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EFFECTS OF TELIVISON PROGRAMME ON CHILDREN

ALAY AHMAD

M.A. Alig.



*Thesis submitted for the Degree of
Doctor of Philosophy in Psychology,
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REPORTS OF TRAINING PROGRAMS
ON CHILDREN

ALAN WARD
(M.A. (1912))

Thesis submitted for the degree of
Doctor of Philosophy in Psychology,
University of Toronto

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ABSTRACT

The purpose of the present investigation is to study the effects of television programmes of varying types and spot messages upon school children. Ninetyfour TV and fifty non-TV children of grades III-X, and ranging in ages between seven to fifteen years were studied through open-ended interview.

ABSTRACT

Fifty fathers of TV children were also interviewed. Content analysis of these interviews was then carried out. All the interviewees belonged to the educated upper-middle class, residing on the University of Peshawar campus. A comparison was made between the children's behaviour before they possessed TV, and their behaviour after they had viewed it for at least a period of 12 months. The behaviour of TV children was also compared with that of the non-TV ones belonging to the same population and during the same period.

In the case of TV children, the following variables were studied:

TV programme preference, and its causes; TV viewing hours; learning from TV programmes and advertisements; seating place of the family; frequency and nature of communication with the family members while watching TV

ABSTRACT

The purpose of the present investigation is to study the effects of television programmes of varying types and spot messages upon school children. Ninetyfour TV and fifty non-TV children of grades III-X, and ranging in ages between seven to fifteen years were studied through open-ended interview. Fifty fathers of TV children were also interviewed. Content analysis of these interviews was then carried out. All the interviewees belonged to the educated upper-middle class, residing on the University of Peshawar campus. A comparison was made between the children's behaviour before they possessed TV, and their behaviour after they had viewed it for at least a period of 12 months. The behaviour of TV children was also compared with that of the non-TV ones belonging to the same population and during the same period.

In the case of TV children, the following variables were studied:

- TV programme preference, and its causes; TV viewing hours; learning from TV programmes and advertisements; meeting place of the family; frequency and nature of communication with the family members while watching TV

Results also indicate that interactions with visiting friends are inversely related to the degree of programme preference; reactions to the visit of friends during TV viewing; preference between movies and TV programmes.

Both the TV and non-TV children were studied in respect of the following variables:

Total amount of time spent on meeting friends outside TV hours; play; radio; hours of sleeping and rising; home study; effects of TV upon reading habits of magazines, books, newspaper; and English vocabulary.

Results show that social drama was most favoured by the girls. Crime and violence programmes were most favoured by the boys. Their fathers, however, regarded crime and violence as unsuitable programmes for their children. Documentaries and interviews were the least favoured programmes for both. The TV children preferred programmes having partial-fantasy contents. Humour was the major factors of programme preference. Children watched TV for an average of 18.09 hours weekly during winter and 18.01 hours weekly during summer. Another interesting observation was that even though the entire family watched TV programmes together, there was hardly any verbal interaction among its members.

Results also indicate that interactions with visiting friends are inversely related to the degree of programme preference. Results show that TV children preferred TV programmes as compared to movies.

Furthermore, results show that televiewing reduced hours of meeting with friends, play, radio and study. TV viewing also adversely affected the reading habits of magazines, books, and newspapers. As compared with non-TV children, the TV ones were found to be late bed-goers and late risers and the latter sleep for lesser time.

A large majority of fathers of TV children reported that the latter had learnt some undesirable behaviour from TV programmes and spot messages. At the same time, however, they as well as their children thought that TV had a positive effect on general information and vocabulary. The latter was also confirmed through the WISC Vocabulary Scale.

EFFECTS OF TELEVISION PROGRAMME ON CHILDREN

Chapter 2

HISTORICAL INTRODUCTION

The history of television is a long and varied one, starting from the early experiments in the late 19th century. The first practical television system was developed by John Logie Baird in the early 1920s. However, it was not until the late 1920s and early 1930s that television began to take shape as a mass medium. The first regular television broadcasts were made in the United States in 1938, and in the United Kingdom in 1936. The rapid expansion of television in the post-war period was largely due to the development of the electronic television system, which allowed for the transmission of high-quality images over long distances. This led to the widespread adoption of television sets in homes and the emergence of television as a dominant form of mass communication. The historical context of television is important to understand its impact on children, as it has shaped the way in which children interact with the medium and the content they consume. The early years of television were characterized by a focus on entertainment and news, but over time, it has become a more diverse and influential medium, with a wide range of programming available to children. This has led to a growing concern about the effects of television on children's development, behavior, and learning. The historical introduction of television provides a foundation for understanding these issues and the need for research into its effects on children.

HISTORICAL INTRODUCTION

The main purpose of the present research is to study the behavioural and cognitive changes in children resulting from prolonged exposure to various programmes and spot messages presented by the Pakistan Television Corporation.

Chapter I

HISTORICAL INTRODUCTION

The rapid growth of television since 26th November, 1964 in Pakistan has led to speculations about its different kinds of effects on children. But no scientific study has been done on it, and the matter has mostly remained in the realm of conjecture. In contrast, Western investigators have given considerable attention to this subject.

Most of the studies carried out in the United States, United Kingdom, Japan and elsewhere have highlighted certain common pro-social and anti-social effects, while certain others seem to vary with cultures. Some of the basic questions asked in this connection are the following:

(a) Why do children view TV, and the related ones, and why do they prefer certain programmes over others and how much time do they spend on it?

(b) What effects has television on radio-listening, homework, rising and sleeping hours, and other activities?

(c) What effects has televiewing on their moral and social behaviour and cognitive skills?

HISTORICAL INTRODUCTION

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- (a) Why do children view TV, and the related ones, why do they prefer certain programmes over others and how much time do they spend on it?
- (b) What effects has television on radio-listening, homework, rising and sleeping hours, and other activities?
- (c) What effects has televiewing on their moral and social behaviour and cognitive skills?

(a) Factors influencing children's TV viewing behaviour and programme preference

Schramm, Lyle, and Parker (1961) have suggested three major functions of TV watching. First is its social utility. The child watches television with others; therefore, his need to be with others is satisfied. The second function of television is providing information. Its third function is entertainment. However, these functions are related to the programme contents, and vary in emphasis from programme to programme.

Schramm and his associates (1961) have classified content of mass media into two types - reality-content and fantasy-content. These classifications are based upon the Freudian pleasure-pain principle. The first type of content media, i.e., the reality-content presents cognitive subject-matter of the media. According to them reality-content "... constantly refers the viewer to the appropriate method of escape. So, TV viewing under some problems of the real world; invites alertness, effort, activity;... offers enlightenment" (pp.63-64). About the second type of content media, namely fantasy-content, they observe that it "... invites the viewer to take leave of his problems in the real world; invites surrender, relaxation, passivity; ... offers pleasure" (pp.63-64).

They are also of the view that in the beginning children show interest in both reality-content and fantasy-content television programmes. Thus, "vicarious satisfaction"

content. But eventually they develop a preference for fantasy-oriented programmes, as borne out by their studies on the North American and Canadian children (Schramm, Himmelweit, Oursenhein and Vince, 1958; Sailya, 1959). In Lyle, and Parker, 1961). In a recent review of the literature, Roberts (1974) concluded that the same trend is evident in other similar studies. Himmelweit and her associates (1958) had a sample of 2230 British children. They found them seeking a great amount of fantasy by means of TV watching. An earlier study of a similar nature by Maccoby (1951) indicated that if a child is frustrated and unable to solve the main problem, the child would take help from "externally controlled fantasy materials," e.g., stories, comic books, radio and TV. The same author in a later study (1954) indicated that frustrated children preferred fantasy programmes. She gave two major reasons for children's TV viewing behaviour: (a) information seeking, and (b) satisfaction of an inner need. She considered mass media as the most appropriate method of escape. So, TV viewing under some circumstances could be considered as "escape behaviour." To her, the child in viewing TV escapes from the pressures of every day life. She found that one of the main causes of heavy TV viewing was frustration. Studies by the above researchers suggest that if TV children are unable to satisfy their needs in actual life, they identify themselves with the characters of the television programmes. Thus, "vicarious satisfaction"

value systems of families of TV viewers (Klopper, 1963). is achieved (Maccoby, 1951, 1954). In other studies also, Riely and Riely (1951) stated that selection of media content is affected by group membership. In another study, Himmelweit, Oppenheim and Vince, 1958; Bailyn, 1959). In Katsuka and Mori (1968) found that TV viewing and programme preference were related to group norms. Certain that fantasy-oriented TV programmes are preferred by other studies also suggest that peer groups and group children because they provide a means of escape from the norms influence media content preference (Makoyama, 1967; pressures of daily life. Matsuo, 1971).

In contrast, television's appeal for adults is different from that of children. The function of television to determine programme preference on the basis of its for older viewers is "to kill time". When there is nothing content. They tend to highlight two things: first, that to do, or the activities are unstructured, their vacant entertainment programmes are favoured; second, that time is filled by TV watching. A Japanese study (NHK, 1972) reports that 60% of adult TV viewers (16 years and above) aggressive displays are liked. It has been found, for example, that British girls (Himmelweit, Oppenheim and used TV as a "time killer" whenever guests were late. Vince, 1958) and North American boys (Schramm, Lyle and Recently, Katz, Gurevitch, and Haas (1973) also stated Barker, 1961) preferred 'Western' programmes. In contrast, that "to kill time" was one of the functions of television. girls of North America (Schramm, Lyle and Parker, 1961)

and Japan Furu (1971) confirmed Schramm's and his associates (1960) findings that children prefer fantasy-oriented programmes because of their entertainment value, but adds that they tend to prefer reality-oriented problem solving programmes as they grow in years. In his view, changes in selection of media behaviour are related to social maturity and reading ability. on children of 1st to 5th

grades (Schramm, Lyle and Parker, 1961). Top of the Tops Differences in programme preference have also been explained by others in terms of differences in the was favoured by the 12-14 age group (BBC, 1974). From a

value systems of families of TV viewers (Klapper, 1963). Riely and Riely (1951) stated that selection of media content is affected by group membership. In another study, Kataoka and Mori (1968) found that TV viewing and programme preference were related to group norm. Certain other studies also suggest that peer groups and group norms influence media content preference (Nakayama, 1967; Hatano, 1971).

A large number of studies have been conducted to determine programme preference on the basis of its content. They tend to highlight two things: first, that entertainment programmes are favoured; second, that aggressive displays are liked. It has been found, for example, that British girls (Himmelweit, Oppenheim and Vince, 1958) and North American boys (Schramm, Lyle and Parker, 1961) preferred 'Western' programmes. In contrast, girls of North America (Schramm, Lyle and Parker, 1961) and Japan (Furu, 1971) preferred home dramas. It has also been reported in other studies that boys preferred aggressive hero as compared to sober one (Riely and Riely, 1954; Bailyn, 1959; Furu, 1971). A recent report of BBC (1974) suggests that British children of 5-11 years of age favoured The World of Disneyland, which was also favoured by the North American children of 1st to 5th grades (Schramm, Lyle and Parker, 1961). Tops of the Pops was favoured by the 12-14 age group (BBC, 1974). From a

recent personal communication (Sims, 1976) it appears that British children preferred The Generation Game, comedy series like Dad's Army, Morecambe and Wise, and Carry On. They also favoured children's drama like The Secret Garden, Lorna Doone and other serious programmes, e.g., Vision On and Screen Test (Sims, 1976). In the year 1976 (Sims, 1976) and 1974 (Barnes, 1974) Blue Peter, John Carven's Newsround and Jackanory were some of the favoured TV programmes of British children. It is also reported that younger children liked cartoons, (Himmelweit, Oppenheim and Vince, 1958; Schramm, Lyle and Parker, 1961; Furu, 1971; Barnes, 1974; Sims, 1975, 1976).

Craven

Studies have also been conducted on children's liking for educational programmes. In one study it was found that North American children do not watch educational programmes (Schramm, Lyle and Parker, 1961). The same trend is evident in a Japanese study (Furu, 1971). In contrast, an earlier Japanese study found that as children advanced in grade, their desire to watch more educational programmes also increased (RTCI, 1962).

Another related aspect of the same problem is the question of the least favoured programmes. It is interesting to note that this problem has been underestimated by the earlier investigators. However, a recent report of BBC (1974) indicates that children do not like actionless programmes like news.

Another relevant question which may be asked is whether children watch adult programmes. A critical analysis of studies on programme preference contents reveal that children prefer such adult programmes as involve love, romance and sex (Abrams, 1956; Himmelweit, Oppenheim and Vince, 1958; Furu, 1971; Sims, 1976).

As age group/grade
10-11 years
and
12-14

As regards the unsuitability of TV programmes for children from parents' point of view, the ones involving looting, shooting and murder are generally disapproved even in the West (Himmelweit, Oppenheim and Vince, 1958; Schramm, Lyle and Parker, 1961; Liebert, 1973; Gerbner, 1972).

5-11
and
12-14
12-14
5-15

Television Viewing Hours

Elementary school pupils

Since TV viewing is a major recreational activity of children (Liebert, Neale and Davidson, 1973), it seems necessary to determine how much time is spent on it. The following table gives a summary of the results of the relevant studies.

High school pupils

Elementary pupils

High school pupils

Elementary pupils

High school pupils

Not mentioned

10-15 years

17 hrs. weekly			
21 hrs. weekly			
12 hrs. weekly			
2-3 hrs. daily	Not mentioned		By Liebert, Neale & Davidson, 1973
2 hrs. daily	Not mentioned		In Matsuo (1971)

Schramm and his associates (1961) highlighted the effect of different methods of recording viewing time on the amount of viewing. **TABLE A**
AVERAGE TV VIEWING HOURS of the same sample.

Age group/grade	Nationality	Viewing Hrs. Weekly/daily	Method Used	Study Cited
10-11 years and 13-14 "	British	11-13 hrs. weekly	Children's own estimate and supervised diaries	Himmelweit, Oppenheim, and Vince, 1958
5-11 and 12-14 "	-do-	A little over 2 hrs. daily	Aided recall	BBC, 1961
12-14 "	-do-	1 hr. and a half		
12-14 "	-do-	Heavy viewer than adults	Not mentioned	BBC, 1974
5-15 "	-do-	22 hrs. weekly	Not mentioned	Sims (personal communication) 1976
Elementary school pupils	American	19 hrs. weekly	Questionnaire filled in by children and their parents	Witty, 1958. In Schramm, Lyle and Parker, (1961)
High school pupils	-do-	14 hrs. weekly	-do-	-do-
Elementary pupils	-do-	23 hrs. weekly	-do-	-do-, 1953 -do-
High school pupils	-do-	17 hrs. weekly	-do-	-do-, 1953 -do-
Elementary pupils	-do-	21 hrs. weekly	-do-	-do-, 1959 -do-
High school pupils	-do-	12 hrs. weekly	-do-	-do-, 1959 -do-
Not mentioned	-do-	2-3 hrs. daily	Not mentioned	In Liebert, Neale & Davidson, 1973
10-15 years	Japanese	2 hrs. and 20 minutes daily	Not mentioned	In Hatano (1971)

Schramm and his associates (1961) highlighted the effect of different methods of recording viewing time on the measurement of TV viewing hours of the same sample.

Their results are summarized in the following Tables: associates (1958) have proposed a number of principles

TABLE B

under what they call "Displacement Effects". These have been derived from the first principle is that of "functional similarity", according to which "... the child will sacrifice these activities which satisfy the same needs as television, if any need is satisfied by TV as well as other activities, then the latter will be replaced by TV ones. As for example, younger TV children will reduce movie attendance and will watch movies on TV. Similarly, displacement by TV of radio, light reading and comic books can be explained on the basis of the first principle.

AVERAGE TV VIEWING HOURS (SAT + SUNDAY) OF FIFTH-AND-SIXTH GRADE CHILDREN OF SAN FRANCISCO of three kinds. (Estimates given by the children)

Method	Viewing Hours
Unsupervised diary	4.3
Aided recall	5.2
Child's general estimate	5.5

TABLE C

AVERAGE TV VIEWING HOURS (WEEKLY) (Estimates given by the parents' of Ss)

Place of Study	Parents Estimates	Whole Family Interviews	Aided Recall
San Francisco			Clifton suburb
First Grade..	10.9	14.6	15.5
Second Grade	15.6	15.5	15.2
Third Grade..	12.2	18.2	18.1
Fourth Grade.	12.2	15.5	17.1

A comparison of these and other studies (Cunningham and Walsh, 1958; Greenberg and Dominick, 1969; McIntyre and Teevan, 1972) also indicated that differences in the above results are partly due to the methods used.

(b) Effects of TV viewing on other activities

In order to understand the effects of television viewing on other activities of children, Himmelweit and associates (1958) have proposed a number of principles under what they call "Displacement Effects". These have been derived from systematic studies in England. They are of three kinds.

The first principle is that of functional similarity", according to which "... the child will sacrifice those activities which satisfy the same needs as television" (Himmelweit, Oppenheim and Vince, 1958, p 35).

In other words, if any need is satisfied by TV as well as other activities, then the latter will be replaced by TV ones. As for example, younger TV children will reduce movie attendance and will watch movies on TV. Similarly, displacement by TV of radio, light reading and comic books can be explained on the basis of the first principle.

The second principle is that of "transformed activity". It states that if TV does not satisfy a need, it may be satisfied by means of another activity. As for example, certain types of radio programmes or heavy reading material will not be replaced by television. In other words, functionally different activities are not adversely affected by television behaviour. (Parker, 1961). In contrast, post-

television investigations show reduction in radio listening hours. As for example, recently, Robinson (1972) found

The third principle is that of "fringe or marginal activities". According to this principle, organized activities with specific aims will be less adversely affected, while marginal or unorganized activities like chit-chat will be more adversely affected by televiewing. If more time is spent on TV watching, less time will be given to unorganized or marginal activities.

Displacement effects, almost along similar lines, have also been reported in several other investigations (Schramm, Lyle and Parker, 1961; the Shizuoka Survey, 1962; Furu, 1962; Robinson, 1972).

In what follows, an attempt has been made to present certain researches on the reduction of other activities among children, resulting from TV viewing. They relate, for example, to (a) radio listening and movie watching, (b) social life including relationship with family members and friends, and (c) daily academic and other activities including homework, playing, sleeping and rising hours. The economic aspect is the third cause, movie is more expensive. A large number of Radio-listening also reveal reduction in movie attendance

Studies conducted during pre-television period suggest that radio was most popular among children (Lyness, 1952; Schramm, Lyle and Parker, 1961). In contrast, post-television investigations show reduction in radio listening hours. As for example, recently, Robinson (1972) found

that TV viewing adversely affected radio listening hours. The same trend has been reported in other studies conducted in the West (Seagoe, 1952; Abrams, 1956; Cunningham and Walsh, 1958; Schramm, Lyle and Parker, 1961; Baxter, 1961). The same trend appears in a number of Japanese studies conducted by Radio and Television Culture Research Institute (1957, 1959, 1960) and Tokyo University (1960). These findings have been summarized by Hatano (1971).

As for example, Sunday drama adaptations of Little Women Movies and Hollyhocks and mid-week serials like Witch's Daughter have caused Displacement by TV on movie attendance has also been investigated. Cunningham and Walsh (1958) conducted survey from 1948-1957 in New Brunswick, New Jersey. It was found that movie attendance was reduced. Hurlock (1976) reports that movie attendance is reduced due to three factors. The first is that motion pictures are not designed for children, while TV programmes are produced especially for children. The second reason of TV preference over movies is noise in the picture house, while in a TV room there is no such distraction. The economic aspect is the third cause, movie is more expensive. A large number of other studies also reveal reduction in movie attendance of TV children (Seagoe, 1952; Schramm, Lyle and Parker, 1961; Baxter, 1961; Furu, 1971; Robinson, 1972).

Books

Actually what happened among the British (Himmelweit, Oppenheim) Controversial results have been stated by several investigators. Recently, Robinson (1972) using diary method

of recording 24-hour activities reports that TV children did not adversely affect their heavy reading. reduced their book-reading time as compared to non-TV children. An earlier study by Furu (1962) reports a similar phenomenon. As opposite to it, Siegal (1973) is of the view that "books gain huge readership when their authors appear on TV talk shows" (p.ix). His observation has been supported by a recent report of BBC (1974) which states that children read those books which are televised. As for example, Sunday drama adaptations of Little Woman and Pollyanna and mid-week serials like Witch's Daughter have enlarged the reading interests of British children (BBC, 1974). Children's Programmes Department of BBC concludes:

".....Jackanory has introduced a mixture of literature..... to thousands of children whose reading would otherwise have been confined to the classrooms and 'comics' " (p.6).

From the reports (BBC, 1974; Sims, 1975) then, it appears that TV children develop taste for reading of those books which have been telecast. In contrast, Himmelweit and associates (1958) found that TV adversely affected book reading in the beginning, but slowly they came back to it. Schramm and associates (1961) also found no difference in book reading of TV and non-TV children. These studies suggest no adverse ^{effect} effect on book reading. Actually what happened among the British (Himmelweit, Oppenheim and Vince, 1958) and the Canadian (Schramm, Lyle and Parker, 1961) children was that light reading like

comics was reduced as a result of televiewing. But TV did not adversely affect their heavy reading.

Magazines

Many studies have been conducted to determine the effects of televiewing on magazine reading. It appears that magazine reading is reduced due to TV exposure (Siegal, 1973). Several magazines like Look, Life and Evening Post have 'vanished' and now Americans read TV Guide (Siegal, 1973). Furu (1962) in an after-before study also found reduction in magazine reading. Schramm and associates (1961) found an adverse effect on the reading of escape magazines about screen, adventure and detective stories as compared to general magazines. According to them magazine reading is positively related to parental income.

Newspapers

Does TV viewing reduce newspaper reading?

Furu (1962) found adverse effect on newspaper reading of TV viewers as compared to non-TV viewers. Furu's (1962) observations have been supported by Siegal in his Forward to Liebert et al. The Early Window - Effects of Television on Children and Youth (1973):

"Newspapers are now read, in part, because they comment on TV productions and list TV offerings; also they amplify and document the news the reader already knows from having seen it on TV". (p.ix).

