STATISTIC	VALUE	SIGNIFICANCE	
PHI	.25515		
KENDALL'S TAU B	.25515	.0000	
PEARSON'S R	.25515	.0000	
GAMMA	.54885		
NUMBER OF MISSING OBSERVATIONS = 0			

* * * C R O S S T A B U L A T I O N * * *

TYRENT (GROUP) TYPE OF VIDEOS RENTED
BY TYRENC (GROUP)

PAGE 1 OF 2

TYRENC (CHILDREN)

		COUNT	ROW PCT	COL PCT	TAB PCT	0	1	2	3	4	5	6	ROW TOTAL				
TYRENT (PARENTS)		I	I	I	I	I	I	I	I	I	I	I					
SCFI	0	I	11	I	10	I	10	I	3	I	7	I	32				
		I	34.4	I	31.2	I	31.2	I	9.4	I	21.9	I	75.0	I	9.4	I	23.2
		I	39.3	I	31.2	I	35.7	I	27.3	I	58.3	I	23.3	I	20.0	I	
		I	8.0	I	7.2	I	7.2	I	2.2	I	5.1	I	17.4	I	2.2	I	
HOR	1	I	8	I	13	I	5	I	2	I	3	I	17	I	3	I	27
		I	29.6	I	48.1	I	18.5	I	7.4	I	11.1	I	63.0	I	11.1	I	19.6
		I	28.6	I	40.6	I	17.9	I	18.2	I	25.0	I	16.5	I	20.0	I	
		I	5.8	I	9.4	I	3.6	I	1.4	I	2.2	I	12.3	I	2.2	I	
CRI	2	I	5	I	7	I	9	I	2	I	5	I	24	I	3	I	30
		I	16.7	I	23.3	I	30.0	I	6.7	I	16.7	I	80.0	I	10.0	I	21.7
		I	17.9	I	21.9	I	32.1	I	18.2	I	41.7	I	23.3	I	20.0	I	
		I	3.6	I	5.1	I	6.5	I	1.4	I	3.6	I	17.4	I	2.2	I	
WES	3	I	3	I	2	I	3	I	2	I	2	I	9	I	4	I	12
		I	25.0	I	16.7	I	25.0	I	16.7	I	16.7	I	75.0	I	33.3	I	8.7
		I	10.7	I	6.2	I	10.7	I	18.2	I	16.7	I	8.7	I	26.7	I	
		I	2.2	I	1.4	I	2.2	I	1.4	I	1.4	I	6.5	I	2.9	I	
MYS	4	I	3	I	5	I	8	I	2	I	5	I	17	I	2	I	23
		I	13.0	I	21.7	I	34.8	I	8.7	I	21.7	I	73.9	I	8.7	I	16.7
		I	10.7	I	15.6	I	28.6	I	18.2	I	41.7	I	16.5	I	13.3	I	
		I	2.2	I	3.6	I	15.8	I	1.4	I	3.6	I	12.3	I	1.4	I	
COM	5	I	18	I	23	I	17	I	7	I	5	I	79	I	6	I	94
		I	19.1	I	24.5	I	18.1	I	7.4	I	5.3	I	84.0	I	6.4	I	68.1
		I	64.3	I	71.9	I	60.7	I	63.6	I	41.7	I	76.7	I	40.0	I	
		I	13.0	I	16.7	I	12.3	I	5.1	I	3.6	I	57.2	I	4.3	I	
OTH	6	I	8	I	5	I	11	I	4	I	5	I	18	I	7	I	31
		I	25.8	I	16.1	I	35.5	I	12.9	I	16.1	I	58.1	I	22.6	I	22.5
		I	28.6	I	15.6	I	39.3	I	36.4	I	41.7	I	17.5	I	46.7	I	
		I	5.8	I	3.6	I	8.0	I	2.9	I	3.6	I	13.0	I	5.1	I	
COLUMN TOTAL		28	32	28	11	12	103	15	138								
		20.3	23.2	20.3	8.0	8.7	74.6	10.9	100.0								

PERCENTS AND TOTALS BASED ON RESPONDENTS

1 MISSING CASES

*** CROSSTABULATION ***

TYVRUL (GROUP)
BY TYVRUC (GROUP)

PAGE 1 OF 2

		TYVRUC														ROW TOTAL	
		COUNT															
		ROW PCT															
		COL PCT															
TYVRUL	TAB PCT	I	0	I	1	I	2	I	3	I	4	I	5	I			
SAVE	0	I	6	I	5	I	2	I	2	I	1	I	5	I	12		
		I	50.0	I	41.7	I	16.7	I	16.7	I	8.3	I	41.7	I	41.4		
		I	66.7	I	33.3	I	50.0	I	50.0	I	33.3	I	50.0	I			
		I	20.7	I	17.2	I	6.9	I	6.9	I	3.4	I	17.2	I			
ERASE	1	I	5	I	10	I	2	I	2	I	1	I	6	I	16		
		I	31.2	I	62.5	I	12.5	I	12.5	I	6.2	I	37.5	I	55.2		
		I	55.6	I	66.7	I	50.0	I	50.0	I	33.3	I	60.0	I			
		I	17.2	I	34.5	I	6.9	I	6.9	I	3.4	I	20.7	I			
REC	2	I	1	I	4	I	1	I	2	I	1	I	2	I	6		
		I	16.7	I	66.7	I	16.7	I	33.3	I	16.7	I	33.3	I	20.7		
		I	11.1	I	26.7	I	25.0	I	50.0	I	33.3	I	20.0	I			
		I	3.4	I	13.8	I	3.4	I	6.9	I	3.4	I	6.9	I			
SCHED	3	I	1	I	3	I	1	I	3	I	1	I	3	I	7		
		I	14.3	I	42.9	I	14.3	I	42.9	I	14.3	I	42.9	I	24.1		
		I	11.1	I	20.0	I	25.0	I	75.0	I	33.3	I	30.0	I			
		I	3.4	I	10.3	I	3.4	I	10.3	I	3.4	I	10.3	I			
OPP	4	I	2	I	3	I	0	I	1	I	0	I	0	I	5		
		I	40.0	I	60.0	I	.0	I	20.0	I	.0	I	.0	I	17.2		
		I	22.2	I	20.0	I	.0	I	25.0	I	.0	I	.0	I			
		I	6.9	I	10.3	I	.0	I	3.4	I	.0	I	.0	I			
VIDS	5	I	3	I	7	I	3	I	3	I	3	I	4	I	13		
		I	23.1	I	53.8	I	23.1	I	23.1	I	23.1	I	30.8	I	44.8		
		I	33.3	I	46.7	I	75.0	I	75.0	I	100.0	I	40.0	I			
		I	10.3	I	24.1	I	10.3	I	10.3	I	10.3	I	13.8	I			
COLUMN			9		15		4		4		3		10		29		
TOTAL			31.0		51.7		13.8		13.8		10.3		34.5		100.0		