(Siegal and Wisco, 1958). It is also reported that there is no adverse effect on the school work of

In contrast, Schramm and his associates (1961) (Roberts, 1974). In one such study, it was reported found no adverse effect on newspaper reading of children that study hours of TV children were shortened only by of Teletown and Radiotown. In fact, a higher percentage 15 minutes per week as compared to non-TV children (Schramm, of Teletown children read newspapers as compared to Lyle and Parker, 1961). In contrast, Furu (1962) in a Radiotown. They explained this difference in terms of before-after study on Japanese children found considerable easier availability of metropolitan newspapers in Teletown. reduction in the study hours of TV children which has the Schramm and his associates (1961) have highlighted the extent of 128 mins. of two days (i.e., Friday and Saturday). role of two factors in children's liking for newspapers. Reduction in study hours has also been reported in other One is that of content of the news and the other that of Japanese studies (The Shizuoka Survey, 1962; Furu, 1971). socio-economic status of their parents. They point out that soft content like sports and comics is preferred by children of blue-collar parents, while children of white-collar parents seem to like both hard and soft news.

School Home Work

It is generally feared by parents that TV exposure has adverse effect on their children's study hours at home. This apprehension of parents has been the theme of many investigators. Some of them hardly find any evidence for their apprehension, while certain others do.

Maccoby (1951) interviewed 332 mothers of 622 children. She found no adverse effect of TV viewing on children's homework on weekdays. However, a closer inspection of her results would reveal that TV children did no homework as compared to non-TV children on Sundays. Other investigators also found no adverse effect on school homework (Fager and Smith, 1951; Stewart, 1951; Himmelweit, Oppenheim and Vince, 1958). It is also reported that if there is any adverse effect on the school work of British

and American children, this is of a very minor nature (Roberts, 1974). In one such study, it was reported that study hours of TV children were shortened only by 15 minutes per week as compared to non-TV children (Schramm, Lyle and Parker, 1961). In contrast, Furu (1962) in a before-after study on Japanese children found considerable reduction in the study hours of TV children which has the extent of 128 mins. of two days (i.e., Friday and Saturday). Reduction in study hours has also been reported in other Japanese studies (The Shizuoka Survey, 1962; Furu, 1971).

Playing Hours

Probably the most attractive activity for children is play. It would be interesting to find out effects of TV viewing on children's play behaviour. A large number of studies report that television children have reduced their playing hours (Maccoby, 1951; Schramm, Lyle and Parker, 1961), while Furu (1962) in a Japanese study reported no significant adverse effect.

Bedtime

As most of the programmes are telecast during night and continue till midnight, it seems necessary to find out the effect of TV watching on sleeping and rising hours of children.

In one study it was found that television children went to bed late by 15-25 minutes per night (Himmelweit,

Oppenheim & Vince, 1958). The same results have been obtained in other studies (Maccoby, 1951; Schramm, Lyle and Parker, 1961; Furu, 1962). In contrast, in another study based upon parents' responses, no delay in bed timings seems to have taken place (Fager and Smith, 1951). In any case, TV viewing seems to have changed the sleeping patterns of majority of Americans (Johnson, 1967; Appell, 1971). In a recent study Robinson (1972) reports reduction in conversation on the part of TV children as compared to non-TV children. In contrast, Furu (1962)

Family no difference in the total amount of time spent on conversation between TV and non-TV children.

A large number of investigations have been carried out to determine how television exposure affects various dimensions of children's social relationships with their family members (parents, brothers and sisters).

Maccoby (1951) interviewed mothers to study the effect of TV upon different aspects of family. As a first step, it was investigated how much time is spent in homes by children. She found no difference between TV and non-TV groups in the total amount of time spent outside their homes. She also tested a popular hypothesis that TV brings the family together. This was done in terms of the quantity

(ii) In another study (Towara et al. 1968) it was found that majority of the family members watched TV programmes together (Batano, 1971, p.162). from the responses of mothers that even though family members assembled in the TV room and watched programmes, personal communication between them was very little.

Children's activities such as colouring and eating, mother's activities such as ironing and father's activities such as reading during a programme remained suspended. According

to Maccoby (1951), "The nature of the family social life during a program could be described as 'parallel' rather than interactive, and set does seem quite clearly to dominate family life when it is on" (p.429).

In a recent study Robinson (1972) reports reduction in conversation on the part of TV children as compared to non-TV children. In contrast, Furu (1962) found no difference in the total amount of time spent on conversation between TV and non-TV children.

Giving a summary of studies on TV and family relationship in Japan, Hatano (1971) reports as follows:

(i) In one study (Fujitake, 1968) TV sets of 3 Japanese families were removed for a period of one month. During this period frequency of conversation between family members increased and the happiness of the family circle was restored as in pre-TV days. On the other hand, however, attraction of the living room was lost, and elderly members of the family in particular withdrew to their own rooms (Hatano, 1971, p.162).

(ii) In another study (Tawara et al. 1968) it was found that majority of the family members watched TV programmes together (Hatano, 1971, p.162).

(iii) Fujioka (1970) reported from the responses of mothers that "...one of TV's main functions is making a happy family circle" (Hatano, 1971, p.162).

Nakajima (1973) in a Japanese study has also reported that TV watching played an effective role in

the development of harmony in the family. In a recent study, Katz, Gurevitch and Haas (1973) found that Israeli subjects utilized television viewing to spend time with the family members. It has also been reported in other American studies that TV strengthened family relations (Coffin, 1955; Forsey, 1963). Himmelweit and her associates (1958) in a British study report that TV brings the family together. She, however, adds that it does not necessarily bind them together.

Friends and Social Activities

As regards relationships with friends, several studies suggest that TV children do not make new friends (Coffin, 1955; Forsey, 1961), reduce their social gatherings (Robinson, 1972), spend less time with their friends and watch TV programmes in their own homes (Maccoby, 1951). Thus according to Maccoby (1951) "... TV seems to make him more solitary rather than more social...." (p.426).

In contrast, a Japanese study (Furu, 1962) reported that TV children's participation in group activities was not reduced, and concluded that TV did not isolate TV children from their friends. Recently, a study conducted on Israeli adults of 15-60 years shows that TV viewers considered friends as a more effective source of gratification than TV watching (Katz, Gurevitch, and Haas, 1973).

Taking an overall view of all these studies, one feels like agreeing with Robinson (1972) that "... at least

in the temporal sense, television appears to have had a greater influence on the structure of daily life than any other innovation in this century" (p.428).

(c) Learning from Television (1974). It has been reported

that vocabulary (Morwitz and Connor, 1972), and cognitive skills (Liebert, Neale and Davidson, 1973) particularly of disadvantaged children have increased through these TV programs. There is considerable evidence to the effect that more time of children is consumed by TV watching than by exposure to other mass media (Robinson, 1972; Liebert, Neale, and Davidson, 1973). It is claimed that TV acts as a cognitive and socializing agent (Schramm, Lyle, and Parker, 1961; Leifer and Roberts, 1971; Liebert and Poulos, 1975; Liebert, Neale and Davidson, 1976).

One may look for television's effect on children in the following directions: (i) cognitive, i.e., language vocabulary and scientific and general knowledge (McCoby, 1951; Dugon, 1955). But according to Schramm (1961), children after 12-14 years of age learn mostly from printed words than from TV. (ii) social effects like cooperation and sympathy; and (iii) anti-social effects like aggression, both verbal and non-verbal.

✓ Cognitive Effects

Pro-social Certain studies indicate positive effects of television viewing on vocabulary. As for example, Evans (1955) found that TV children of KG and Nursery had larger vocabulary than non-TV children. The same trend appears in other studies (Schramm, 1960). In another study, however, it has been reported that vocabulary increases upto fifth grade, but beyond that there seems to be no difference between TV and non-TV children's vocabularies (Schramm, Lyle, and Parker, 1961).

Recently investigators have given considerable attention to the study of the effects of Sesame Street and Electric Company of the Children's Television Workshop on the cognitive skills of children (Horwitz and Connor, 1972; Bogatz and Ball, 1972; Solomon, 1974). It has been reported that vocabulary (Horwitz and Connor, 1972), and cognitive skills (Liebert, Neale and Davidson, 1973) particularly of disadvantaged children have increased through these TV programmes. Stein and Friedrich (1972; 1973) conducted an experiment. As regards general knowledge, it was found that TV children had more knowledge on entertainments and film stars but not on scientific subjects (Schramm, Lyle and Parker, 1961). In another study, however, parents and teachers are reported to have expressed facilitatory effect of TV on their children's vocabulary and general knowledge (Maccoby, 1951; Dugon, 1955). But according to Schramm (1964), children after 13-14 years of age learn mostly from printed media than from TV in so far as vocabulary, science and public affairs are concerned. Pryor and Thelen, (1969).

Pro-social behaviour

Stein and associates (1975) experimentally. Earlier studies suggest that TV teaches behaviour (a) violence (Bandura and Ross, 1961; Mc Intyre and Teevan, 1972; Lefkowitz et al, 1972; Lyle and Hoffman, 1972; Liebert, Neale and Davidson, 1973; Gerbner et al. 1977), (b) fashion (Schramm, Lyle and Parker, 1961), (c) obscenity and pronography (Berkowitz, 1971; Johnson, 1971), and (d) indiscipline (Bandura and Kupers, 1964;

Stein, 1967). Recent studies, however, show that TV also plays a positive role in developing pro-social behaviour. As for example, in one study, Bryan and Walbek (1970) tested the effect of televised generosity on third and fourth graders. It was found that Ss who saw a charitable model developed more generosity behaviour as compared to those who watched neutral models. In a later laboratory study, Bryan (1970) found the same results.

Stein and Friedrich (1972; 1973) conducted an experiment on 100 preschool children who were exposed to (a) prosocial (Misterogers' Neighborhood), (b) aggressive (Batman and Superman cartoons), and (c) neutral (like children on farm) TV programmes. It was found that pro-social behaviour like cooperation and nurturance towards others increased among children who viewed prosocial contents. In other experimental studies, investigators found that children developed rule adherence (Walters, Leat, and Mezi, 1963; Stein and Bryan, 1972; Wolf, 1972), social interaction with peers (O'Connor, 1969) and affection (Fryrear and Thelen, 1969).

Recently, Sprafkin and associates (1975) experimentally studied the specific effect of helping behaviour on 30 children. Experimental children were exposed to prosocial Lassie, while children of control group I watched neutral Lassie, and control group II viewed comedy Brady Bunch, all commercial programmes. It was concluded that those children who viewed prosocial Lassie developed more helping behaviour as compared to other children.

Warthen (1964, p. 34) on the subject, "...television has become a school for violence".

Anti-social behaviour

There is a lot of evidence about excessive portrayals of violence in TV (Greenberg, 1972; Greenberg et al. 1977). Several studies suggest that TV children watch programmes having aggressive contents. The question arises what the effects of crime and violence programmes are on children?

It appears that TV villain obtains his goals by looting and shooting, and the hero inflicts physical punishment on him. The hero is then rewarded and not punished (Liebert, 1973). TV contents teach that problems can be solved through violence (Wertham, 1964). Thus, violence is justified in TV programmes (Liebert, 1973), and children viewers accept such violent behaviour as morally sanctioned (Stein, 1972).

A large number of investigations have been conducted in the field as well as in the laboratory on the effects of TV violence on children. This extensive work has been reviewed in detail by Schramm (1964), and Liebert (1973).

It has been reported, for example, that those children who were exposed to violent contents played more aggressive games than children who had not viewed such programmes (Loyass, 1961; Bandura and Ross, 1961; Lyle and Hoffman, 1972). A large number of investigations have also reported that TV children learned aggressive forms of behaviour (Siegel, 1958; Bandura et al. 1961; Hicks, 1965; Hanratty et al. 1969; Liebert and Baron, 1972; Lefkowitz et al. 1972). Liebert and his associates (1973) aptly quote Wertham (1964, p.34) on the subject, "...television has become a school for violence".

Sexual Behaviour programmes in sexual matters may be harmful for children.

Society has always shown concern over sexual matters presented through mass media. Since the introduction of television, Pakistani parents seem to have been worried about those TV programmes and commercial spot messages where they perceive an element of obscenity; e.g., manner of dress exposing parts of the body which excite sexual feelings; semi-nude presentation, action like hugging as in some western films, etc. In contrast, it is interesting to observe that exploitation of sex is against TV code (BBC, 1974; PTV Year Book, 1976).

These advertisements also seem to have a positive effect on their purchasing behaviour (Ward et al., 1974; Atkin, 1975). It has also been reported that children have, however, been conducted on movies. Mann et al. (1970), for example, investigated the effects of obscene and pornographic films on adults. The findings of which have been summarized by Berkowitz (1971) in the following words: "... erotic stimuli can produce sexual fantasy, conversation about sex, and masturbation as well as heterosexual coitus for at least 24 to 48 hours" (p.20). Schramm (1964) reports a study of Blumer and Hauser (1933) on the effects of sexual contents of movies on delinquent boys and girls. They found that such movies contributed to sexual delinquency among both of them.

A recent study conducted by the General Advisory Council of the BBC (1974) highlights the fact that while parents may be embarrassed by sexual jokes on TV in the presence of children, the latter are not so innocent. It is

doubtful whether programmes in sexual matters may
be harmful for children

Advertisements

It is a fact that frequency of television's commercial spot messages are being increased every year (Liebert, Neale, and Davidson, 1973; PTV Year Book, 1976), and children watch advertisements on TV (Ward, and Wackman, 1972). But until 1970 no serious attempt seems to have been made to study the effect of advertisement on children (Liebert, 1975). In a recent study (Ward et al. 1974) children have been found to be well-informed about commercial items. These advertisements also seem to have a positive effect on their purchasing behaviour (Ward et al. 1974; Atkin, 1975). It has also been reported that children tend to believe the advertisements utility and try to apply them in their actual life (Atkin, 1975; Poulos, 1975; Liebert, 1977).

STATEMENT OF THE PROBLEM AND HYPOTHESES

The aim of the present investigation is to study the effects of television programmes and spot messages on a sample of Pakistani school boys and girls in respect of the following aspects of their behaviour:

1. TV Programme Preference: (a) most favoured programmes, (b) least favoured programmes, (c) programmes favoured for future televiewing. Chapter II was considered unsuitable for children by their fathers.

STATEMENT OF THE PROBLEM AND HYPOTHESES

2. Causes of Programme Preference both among (a) children as well as their (b) fathers.

3. TV Viewing Hours: (a) average viewing hours, (b) grade differences in TV viewing hours, and (c) sex difference in TV viewing.

4. Learning: (a) pro-social learning, (b) anti-social learning, (c) English vocabulary, and (d) grade and sex difference in learning.

5. Advertisements: (a) children's reaction, and (b) reactions of fathers to the effects of TV spot messages on their children.

6. Family Relationship: (a) nesting place of the TV family, and (b) frequency of conversation during a TV programme.

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6. Family Relationship: (a) meeting place of the TV family, and (b) frequency of conversation during a TV programme.

7. Relationship with Friends: (a) attitude towards a visiting friend during a TV programme, and (b) time spent on meeting with friends outside TV hours.

Question 1

8. Playing: effects of televiewing on playing hours.

(1) Which ones of the TV programmes by title

9. Printed Media: (a) magazine reading, (b) reading of books (other than textbooks), (c) newspaper reading, and (d) nature of newspaper material read.

10. Radio: time spent on radio listening.

preference is in terms of aggressive and non-aggressive

11. Movies: preference between movie and TV viewing.

12. Sleeping: (a) night sleeping timings, and (b) total hours of sleep.

girls are usually socialized in such a way that they are not

13. Rising: timings of rising.

14. Study: (a) schedule of study hours, and (b) total study hours at home.

expect that boys will prefer TV programmes with physical aggression as compared to girls. The following hypothesis

was formulated: QUESTIONS AND HYPOTHESES

Hypothesis The specific problems that have been investigated, and the questions raised, and hypotheses tested are described below:

boys whose most favoured programmes will be the ones with aggressive contents.

1. TV Programme Preference

(a) Most favoured TV programmes

preference is in terms of Schram's (1960) classification
In order to understand why children prefer

certain television programmes over others, The following questions were investigated:

Question 1

(i) Which ones of the TV programmes by title and category are most favoured by children?

(ii) Is there any grade and sex difference in this regard?

Another way of studying television programme preference is in terms of aggressive and non-aggressive contents of TV programmes. Earlier studies suggest that programme preference differs from group to group and sex to sex. In our culture, as probably in many other cultures, girls are usually socialized in such a way that they are not allowed overt physical aggression. The channel of aggression allowed to them is more verbal. This disapproval of physical aggression is probably introjected. One can, therefore, expect that boys will prefer TV programmes with physical aggression as compared to girls. The following hypothesis was formulated:

Hypothesis 1

TV programmes with non-aggressive contents will be preferred more by the girls as compared to boys whose most favoured programmes will be the ones with aggressive contents.

Hypothesis 2

Another way of studying television programme preference is in terms of Schramm's (1960) classification reality and complete fantasy-contents.

(b) Least favoured TV programmes
contents in fantasy vs. reality categories. Using such a classification Schramm, Lyle and Parker (1961) found that children usually watched fantasy-oriented programmes more often as compared to reality-oriented programmes. This phenomenon was explained by Schramm in terms of immediate pleasure. According to him, frustration and boredom may be released through those fantasy programmes which give pleasure, offer wish-fulfilment, invite surrender, and reduce threat and anxiety at least temporarily.

(c) Programmes favoured for future televiewing
Another related problem of programme preference is about children's attitude towards programmes. Schramm has used only two categories of programmes - fantasy-oriented and reality-oriented. It was, however, felt that a more realistic categorization should be based on some kind of a reality-fantasy continuum rather than the dichotomous classification adopted by Schramm. The complete fantasy-oriented programme may be preferred by severely disturbed children. Ordinarily, an element of reality-orientation would be necessary to enable children to identify themselves with the characters of the programmes. In present investigation, therefore, a third category of partial-fantasy content/partial reality-content was introduced. It was expected that children would frequently prefer partial fantasy-content programmes as compared to complete fantasy-oriented or complete reality-content programmes. In view of the above the following hypothesis was set up:

Hypothesis 2

TV programmes with partial fantasy-contents will be preferred than programmes with complete reality and complete fantasy-contents.

(b) Least favoured TV programmes

To make a comparative study, least favoured programmes were also inquired. The following question was asked:

Question 2

Which ones of the TV programmes were least favoured category-wise?

(c) Programmes favoured for future televiewing

Another related problem of programme preference is about TV children's attitude towards those programmes which they wanted to see in future. The following question was asked:

Question 3

What sort of TV programmes children want to see in future?

(d) Programmes considered unsuitable for children by their fathers

There is general anxiety among parents about certain TV programmes and their possible harmful effects on their children. It appears from the views expressed in dailies and popular magazines (e.g., Urdu Digest, Akhbar-e-Khawateen, 1978; Zindagi, 1978) and from informal conversation among parents, that much of this anxiety is about programmes involving sex and violence, which were not so much in the limelight in other mass media. The programmes originating in foreign countries in part spent on televiewing. A large number of studies found

different viewing hours (e.g., Maccoby, 1951., Shizuka, 1962., Furu, 1971.), which are in conflict with the traditional ways of life in the country. In view of this it was decided to investigate the following question:

Question 4

Which ones of the TV programmes considered unsuitable for children by their fathers? Which is likely to have a positive effect on their viewing hours. The following questions were asked

2. Causes of Programme Preference

In earlier studies, causes of programme preference were generally investigated through content analysis (e.g., Maccoby, 1951., The Shizuoka Survey, 1962., Furu, 1971). Such studies did not take into account the fact that the same programme could be preferred by different individuals for different reasons. A viewer may interpret a TV theme according to his own personality. Causes of such likes and dislikes were directly asked from both TV children as well as their fathers.

Question 5

What are the causes which determined programme preference among TV children, and as reported by their fathers?

Hypothesis 1

3. TV Viewing Hours

Another related problem is about the total time spent on televiewing. A large number of studies found

different viewing hours (e.g., Maccoby, 1951., Himmelweit, Oppenheim, and Vince, 1958., Furu, 1971., Lyle and Hoffman, 1972). These results vary partly due to cultural conditions and partly due to differences in techniques in measuring the time. In the case of our sample, an additional factor has also to be taken into account, and this is the novelty value of the TV because of its recent introduction which is likely to have a positive effect on their viewing hours. The following questions were asked in this connection:

Question 6

- (a) What are the average weekly TV viewing hours of Pakistani children?
- (b) Is there any relationship between TV viewing hours and school grade of the viewers?

In Pakistan, in many homes TV set is installed in the drawing/living room, and on arrival of a male visitor the girls may have to leave the room. Moreover, older girls may have to serve the guests and are also required to perform domestic duties. It was, therefore, expected that the viewing hours of girls will be shorter than those of boys. The following hypothesis was formulated:

Hypothesis 3

- (a) Television viewing hours of girls will be shorter than those of boys.
- (b) Is there any grade and sex difference in this regard?

English Vocabulary Learning

Several studies indicate that televiewing has positive effects on English vocabulary but after 6th grade there is no difference between TV and non-TV children. The effects on the kind of learning have been investigated (e.g., Schramm, Lyle, and Parker, 1961). This finding relates to English-speaking countries.

Pro-social and anti-social behaviour:

Researches reported earlier show that TV contents, personality and cultural background of the viewers influence their learning. But findings from other societies and cultures like the British and the American should not be generalized to cultures like ours. Pakistani culture has its own distinct history and tradition. It is passing through a transitional phase as we are proceeding towards modern technology. It is also worth mentioning that our children not only see Pakistani programmes but also British, American, and occasionally other imported programmes. It may be noted that some values that are not socially approved in the Pakistani culture are also being telecast through various programmes, in particular, those of foreign origin. Therefore, it seems necessary to find out the effects of TV programmes on behavioural and cognitive changes. The following question was investigated:

Question 7

- (a) Are television children learning pro-social or anti-social behaviour from TV programmes?
- (b) Is there any grade and sex difference in this regard?

English Vocabulary Family Relationship

Several studies indicate that televiewing has positive effects on English vocabulary but after 6th grade there is no difference between TV and non-TV children's vocabulary (e.g., Schramm, Lyle, and Parker; 1961). This finding relates to English-speaking countries. In the case of Pakistan one would expect that the children who watch TV programmes which include the English ones would be superior in English vocabulary to those who do not watch TV programmes, because learning opportunities of English language are quite limited in Pakistan as compared to those countries where the mother tongue is English. To examine the role of television in enhancing English vocabulary, the following hypothesis was formulated:

Hypothesis 5

Hypothesis 4

Children and family members will regularly watch Television Ss will obtain higher scores on WISC Vocabulary Scale as compared to non-TV Ss.

(b) Conversation between family members

5. Advertisement

Studies show that meeting of the family members in the same room does not necessarily increase the interaction between them. Various kinds of spot messages on different themes, both commercial and non-commercial are telecast. Some of them do not seem to conform to our value-system. The following questions were, therefore, raised:

The few Question 8 interpersonal communication, however,

(a) What according to children did they learn from TV advertisements?

(b) What according to their fathers, did their children learn from the same?

6. Family Relationship

The aim of this study was to determine the impact of televiewing on family life of the TV group. The following problems were investigated.

(a) Meeting place of the family

Earlier works on this topic demonstrate that TV brings the family together. This problem can be investigated in a more detailed way by determining what children did during evening hours and whether they came in contact with the family members during the pre-television period. The following hypothesis derived from the earlier research work:

Hypothesis 5

Children and family members will regularly meet in the TV room, i.e., television will bring together in the same room.

(b) Conversation between family members

Studies show that meeting of the family members in the same room does not necessarily increase the interaction between them. In one of the studies reported earlier (Maccoby, 1951) it was found that interpersonal communication while watching a programme actually decreased. The frequency of interpersonal communication, however, also seems to be related to programmes preference; the more absorbing a programme, the less the interpersonal communication.

Hypothesis 6

Interpersonal communication during TV viewing is inversely related to the degree of preference of a programme.

7. Relationship with Friends

The following aspects of impact of televiewing on relationship with friends have been investigated:

(a) Attitude towards a visiting friend during a TV programme

The problem of TV children's social interaction with their friends can also be studied by investigating their attitude towards a visiting friend during a TV programme. This aspect has been underestimated by earlier researchers (e.g., Maccoby, 1951; Furu, 1962). It seems, however, that hospitability and entertainment, even though our basic cultural values, are likely to be adversely affected by televiewing behaviour, depending upon the degree of interest elicited by the TV programmes.

Hypothesis 7

Interactions with visiting friends are inversely related to the degree of programme preference.

(b) Time spent on meeting with friends outside TV hours

What is the effect of televiewing on meeting with friends outside TV hours? Several studies indicate an adverse affect, while a few found no such affect on time spent with friends.

is such a problem. To study this problem, the following hypothesis was set up: is, therefore, of considerable interest to find out the effect of TV on reading of printed pages. The following dimensions have been studied:

Hypothesis 8

TV children will spend less time in meetings with friends as compared to non-TV children.

(a) Magazine reading

In the earlier studies usually two methods have been employed to study Playing of magazine reading by televiewing: total number of magazines read in a specific period, and Playing of magazine reading.

The purpose of this study was to investigate the effect of television viewing on playing hours of TV children. On this topic some investigators found adverse effect in contrast to others who reported very slight reduction in the playing hours of children. To the present investigator, these methods are not suitable for obtaining precise information. Magazines differ in terms of amount of reading material due to variation in the number of pages and the reading contents.

A few magazines. In Pakistan, play is not organized particularly at lower age level. There are very few sports clubs. Children usually play in their own homes or in the neighbourhood at any time when they are not doing anything. Since availability of TV means less unoccupied time, it was expected that the time for play will be reduced. The following hypothesis derived from earlier work (e.g., Maccoby, 1951) was formulated:

Hypothesis 10

Hypothesis 9

TV children will read fewer pages of magazines as compared to non-TV children. Playing hours of TV children will be shorter as compared to that of non-TV children.

(b) Reading of books

It has been demonstrated that TV children read fewer books. A report published on this subject (Maccoby, 1951) however shows that TV children frequently read more books.

9. Printed Media

The principal question asked was whether television however shows that TV children frequently read more books.

is such a powerful medium that it will dominate printed media. It is, therefore, of considerable interest to find out the effect of TV on reading of printed pages. The following dimensions have been studied:

(a) Magazine reading

In the earlier studies usually two methods have been employed to study displacement of magazine reading by televiewing: total number of magazines read in a specific period, and regularity of magazine reading.

To the present investigator, these methods are not suitable for obtaining precise information. Magazines differ in terms of amount of reading material due to variation in the number of pages and the reading contents. A few magazines contain all types of material for adults as well as children. It is also not necessary that children may read the entire material. Therefore, it was decided to measure the total number of pages that have been read by a child during a particular period. In order to find out the relative use of the two media; i.e., TV and magazines, the following hypothesis was formulated:

Hypothesis 10

Television Ss will read fewer pages of magazines as compared to non-TV Ss.

(b) Reading of books

It has been demonstrated that TV children read fewer books. A report published on this subject (BBC, 1974), however shows that TV children frequently read those books

which are telecast in the form of a play. In Pakistan, very few programmes broadcast by PTVC are based upon any published material. Therefore, we do not anticipate such results as reported by the BBC. The following hypothesis has been tested to investigate the effect of televiewing on reading of books (other than textbooks).

Hypothesis 11 *read soft contents more*

Television Ss will read fewer books as compared to non-TV Ss.

(c) Newspaper reading

It appears from earlier studies that newspaper reading is not adversely affected by television watching (e.g., Schramm, Lyle, and Parker, 1961). In Siegel's opinion (1973), however, newspaper reading is reduced due to TV viewing. In the present investigation regularity of newspaper reading was taken as a measure of the effect of television viewing. The forthcoming hypothesis was set up for this purpose.

Hypothesis 12

TV children are less regular newspaper readers as compared to non-TV children

(d) Nature of newspaper material read

Another way of studying the impact of television viewing on consumption of newspaper is in terms of the classification of newspaper contents in soft contents and hard contents as reported by Schramm and his associates (1961). But the difference between the effects of soft

content and hard content appear worth investigating. Moreover, it was felt that like news and other informative material (hard content) had already been furnished on the TV, contents of newspaper read will be affected otherwise. The following hypothesis was investigated:

Hypothesis 13

TV children will read soft-contents more often than non-TV children.

Hypothesis 10. Radio

It has been demonstrated by a large number of investigators that radio listening has been adversely affected by TV viewing. It was probably because children's need of listening programmes on radio was satisfied by TV. The following hypothesis was formulated:

Hypothesis 14

Total amount of time spent on radio listening by TV Ss will be shorter than non TV Ss.

11. Movies

One of the functions of both television and motion pictures is to provide entertainment to viewers. On account of this functional similarity as also due to the greater accessibility of TV, it was expected television programmes be preferred over movies. The following hypothesis was investigated in this connection:

Hypothesis 15

Television children will prefer TV programmes over those of motion pictures.

12. Sleeping

Children watch television at night. Therefore, it is expected that they are likely to go to bed late. But since they have to school in time, they have to sleep less. As such, the following hypotheses were tested:

Hypothesis 16

Television children will go to bed at later hours as compared to non-TV children both on weekdays as well as on weekends.

Hypothesis 17

TV children in general sleep for fewer hours as compared to non-TV children.

13. Rising

For the same reasons as given for sleeping hours, TV children's rising hours on weekdays will be the same as for non-TV children, but more on weekends. The following hypotheses were tested:

Hypothesis 18

On weekdays there will be no difference in the rising hours of TV and non-TV Ss.

Hypothesis 19

On weekends rising hours of TV Ss shall be later than those of non-TV Ss.

14. Study

Two problems were studied in this connection:

(a) Schedule of study, and (b) total study hours. For that first we asked the following question:

Question 9

Is there any difference in the schedule of study hours at home of TV and non-TV children?

Chapter III

For the second the following hypothesis was set up:

Hypothesis 20

The time devoted to study at home would be shorter for TV Ss as compared to non-TV Ss.

METHOD AND PROCEDURE

In the present investigation two groups of children have been used - those having TV sets at their homes and those not having TV sets at home. Both were asked about their present behaviour when this study was conducted. Both the groups were further asked about their behaviour during the period when the TV group did not possess TV sets at their home. This investigation was supplemented by interviews from the fathers of TV children.

Chapter III

METHOD AND PROCEDURE

Television viewing and its effects have been studied in a number of ways. Some investigators have tried to study the effects of television in the laboratory. The Ss are usually exposed to a programme and then their reactions are studied. This method has its advantages, but it is not suitable for studying the long-term effects of watching TV programmes. Another limitation of the laboratory method is that the effect of only one TV programme can be studied at a time, and it is not possible to investigate problems like those of programme preference, amount of TV viewing and effects of various programmes.

In the present investigation field study method was employed. The main advantage of this method is that the subjects are not only exposed to TV programmes for long periods of time, but that they can also watch various programmes and some of the programmes are repeated at times. Under such conditions subjects may develop attitudes and preferences towards different types of TV

METHOD AND PROCEDURE

programmes which have a greater behavioural significance than the temporary effects in the laboratory. Moreover, the present method is more suitable for explanation. In the present investigation two groups of children have been used - those having TV sets at their homes and those not having TV sets at home. Both were asked about their present behaviour when this study was conducted. Both the groups were further asked about their behaviour during the period when the members of the TV group did not possess TV sets at their homes. This information was supplemented by interviews from the fathers of TV children.

Television viewing and its effects have been studied in a number of ways. Some investigators have tried to study the effects of television in the laboratory. The Ss are usually exposed to a programme and then their reactions are studied. This method has its advantages, but it is not suitable for studying the long-term effects of watching TV programmes. Another limitation of the laboratory method is that the effect of only one TV programme can be studied at a time, and it is not possible to investigate problems like those of programme preference, amount of TV viewing and effects of various programmes.

In the present investigation field study method was employed. The main advantage of this method is that the subjects are not only exposed to TV programmes for longer periods of time, but that they can also watch multiple programmes and some of the programmes are viewed several times. Under such conditions subjects may form different attitudes and preferences towards different kinds of TV

programmes which have a far greater behavioural significance than the temporary experimentally produced effects in the laboratory. Moreover, the present method is more suitable for exploring inter-relationships between television and other mass media, e.g., printed pages, movies, and radio.

Furthermore, TV is a part of the total life situation, and is likely to influence many aspects of behaviour like hours of sleeping and rising, time spent in studying, playing, radio listening and meeting friends. The role of TV in this total life situation can be studied in a better way through the present design than by the laboratory method.

Since our purpose was to ascertain rather long-term effects of TV programmes, information was obtained about the behaviour of TV children after they were exposed to it for at least a period of 12 months, (although most of our Ss had TV sets for longer periods, Table 5).

In order to assess the developmental changes that may have taken place during this period, and which cannot be attributed to the influence of TV, a control group of Ss was taken who did not have TV sets. Information was obtained from these Ss about their present behaviour as well as behaviour before a comparable period of time.

This study involves a four-fold investigation:

- (a) an 'earlier' study of TV group which referred to that period during which subjects did not have television sets at their homes,
- (b) a 'later' study of TV group referred to that phase when this study was undertaken, i.e., when the Ss had owned TV sets and were exposed to television

programmes for at least 12 months, (c) an 'earlier' study of non-TV group, and (d) a 'later' study of non-TV group. Open-ended interview was used as the principal research tool. The reason for selecting interview as the major research tool was its relative advantage over other techniques such as questionnaire, diary method and behavioural observation. Some of the basic advantages of interview as compared to other techniques are briefly mentioned below. Firstly, it was felt that in our culture Ss and their fathers would feel more free to communicate verbally, as against filling in a questionnaire or diary because they are not used to such methods. Secondly, it was felt that due to lack of writing skill and command over writing expression, subjects particularly of younger group would not be able to fill in questionnaires, and verbal communication would be much easier.

Before the main study was undertaken, two pilot studies were conducted during September, 1973 and January, 1974 for pretesting our interview schedules. The results of these pilot studies are not given here. But the results of the second study have been published elsewhere (Ansari, 1975). The main study was conducted during the spring of 1975.

Subjects

In all 194 subjects were studied: 144 children and 50 adults, as described below:

1. Children were in the National Pay Scales 17 to 20 (i.e. lecturers to professors). Fathers/mothers who were below NPS-17 grade and were not teachers were excluded because majority of them resided outside the University Campus and 7-15 years were taken as subjects for this study. In order to select the subjects, the author obtained preliminary information about each house of the campus in respect of the following: (a) whether they have had a TV set at home for 12 months or more; and (b) whether they have a child studying in grade III-X. Those households where a TV was purchased during the last eleven months were excluded.

The households which had children studying in grade III-X and either had a TV set for at least 12 months, or never had a TV set, were contacted by the author. Their parents as well as their principals were requested to allow an interview with children regarding TV programmes. None of the parents/principals refused. There were only 10 households where the parents could not be contacted after 5 visits; they were abandoned.

Thus, we were able to interview 94 children out of 112 (83.92 percent) who had TV sets in their homes for at least 12 months. These 94 children constituted our TV group. Similarly, we were able to interview 50 children out of a total of 60 (83.33 percent) who never had a TV set at their homes. They constituted our non-TV group. The distribution of these Subjects (TV and non-TV) in terms of sex, and grade is given in Tables 1 and 2.

All these children belonged to families whose fathers (or mothers) were teachers of colleges and post-graduate departments located at the Peshawar University Campus.

All of them were in the National Pay Scales 17 to 20 (i.e. lecturers to professors). Fathers/mothers who were below NPS 17 grade and were not teachers were excluded because majority of them resided outside the University Campus and differed in their educational and socio-economic levels from the teachers. There is no difference between professional levels of fathers of TV and non-TV children ($P > 0.05$). Educational levels of mothers of TV and non-TV children do not differ ($P > 0.05$). Professional levels of fathers and educational levels of mothers of TV and non-TV Ss are given in Tables 3 and 4.

2. Adults

Fifty adults, each of them father of one or more children included in the TV group, were interviewed. All of them were University employees in NPS 17 to 20, as described above.

Interview Schedule, Test and other Material

Open-ended interview was the main tool of obtaining information from the subjects. Only one test (WISC Vocabulary) was used to measure English Vocabulary of the children. In order to conduct the interview, a number of interview schedules and other material were prepared, as described below:

- (i) Personal information regarding Ss: For TV and non-TV Ss personal information schedules were prepared (Appendices I, II).

- (ii) Interview schedule for TV and non-TV Ss: Complete schedules are given in the Appendices III and IV.
- (iii) Personal information regarding fathers: Personal information schedules regarding the fathers of TV and non-TV Ss were prepared (Appendix V).
- (iv) Interview schedule for the fathers of TV Ss: Interview schedule for the fathers of TV Ss were prepared (Appendix VI).
- (v) Current TV programmes list: A list of TV programmes was prepared for aided-recall technique to determine programme preference. Those programmes which were telecast by Rawalpindi-Islamabad and Peshawar TV Stations/National Circuit during the period 15th-28th February, 1975 were used in the study (Appendix VII).
- (vi) Programme-wise TV viewing hours: Another list of TV programmes duration was prepared to measure through aided-recall technique weekly time spent on each one of them. List of programmes contained title of each programme and its duration. According to this procedure duration of each programme telecast during the period of 22nd to 28th February, 1975 was prepared (Appendix VIII).
- (vii) WISC Vocabulary Scale was also administered.

The following information about the Ss was obtained: name, sex, class, date of birth, school, home address, etc.

Procedure

The appointments for interview with both TV and non-TV children were made through their principals.

As a first step, the author introduced himself to the subject in the following words:

TV Ss with the TV Subjects

We are conducting a study on TV programmes. We want your views on various TV programmes which you had had watched. We shall appreciate your views on short stories, radio programmes and films as well and other topics of interest.

This study is not related to your school or has nothing to do with your family. Do you want to ask any questions? Remember, please do not tell others what we talk here because your views are important for us. I will write your responses.

Non-TV Ss

We want to know your views on programmes of radio, films and other topics of interest.

Do you want to ask any questions? Remember, please do not tell others what we discuss here because your views are important for us. We will write your responses.

These instructions appeared to be successful in establishing rapport with the Ss. All the Ss appeared to be relaxed, and after initial inhibition and shyness they seemed to be eager to discuss these problems.

The following information about the Ss was obtained: name, sex, class, date of birth, school, home address, father's name, father's post; in the case of Ss who could not give exact date of birth, the date was obtained from their school record or from their fathers. (Appendices I, II).

Interview with the TV Subjects

The interview with the Ss centred on the following questions:

First of all, the names of most favoured TV programmes were obtained. Subjects were asked to name those programmes which they liked most during the period 15th-28th February, 1975, telecast from Rawalpindi-Islamabad and Peshawar PTV Centers or on National Circuit. To supplement this information, aided-recall technique was employed to determine further the most favoured TV programme of the above-mentioned period. For this purpose, the names of TV programmes were read out to the subjects of lower grades, while older Ss were required to read the list themselves. Finally, all the Ss were asked that if they had time to see only one programme during a week, which one of the listed programmes would they like to see. Ss were also asked about their least favoured programmes which they did not want to see. For this purpose, again the aided-recall technique was employed.

In order to check that Ss had actually watched their most favoured and least favoured programmes, they were asked to narrate briefly the main theme, names of the artists, and day and time of telecast.

The Ss were then asked about the causes of TV programme preference. First they were asked as to why did they favour a particular programme. The Ss were then asked which programme they disliked most and why.

duties. The Ss were later interviewed on programmes for spot messages. They were asked if they wanted any change in TV programmes, and if so, could they give an example of the type of programmes they would like to be shown more often. First they were asked to estimate how

This was followed by questions on hours of televiewing. Ss of higher grades were asked to estimate total viewing hours with the help of the list of programmes and their timings. They were required to check those programmes which they viewed on week days (Monday-Saturday). Similarly, they were asked to check those programmes which they viewed exclusively on Sunday. Subjects of higher grades calculated their viewing hours themselves, while those of lower grades were presented the programme list orally, and their responses were recorded. From this data weekly TV viewing hours were calculated by the present investigator.

The Ss were then asked about the good and bad things that they had learnt from TV programmes. The next item on interview-schedule was about TV viewing situation. They were asked whether they watched TV alone or with others. They were further asked where the family usually assembled in the evening. It was followed by the question about the effect of televiewing on conversation with family members. They were asked whether they talked to other family members while watching an ordinary programme, one of the most favoured ones, and one of the least favoured ones. Then Ss were asked about their reactions toward a visiting friend during televiewing their most favoured programme, an ordinary programme, and the least favoured one. The female Ss were also asked about their domestic

duties. All the TV Ss were asked about their reactions toward spot messages.

TV and non-TV Ss Interview

On the following variables both TV and non-TV Ss were interviewed. First they were asked to estimate how

many hours per week they spent on meeting friends outside TV hours and on playing. The Ss of higher grades calculated this time themselves, while time spent by Ss of lower grades was calculated by the present investigator.

The Ss were then interviewed about their reading of printed pages. First of all, they were interviewed on magazine reading. They were asked if they read any magazines during last month, and if so, which ones, and further, what articles did they read, and finally the total number of pages read during the last month. In order to check that Ss actually read the magazines claimed, they were required to describe briefly a story or an article read by them. The Ss of higher grades were further asked to name the place of publication of magazines which they read last month. After that, both TV and non-TV Ss were also asked about their reading of books other than textbooks. They were asked to estimate total number of books read during the last month. All the Ss were also asked about newspaper reading, and whether they were daily readers, or occasional readers. The subjects were further asked about the kind of material they usually read in the newspaper.

The Ss were also asked question on radio listening.

Th-D-28

They were asked to name those programmes alongwith their timings, which they usually listened to. They were then asked to estimate the total time spent on radio listening each week. For Ss of lower grades, the calculation was made by the present investigator.

After that the Ss were interviewed on movies. Ss were asked to give number of movies seen during the last month. TV Ss were further asked whether they would like to prefer a TV programme over a movie in the picture house.

We then turned to sleeping and rising timings of the Ss. They were asked to estimate their night sleeping hours on week days and on weekends. In the same way, they were asked to indicate morning rising hours.

Then, Ss were interviewed on studies at home. First, they were asked about their daily study schedule. They were then asked how long did they study if no assignment was given to them by the school. They were asked to estimate total study hours on week days and weekends.

Test Administration

When we interviewed all the Ss of sample, both TV and non-TV, we measured vocabulary. The vocabulary test of WISC was given to all the Ss between grades IV and X in groups. Grade III Ss were given this test individually. Test was administered under calm and quiet conditions after proper rapport had been established. Standardized instructions were given to all the Ss. Scoring was done according to the manual.

Interview of Fathers of TV Ss

The fathers of TV children were interviewed by prior appointment. The purpose of the interview was explained to them in the following manner:

We are trying to know your views on various television programmes. We want to know which programmes are suitable for your children, and which ones are not. This study will help us recommend to the quarters concerned to review their TV policy. Do you want to ask any questions? I shall appreciate your co-operation.

Information on the following items was first sought from the interviewees: (a) name, (b) educational qualifications, (c) wife's educational qualifications, (d) post, (e) present home address, (f) National pay scale, (g) approximate purchase date of TV set, and (h) the grade in which their child was studying before the possession of TV set.

Analysis of Data

They were then interviewed mainly on the following variables. As a first step, they were asked to name their most favoured TV programmes. We then turned to the question of unsuitability of TV programmes for children. They were asked if there were any TV programmes telecast during 15th-28th February, 1975 which they considered unsuitable for their children. For this purpose, aided-recall technique was used by providing a list of TV programmes telecast during this period. They were asked to name as many unsuitable programmes as they could. To verify that fathers actually watched the reported programmes, they were asked to give a brief description of one of the programmes which

they recently watched. Fathers were also questioned if they prevented their children from watching unsuitable programmes. (vi) scientific informative, (vii) film personality, (viii) children's wide programmes, and (ix) children's

Fathers were then asked about the reasons for saying that some programmes were unsuitable. They were also questioned about children's learning from TV programmes. If the reply was in the affirmative, they were asked to mention what desirable and undesirable things they learned. They were further asked from which programmes their children learned good things, and from which ones bad things. Finally, their reactions toward spot messages were studied by asking what they thought about the effects of TV's advertisements on their children.

Interviews with the Ss and their fathers were held individually and separately. All the responses were immediately noted in the prepared schedule. of fantasy-oriented and reality-oriented programmes. As already discussed (page 30), this classification was modified so as to add a category of partial-fantasy

Analysis of Data

1. TV Programme Preference

(a) The most favoured TV programmes (by titles) of children were tabulated for the whole group, as well as in terms of grades (III-X), and sex of the children. These programmes were classified into 12 titles. The results of these analyses are shown in Tables 6-9.