PERCENTS AND TOTALS BASED ON RESPONDENTS

110 MISSING CASES

*** CROSSTABULATION ***

TYPRUL (GROUP)
BY TYPRLC (GROUP)

PAGE 1 OF 2

		TYPRLC													
		COUNT	I												
		ROW PCT	I									ROW			
		COL PCT	I									TOTAL			
		TAB PCT	I	0	I	1	I	2	I	3	I	4	I	5	I
TYPRUL				-----+											

PERCENTS AND TOTALS BASED ON RESPONDENTS

75 MISSING CASES

*** CROSSTABULATION ***

TYP SHO (GROUP)
BY TYP SHC (GROUP)

PAGE 1 OF 2

		TYP SHC												ROW TOTAL				
		COUNT	I	ROW PCT		I	COL PCT		I	TAB PCT		I						
				0	I	1	I	2	I	3	I	4	I		5	I	6	I
TYP SHO																		
COM	0	I	37	I	7	I	7	I	7	I	2	I	11	I	6	I	52	
		I	71.2	I	13.5	I	13.5	I	13.5	I	3.8	I	21.2	I	11.5	I	38.0	
		I	55.2	I	30.4	I	41.2	I	31.8	I	28.6	I	29.7	I	22.2	I		
		I	27.0	I	5.1	I	5.1	I	5.1	I	1.5	I	8.0	I	4.4	I		
SOA	1	I	8	I	6	I	1	I	1	I	0	I	4	I	2	I	17	
		I	47.1	I	35.3	I	5.9	I	5.9	I	.0	I	23.5	I	11.8	I	12.4	
		I	11.9	I	26.1	I	5.9	I	4.5	I	.0	I	10.8	I	7.4	I		
		I	5.8	I	4.4	I	.7	I	.7	I	.0	I	2.9	I	1.5	I		
CRI	2	I	5	I	4	I	5	I	1	I	1	I	7	I	4	I	16	
		I	31.2	I	25.0	I	31.2	I	6.2	I	6.2	I	43.7	I	25.0	I	11.7	
		I	7.5	I	17.4	I	29.4	I	4.5	I	14.3	I	18.9	I	14.8	I		
		I	3.6	I	2.9	I	3.6	I	.7	I	.7	I	5.1	I	2.9	I		
SER	3	I	14	I	6	I	4	I	6	I	0	I	8	I	12	I	39	
		I	35.9	I	15.4	I	10.3	I	15.4	I	.0	I	20.5	I	30.8	I	28.5	
		I	20.9	I	26.1	I	23.5	I	27.3	I	.0	I	21.6	I	44.4	I		
		I	10.2	I	4.4	I	2.9	I	4.4	I	.0	I	5.8	I	8.8	I		
GAM	4	I	3	I	3	I	1	I	0	I	1	I	3	I	4	I	12	
		I	25.0	I	25.0	I	8.3	I	.0	I	8.3	I	25.0	I	33.3	I	8.8	
		I	4.5	I	13.0	I	5.9	I	.0	I	14.3	I	8.1	I	14.8	I		
		I	2.2	I	2.2	I	.7	I	.0	I	.7	I	2.2	I	2.9	I		
SPO	5	I	25	I	10	I	6	I	7	I	5	I	21	I	6	I	53	
		I	47.2	I	18.9	I	11.3	I	13.2	I	9.4	I	39.6	I	11.3	I	38.7	
		I	37.3	I	43.5	I	35.3	I	31.8	I	71.4	I	56.8	I	22.2	I		
		I	18.2	I	7.3	I	4.4	I	5.1	I	3.6	I	15.3	I	4.4	I		
OTH	6	I	14	I	6	I	5	I	9	I	2	I	8	I	11	I	36	
		I	38.9	I	16.7	I	13.9	I	25.0	I	5.6	I	22.2	I	30.6	I	26.3	
		I	20.9	I	26.7	I	29.4	I	40.9	I	28.6	I	21.6	I	40.7	I		
		I	10.2	I	4.4	I	3.6	I	6.6	I	1.5	I	5.8	I	8.0	I		
COLUMN TOTAL			67		23		17		22		7		37		27		137	
			48.9		16.8		12.4		16.1		5.1		27.0		19.7		100.0	

PERCENTS AND TOTALS BASED ON RESPONDENTS

2 MISSING CASES