In order to analyse the most favoured programmes in terms of categories of contents, two modes of content analyses were used. Firstly, all the reported programmes of lower grades (III-VI) and higher grades (VII-X) were analysed in terms of the following content categories:

(i) Social drama, (ii) violence and detective (iii) adventure, (iv) variety comedy, (v) cartoons, (vi) scientific informative, (vii) film personality, (viii) children's wide programmes, and (ix) children's music.

These programmes were analysed in terms of the following content categories:

This analysis was done by three University teachers who had watched all those TV programmes which were included in the list of TV programmes. These teachers were given some training in the method of content analysis. These teachers were asked to work independently in the presence of the present investigator. They evaluated programmes on the sheet provided. Only programmes on whose classification at least two evaluators agreed were used in the present study (Tables 10-12).

Another mode of content analysis was by using a modification of Schramm's classification contents in terms of fantasy-oriented and reality-oriented programmes. As already discussed (page 30), this classification was modified so as to add a third category of partial-fantasy programmes. This analysis was done by three post-graduate students of psychology, who had watched those programmes which were included in the list. These students were given some training in content analysis. A list of twelve most favoured TV programmes by children was given to these evaluators. They worked in the same way as University teachers.

The programmes were tabulated as a whole, as well as in terms of sex. Programmes were also analysed in terms of lower grades (III-VI) and higher grades (VII-X). These

results are presented in Tables 13-16.

(b) Least favoured programmes of children were analysed in terms of categories of contents. All the programmes were analysed in terms of the following content categories:

2. Causes of TV Programme Preference
(i) Documentary and interviews, (ii) international current affairs, (iii) classical songs, (iv) news, (v) scientific informative, (vi) Pakistani dance.

This analysis was done by those evaluators who were tabulated for the whole group into 33 categories had analyzed the most favoured ones. Least favoured programmes were tabulated as a whole and in terms of grades from III-X (Tables 17-18)

(c) Content analysis of programmes for future tele-viewing was done by the present author. This was placed into thirteen categories:

(i) violence and detective, (ii) comedy, (iii) scientific fiction, (iv) scientific informative, (v) social drama, (vi) cartoons, (vii) magic, (viii) educational, (ix) film songs, (x) cowboys, (xi) religious, (xii) quiz, (xiii) children's musical programmes.

Data was analysed for the whole group (Table 23).

The programmes were analysed in terms of sex, lower and higher grades (Table 19).

(d) Unsuitable TV programmes were analysed in terms of categories of contents. The following six categories were obtained from the evaluators:

presented in Tables 24-25.

- (i) crime and violence, (ii) movies,
- (iii) romantic drama, (iv) Pakistani and Western dance,
- (v) film personality, and (vi) musical programme.

Unsuitable TV programmes were tabulated for the whole group (Table 20).

2. Causes of TV Programme Preference

(a) Content analysis of the most favoured programmes was done by the present investigator. Content analysis of each programme was done. Causes of programme preference were tabulated for the whole group into 33 categories (Table 21).

(b) Least favoured programmes were tabulated for the whole group. Contents of reported programmes were analysed by the author (Table 22).

(c) Unsuitable programmes were analysed in terms of content category by the present author. The following eight categories were taken:

- (i) crime and violence, (ii) romance, (iii) sex,
- (iv) wine, (v) dance, (vi) Western culture,
- (vii) marriage problems, and (viii) filthy language.

Data was analysed for the whole group (Table 23).

3. TV Viewing Hours

Amount of weekly time spent on televiewing was analysed for the whole group as well as in terms of sex and grades from III-X. The results of these analyses are presented in Tables 24-25.

1.4. Learning The second category included those effects which were As a first step, two categories, namely pro-social and anti-social learning were prepared. Those forms of behaviour which were considered desirable by TV Ss and their fathers were placed into pro-social learning, while the undesirable ones reported as such both by fathers and their children were placed into anti-social learning.

(a) TV children: The data was analysed into several categories and tabulated for the whole group, sex, and grades from III-X (Tables 28-30).

(b) Fathers: The reported learning was analysed for the whole group (Tables 26-27).

(c) English Vocabulary: Scoring of WISC Vocabulary Scale was done according to instructions. The results were analysed for the whole group, grades (III-X), and sex-wise (Tables 31-34).

5. Advertisement

(a) TV children: Analysis of data was made for the whole group, in terms of sex and lower and higher grades (Table 35).

(b) Fathers: According to the responses of fathers of TV children, two major types were formulated: firstly, category of observed effects and secondly, category of expected effects. Under the first category those effects on children which their fathers knew at the time of this study were placed. This category was further divided into

13 sub-types. The second category included those effects which were expected to be learned as a result of spot messages exposure. They were further divided into three sub-types. These results were analysed for the whole group (Table 36).

6. Family Relationship

(a) Meeting place of the family was tabulated for the whole group (Table 37).

(b) Conversations between family members were analysed in terms of frequency of interpersonal communication for the whole group as well as sex-wise and for lower and higher grades. Responses were tabulated for the following three categories of programmes: (i) most favoured, (ii) least favoured, and (iii) ordinary programmes. These results are shown in Tables 38-39.

7. Relationship with Friends

(a) Attitude towards a visiting friend was analysed for the whole group, as well as in terms of sex, and lower and higher grades. Content analysis of responses were done, and they were placed into four categories, namely, (i) friend received, TV watching, and no conversation with friend, (ii) friend received, TV watching and conversation with friend, (iii) friend received, and no TV watching, and (iv) refused to meet friend, and TV watching. Results are shown in Tables 40-41.

8. Time spent on Activities other than TV

Weekly time spent on meeting friends, playing, radio, and study were analysed for the whole group, sex,

and in terms of lower and higher grades. Sleeping and rising timings on week days and weekends were also analysed for the whole group. Total sleeping hours and schedule of study were analysed for the 'later' phase. The above-mentioned results are shown in Tables 42-45, 52-53, and 56-62.

9. Printed Media

According to the following procedure, consumption of printed media was analysed.

(a) Magazines and Books: Total number of magazine's pages read during the last month was tabulated for the whole group, sex, and in terms of grades, i.e. lower and higher. But in so far as books are concerned, their total number for the entire group was analysed. Results are shown in Tables 46-48.

(b) Newspaper: The technique used by Schramm, Lyle, and Parker (1961) was employed to analyse regularity of newspaper reading during the 'later-phase'. Children's responses were placed into the following modes of newspaper reading: (i) occasional reading, and (ii) regular reading. The data was tabulated for the whole group, sex, and lower and higher grades. Results are shown in Tables 49-50.

(c) Contents of newspaper: In order to analyse newspaper material read by children, the same procedure as used by Schramm et al (1961) was used. Content analysis of newspaper material was done, and data was placed into the

following categories of contents: (i) soft category, e.g., sports and comics, (ii) hard category, e.g., news but not soft content, and (iii) both categories, e.g., soft and hard contents. The data was tabulated for the whole group (Table 51).

10. Movies

Preference between TV and Movies: TV children's preference between TV and movie was analysed for the whole group as well as in terms of sex and grades (lower and higher). Results are shown in Tables 54-55.

TABLE 1

NUMBER OF CHILDREN WHO ACTED AS SUBJECTS
BY GRADE AND SEX

* Grade	TELEVISION		NON-TELEVISION		TOTAL
	Boys	Girls	Boys	Girls	
	n	n	n	n	
III	7	7	4	2	20
IV	10	8	4	6	28
V	5	6	3	4	18
VI	7	5	3	4	19
VII	6	6	4	3	19
VIII	3	4	2	2	11
IX	3	5	2	3	15
X	4	4	2	2	14
TOTAL	47	47	24	26	144

Chapter IV

R E S U L T S

In Pakistan, school educational level is started from Nursery, K.G., I through X. These educational levels are called classes. For this purpose, usually in the West, term grade is used. Therefore, we use the term grades throughout the present writings. For example Class X is mentioned as grade X.

TABLE 1
NUMBER OF CHILDREN WHO ACTED AS SUBJECTS
BY GRADE AND SEX

*Grade	TELEVISION		NON-TELEVISION		TOTAL
	Boys	Girls	Boys	Girls	
	n	n	n	n	
III	7	7	4	2	20
IV	10	8	4	6	28
V	5	6	3	4	18
VI	7	5	3	4	19
VII	6	6	4	3	19
VIII	3	4	2	2	11
IX	5	5	2	3	15
X	4	6	2	2	14
TOTAL	47	47	24	26	144

* In Pakistan, school educational level is started from Nursery, K.G., I through X. These educational levels are called classes. For this purpose, usually in the West, term grade is used. Therefore, we use the term grades throughout the present writings. For example Class X is mentioned as grade X.

TABLE 3
PROFESSIONAL LEVELS OF FATHERS OF Ss

TABLE 2
TELEVISION NON-TELEVISION TOTAL

NUMBER OF CHILDREN WHO ACTED AS Ss
BY LOWER AND HIGHER GRADES AND SEX

POST	SEX	LOWER (III-VI)		HIGHER (VII-X)		TOTAL
		Boys	Girls	Boys	Girls	
Lecturer	n	21	12	33		70
TELEVISION	n	29	26	18	21	94
Professor	%	22.34	17	24.0		
NON-TELEVISION	n	14	16	10	10	50
TOTAL	n	43	42	28	31	144
Professor	%	21.27	12.27	12.27	10.0	
Professor	n	7	5	12		
	%	7.44	10.0			
TOTAL	n	94	50	144		

$\chi^2 = 7.815, df = 3, P > .05$

TABLE 4

MOTHERS' EDUCATION LEVEL IN YEARS

PROFESSIONAL LEVELS OF FATHERS OF Ss

EDUCATION		TV	NTV	TOTAL
N		94	50	144
POST	N	94	50	144
	%	65.28	34.72	100.00
Eight years or less	n	46	24	70
	%	48.93	48.0	12
Lecturer	n	21	12	33
	%	22.34	24.0	26
Ten years	n	20	9	29
	%	21.27	18.0	13
Assistant Professor	n	7	5	12
	%	7.44	10.0	24
Twelve years	n	94	50	144
	%	17.02	15.0	32
Fourteen years	n	94	50	144
	%	17.02	15.0	32
Sixteen years	n	94	50	144
	%	17.02	15.0	32
TOTAL	n	94	50	144
	%	65.28	34.72	100.00

$\chi^2 = 7.815, df = 3, P > .05$

$\chi^2 = 9.43, df = 4, P > .05$

TABLE 4

MOTHERS' EDUCATIONAL LEVEL IN YEARS

EDUCATION	N	TV	NTV	TOTAL
		94	50	144
Eight years or less	n	45	24	69
	%	47.87	48.0	
Ten years	n	8	4	12
	%	8.51	8.0	
Twelve years	n	17	9	26
	%	18.08	18.0	
Fourteen years	n	8	5	13
	%	8.51	10.0	
Sixteen years & more	n	16	8	24
	%	17.02	16.0	
TOTAL		94	50	144

$\chi^2 = 9.48, df = 4, > P .05$

TABLE - 67 -

MOST FAVOURED TV PROGRAMMES

REPORTED BY 94 Ss of III - I GRADES

By Programme Title
TABLE 5

Title LENGTH OF TELEVISION OWNERSHIP IN YEARS*

Title	Year	Number of TV owners	
Uncle Urfi		39	41.48
Jason King		15	15.95
Adventures of Black Beauty	1	10	10.63
Tal Matol	2	5	5.31
Nai Purani Aik Kahani	3	31	3.21
Science Magazine	5	5	5.31
Popeye the Sailor	4	35	4.25
Mira's Lucy	TOTAL	94	4.25

* Ownership was reported approximately by fathers

Kamli Ka Show	2		2.13
All Cartoons			2.13
Ironside	2		2.13
Sang Sang Chalke Kaha	4		2.13

TOTAL

TABLE 6

MOST FAVOURED TV PROGRAMMES

REPORTED BY 94 Ss of III - X GRADES

Grade	By Programme Title		VI
n	Title of Programmes	n	Percentage
Adventures of Black Beauty	Uncle Urfi	39	41.48
Uncle Urfi	Jason King	15	15.95
Popeye the Sailor	Adventures of Black Beauty	10	10.63
Tal Matol	Tal Matol	5	5.31
Jason King	Nai Purani Aik Kahani	5	5.31
	Science Magazine	5	5.31
	Popeye the Sailor	4	4.25
Grade	Here's Lucy	4	4.25
n	Kamal Ka Show	2	2.12
Uncle Urfi	All Cartoons	2	2.12
Jason King	Ironside	2	2.12
	Sang Sang Chelte Rehna	1	1.06
Here's Lucy	TOTAL	94	
Adventures of Black Beauty			

TABLE 7

MOST FAVOURED TV PROGRAMMES BY 94 CHILDREN
 REPORTED BY GRADES III-X

Grade	III	IV	V	VI
N	14	18	11	12
Adventures of Black Beauty	n 5 % 36	Uncle Urfi n 8 % 44	Uncle Urfi n 3 % 27	Uncle Urfi n 7 % 58
Uncle Urfi	n 4 % 28	Jason King n 5 % 27	Adventures of Black Beauty n 3 % 27	Jason King n 3 % 25
Popeye the Sailor	n 3 % 21	Nai-Purani Aik Kahani n 3 % 16	Nai-Purani Aik Kahani n 2 % 18	Cartoons n 1 % 8
Tal Matol	n 1 % 7	Adventures of Black Beauty n 1 % 5	Tal Matol n 1 % 9	Ironside n 1 % 8
Jason King	n 1 % 7	Popeye the Sailor n 1 % 5	Science Magazine n 1 % 9	Cartoons n 1 % 9
Grade	VII	VIII	IX	X
N	12	7	10	10
Uncle Urfi	n 4 % 33	Uncle Urfi n 3 % 42	Uncle Urfi n 4 % 40	Uncle Urfi n 6 % 60
Jason King	n 3 % 25	Ironside n 2 % 28	Jason King n 2 % 20	Tal Matol n 2 % 20
Here's Lucy	n 3 % 25	Tal Matol n 1 % 14	Science Magazine n 2 % 20	Jason King n 1 % 10
Adventures of Black Beauty	n 1 % 8	Science Magazine n 1 % 14	Here's Lucy n 1 % 10	Science Magazine n 1 % 10
			Kamal Ka Show n 1 % 10	

TABLE 8

MOST FAVOURED TV PROGRAMMES
 REPORTED BY BOYS AND GIRLS OF III-X GRADES

Title of Programmes	N	BOYS		GIRLS	
		n	Percentage	n	Percentage
Uncle Urfi		9	19.14	30	63.82
Jason King		13	27.65	2	4.25
Adventures of Black Beauty		9	19.14	1	2.12
Tal Matol		3	6.38	2	4.25
Popeye the Sailor		3	6.38	1	2.12
Nai-Purani Aik Kahani	0		0.0	5	10.63
Kamal Ka Show		2	4.25	0	0.0
Here's Lucy		2	4.25	2	4.25
All Cartoons		2	4.25	0	0.0
Science Magazine		2	4.25	3	6.38
Ironside		2	4.25	0	0.0
Sang Sang Chelte Rehna		0	0.0	1	2.12
TOTAL		47		47	

TABLE 9

MOST FAVOURED TV PROGRAMMES
BY GRADES AND SEX

Grade	III		IV		V	
	BOYS 7	GIRLS 7	BOYS 10	GIRLS 8	BOYS 5	GIRLS 6
Adventures of Black Beauty	..4	Uncle Urfi .. 4	Jason King .. 5	Uncle Urfi ..5	Adventures of Black Beauty ... 3	Uncle Urfi .. 3
Popeye the Sailor	..2	Adventures of Black Beauty.. 1	Uncle Urfi .. 3	Nai-Purani Aik Kahani ..3	Tal Matol ... 1	Nai-Purani Aik Kahani .. 2
Jason King	..1	Tal Matol .. 1	Adventures of Black Beauty.. 1		Cartoons ... 1	Science Magazine .. 1
		Popeye the Sailor .. 1	Popeye the Sailor .. 1			
Grade	VI		VII		VIII	
	BOYS 7	GIRLS 5	BOYS 6	GIRLS 6	BOYS 3	GIRLS 4
Uncle Urfi	..3	Uncle Urfi .. 4	Jason King .. 3	Uncle Urfi .. 3	Ironside ... 2	Uncle Urfi .. 2
Jason King	..2	Jason King .. 1	Uncle Urfi .. 1	Here's Lucy .. 2	Uncle Urfi ... 1	Tal Matol .. 1
Kamal Ka Show	..1		Adventures of Black Beauty.. 1	Sang Sang Chelte Rehna.. 1		Science Magazine .. 1
All Cartoons	.. 1		Here's Lucy .. 1			
Grade	IX		X			
	BOYS 5	GIRLS 5	BOYS 4	GIRLS 6		
Jason King	..2	Uncle Urfi .. 4	Tal Matol .. 2	Uncle Urfi .. 5		
Here's Lucy	..1	Science Magazine .. 1	Uncle Urfi .. 1	Jason King .. 1		
Science Magazine	..1		Science Magazine .. 1			
Kamal Ka Show	..1					

TABLE 10

CATEGORIES OF MOST FAVOURED TV PROGRAMMES

BY SEX

Programme Content Categories	N	BOYS		GIRLS		TOTAL %
		n	Percentage	n	Percentage	
Social Drama	9	19.14	30	63.82	41.48	
Violence and Detective	15	31.91	2	4.25	18.08	
Adventure	9	19.14	1	2.12	10.63	
Variety Comedy	5	10.63	4	8.51	9.57	
Cartoons	5	10.63	1	2.12	6.38	
Scientific Informative	2	4.25	3	6.38	5.31	
Children's Wide Programmes	0	0.0	5	10.63	5.31	
Film Personality (i.e. Interview of movie stars, film songs and dance)	2	4.25	0	0.0	2.12	
Children's Music	0	0.0	1	2.12	1.06	

TABLE 11

CONTENT CATEGORIES OF MOST FAVOURED TV PROGRAMMES
BY GRADE AND SEX

Grade	III		IV		V	
	BOYS N 7	GIRLS 7	BOYS 10	GIRLS 8	BOYS 5	GIRLS 6
	Adventures .. 4	Social Drama .. 4	Violence & Detective .. 5	Social Drama .. 5	Adventures .. 3	Social Drama .. 3
	Cartoons .. 2	Adventures .. 1	Social Drama.. 3	Children's Wide Programmes 3	Variety Comedy. 1	
	Violence & Detective .. 1	Variety Comedy. 1	Adventures .. 1		Cartoons .. 1	Children's Wide Programme .. 2
		Cartoons .. 1	Cartoons .. 1			Scientific Informative .. 1
Grade	VI		VII		VIII	
	BOYS 7	GIRLS 5	BOYS 6	GIRLS 6	BOYS 3	GIRLS 4
	Social Drama.. 3	Social Drama .. 4	Violence & Detective .. 3	Social Drama.. 3	Violence & Detective .. 2	Social Drama .. 2
	Violence & Detective .. 2	Violence & Detective .. 1	Social Drama.. 1	Variety Comedy .. 2	Social Drama.. 1	Variety Comedy .. 1
	Film Personality .. 1		Variety Comedy .. 1	Music .. 1		Scientific Informative . 1
	Cartoons .. 1		Adventures .. 1			
Grade	IX		X			
	BOYS 5	GIRLS 5	BOYS 4	GIRLS 6		
	Violence & Detective .. 2	Social Drama .. 4	Variety Comedy 2	Social Drama.. 5		
	Variety Comedy .. 1	Scientific Informative .. 1	Social Drama.. 1	Violence & Detective .. 1		
	Scientific Informative .. 1		Scientific Informative .. 1			
	Film Personality .. 1					

TABLE 12

CATEGORIES OF MOST FAVOURED PROGRAMMES
BY LOWER AND HIGHER GRADES AND SEX

	LOWER (I-II-VI)				HIGHER (VII-X)			
	BOYS		GIRLS		BOYS		GIRLS	
	N	Percentage	n	Percentage	n	Percentage	n	Percentage
Social Drama	6	20.68	16	61.53	3	16.66	14	66.66
Violence & Detective	8	27.58	1	3.84	7	38.88	1	4.76
Adventure	8	27.58	1	3.84	1	5.55	-	-
Variety Comedy	1	3.44	1	3.84	4	22.22	3	14.28
Cartoons	5	17.24	1	3.84	-	-	-	-
Scientific Informative	-	-	1	3.84	2	11.11	2	9.52
Children's Wide Programme	-	-	5	19.23	-	-	-	-
Film Personality	1	3.44	-	-	1	5.55	-	-
Children's Music	1	-	-	-	-	-	1	4.76

Complete-Reality

Complete-Reality

Partial-Fantasy

Complete-Fantasy

$\chi^2 = 28.01, 5df = 19.23, P < .001$

TABLE 13

COMPLETE-REALITY, PARTIAL-FANTASY AND
COMPLETE-FANTASY ORIENTED TV PROGRAMMES
OF 94 CHILDREN OF III-X GRADES

	n	Percentage
Complete-Reality	5	5.31
Partial-Fantasy	71	75.31
Complete-Fantasy	18	19.14

$\chi^2 = 78.01, df = 2, P < .001$

$\chi^2 = 3.56, df = 2, P > .05$

TABLE 14
 COMPLETE-REALITY, PARTIAL-FANTASY AND
 COMPLETE-FANTASY PROGRAMMES OF 94 CHILDREN
 COMPLETE-REALITY, PARTIAL-FANTASY AND
 COMPLETE-FANTASY PROGRAMMES OF 94 CHILDREN
 BY LOWER AND HIGHER GRADES

N	BOYS		GIRLS	
	LOWER (III-VI)	HIGHER (VII-X)	LOWER (III-VI)	HIGHER (VII-X)
	55	39		
Complete-Reality	n 1	6.34		
Complete-Reality	Percent 1.81	10.25		
Partial-Reality	n 42	74.29		
Partial-Fantasy	Percent 76.36	74.35		
Complete-Fantasy	n 12	10.16		
Complete-Reality	Percent 21.81	15.38		

$\chi^2 = 3.56, df = 2, P > .05$

TABLE 15

COMPLETE-REALITY, PARTIAL-FANTASY AND COMPLETE-FANTASY PROGRAMMES OF 94 CHILDREN

BY SEX

N	BOYS		GIRLS		
	LOWER GRADES (III-VI)		HIGHER GRADES (VII-IX)		
Complete-Reality	n	26	2	18	3
	Percent	4.25		6.38	
Partial-Reality	n	36	1	2	2
	Percent	76.65	3.84	11.11	9.52
Complete-Fantasy	n	23	19	13	16
	Percent	19.14	73.07	72.22	76.19

$\chi^2 = 0.214, df = 2, P > .05$

* $\chi^2 = 1.34, df = 1, P > .05$

** $\chi^2 = 0.145, df = 1, P > .05$

*** $\chi^2 = 0.007, df = 1, P > .05$

** $\chi^2 = 0.064, df = 1, P > .05$

*** $\chi^2 = 0.057, df = 1, P > .05$

TABLE 17

CATEGORIES OF LEAST FAVOURED TV PROGRAMMES
 REPORTED BY 94 5s OF III-X GRADES

TABLE 16
 COMPLETE-REALITY, PARTIAL-FANTASY AND
 COMPLETE-FANTASY PROGRAMMES OF 94 CHILDREN

Programme Category	BY GRADE AND SEX				Percentage
	LOWER GRADES (III-VI)		HIGHER GRADES (VII-X)		
	BOYS	GIRLS	BOYS	GIRLS	
Documentary and Interviews	55		58.51		
International Current Affairs	35		35.10		
Classical Songs	29	26	18	21	
News (Local, National and International)	26		*7.65		
Complete-Reality	1		2		
Scientific	0.0		3.84		11.11 9.9
Pakistani Classical Dance	** 7		*7.64		
n	23	19	13	** 16	
Partial-Fantasy	Percent 79.31		73.07		72.22 76.19
None	Percent 79.31		73.07		72.22 76.19
Complete-Fantasy	n 6		* * 6		* * * 3
Percent	20.68		23.07		16.16 14.28

* $\chi^2 = 1.34, df = 1, \underline{P} > 0.05$ *** $\chi^2 = 0.064, df = 1, \underline{P} > 0.05$
 ** $\chi^2 = 0.145, df = 1, \underline{P} > 0.05$ * * * $\chi^2 = 0.057, df = 1, \underline{P} > 0.05$
 * * * $\chi^2 = 0.007, df = 1, \underline{P} > 0.05$

TABLE 17

CATEGORIES OF LEAST FAVOURED TV PROGRAMMES
REPORTED BY 94 S_B OF III - X GRADES

Programme Category	n	Percentage
Documentary and Interviews	55	58.51
International Current Affairs	35	37.23
News	33	35.10
News (Local, National and International)	26	27.65
Scientific Informative	9	9.57
Pakistani Classical Dance	7	7.44
Classical Songs	7	7.44

$$\chi^2 = 6.05, \text{ df} = 6, \underline{P} < .05$$

Pakistani Classical Dance

None

TABLE 18(a)

CATEGORIES OF LEAST FAVOURED PROGRAMMES
BY GRADE III-X

Programme Category	III	IV	V	VI	VII	VIII	IX	X	TOTAL
N	14	18	11	12	12	7	10	10	94
Documentary and Interviews	n 10	12	4	7	6	3	10	3	50
%	71.4	66.66	36.36	58.33	50.0	42.85	100.0	30.0	
International Current Affairs	n 6	7	6	7	2	2	3	2	35
%	60.0	38.88	54.54	58.33	16.66	28.57	3.0	20.0	
News	n 7	7	3	2	3	1	2	1	26
%	50.0	38.88	27.27	16.66	25.0	10.0	20.0	10.0	
Scientific Informative	n -	2	2	1	2	-	1	1	9
%	-	11.11	18.18	8.33	25.0	-	10.0	10.0	
Classical Songs	n 2	6	4	4	6	3	4	4	33
%	20.0	50.0	36.36	33.33	50.0	42.85	40.0	40.0	
Pakistani Classical Dance	n 2	2	0	0	1	-	1	1	7
%	20.0	11.11	-	-	8.33	-	10.0	10.0	
None	n -	4	1	2	-	-	-	-	7
%	-	33.33	9.09	33.33	-	-	-	-	

TABLE 18(b)

CONTENT CATEGORIES OF LEAST FAVOURED PROGRAMMES
BY LOWER AND HIGHER GRADES

CHILDREN'S TV PROGRAMMES FOR PUPILS
BY LOWER AND HIGHER GRADES AND

Hard Content Programme Category	N	LOWER GRADES	HIGHER GRADES
		(III- VI)	(VII - X)
		55	39
Documentary and Interviews	n	33	22
	%	60	56
International Current Affairs	n	26	9
	%	47	23
Classical Songs	n	16	17
	%	29	44
News (Local, National and International)	n	19	7
	%	35	18
Scientific Informative	n	5	4
	%	9	10
Pakistani Classical Dance	n	4	3
	%	7	8
None	n	7	-
	%	13	-

TABLE 19

CHILDREN'S TV PROGRAMMES FOR FUTURE TELEVIEWING
BY LOWER AND HIGHER GRADES AND SEX

Programme Category	N	LOWER (III-VI)				HIGHER (VII-X)				TOTAL	Percent
		BOYS		GIRLS		BOYS		GIRLS			
		n	Percent	n	Percent	n	Percent	n	Percent		
Violence and Detective	22	75.86	10	38.46	11	61.11	9	42.85	52	55.31	
Comedy	9	31.03	14	53.84	9	50.0	11	52.38	43	45.74	
Scientific Fiction	10	34.48	2	7.69	3	16.66	4	19.04	19	20.21	
Scientific Informative	4	13.79	0	0.0	8	44.44	2	9.52	14	14.89	
Social Drama	3	10.34	1	3.84	3	16.66	5	23.80	12	12.76	
Cartoons	5	17.24	5	19.23	1	5.55	0	0.0	11	11.70	
Magic	5	17.24	3	11.53	0	0.0	0	0.0	8	8.51	
Educational	1	3.44	0	0.0	4	22.22	2	9.52	7	7.44	
Film Songs	3	10.34	3	11.53	0	0.0	0	0.0	6	6.38	
Coyboys	2	6.89	0	0.0	2	11.11	0	0.0	4	4.25	
Religious	1	3.44	0	0.0	2	11.11	0	0.0	3	3.19	
Quiz	1	3.44	0	0.0	2	11.11	0	0.0	3	3.19	
Children's Music	0	0.0	1	3.84	0	0.0	2	9.52	3	3.19	

TABLE 20

CATEGORIES OF UNSUITABLE TV PROGRAMMES
FOR BOYS AND GIRLS OF III-X GRADES
REPORTED BY 50 FATHERS OF TV Ss

Programme Category	n	Percentage
Crime and Violence	40	80.0
Movies	17	34.0
English	10	20.0
Urdu	7	14.0
Romantic Drama	9	18.0
Dance (Pakistani and Western)	7	14.0
Film Personality (i.e. Interviews of movie stars, film songs)	4	8.0
Musical	2	4.0
None	4	8.0

$$\chi^2 = 88.2801, \quad df = 6, \quad \underline{P} < .001$$

TABLE 21

REPORTED REASONS OF MOST FAVOURED TV PROGRAMMES BY 94 CHILDREN

Title of Programme	HERO								HEROINE				Acting of supporting caste	Humour	Fighting	Story	Sets	Satire	Adventure	Detective	Romance	Scientific Informative	Film Stars	Helps in studies	Children's Songs	Animals	Suspense	Social	Unity	Western Dance	Western Music	Meals	Film Songs	TOTAL
	Acting	Dress	Sober	Hair Style	Brave	Walking	Wine drinking style	Intelligent	Acting	Good looking	Dress	Hair Style																						
Uncle Urfi	18	3	3	-	-	-	-	-	5	12	4	-	20	29	8	7	2	-	-	5	-	-	-	-	3	7	2	-	-	1	-	129		
Jason King	5	8	-	1	2	2	3	1	-	2	3	-	-	1	10	1	3	-	-	6	-	-	-	-	-	-	-	4	2	-	-	55		
Adventures of Black Beauty	1	-	-	-	-	-	-	-	-	-	-	-	1	-	5	1	2	-	8	-	-	-	-	5	-	-	-	-	-	-	-	23		
Tal Matol	-	-	-	1	-	-	-	-	1	-	-	1	1	4	-	-	1	2	-	-	-	-	-	-	-	-	-	-	-	-	-	11		
Nai Purani Aik Kahani	-	-	-	-	-	-	-	-	-	-	-	-	-	1	1	3	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	5		
Science Magazine	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	4	-	3	-	-	-	-	-	-	-	-	7		
Popeye The Sailor	-	1	-	-	-	-	-	-	-	-	-	-	-	2	4	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	7		
Here's Lucy	-	-	-	-	-	-	-	-	3	-	1	-	1	4	-	-	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	10		
Kamal Ka Show	-	-	-	-	-	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	-	2	-	-	-	-	-	-	-	2	6		
All Cartoons	-	-	-	-	-	-	-	-	-	-	-	-	-	1	2	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	3		
Ironside	1	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	2	-	1	-	-	5		
Sang Sang Chelte Rehna	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	1	-	-	-	-	-	-	-	-	1		
TOTAL	25	12	3	2	2	2	3	1	9	14	8	1	23	44	22	13	13	5	8	7	5	4	2	3	1	5	3	7	4	4	3	1	2	261

TABLE 22

CAUSES OF UNSUITABLE TV PROGRAMMES
REPORTED BY 50 FATHERS OF TV CHILDREN
REPORTED REASONS OF LEAST FAVOURED PROGRAMMES
BY 94 CHILDREN

Causes	n	Percentage
Causes	n	Percentage
Crime and Violence	40	42.55
Romance	22	23.38
Difficult Language	60	63.38
Sex	19	20.00
Monotonous with No Actions	55	58.51
Wine	12	12.63
Monologues	45	47.87
Western Culture	6	6.38
Full of Words	35	37.23
Marriage Problems	4	4.25
None	7	7.44
Filthy Language	4	4.25
None	4	4.25

TABLE 23

CAUSES OF UNSUITABLE TV PROGRAMMES
REPORTED BY 50 FATHERS OF TV CHILDREN
AVERAGE WEEKLY (MON-SUN) TV VIEWING
HOURS OF CHILDREN OF III-X GRADES
BY WEATHER

Causes	n		Percentage
	Winter	Summer	
Crime and Violence	40	40	80.0
Romance	22	22	44.0
Sex	19	19	38.0
Wine	12	12	24.0
Dance (Pakistani)	7	7	14.0
Western Culture	6	6	12.0
Marriage Problems	4	4	8.0
Filthy Language	4	4	8.0
None	4	4	8.0

TABLE 25

AVERAGE WEEKLY TV VIEWING HOURS
CHILDREN BY WEATHER, SEX AND GRADES

		WINTER - 87 -			SUMMER
		BOYS	GIRLS	TOTAL	BOYS AND GIRLS
		TABLE 24			
N		47	47	94	94
AVERAGE WEEKLY (MON-SUN) TV VIEWING HOURS OF CHILDREN OF III-X GRADES					
III	n				
	M	15.14	14.20	14.71	16.21
BY WEATHER					
IV	n	10		10	
	M	22.1	17.62	20.11	20.72
V	n	5	6	11	
	M	22.4	16.5	18.72	18.09
VI	n	7	5	12	
	M	19.28	18.2	18.09	18.01
VII	n	6	6	12	
	M	20.33	18.16	19.25	18.91
$t = 0.75, df = 93, P > .05$					
VIII	n	3	4	7	
	M	19.00	17.75	18.28	18.48
IX	n	5	5	10	
	M	25.00	13.4	16.7	11.9
X	n	4	6	10	
	M	19.75	16.00	17.5	18.1
M =		19.72	16.46	18.09	18.01
		hrs.	hrs.	hrs.	hrs.

* TV viewing hours of boys and girls are combined.

** N same in all grades.
 $t = 3.39, df = 93, P < .05$

TABLE 25

AVERAGE WEEKLY TV VIEWING HOURS
CHILDREN'S BY WEATHER, SEX AND GRADES

Grade	N	WINTER ^{**}			SUMMER [*] **	
		BOYS	GIRLS	TOTAL	BOYS	GIRLS
III	n	7	7	14		
	M	15.14	14.20	14.71	16.21	
IV	n	10	8	18		
	M	22.1	17.62	20.11	20.72	
V	n	5	6	11		
	M	22.4	16.5	18.72	18.09	
VI	n	7	5	12		
	M	19.28	18.2	18.83	18.16	
VII	n	6	6	12		
	M	20.33	18.16	19.25	18.91	
VIII	n	3	4	7		
	M	19.00	17.75	18.38	18.48	
IX	n	5	5	10		
	M	25.00	13.4	16.7	13.9	
X	n	4	6	10		
	M	19.75	16.00	17.5	18.1	
	M	19.72	16.46	18.09	18.01	
		hrs.	hrs.	hrs.	hrs.	

* TV viewing hours of boys and girls are combined.

** N same in all grades.

^{**} t = 3.32, df = 91. $P < .05$

$\chi^2 = 25.45$, df = 13. $P < .05$

CHILDREN'S PRO-SOCIAL LEARNING FROM VARIOUS TV PROGRAMMES
REPORTED BY 50 FATHERS OF TV CHILDREN

Nature of Reported Learning	n	Percentage
General Knowledge and International Affairs	29	58.0
Scientific Knowledge	19	38.0
Vocabulary	15	30.0
English	8	16.0
Pushto	4	8.0
Urdu	3	6.0
Co-operation	7	14.0
Detective	4	8.0
Caricature	4	8.0
Sports	4	8.0
Self-Confidence	4	8.0
Critical View	2	4.0
Animal Love	2	4.0
Curiosity	2	4.0
Dignity of Work	2	4.0
Disapproval of Violence	2	4.0
Obedience	2	4.0
Patriotism	2	4.0
Justice	1	2.0
Humour	1	2.0
Learned Nothing	1	2.0

$\chi^2 = 33.40, df = 17, < P 0.01$

TABLE 28

LEARNING FROM VARIOUS TV PROGRAMMES

TABLE 27

REPORTED BY 54 CHILDREN

CHILDREN'S ANTI-SOCIAL LEARNING FROM VARIOUS TV PROGRAMMES

Nature of Reported Learning REPORTED BY 50 FATHERS OF TV CHILDREN

Nature of Reported Learning	n	Percentage
General knowledge and international affairs	39	41.48
Nature of Reported Learning	32	
Violence	12	24.0
Western Culture (i.e., Dance, friendship with girls, frankness with parents, etc.)	9	18.0
Dance	7	14.0
Romance	6	12.0
Sex	4	8.0
Filthy language	4	8.0
Smoking	3	6.0
Lack of courtesy with parents	2	4.0
None	4	8.0

TABLE 28

LEARNING FROM VARIOUS TV PROGRAMMES
REPORTED BY 94 CHILDREN

Nature of Reported Learning	n	Percentage
General knowledge and international affairs	39	41.48
Film songs	32	34.04
Scientific knowledge	29	30.85
Boxing	23	24.46
Pistol	16	17.02
Religious values	13	13.82
Dance	14	14.89
Acting	14	14.89
Fighting	11	11.70
Detective work (trying to learn)	11	11.70
Sports (baseball, cricket)	10	10.63
Ethical values (i.e., pay respects to elders, do not tell lie, etc.)	9	9.57
Vocabulary (English, Urdu, Pushto)	8	8.51
Judo (being learned)	7	7.44
Dress fashion	6	6.38
Traffic laws	6	6.38
Co-operation	5	5.31
To break locks	5	5.31
Hair styles	4	4.25
Honesty	4	4.25
Tooth brushing	4	4.25
Disapproval of violence	4	4.25
Domestic work	3	3.19
Justice	2	2.12
Story telling	2	2.12
Self-confidence	2	2.12
Western culture (eating, good morning, dress, furniture, and cleanliness)	2	2.12
Animal love (i.e., cat, dog, etc.)	2	2.12
Hard work	2	2.12
Humour	2	2.12
Wine drinking (artificial)	1	1.01
Nothing learned	5	5.31

TABLE 29

TV CHILDREN'S REPORTED LEARNING FROM TV PROGRAMMES

BY SEX

Nature of Reported Learning	N	Reported Grades								TOTAL
		III	IV	V	VI	VII	VIII	IX	X	
		BOYS				GIRLS				
		n	Percentage			n	Percentage			
General knowledge and international affairs	2	47	7	3	9	47	39			
General knowledge and International Affairs	18	38.29	1	21	44.68					
Film songs	3	6.38	4	29	67.77					
Scientific knowledge	17	36.17	0	12	25.53					
Boxing	20	42.53	2	3	6.38					
Pistol	11	23.40	5	5	10.68					
Dance	0	0.0	1	14	29.78					
Acting	7	14.89	1	7	14.89					
Religious values	3	6.38	2	10	21.27					
Detective	11	23.40	2	0	0.0					
Fighting	8	17.02	2	3	6.38					
Ethical values	7	14.89	2	2	4.25					
Sports (baseball, cricket)	6	12.76	0	4	8.51					
Vocabulary	6	12.76	1	2	4.25					
Judo	7	14.80	0	0	0.0					
Traffic laws	5	10.63	0	1	2.12					
Dress Fasion	1	2.12	1	5	10.63					
Co-operation	2	4.25	0	3	6.38					
To Break locks	4	8.51	0	1	2.12					
Hair Styles	0	0.0	1	4	8.51					
Tooth brushing	0	0.0	3	4	8.51					
Honesty	3	6.38	0	1	2.12					
Disapproval of violence	3	6.38	1	1	2.12					
Domestic work	0	0.0	1	3	6.38					
Justice	0	0.0	0	3	6.38					
Story telling	1	2.12	1	1	2.12					
Self-confidence	1	2.12	0	1	2.12					
Western Culture (i.e., eating, good morning, dress)	2	4.25	0	0	0.0					
Animal love	1	2.12	0	1	2.12					
Hard work	2	4.25	1	0	0.0					
Wine Drinking (artificial)	1	2.12	1	2	4.25					
Humour	0	0.0	0	2	4.25					
Learned nothing	3	6.38	0	2	4.25					

TABLE 30 (a)

TV CHILDREN'S REPORTED LEARNING FROM TV PROGRAMMES
BY GRADES

Reported Learning	Grades N	III 14	IV 18	V 11	VI 12	VII 12	VIII 7	IX 10	X 10	TOTAL 94
General knowledge and international affairs		2	6	2	4	7	3	9	6	39
Film songs		7	8	3	4	4	1	2	3	32
Scientific knowledge		1	6	2	2	2	4	6	6	29
Boxing		5	7	1	5	2	0	3	0	23
Pistol		4	3	1	5	0	2	1	0	16
Dance		6	4	1	1	0	0	1	1	14
Acting		3	2	1	1	2	0	2	3	14
Religious values		2	3	2	1	0	3	0	2	13
Detective		3	4	1	2	0	0	0	1	11
Fighting		3	2	1	2	2	0	1	0	11
Sports		0	4	2	2	1	0	0	1	10
Ethical values		0	4	2	2	0	1	0	0	9
Vocabulary		0	0	0	0	0	1	2	5	8
Judo		0	2	1	1	2	0	1	0	7
Dress fashion		0	2	1	0	1	0	0	2	6
To break locks		0	2	1	0	1	0	0	1	5
Traffic laws		0	1	0	1	0	0	1	2	5
Co-operation		0	0	4	0	1	0	0	0	5
Tooth brushing		0	1	0	0	3	0	0	0	4
Hair styles		0	1	0	1	2	0	0	0	4
Honesty		0	0	0	3	1	0	0	0	4
Disapproval of violence		0	1	1	0	1	0	0	1	4
Domestic work		0	1	0	1	0	1	0	0	3
Justice		0	0	0	1	1	0	0	0	2
Story telling		1	1	0	0	0	0	0	0	2
Self-confidence		0	0	0	1	0	0	1	0	2
Western culture		0	0	0	0	0	0	1	1	2
Animal love		0	1	0	0	0	1	0	0	2
Hard work		0	0	1	0	0	0	0	1	2
Wine drinking		0	1	0	0	0	0	0	0	1
Humour		1	0	0	1	0	0	0	0	2
Learned nothing		0	0	2	1	1	0	0	1	5

TABLE 30(b)

REPORTED LEARNED BEHAVIOUR CHARACTERISTICS

N	Commonly reported by Fathers and Children		By Children only		By Fathers only	
	50	94	94		50	
General Knowledge and Scientific Affairs	58%	41.48%	Film songs	34.04%	Romance	12 %
Scientific Knowledge	38	30.85	Boxing	24.46	Demand of higher standard of living	10
Vocabulary	30	8.51	Pistol shoot- ing	17.02	Sex	8
Fighting	24	11.70	Acting	14.89	Filthy language	8
Dress fashion	10	6.38	Religious values	13.82	Caricature	8
Self-confidence	8	2.12	Judo	7.44	Smoking	6
Dance	14	14.89	Traffic laws	6.38	Critical views	4
Detective work	8	11.70	To break locks	5.31	Curiosity	4
Western culture	18	2.12	Hair styles	4.25	Dignity of work	4
Cooperation	14	5.31	Tooth brushing	4.25	Obedience	4
Disapproval of violence	4	4.25	Honesty	4.25	Patriotism	4
Animal love	4	2.12	Domestic work	3.19	Lack of courtesy with parents	4
Humour	2	2.12	Story telling	2.12		
Sports	8	9.57	Hard work	2.12		
			Wine drinking (artificial)	1.06		

TABLE 31

SCORES ON WISC VOCABULARY SCALE

OF TV AND NON-TV CHILDREN

TABLE 31

BY GRADES

AVERAGE SCORES ON WISC VOCABULARY SCALE
OF TV AND NON-TV SUBJECTS OF III-X GRADES

		III	IV	V	VI	VII	VIII	IX	X	
			Scores							
TV	n	14	12	11	12	12	12	10	10	
Ss	M	10.64	TV Ss	15.45	M =	21.09	12.85	33.2	37.4	
	SD	6.90	N = 94	11.33	SD =	9.81	3.65	8.34	9.37	
NON-TV	n	6	10	7	7	7	4	5	4	
Ss	M	7.33	Non-TV Ss	9.14	M =	11.00	11.25	21.4	18.5	
	SD	1.5	N = 50	2.24	SD =	8.94	3.11	4.87	4.5	

$t = 3.37, df = 142, P < 0.001$

TABLE 32

SCORES ON WISC VOCABULARY SCALE
OF TV AND NON-TV CHILDREN
BY GRADES

		III	IV	V	VI	VII	VIII	IX	X
TV	n	14	18	11	12	12	7	10	10
Ss	M	10.64	12.5	15.45	18.16	26.91	32.85	33.2	37.4
	SD	4.90	4.37	11.33	4.86	6.29	3.66	8.84	9.37
NON-TV	n	6	10	7	7	7	4	5	4
Ss	M	7.33	7.7	9.14	9.00	10.85	11.25	21.4	18.5
	SD	1.5	3.72	2.24	4.86	5.91	3.11	4.87	4.5

TABLE 33

SCORES ON WISC VOCABULARY SCALE
OF TV AND NON-TV BOYS

	BOYS	
	TV	NON-TV
N	47	24
M =	20.48	10.41
SD =	9.28	8.8

$t = 2.62, df = 69, \underline{P} < .02$

CHILDREN'S ATTITUDES TOWARDS TV ADVERTISEMENTS
BY GRADE AND SEX

Attitudes towards TV advertisement	N	SCORES ON WISC VOCABULARY SCALE OF TV AND NON-TV GIRLS		SEX		TOTAL
		LOWER (VII-VI)	HIGHER (VII-X)	Male	Female	
	55	36	47	47		94
Obscene (e.g., presence of male and female models, undesirable dress and movements, vulgar)	n = 15	22	22	15		37
	% = 27	56	47	32		39
		GIRLS				
		TV	NON-TV			
Useless (e.g., wastage of time, spoken words are senseless)	n = 20	47	5 26	20	5	25
	% = 36	13	43	11		27
	M =	21.70	11.53			
Enjoyment (e.g., music, songs, dance, dress, trailer)	n = 20	2	12	10		22
	SD = % = 36	10.31	5 8.98	26	21	23
Knowledge improved (e.g., educational, domestic)	n = 5	8	10	3		13
	% = 9	21	21	6		14
	t = 2.45, df = 71, P < .02					
Unnatural (e.g., women are swimming, men and women are going, shopping behaviour)	n = 2	5	3	4		7
	% = 4	13	6	9		7
Smoking advertisements should be banned	n = -	5	4	1		5
	% = -	13	9	2		5
Temptation to purchase products (e.g., socks, dress, chocolates, soft drinks)	n = 2	3	2	3		5
	% = 4	8	4	6		5

TABLE 35

CHILDREN'S ATTITUDES TOWARDS TV ADVERTISEMENTS
EFFECTS BY GRADE AND SEX

Attitudes towards TV advertisement	N	LOWER	HIGHER	SEX		TOTAL
		(III-VI)	(VII-X)	Male	Female	
		55	39	47	47	94
Obscene (e.g., presence of male and female models, undesirable dress and movements, vulgar)	n 15 % 27	15 27	(ii) Expected Effects 22 56	22 47	15 32	37 39
Demand for Advertisised Products	n 27 % 54	27 54	Sex		35 70	
Useless (e.g., wastage of time, spoken words are senseless)	n 20 % 36	20 36	Obscene	5 20	5 11	25
(fashion, eating manners, dance, etc., etc.)	n 20 % 36	20 36	Exposed parts	13 43	11 30	27
Enjoyment (e.g., music, songs, dance, dress, trailer)	n 20 % 36	20 36	Family planning techniques	2 5	10 12	22
Sex curiosity (family planning, exposed parts)	n 5 % 9	5 9	Smoking	8 26	3 21	13 26
Knowledge improved (e.g., educational, domestic)	n 5 % 9	5 9	Love and Romance	10 21	3 6	13 14
Unnatural (e.g., women are swimming, men and women are going, shopping behaviour)	n 2 % 4	2 4		3 6	4 9	7 7
Monotony developed	n - % -	- -		5 13	1 2	5 5
Smoking advertisements should be banned	n - % -	- -		4 9	1 2	5 5
Dance	n 2 % 4	2 4		2 4	3 6	5 5
Temptation to purchase products (e.g., socks, dress, chocolates, soft drings)	n 2 % 4	2 4		2 4	3 6	5 5
Do not know	n 2 % 4	2 4				

TABLE 36

EFFECTS OF TV ADVERTISEMENT ON CHILDREN
REPORTED BY 50 FATHERS

MAJOR ACTIVITIES OF 54 TV CHILDREN

(i) <u>Observed Effects</u>		EFFECTS		(ii) <u>Expected Effects</u>	
		n	Percentage		
Demand for Advertisised Products	27	54	Sex	35	41.70 %
Western culture (fashion, eating manners, dance, etc., etc.)	11	22	Obscene	21	42
Fashion	10	20	Exposed parts	8	16
Sex curiosity (family planning, exposed parts of body)	8	16	Family planning techniques	6	12
Commercial knowledge increased	5	10	Smoking	13	26
Songs	4	8	Love and Romance	3	6
Pakistani eating manners spoiled	4	8			
Monotony developed	4	8			
Smoking	3	6			
Dance	2	4			
Saving habits	2	4			
None	4	8			
Do not know	2	4			

TABLE 37

FAMILY MEETING PLACE AND
MAJOR ACTIVITIES OF 94 TV CHILDREN

		Later	Earlier	
Time	Televiewing hours (Evening/Night)		Evening/Night	
Major activities	TV watching with family members	98%	Study	42.55 %
			Playing	26.59 %
	TV watching separately	2%	Radio/ Reading of printed pages	15.95 %
			Visiting a friend	10.00 %
			Domestic work	2.12 %
			Not specified	2.12 %
Regular meeting place with family members (parents/brothers/sisters)	TV room	98%	Study	20.00 %
			Meal timing	10.00 %
			Playing	5.00 %
			Visiting a friend	3.00 %
			Not specified	62.00 %
	Not specified (meal timings/study)	2%		

PERCENTAGE OF 94 TV CHILDREN WHO DO NOT TALK TO FAMILY MEMBERS WHILE WATCHING DIFFERENT TV PROGRAMMES

TABLE 38
PERCENTAGE OF 94 TV CHILDREN'S CONVERSATION TO FAMILY MEMBERS WHILE WATCHING DIFFERENT TV PROGRAMMES

TV Programme		CHILDREN		TOTAL
		BOYS	GIRLS	
		Children Who Talk	Children Who Do No Talk	
* Most Favoured Programme	n	4	90	94
	%	4.25	95.74	
** Ordinary Programme	n	28	38	66
	%	29.78	72.22	
* Least Favoured Programme	n	58	36	94
	%	61.70	38.29	

* $\chi^2 = 1.04$, df = 1, $P > .05$

** $\chi^2 = 13.02$, df = 1, $P < .001$

$\chi^2 = 71.66$, df = 2, $P < .001$

TABLE 39

PERCENTAGE OF 94 TV CHILDREN WHO DO NOT TALK TO FAMILY MEMBERS WHILE WATCHING DIFFERENT TV PROGRAMMES BY SEX

TV Programme	Attitudes to a Visiting Friend	BOYS N	GIRLS N	TOTAL Percentage
* Most Favoured Programme	Friend received, TV Watching, No conversation with Friend	n 46 % 97.87	44 45 93.61	90 47.87 95.74
** Ordinary Programme	Refused to Meet Friend, TV Watching	n 25 % 53.19	41 87.23	66 72.21
Ordinary Programme	Friend received, TV Watching, Conversation with Friend	n 11	11	11.70
** Least Favoured Programme	Friend received, No TV Watching	% 23.40	25 53.19	36 38.29
Least Favoured Programme	Friend received, No TV Watching		11	11.70
	Flirting	25	26.59	
*	$\chi^2 = 1.04$, df 1 = $P > .05$			
**	$\chi^2 = 13.02$, df 1 = $P < .001$		10.63	
**	$\chi^2 = 8.82$, df 1 = $P < .01$			

$\chi^2 = 49.98$, df = 3, $P < .001$

TABLE 40

PERCENTAGE OF 94 TV Ss ATTITUDES TO FRIENDS' VISIT DURING TV WATCHING

TV Programme	Ss Attitudes towards a Visiting Friend	n	Percentage
Most Favoured Programme	Friend received, TV Watching, No conversation with Friend	45	47.87
	Refused to Meet Friend, TV Watching	3	3.19
Ordinary Programme	Friend received, TV Watching, Conversation with Friend	11	11.70
Least Favoured Programme	Friend received, No TV Watching	35	37.23
	Playing	25	26.59
	Conversation	10	10.63

$\chi^2 = 49.98, df = 3, P < .001$

TABLE 41

PERCENTAGE OF 94 TV Ss ATTITUDES TOWARDS A VISITING FRIEND
BY GRADE AND SEX

Programme	TV Ss Attitudes towards a visiting Friend	N	LOWER (III-VI)		HIGHER (VII-X)	
			BOYS	GIRLS	BOYS	GIRLS
Most Favoured Programme	Friend Received, TV Watching, No Conversation	n	16	7	13	9
		%	55.17	26.92	72.22	42.85
	Refused to Meet Friend, TV Watching	n	0	0	1	2
		%	0	0	5.55	9.52
Ordinary Programme	Friend Received, TV Watching, Conversation	n	2	3	2	4
		%	6.89	11.53	11.11	19.04
	Playing	n	9	16	0	0
		%	31.03	61.53	0	0
Least Favoured Programme	Friend Received, No. TV Watching	n	11	16	2	6
		%	37.93	61.53	11.11	28.57
	Conversation	n	2	0	2	6
		%	6.89	0	11.11	28.57

* $t = 4.59, df = 142, P < .001$

** $df = 142, P < .001$

TABLE 42

AVERAGE WEEKLY (MON-SUN) MEETING HOURS OF
TV AND NON-TV Ss OUTSIDE TV VIEWING HOURS

	LOWER (VII-VI)				HIGHER (VII-X)			
	BOYS		GIRLS		BOYS		GIRLS	
	TV	NTV	TV	TV	TV	NTV	TV	NTV
N	29	14	26	94	18	50	21	10
Later	3.27	5.5	2.84	3.52	3.70	5.3	4.90	3.0
Earlier								
d(later-earlier)	-0.31	+2.43	+0.73	+1.06	-0.08	+1.6	-0.19	+1.4
d(later-earlier)**				+0.67		+1.66		
TV Effect (dTV-dNTV)	-2.74		-0.33		-1.68		-1.59	
TV Effect (dTV-dNTV)					-2.33			

* t = 4.59, df = 142, $P < .001$

** t = 5.2, df = 142, $P < .001$

TABLE 43

AVERAGE WEEKLY MEETING HOURS TO FRIENDS
BY LOWER AND HIGHER GRADES AND SEX

	LOWER (III-VI)				HIGHER (VII-X)			
	BOYS		GIRLS		BOYS		GIRLS	
	TV	NTV	TV	NTV	TV	NTV	TV	NTV
N	29	14	26	16	18	10	21	10
Later	3.27	5.5	2.84	5.06	3.70	5.7	4.90	5.0
Earlier	3.58	3.07	2.11	4.0	3.78	4.1	5.09	3.6
d(later-earlier)	-0.31	+2.43	+0.73	+1.06	-0.08	+1.6	-0.19	+1.4
TV Effect ($\Delta TV - \Delta NTV$)	-2.74		-0.33		-1.68		-1.59	

* $t = 2.48, df = 142, p < .02$

** $t = 5.90, df = 142, p < .001$

TABLE 44

AVERAGE WEEKLY (MON-SUN) PLAYING HOURS
OF TV AND NON-TV Ss OF III-X GRADES

	N	TV 94	NON-TV 50
Later*		7.18	11.94
Earlier		11.73	9.78
d(later-earlier)**		- 4.55	+ 2.16
TV Effect (dTV-dNTV)			-6.71

* t = 2.48, df = 142, $\underline{P} < .02$

** t = 5.90, df = 142, $\underline{P} < .001$

TABLE 45

AVERAGE PAGES OF MAGAZINES READ IN ONE MONTH
BY AVERAGE WEEKLY PLAYING HOURS GRADES
BY LOWER AND HIGHER GRADES AND SEX

	LOWER (III-VI)				HIGHER (VII-X)			
	BOYS		GIRLS		BOYS		GIRLS	
	TV	NTV	TV	NTV	TV	NTV	TV	NTV
N	29	14	26	16	18	10	21	10
Later	8.34	13.28	6.57	11.62	7.66	12.3	5.90	7.6
Earlier								
Earlier	12.17	11.74	9.34	9.31	14.61	10.4	9.85	8.1
d(later-earlier)	-3.83	+1.54	-2.77	+2.31	-6.95	+1.9	-3.95	-0.5
TV Effect (dTV-dNTV)	-5.37		-5.08		-8.85		-3.45	

t = 2.60, df = 142, P < .02

t = 4.1, df = 142, P < .001

TABLE 47
TABLE 46

AVERAGE PAGES OF MAGAZINES READ IN ONE MONTH
BY TV AND NON-TV Ss OF III-X GRADES

	LOWER (III-X)				HIGHER (III-X)			
	BOYS		GIRLS		BOYS		GIRLS	
	N	TV	N	TV	N	TV	N	TV
	29	14	26	15	18	10	21	10
Later*				25.62			74.6	
Earlier	9.03	52.00	19.00	72.81	4.35	90.5	41.38	93.2
Earlier				39.10			12.68	
d(later-earlier)**	12.48	7.92	22.15	12.87	62.66	16.2	76.66	15.5
d(l-e)	-3.45	+44.08	-3.15	+59.94	-58.31	+74.3	-35.28	+77.7
TV Effect (dTV-dNTV)					-75.4			
TV Effect (dTV-dNTV)		-47.53		-63.09		-122.61		-112.98

* t = 2.60, df = 142, $\underline{P} < .02$

** t = 4.1, df = 142, $\underline{P} < .001$

e - earlier

TABLE 47

AVERAGE PAGES OF MAGAZINES READING MONTH
BY LOWER AND HIGHER GRADES AND SEX

	TV				NCTV			
	LOWER (III-VI)				HIGHER (VII-X)			
	BOYS		GIRLS		BOYS		GIRLS	
	TV	NTV	TV	NTV	TV	NTV	TV	NTV
N	29	14	26	16	18	14	21	10
Later	9.03	52.00	19.00	72.81	4.35	90.5	41.38	93.2
Earlier	12.48	7.92	22.15	12.87	62.66	16.2	76.66	15.5
* d(l-e)	-3.45	+44.08	-3.15	+59.94	-58.31	+74.3	-35.28	+77.7
TV Effect (dTV-dNTV)	-47.53		-63.09		-132.61		-112.98	

* d = difference df = 142, P < .01
l = later
e = earlier

TABLE 48

AVERAGE NUMBER OF BOOKS READ IN ONE MONTH
BY TV AND NON-TV CHILDREN

LATER-PHASE

	N	TV	NON-TV
		94	50
Later*		2.13	5.14
Earlier Regular Reading		3.63	2.34
d(later-earlier)**		-1.50	+2.80
Occasional Reading		5.31	10
TV Effect (dTV-dNTV)			-4.30

* $t = 2.45, df = 142, P < .02$

** $t = 3.3, df = 142, P < .01$

$\chi^2 = 5.99, df = 2, P < .05$

TABLE 49

PERCENTAGE OF TV AND NON-TV CHILDREN'S NEWSPAPER READING AND SEX

		LATER-PHASE								
		LOWER (III-VI)				HIGHER (VII-X)				
		BOYS		GIRLS		NON-TV		TV		
		TV	NTV	TV	TV	TV	NTV	TV	NTV	
N		29	14	26	946	18	50	10	21	10
Regular Reading	n	1	0	3	8	4	4	2	0	
	%	0.0	7.14	0.0	6.38	22.22	40.0	9.52	0.0	
Occasional Reading	n	1	0	5	5	2	4	0	0	
	%	6.89	7.14	3.84	5.31	11.11	40.0	0.0	0.0	
TOTAL	n	2	1	3	83	6	8	2	0	
	%	6.89	7.14	3.84	88.29	22.22	74			

$\chi^2 = 5.99, df = 2, P < .05$

TABLE 51

CONTENT CATEGORIES OF NEWSPAPERS READ BY TV AND NON-TV CHILDREN

TABLE 50
PERCENTAGE OF NEWSPAPER READING BY TV AND NON-TV CHILDREN BY LOWER AND HIGHER GRADES AND SEX

Content Categories	N	TV 94		NON-TV 50					
	N	LOWER (III-VI)				HIGHER (VII-X)			
		BOYS		GIRLS		BOYS		GIRLS	
		TV	NTV	TV	NTV	TV	NTV	TV	NTV
		29	14	26	16	18	10	21	10
Regular Reading	n	0	1	0	3	4	4	2	0
	%	0.0	7.14	0.0	18.75	22.22	40.0	9.52	0.0
Occasional Reading	n	2	1	1	0	2	4	0	0
	%	6.89	7.14	3.84	0.0	11.11	40.0	0.0	0.0
TOTAL		2	2	1	3	6	8	2	0

* Soft category: Those Ss who read children's stories, news, humour, poems, and sports but no hard category content.

Hard category: Those Ss who read local, national or international news but no soft category content.

Both category: Those Ss who read soft and hard contents.

TABLE 51

CONTENT CATEGORIES OF NEWSPAPERS* READ
BY TV AND NON-TV CHILDREN

Content Categories	N	TV 94	NON-TV 50
Soft	n	6	2
	%	6.38	4.0
Hard	n	2	6
	%	2.1	12.0
Both	n	3	5
	%	3.19	10.0
None	n	83	37
	%	88.29	74.0

$$\chi^2 = 9.62, \quad df = 3, \quad P < .05$$

* Soft category: Those Ss who read children's stories, news, humour, poems, and sports but no hard category content.

Hard category: Those Ss who read local, national or international news but no soft category content.

Both category: Those Ss who read soft and hard contents.

TABLE 52

AVERAGE WEEKLY TIME OF RADIO LISTENING
 AVERAGE WEEKLY (MON-SUN) TIME OF RADIO
 LISTENING OF TV AND NON-TV Ss OF III-X GRADES
 (Time in Minutes and Seconds)

(Time in Minutes and Seconds)

	LOWER (III-VI)						HIGHER (VII-X)			
	BOYS			GIRLS			BOYS		GIRLS	
	TV	N	NTV	TV	N	NTV	TV	N	NTV	
	29	14	26	15	18	10	11	10	10	
	TV			TV			NON-TV		NON-TV	
	94			94			50		50	
Later	31.03	107.0	42.96	31.08	75	27.22	143.1	30.47	199.5	
Earlier	27	40.35	70.5	26.86	81	9.4	61.6	21.62	110.0	
d(l-e)	d(later-earlier)**			+4.22	94	+17.78	+81.5	+8.85	+89.5	
TV Effect (dTV-dNTV)	TV Effect			-98.51	94	-77.28	50	-80.65	50	

* t = 7.82, df = 142, P < .001

** t = 4.23, df = 142, P < .001

TABLE 53

AVERAGE WEEKLY TIME OF RADIO LISTENING
 BY LOWER AND HIGHER GRADES AND SEX
 PREFERENCE BETWEEN TV AND MOVIES
 (Time in Minutes and Seconds)

	LOWER (III-VI)				HIGHER (VII-X)			
	BOYS		GIRLS		BOYS		GIRLS	
	TV	NTV	TV	NTV	TV	NTV	TV	NTV
N	29	14	26	16	18	10	21	10
Later	31.03	107.0	42.96	113.75	27.22	189.00	30.47	199.5
Earlier	63.27	40.35	70.53	42.81	9.4	70.00	21.62	110.0
d(l-e)	-32.24	+66.65	-27.57	+70.94	+17.78	+119.00	+8.85	+89.5
TV Effect ($\bar{d}TV - \bar{d}NTV$)	-98.89		-98.51		-101.22		-80.65	

TABLE 55
TABLE 54

PERCENTAGE OF TV CHILDREN'S
PREFERENCE BETWEEN TV AND MOVIES
BY LOWER AND HIGHER GRADES AND SEX

Preference	LOWER (III-VI)		HIGHER TV (VII-X)	
	BOYS	GIRLS	BOYS	GIRLS
	N		94	
	TV	TV	TV	TV
	29	26	18	21
	n		62	
TV	23	16	15	8
	%		65.95	
	79.31	61.53	83.33	38.09
	n		32	
Movies	10	3	13	
	%		34.04	
	20.68	38.46	16.60	61.90

$\chi^2 = 4.78, df = 1, P < .05$

TABLE 55

PERCENTAGE OF TV CHILDREN'S
PREFERENCE BETWEEN TV AND MOVIES
BY LOWER AND HIGHER GRADES AND SEX

AVERAGE NIGHT SLEEPING TIMINGS OF
TV AND NON-TV Ss OF III-X GRADES

Preference	LOWER (III-VI)				HIGHER (VII-X)			
	BOYS		GIRLS		BOYS		GIRLS	
N	TV	TV	TV	NON-TV	TV	TV	TV	NON-TV
	29		26		18		21	
	n	23	16		15	8		
TV	Later							
	%	79.31	61.53		83.33	38.09		
	Earlier							
	n	6	10		3	13		
Movies								
	%	20.68	38.46		16.60	61.90		

l = later
e = earlier

TABLE 56(a)

AVERAGE NIGHT SLEEPING TIMINGS OF
TV AND NON-TV Ss OF III-X GRADES

TABLE 56(b)

	WEEK-DAYS (MON-SAT)		WEEKENDS (SUN)	
	TV	NON-TV	TV	NON-TV
	N			
	94	50	94	50
	TV	NON-TV		DIFFERENCE
Later	9:21 (p.m.)	9:04 (p.m.)	10:00 (p.m.)	9:03 (p.m.)
Earlier (MON-SAT)	8:18 (p.m.)	8:06 (p.m.)	9:00 (p.m.)	9:08 (p.m.)
d(1-e) (SUN)	+1:03 (p.m.)	+1:02 (p.m.)	+1:00	-0:05

l = later
e = earlier

TABLE 56(b)

AVERAGE SLEEPING TIMINGS OF
TV AND NON-TV CHILDREN OF III-X GRADES
LATER-PHASE

	LATER-PHASE		
	TV	NON-TV	DIFFERENCE
N	94	50	(Mns.)
		WEEKDAYS (MON-SAT)	WEEKENDS (SUN)
WEEKDAYS (MON-SAT)	21:21 (p.m.)	21:04 (p.m.)	0.17
WEEKENDS (SUN)	22:00 (p.m.)	21:03 (p.m.)	0.57
DIFFERENCE (TV-NON-TV)		0.7	00.34

TABLE 57
 AVERAGE WAKING TIMINGS OF
 TV AND AVERAGE SLEEPING HOURS OF
 TV AND NON-TV CHILDREN

		LATER-PHASE			
		WEEKDAYS (MON-SAT)		WEEKENDS (SUN)	
		TV	WEEKDAYS (MON-SAT)	TV	WEEKENDS (SUN)
N		94		94	50
Later	TV (N = 94)	6:40 (a.m.)	9.19 (a.m.)	8:21 (a.m.)	10.21 (a.m.)
	NON TV (N = 50)	6:30 (a.m.)	9.26 (a.m.)	7:8 (a.m.)	10.55 (a.m.)
Earlier	DIFFERENCE (TV-NTV)		0.7		00.34

TABLE 59
 AVERAGE SLEEPING AND RISING TIMINGS
 OF TV AND NON-TV CHILDREN
 OF TV AND NON-TV CHILDREN

	WEEKDAYS		Difference (TABLE 58)	WEEKEND		Difference (Weekend)
	TV	Non-TV		TV	Non-TV	
N	94	50		94	50	

AVERAGE RISING TIMINGS OF
 TV AND NON-TV CHILDREN OF III-X GRADES

	N	WEEKDAYS (MON-SAT)		WEEKENDS (SAT)		Difference (Weekend)
		TV	NON-TV	TV	NON-TV	
		94	50	94	50	
Later		6:40 (a.m.)	6:30 (a.m.)	8:21 (a.m.)	7:58 (a.m.)	
Earlier		6:30 (a.m.)	6:35 (a.m.)	7:8 (a.m.)	7:8 (a.m.)	

TABLE 59

AVERAGE SLEEPING AND RISING TIMINGS
OF TV AND NON-TV CHILDREN

	WEEKDAYS		Difference (Weekdays)	WEEKEND		Difference (Weekend)
	TV	Non-TV		TV	Non-TV	
N	94	50		94	50	
Sleeping	9:21 (p.m.)	9:4 (p.m.)	0.17 mnts	10:0 (p.m.)	9:03 (p.m.)	0.57 mnts
Rising	6:40 (a.m.)	6:30 (a.m.)	0.10 mnts	8:21 (a.m.)	7:58 (a.m.)	0.23 mnts.

TABLE 60

SCHEDULE OF STUDY HOURS
OF TV AND NON TV-CHILDREN

LATER-PHASE

Schedule	TV		NON TV	
	N	94	n	50
	n	Percent	n	Percent
Afternoon	70	74.96	5	10.04
Earlier Evening	5	5.35	8	16.08
(later-earlier)**		-1.39		+6.32
Night	13	13.83	30	60.00
Morning	4	4.26	2	4.00
No schedule	2	2.13	5	10.00

t = 2.39, df = 142, P < .02

** t = 2.01, df = 142, P < .001

TABLE 62(a)

TABLE 61
 AVERAGE WEEKLY STUDY HOURS OF TV AND NON-TV S_s
 AVERAGE WEEKLY (MON-SUN) STUDY HOURS
 OF TV AND NON-TV S_s OF III-X GRADES

		LOWER (III-VI)				HIGHER (VII-XI)				
		BOYS		GIRLS		NON-TV		GIRLS		
		TV	NTV	TV	NTV	TV	NTV	TV	NTV	
		N		94		50		21	10	
Later	Later*	8.00	12.42	9.96	8.80	14.12	12.61	10.7	11.85	19.3
Earlier	Earlier	9.93	6.85	11.35	10.42	6.43	12.5	8.0	11.90	10.1
	d(later-earlier)**	-1.93	+5.57	-1.39	+7.69	+0.11	-6.7	-0.05	+9.2	
	TV Effect (dTV-dNTV)	-7.50			-9.31		-7.59		-9.25	

* t = 2.39, df = 142, P < .02
 ** t = 2.01, df = 142, P < .001

TABLE 62(a)

TABLE 62(b)
 AVERAGE WEEKLY STUDY HOURS OF TV AND NON-TV Ss
 BY LOWER AND HIGHER GRADES AND SEX
 SELF-STUDY AT HOME BY TV AND NON-TV CHILDREN
 OF LOWER AND HIGHER GRADES

	LOWER (III-VI)				HIGHER (VII-X)			
	BOYS		GIRLS		BOYS		GIRLS	
	TV	NTV	TV	NTV	TV	NTV	TV	NTV
N	29	14	26	16	18	10	21	10
Later	8.00	12.42	8.80	14.12	12.61	16.7	11.85	19.3
Earlier	9.93	6.85	10.42	6.43	12.5	8.0	11.90	10.1
d(later-earlier)	-1.93	+5.57	-1.62	+7.69	+0.11	+8.7	-0.05	+9.2
TV Effect (dTV-dNTV)	-7.50		-9.31		-7.59		-9.25	

TABLE 62(b)

SELF-STUDY AT HOME BY TV AND NON-TV CHILDREN
OF LOWER AND HIGHER GRADES

DISCUSSION OF RESULTS
LATER-PHASE

	TV	NON-TV
N	94	50
	Percentage	Percentage
Lower Grades (III-VI)	5	10
Higher Grades (VII-X)	10	25

Chelte Rahng are preferred by less than 10 per cent children.

DISCUSSION OF RESULTS

Our second part of the question was whether programme preference differs from grade to grade (Tables 7 and 9).

1. TV Programme Preference
Adventures In the present study, an effort was made to determine TV programme preference of the TV children. The results are presented in Tables 6-23. Their responses have been analysed to show programme preference by the programmes title, and in terms of category and contents of the programmes.

As regards sex difference, Tables 8 and 9 indicate that sex difference is one of the strongest.

(a) The Most Favoured Programmes
determinants of programme preference. Uncle Urfi was most

Question 1 by sixtyfour per cent girls as compared with only

nineteen percent boys. Jason King was favoured by twenty-
Our first question was to determine the most favoured TV programmes of boys and girls of 3rd-10th grades. The results are analysed in terms of title, and in terms of category of programmes.

Programme Preference by Title
favoured programme of eleven percent girls, while none of the boys named it as a favourite programme. The rest of

the programme preferences of children were analysed by their title. Table 6 shows the names of the most favoured TV programmes of Subjects. Analysis of programmes by title shows that the most favoured TV programme is Uncle Urfi, which is favoured by 41.48 per cent of our Ss followed by Jason King favoured by 15.95 per cent. Adventures of Black Beauty is favoured by 10.63 per cent, and Tal Matol, Nai Purani Aik Kahani, Science Magazine, Popeye The Sailor, Here's Lucy, Kamal Ka Show, Cartoons, Ironside, and Sang Sang

Chelte Rehna are preferred by less than 10 per cent children.

Our second part of the question was whether programme preference differs from grade to grade (Tables 7 and 9). The most favoured programme of 3rd graders is Adventures of Black Beauty, while the 5th graders are equally divided between Black Beauty and Uncle Urfi. Rest of the Ss of grades 4th and 6th to 10th named Uncle Urfi as their most favoured programme.

As regards sex difference, Tables 8 and 9 indicate that sex difference is one of the strongest determinants of programme preference. Uncle Urfi was most favoured by sixtyfour per cent girls as compared with only nineteen percent boys. Jason King was favoured by twenty-eight percent boys and four percent girls, and Adventures of Black Beauty was favoured by ninety percent boys and only two per cent girls. Nai Purani Aik Kahani was the most favoured programme of eleven percent girls, while none of the boys named it as a favourite programme. The rest of the programmes were preferred by less than ten percent children.

Programme Preference by Category

Hypothesis 1

So far we have mentioned the most favoured TV programmes by names. The most favoured programmes were also classified in terms of their contents, and nine content-categories were made. Tables 10-12 represent the

analysis of data by category. Our first hypothesis was that girls would prefer non-aggressive contents, while boys would prefer aggressive contents. Results (Table 10) reveal that the most favoured programmes of boys were the ones showing violence and detective work. Programmes of this type were favoured by thirtytwo percent boys. Girls, on the other hand, preferred social drama (63.82 percent).

The analysis (Table 10) also shows that those programmes which fall under the category of adventure are the most favoured ones of nineteen percent boys, while only two percent girls favoured this category. Cartoons are the most favoured category of eleven percent boys, while two percent girls preferred this category. Children's Wide programmes are favoured by eleven percent girls, while it has not been mentioned as the most favoured programme by any boy. Film Personality is favoured by four percent boys, while none of the girls favoured this category. Only two percent girls favoured Children's Musical programme, while none of the boys favoured this programme category. Variety Comedy is favoured by eleven percent boys, while nine percent girls favoured this category.

Further analysis of the most favoured TV programmes are presented in Tables 11 and 12. Results show that in the majority of cases the girls irrespective of their grades preferred social drama. Among the higher grades a slight trend seems to evolve towards preferring the scientific category. A reversal is seen regarding the cartoons and adventure categories, that is, as the children advance in grades, their preference for these categories decrease. One may expect that the programmes classified as 'Children's Programmes' might be preferred by children. However, ^{these}

programmes are favoured by only a few.

In summary, from this study it appears that the most favoured programmes of boys are those dealing with violence, crime, detective and adventure. Girls, on the other hand, showed an overwhelming preference for social drama in exclusion of all categories of programmes. Results (Tables 10-12) show that our hypothesis has empirical and statistical support, i.e., girls preferred non-aggressive programmes, while boys preferred aggressive programmes.

Complete-Reality, Partial-Fantasy and Complete-Fantasy Oriented TV Contents

Hypothesis 2

In the present study, an effort was made to determine whether children preferred TV programmes with complete-reality, partial-fantasy or complete-fantasy contents. Our second hypothesis was that children would show greater preference for TV programmes with partial-fantasy oriented contents as compared to the programmes with complete-reality or complete-fantasy contents. For this purpose, children's most favoured TV programmes were classified into above-mentioned three categories. Results are summarised in Tables 13-16.

It is evident from these results (Table 13) that the most favoured TV programmes of seventyfive percent of our subjects is partial-fantasy oriented, nineteen percent children favoured complete fantasy contents, while only five percent children favoured complete-reality oriented contents. According to our expectations these findings

are significant ($P < .01$). Results support our hypothesis that children would show greater preference for partial fantasy contents.

Further analysis was made to see whether there is any difference in preference of complete-reality, partial-reality and complete-fantasy contents between lower and higher graders. Results presented in Table 14 which show that two percent lower graders and ten percent higher graders preferred complete-reality oriented programmes, 76 percent lower graders and 74 percent higher graders preferred partial-fantasy oriented programmes, while 22 percent lower graders preferred complete-fantasy programmes and 15 percent higher graders preferred complete-fantasy programmes. Statistical treatment of these above-mentioned results indicate that children of lower and higher grades do not differ significantly ($P > .05$).

As regards sex difference, results (Table 15) show that four percent boys as compared to six percent girls preferred complete-reality programmes. It is further evident from these results that 77 percent boys and 74 percent girls preferred partial-fantasy programmes. Our results indicate that equal percentage of boys (19.19%) and girls (19.19%) favoured complete-fantasy programmes. According to our expectation, these obtained differences are statistically insignificant ($P > .05$).

Table 16 shows most favoured TV programmes of boys and girls of lower and higher grades. It is evident from these results that none of the boys of lower grades

preferred complete-reality programmes, while four percent girls preferred complete-reality programmes. As regards content preference of higher grades, results show that eleven percent boys and ten percent girls preferred complete-reality programmes. These results are insignificant ($P > .05$).

As regards partial-fantasy oriented programmes, results indicate that 79 percent boys (lower grades) as against 73 percent girls (lower grades) preferred partial-fantasy contents. This difference is not significant ($P > .05$). Again among the higher graders 72 percent boys and 76 percent girls preferred partial-fantasy contents. This difference is also not significant ($P > .05$). In complete-fantasy programmes also, there is no difference between boys (21%) and girls (23%) of lower grades ($P > .05$). Similarly, no difference between boys (17%) and girls (14%) was found among higher graders. In so far as complete-fantasy programmes are concerned, results are insignificant ($P > .05$).

It appears from the results that most favoured programmes of boys are crime, violence, and detective, while girls preferred social drama. Furthermore, the general pattern appears that children irrespective of sex difference are by and large fantasy-oriented. The results can be explained in terms of the explanations offered by Maccoby (1951) and Schramm, Lyle, and Parker (1961), who hold that frustration is released through watching fantasy-oriented programmes. The overwhelming preference of partial-fantasy content programmes by Pakistani children can also be explained in terms of their level of frustration. There have been only a few investigations of child-rearing practices in Pakistan. Some

of them for example, Ahmad, (1970); Durrani, (1969); and Chowdhry (1969) show that both physical and psychological punishments are given with a high frequency and punishment rather than reward is the main agent of controlling behaviour. These studies also show that boys are physically punished, while girls particularly the older ones are verbally rebuked. Neither of them are allowed to cut jokes with their elders and this is truer for girls who are expected to be sober, submissive and obedient. These studies, however, were conducted on very small samples, and as such have only a limited generalizing value.

Contents and themes of partial-fantasy programmes are preferred because they are more real life-like for them. As between partial-fantasy and complete-fantasy programmes, 75 percent preferred the former, while only 19 percent preferred the latter. This difference appears to be due to the fact that complete-fantasy programmes being not life-like, children are unable to identify themselves with the characters.

It is worthwhile to compare the findings of the present study with studies conducted elsewhere. In one such study, it was found that girls preferred Western, and boys preferred crime programmes (Himmelweit, Oppenheim, and Vince, 1958; Schramm, Lyle, and Parker, 1961). It is also evident from the earlier findings that British and Canadian girls preferred romantic songs (Himmelweit, Oppenheim, and Vince, 1958; Schramm, Lyle, and Parker, 1961), and mystery programmes (Schramm, Lyle, and Parker, 1961). It is interesting to note that romantic songs and

and mystery programmes were not favoured by either boys or girls in the present study. Similarly variety comedy programmes which are preferred by girls as compared with boys in Britain (Himmelweit, Oppenheim, and Vince, 1958), and Canada (Schramm, Lyle, and Parker, 1961) have no such preferential value in Pakistan (Table 10).

As regards educational programmes, several studies conducted elsewhere suggest that Japanese (Furu, 1971) and American (Lyle, 1972) children practically do not watch educational programmes. As Pakistani Television Corporation telecasts educational programmes only occasionally, it is difficult to say anything with certainty. However, a few programmes telecast by PTV are categorised as scientific and informative. From the present work, it appears that very few children prefer such programmes. Pakistani children like their Japanese and American counterparts do not classify these programmes as the most favoured ones. The Pakistan Television Year Book (1976) gives Ironside as the most favoured English programme, while according to the present findings this programme is favoured by only two percent children. Similarly, the PTV Year Book gives a high rating of Jason King (61 percent), while we found that this programme was preferred by only 16 percent children. Among Urdu programmes, Uncle Urfi is on the top in the PTV survey as well as the present study. It is interesting to note that some of the programmes rated by the viewers as 'good' (PTV Year Book, 1976) are among those which are least favoured by the Ss of the present study.

The conflicting findings may be due to a number of

reasons. The difference may be due to sampling procedure. The present sample was limited to children of a particular social class in a particular locality, while PTV had adults as well as children from several cities. It is difficult to ascertain the validity of PTV's findings because the method of programme preference study has not been mentioned in their survey.

As discussed earlier, TV programme preference has been ascertained by a number of methods, e.g., diary and questionnaire (Himmelweit et al, 1958), interview of mothers of children of I-IV grades and interview of children of V grade onwards (Schramm et al, 1961), and diary method (Furu, 1971). But in the present study aided-recall technique was used. It is, therefore, possible that the differences in the results of this investigation and that of others are due to differences in methods.

(b) Least Favoured TV Programmes

Question 2

Our second question was to find out which programmes were least favoured by children. Results are presented in Tables 17 and 18. Results (Table 17) that 59 percent subjects reported documentary and interviews as the least favoured programmes. Table 18(A) indicates that documentary and interviews are not liked by 71 percent Ss of 3rd grade, 67 percent Ss of 4th grade, 37 percent of 5th grade, 58 percent of 6th grade, 50 percent Ss of 7th grade, 43 percent Ss of 8th grade, 100 percent Ss of 9th

grade, and 30 percent Ss of 10th grade. International Current Affairs is least favoured by 37 percent Ss. Results (Table 18A) show that this programme is not liked by 60% Ss of 3rd grade, 39% Ss of 4th grade, 55% Ss of 5th grade, 58% Ss of 6th grade, 17% Ss of 7th grade, 29% Ss of 8th grade, 30% Ss of 9th grade, and 20% Ss of 10th grade.

Table 17 indicates that Classical Songs are disliked by 35 percent Ss. It also appear (Table 18A) that Classical Songs are least favoured by 20% Ss of 3rd grade, 50% Ss of 4th grade, 36% Ss of 5th grade, 33% Ss of 6th grade, 50% Ss of 7th grade, 43% Ss of 8th grade, 40% Ss of 9th grade, and 40% Ss of 10th grade. Table 17 shows that News is least favoured by 28% Ss. Results (Table 18A) further show that 50% Ss of 3rd grade, 39% Ss of 4th grade, 27% Ss of 5th grade, 17% Ss of 6th grade, 25% Ss of 7th grade, 10% Ss of 8th grade, 20% Ss of 9th grade and 10% Ss of 10th grade disliked News. The other programme categories (i.e. Scientific Informative and Pakistani Classical Dance) are not liked by less than 10 percent, while seven percent Ss do not consider any programme as least favoured programme.

(c) Programmes
Table 18(B) shows an analysis of the least favoured programmes in terms of hard and soft categories by higher and lower grade groups. Two trends appear to be prominent in these tables.

Documentary and Interviews are least favoured by 60% of lower grades and 56% Ss of higher grades. International Current Affairs are disliked by 47% of lower grades, while 23% Ss of higher grades. Classical Songs are least favoured by 29% Ss of lower grades as against 44% Ss of higher grades. News is least favoured by 35% Ss of lower

grades and 18% Ss of higher grades. Scientific Informative is not liked by nine percent of lower grades and 16% Ss of higher grades. Pakistani Classical Dance is least favoured by seven % Ss of lower grades and eight % Ss of higher grades.

The subjects mentioned that language of the above programmes (i.e., the least favoured ones), whether in Urdu, Pushto or English is difficult for them to comprehend. "Monotonous with no action", "monologues" and "full of words", were the responses of the Ss for the news, current affairs, and similar hard content programmes (Table 22).

Even though, few studies have been conducted on least favoured programmes by children, the ones reported from other countries, e.g., Britain, (Barnes, 1974), U.S.A. (Lyle, 1972) and Japan (Furu, 1971) are supported by the present findings in so far as the News and Current Affairs programmes are concerned.

(c) Programmes Favoured for Future Televiewing

Question 3

We asked our Ss about the programmes that they wanted to be shown on TV. The programmes are classified into 13 categories. Results indicate that programmes with violence and detective work are wanted by 55 percent subjects (Table 19). Among these Ss, more boys of lower grades (76 percent) than higher graders (61%) wanted such programmes. This, however, did not hold good for girls, among whom

lower graders tended to prefer violence and detective programmes more than higher graders (43% against 38%). Comedy programme is wanted by 46% Ss. The desire to watch this programme is more among girls as compared to boys. Science fiction is wanted by 20 percent Ss. This programme is wanted by boys mostly of lower grades. Scientific Informative programme is wanted by 15 percent Ss, mostly by the higher graders. Social drama is wanted by 13 percent subjects mostly by the higher graders. The desire to watch such programmes is indicated by ten percent boys of lower grades and 17 percent boys of higher grades as against girls (4% lower graders and 24% higher graders). Educational programme is wanted by 7.44% Ss particularly by children of higher grades but mostly boys. Cartoons are wanted by 12 percent mostly lower graders. Other programmes are wanted by less than 8 percent Ss are presented in Table 19. It appears from these results that TV programme is a source of need satisfaction. A need may be satisfied for the time being only, and re-emerge later on.

One of the striking differences between findings of the present study and Schram's et al. (1961) study is the educational programme. Almost no Canadian child wanted educational programme. But 7.44 percent Pakistani children of this study wanted educational programme. A further comparison of the Canadian and Pakistani children's wanted programmes reveals that children of the two countries differed in wanted programmes. For example, Canadian boys wanted programmes like war, police, sports and comedy.

Except for comedy programmes, Pakistani boys did not want the rest of them.

(d) 'Unsuitable' TV Programmes as Reported by Fathers of TV children

Question 4

Most parents have some ideas about the suitability or otherwise of various TV programmes for their children. In the present investigation we tried to find out what programmes were considered unsuitable by the subjects' fathers and what were the causes of their considering these programmes unsuitable. For this purpose, fathers of TV children (N = 50) were interviewed. The results are shown in Tables 20 and 23. They give the categories of programmes which are considered unsuitable by fathers.

Results show that four fathers opined that all TV programmes were suitable for their children. In contrast, the remaining 46 Ss described at least one category unsuitable for their children. The opinion of fathers is statistically significant ($P < .001$). Eighty percent fathers considered programmes depicting crime and violence as harmful. During the interview it emerged that programmes based upon crime and violence gave the impression that human life was useless and without any value. Such programmes in their opinion taught the children that crime and violence were legitimate means for the attainment of their goals. They apprehended that children might develop positive attitude towards fighting, crime, murder, use

of lethal weapons and verbal aggression as shown in the behaviour of TV characters, and might use the TV learned aggressive behaviour in their actual life. In this connection, fathers particularly named English TV programmes and full length commercial movies which portrayed excessive aggression.

Romance is the next important factor due to which 22 out of 50 fathers thought that a number of programmes were unsuitable for their children. The analysis (Table 23) of fathers' responses shows that they are particularly worried about the romance as shown in TV programmes of Pakistani origin. Fathers reported that romance shown in Urdu, Pushto and Punjabi programmes was particularly harmful as it was against the values of Pakistani society. Romantic acting and dialogues, in their opinion, might produce such excitement in their children as were not suitable for their age. It was further reported by fathers that while watching such romantic scenes, they themselves quite often felt embarrassed in the presence of their children, particularly older children. The third factor is sex which is considered as an unsuitable subject for TV viewers as reported by 38 percent fathers. Analyses of fathers' report reveal that Western TV programmes depict sex in such a way that children can be adversely affected. Fathers stated that nudity and vulgar movements are presented in such a way that this can stimulate sex drive particularly in the older children. Such scenes and dresses were termed anti-Pakistani in their cultural bearing. Many fathers said that Urdu movies were following the Western trends and were sometimes more 'fuhush' (obscene) than Western movies.

Twentyfour percent fathers object to the scenes of drinking. According to their responses such scenes can lead to a change of attitudes towards such harmful and anti-religious values. It is feared by fathers that their children may start identifying themselves with the drinking hero. Fourteen percent fathers consider scenes of dancing as unsuitable for their children. It seems that dances, particularly Pakistani dances are considered to be more obscene. Twelve percent fathers are against Western culture as such. They think that children are being exposed to Western culture by the TV programmes including those programmes that are of Pakistani origin. Due to the exposure they feel that the attitudes and habits of their children are changing particularly in terms of dress, eating habits, dancing, etc.

Eight percent fathers consider discussion of marriage as unsuitable contents for their children, particularly boys. According to them panel discussion and dialogues about marriage affairs can encourage their children to discuss these problems with their parents. Thus TV contents can spoil sanctity of marriage values of Pakistani culture. It is also reported by eight percent fathers that language of certain TV programmes was not suitable. They termed such language as "filthy". They also mentioned certain jokes as blue jokes which they considered unsuitable for their children. Eight percent fathers did not express any view on the suitability or unsuitability of the TV programmes because they said, their children were still young to show any marked change in their behaviour in this respect.

These results clearly indicate that most of the fathers are worried about crime and violence in TV programmes. In addition to crime and violence, they are concerned with what they feel are the violations of Pakistani culture. It appears that religious and cultural mores are strongest determinants of calling a programme unsuitable. For example, nudity, drinking, eating manners and dating are against Islamic culture. It seems that the parents realize that their children are under the influence of TV, and some of the coming generations would open up their eyes directly under the TV tube. Television being a socializing agent (Liefer and Robert, 1976; Liebert, 1976) parents are apprehensive that TV children would identify themselves with TV characters and develop attitudes which their parents would not approve of.

A simple inspection of the present results and studies conducted in other countries will reveal several interesting facts. In the Western world, parents are worried about crime and violence (e.g., Liebert et al. 1976) as in the case of fathers in the present investigations. It is also evident from the recent report of BBC (1974) that children who are curious about sex watch blue jokes and consider these jokes as informative. Report of BBC (1974) further shows that children are not so 'innocent' as adults consider them. Children understand sexual jokes. Therefore, apprehensions of Pakistani fathers in this matter may not be altogether unfounded.

2. Causes of Programme Preference

Question 5

Question No. 5 was raised to find out the main factors of programme preference. For this purpose the Ss were asked to give reasons for preferring the programme that they mentioned as their most favoured one. Each programme was then analysed according to the children's reported reason of preferring that programme. Results are given in Table 21. Thirtynine Ss who considered Uncle Urfi as their most favoured TV programme reported 15 reasons for their preference. According to 29 Ss (mostly from the lower grades), the main reason was humorous acting of Hasnat Bhai. Eighteen Ss favoured the programme due to the hero's acting, while five Ss liked it due to the heroine's acting. Twelve Ss (lower grade children) favoured this programme due to the good look of the heroine. Seven Ss favoured this programme due to its social theme (marriage and parental relationship); five Ss (all girls) mentioned romantic theme as the most important aspect of this programme. Two Ss liked it for being a social satire; three Ss reported suspense, and two Ss mentioned the theme of family unity as the main reasons of liking this programme.

Other reasons given for the preference of this programme include: well-dressed hero (3 Ss), and heroine (4 Ss); sober hero (3 Ss); well-furnished house shown in the play (7 Ss). One subject favoured this programme due to the variety of meals presented in this play.

As regards the main causes of preferring Jason King, Table 2.1 shows that 15 Ss who preferred this programme reported 16 main causes. The major cause of preference is fighting which is reported by 10 boys. According to their responses, televised fighting means physical fighting, boxing, and pistol shooting, which is a means of pleasure and entertainment to them. Another reason reported by six Ss is detective work shown in the programme. Results also indicate that our subjects are developing favourable tendency towards the Western society. Four male Ss reported that they liked Jason King due to Western dance, while two male Ss reported preference of Western music as the reason for liking this programme. Three Ss reported the sets (e.g., hotels and houses shown in this programme and one subject reported the story of Jason King as a factor determining his preferred programme. Results also show that Ss have different reasons of preferring hero and heroine. The major reasons of hero preference are his dress (8 Ss), acting (5 Ss), drinking style (3 Ss), walking style (2 Ss), intelligence (1 S), and bravery (2 Ss). Three Ss liked this programme for the heroine's dress, and two Ss described the heroine or another female character as good looking.

As regards Adventures of Black Beauty, this is most favoured by nine boys and one girl. Major reason as reported by eight boys is thrilling adventurous name. Among them, five boys liked this programme due to fighting. Due to the role of the horse, this programme was most

favoured by four boys and one girl. Instead of human acting, our Ss preferred horse's acting. This programme is also liked due to its story (one S) and forest scenes (two Ss).

Here's Lucy is liked due to heroine's acting (three Ss), heroine's dress (one S), acting (one S), humour (four Ss) and satire (one S).

Tal Matol is most favoured by five Ss. Their responses indicate that four Ss liked it due to humour. This programme is also most favoured due to satire (two Ss), sets (one S), hair style of hero (one S), and heroine (one S) and heroine's acting (one S).

Nai Purani Aik Kahani is most favoured by five Ss (all low graders) of whom three Ss liked this programme due to its story (mainly folk tales, magic, etc.). This programme is also liked due to its fighting (one S), and humour (one S).

As regards Science Magazine, this is most favoured by five Ss (mostly higher graders). According to four Ss this programme is liked due to its scientific discussion and demonstration presented in simple and interesting language. Three Ss reported that this programme helps them in their courses of studies

Kamal Ka Show is liked due to humour (two Ss) and film stars (two Ss).

Amongst Cartoon programmes, Popeye the Sailor is most favoured due to fighting, as reported by four out of five Ss. In addition to Popeye the Sailor, two Ss reported that they favoured all types of cartoons due to fighting and humour.

Two Ss of higher grades favoured Ironside.

According to them, this programme presents team work and unity which is an effective working method to achieve goals, as the reasons for liking this programme. One S reported detective theme and another S liked acting of major male character as reasons for preferring this programme.

Sang Sang Chelte Rehna is most favoured by one girl subject. According to her, Children's songs are the reason for preferring this programme.

From Table 21 major factors determining programme preference are summarised as follows: Humour (44 Ss), fighting (23 Ss), hero's acting (25 Ss), supporting actors (23 Ss), good looking heroine (14 Ss), heroine's acting (9 Ss), adventure (8 Ss), heroine's dress (8 Ss), social theme (7 Ss), detective (7 Ss), satire (5 Ss), romance (5 Ss), animals (5 Ss), scientific contents (4 Ss), Western dance (4 Ss), Western music (3 Ss), interview of film stars (2 Ss), and film songs (2 Ss). Certain other minor reasons are also presented in Table 21.

It is evident from these results that the most significant reason of programme preference seems to be entertainment, enjoyment and pleasure as against information-seeking. It appears that 95 percent children watch TV in order to obtain pleasure, while only five percent children watch TV for gaining information. It is also evident that programme selectivity and its causes of selectivity differ from child to child.

One of the most striking results of the present study is that the same programme is being favoured due to different factors by different children. It appears that the prime factor determining programme preference is the perception of TV viewers, as they give different meanings to the same contents.

In several countries research organizations have given considerable attention to the problem of sex display on TV, e.g., President's Commission on Obscenity and Pornography in the U.S.A. and the BBC's document on "Note of Guidance" to examine scripts before displaying on TV. Pakistan television also has a guide book which prohibits display of sex on TV. However, what is obscene and what is permissible is a matter which will probably always remain disputed because these value judgements not only change from culture to culture, but also in the same culture from time to time and individual to individual. The fathers in the present study at the time they were interviewed did not appear to share the 'liberal' attitude of the PTV authorities in this matter. But they did not strongly object either to watching such 'unsuitable' TV programmes. This emerges from the fact that when fathers were asked whether they prevented their children from watching those programmes which they considered unsuitable, 98 percent reported that they had never imposed any restriction on their children and had actually allowed them to watch any TV programme that they chose. In contrast, only two percent fathers reported imposing restrictions on their children.

3. Television Viewing Hours

Question 6 and Hypothesis 3

Among other things, we tried to determine the total amount of viewing hours of children included in the present investigation. Under Question No.6 we tried to answer: (i) What are the average weekly hours of watching TV? (ii) Are there any grade differences among children in terms of average TV watching hours. Results are presented in Tables 24 and 25.

In so far as hypothesis No.3 is concerned, it was expected that boys will spend more time watching TV as compared to girls. TV hours from Monday through Sunday were measured by aided-recall technique. Results indicate that children watch TV programmes for an average of 18.09 hours weekly in winter and 18.01 hours per week during summer (Table 24). As such there seems to be practically no seasonal difference in televiewing hours. This result is insignificant ($P > .05$).

Grade differences in viewing hours can be seen from Table 25. Results show that third graders watch TV for an average of 14.71 hours, fourth graders 20.11 hours, fifth graders 18.72 hours, sixth graders 18.83 hours, Seventh graders 19.25 hours, eighth graders 18.28 hours, ninth graders 16.7 hours and tenth graders 17.5 hours weekly during winter. It seems that children of grade III spend the least amount of time before TV. This may be due to the fact that they go to bed earlier than older ones.

But from grades IV to VIII, the difference is negligible. But IX and X graders seem to watch TV for lesser hours than IV to VIII graders.

Sex differences are presented in Table 25. These results show that boys watch TV for an average of 19.72 hours, while girls view TV for an average of 16.46 hours. This difference is significant ($P < .05$). This confirms our hypothesis No.3.

It is interesting to compare our findings with those of other countries. It is evident from similar studies that viewing time reached its peak among the 6th graders (Lyle and Hoffman, 1972), and then decreased for the children of tenth grade (Willy, 1960; Schramm, Lyle, and Parker, 1961; Lyle and Hoffman, 1972). We have found a similar tendency in our sample.

Study of sex difference in TV watching in Japan shows that boys watch more TV than girls (Furu, 1971). It has been pointed out that cause of this difference is the role expectation and not personality factor (Furu, 1971). From these findings it appears that in terms of TV viewing hours, the pattern of sex differences found in Japan also applies to the Pakistani subjects.

4. Learning from Television

Question 7 and Hypothesis 4

The aim of the present study is to explore the influence of television programmes of varying nature on TV children's behavioural and cognitive changes.

Effect of TV upon learning of TV children as reported by fathers

Question 7

Fathers of TV children were interviewed on children's learning from television viewing. Question No.7 was posed to determine the desirable and undesirable changes in the children which are, in the opinion of fathers, learnt by TV watching. Their responses are described under pro-social and anti-social learning:

(a) Pro-social Learning

Table 26 presents the reported effects of television programmes upon learning of TV children. Fathers considered the following behavioural and cognitive changes as positive gain of TV viewing.

Results show that 58 percent fathers believed that as a result of TV viewing their children are now better informed and have improved their general knowledge and understanding of international affairs. Fathers' responses indicate that their children's general knowledge and knowledge of international affairs are better in the post-TV period than the pre-TV period. Thirtyeight percent fathers believed that there was an increase in the scientific knowledge of their children.

Table 26 shows the effect of TV viewing on vocabulary as reported by fathers. As PTV telecasts programmes in different languages, responses of the fathers were classified accordingly. Thirty percent fathers reported

that the vocabulary of the children had improved. According to them (16 percent) reported that their children learned new English words, while six percent of them reported learning of new Urdu words by their children. Some fathers (20) reported that their children learned new Pushto words.

Other reported positive gains due to TV viewing are: cooperation (14 percent), detective work (8 percent), caricature (8 percent), sports (8 percent), self-confidence (8 percent), critical reviews (4 percent), animal love (4 percent), curiosity (4 percent), dignity of work (4 percent), disapproval of violence (4 percent), obedience (4 percent), and the rest are less than 2 percent.

(b) Anti-social learning by TV children

Many behaviour patterns learnt due to TV watching may be considered undesirable. Whether a particular behaviour is considered undesirable or not would depend upon one's own social background. In the present study we asked fathers of our TV Ss whether their children had learnt something from TV that they considered undesirable.

Results (Table 27) show that fathers named 10 different types of anti-social learning among their children. The most prominent among them was violent behaviour. Twenty-four percent fathers reported that their children had learnt violent behaviour from TV programmes. In this respect, it was found that fathers with younger children particularly mentioned adverse affect of such violent TV contents on their children. They blamed TV programmes of all languages

and lack of courtesy with parents (4 percent). On the other hand, eight percent fathers did not observe any

but programmes of foreign origin (English) were mentioned in particular. Further analysis of fathers' responses indicates that their children used toy pistols and wore cowboys' dress. They also reported that the incidence of physical fighting between siblings had increased as compared to the period when there was no TV set at home.

PTV telecasts foreign TV programmes in English language. From the results it appears that fathers (18 percent) believed that their children had learnt Western culture and were influenced by Western values. The behaviour included dance, fashions in dress, frankness with parents and intentions to make girl friends. Most fathers believed that TV was playing an adverse role in the maintenance of Pakistani traditional culture and was eroding their values.

Fourteen percent fathers reported that their daughters (all lower graders) imitated dance from TV. Many fathers said that they were deeply concerned about the excessive presentation of dance, particularly Pakistani dance in their opinion was obscene.

Twelve percent fathers reported that it was their observation that children, particularly the boys, were becoming romantic. According to their opinion romantic programmes were objectionable. Other undesirable characteristics which according to fathers' report children learned from TV included demand for higher standard of living (10 percent), fashion (10 percent), sexual curiosity (8 percent), filthy language (8 percent), smoking (6 percent) and lack of courtesy with parents (4 percent). On the other hand, eight percent fathers did not observe any

harmful effect. According to their report, as their children were very young, they could not observe any undesirable effects on them.

In the light of the above findings it appears that most of the Pakistani parents realized that TV was influencing their children in a number of ways: some of which they approved and others that they did not approve. It appears that Pakistani children's attitude, values and cognitive components are being shaped through TV. Studies in other countries have also shown that children learn both pro-social (Liebert, 1976; 1975; Sprafkin et al. 1975; Wolf and Cheyne, 1972; Elliot and Vasta, 1970) and anti-social behaviour (Bandura et al., 1963; Hick, 1968; Rosekrans and Hartup, 1967; Ellis and Sekyra, 1972; Mill and Liebert, 1968). Our study shows similar results.

(c) Learning from TV Programmes:
self-assessment by TV children

The present study also intended to find out the opinion of TV children about the learning from various TV programmes. The children were interviewed and they were asked what they had learned from TV programmes (Question No.7). Responses are classified into various categories which are summarised in Tables 28-30.

An inspection of Table 28 indicates that 95 per cent children reported that they had gained something from the programmes that they watched. A large number of them (41 percent) felt that TV programmes had improved their

general knowledge and understanding of international affairs. As children advanced in grades, their general knowledge of international affairs increased. Sex differences though not very pronounced, can be seen from the results (Table 29). Fortyfour percent girls and 38 percent boys reported improvement of general knowledge and knowledge of international affairs.

About one-third children (34 percent) reported that they learned film songs. TV programmes based upon film songs seemed to have particularly influenced the children of lower grades. As children advanced in grades, desire to learn film songs decreased. Sex difference is very prominent. Results indicate that 68 percent of the girls as against only six percent of the boys learned film songs.

Scientific knowledge is reportedly acquired by 31 percent children. More children of higher grades thought that they had improved their scientific knowledge, while children of lower grades did not report any such improvement. Again more boys (36 percent) than girls (26 percent) reported improvement in their scientific knowledge (Table 29).

Boxing was learned by 24 percent children. Boxing is reportedly acquired by lower graders particularly children of third, fourth, and sixth grades. Children of eighth and tenth grades did not even mention boxing. Sex difference is obvious from the results—43 percents boys as against six percent girls reported learning of boxing.

Table 28 shows that shooting with toy pistol is reportedly acquired by 17 percent children. Lower graders are more interested in toy pistols shooting as compared to the children of higher grades. Furthermore, boys (23 percent) are more interested in it than girls (11 percent). Results are shown in Tables 29 and 30.

Some children (15 percent) reported learning of dance. All of them are girls (30 percent). It is evident from Table 30 that children of lower grades, particularly, third and fourth graders learned dancing but as the children advanced in grades dance learning decreased.

Acting was reportedly learned by 15 percent children. There is no appreciable difference among children of various grades. No sex difference is found in the reported learning of acting. Boys (15 percent) and girls (15 percent) reported that they had learned how to perform certain types of behaviour which were identical to the televised roles of different characters.

Results also show that 14 percent children reported learning of religious values like Namaz (prayers), respect to parents and cleanliness. Sex difference (Table 29) is apparent from the fact that 21 percent girls as against six percent boys reported learning of religious values.

Learning of fighting behaviour (other than boxing) has been reported by 12 percent children. Younger children seem to be more interested in learning to fight as compared to older children. According to self-assessment of children to have been learned by seven percent, all of them boys.

it appears that 17 percent boys and six percent girls learned fighting behaviour from the TV programmes.

Children's reports indicate that TV programmes are teaching detective work to its young viewers. Results indicate that 12 percent children learned detective work. Learning of detective techniques are particularly reported by lower graders. Table 29 indicates sex difference in detective work. None of the girls have reported learning of detective work, while 23 percent boys reported that televised detective work was being learned by them. They also reported that they played the roles of detective characters in their games. It is interesting to note that a few of them showed their interest in becoming private detectives.

Amongst the sports, baseball and cricket were reportedly learned by 11 percent viewers (mostly lower graders). Lower graders reported that they had learned basic techniques of baseball, while higher graders reported improvement in cricket. Table 29 also shows that only 13 percent boys and nine percent girls learned the basic techniques of baseball and cricket.

It is evident from the results that TV children also learned some other forms of behaviour. As for example, 10 percent Ss, mostly lower graders reported having learned how to be respectful to elders and avoid speaking lies; nine percent Ss mostly boys of higher grades reported increase in Urdu and English vocabulary; judo was reported to have been learned by seven percent, all of them boys;

fashion in dress by six percent, majority of them girls; break \angle locks, \angle traffic laws by six percent, all boys; co-operation by five percent, (boys 4 percent, girls 6 percent); other forms of behaviour by less than five percent children included hair style, honesty, tooth brushing, disapproval of violence, domestic work, justice, story telling, self-confidence, Western culture, animal love, hard work, humour, and artificial wine drinking.

English Vocabulary

Hypothesis 4

The major purpose of the present study is to determine the effects of TV programmes viewing on English vocabulary. Our hypothesis (No.4) was that TV children, as compared to non-TV children, would attain higher scores on WISC Vocabulary Scale. The obtained results are given in Tables 31-34.

Table 31 shows that TV Ss obtained mean score of 21.09 and non-TV Ss obtained mean score of 11.00 on WISC Vocabulary Scale. These results are statistically significant ($P < .001$). Table 32 shows grade difference. It is evident from these results that mean scores of TV children irrespective of grade is higher than the mean score of non-TV children on WISC Vocabulary Scale. Sex difference can be seen in Table 33. Results show that the mean score of TV boys (20.48) is higher than the mean score of non-TV boys (10.41) on WISC Vocabulary Scale. These results are

statistically significant ($P < .02$). Table 34 shows that TV girls obtained mean score of 21.70 and non-TV girls achieved mean score of 11.53 on WISC Vocabulary Scale. The obtained difference is significant ($P < .02$).

It appears from the above-mentioned results that due to television viewing, TV children irrespective of grades and sex, as compared to non-TV children, are superior in English vocabulary. Results clearly support our proposed hypothesis No.4.

A comparison of children's learning as reported by them with what is reported by their fathers on the same subject indicates that certain characteristics of behaviour were reported by both of them, while certain others were reported by fathers only and yet certain others by children only (Table 30,B).

Our findings clearly suggest that television viewing behaviour is effective in shaping attitudinal and cognitive behaviour of the TV children which can be explained in terms of incidental learning (Schram, 1960) and identification with the TV characters (Lesser, 1972).

In addition to the above-mentioned explanations, the role of simple and easy, and hence effective communication cannot be underestimated. Most of the TV programmes, particularly of Pakistani origin are effectively communicated because of their language, and demonstration. The principle of simplicity of instructional TV in its effectiveness has been emphasised by a number of investigators

(Lesser, 1972; Schramm, 1972; Lundgren, 1972). It is also worthwhile noting that quite a few programmes which are otherwise entertaining - showing jokes, humour, comedians and clowns are also informative in nature, and children learn quite a bit from them. The presence of a well known comedian in ITV programmes enhances its instructional value (Lundgren, 1972).

It seems quite interesting to compare the present findings with the results of other studies conducted elsewhere. As regards general knowledge, international and scientific affairs, our study shows positive affects on TV children. Schramm and his workers (1961) found no difference in scientific knowledge between TV and non-TV children. According to them as children of both the groups (i.e. TV and non-TV) learn science in schools, learning of science by non-television Ss is not adversely affected. In contrast, our results are supported by two Japanese studies. In one study (RTCRI, 1968) parents were interviewed who reported positive gain in science (social studies as well). In another study (Furu, 1962), a test was used for this purpose, and it was concluded that TV was useful for scientific achievement.

Similar studies conducted elsewhere found that British younger and slower learners (Himmelweit et al, 1958) and the Canadian children up to 6th grade (Schramm et al, 1961) of the TV group were better in general knowledge than the non-TV group. It is also reported that after 6th grade TV children, as compared to non-TV children, were

superior in knowledge of entertainment only, (Schramm et al. 1961). The difference between the present and Schramm's findings may be due to the following reasons: Firstly, use of different methods in two studies. In the present study, only TV children and their fathers were interviewed, while Schramm administered tests on TV and non-TV Ss. It appears that TV is more powerful for Pakistani children as compared to the Canadian children. However, Schramm (1964) reported a study carried out in Germany by Wetterling (1960) on a sample of 5-14 years' children. It was found that TV children were better in test of general knowledge as compared to non-TV children. These findings support the results of the present investigation.

As regards some other reported learning by the children and their fathers, the findings of the present study are supported by investigations from other countries. As for example, North American children are reported to learn fashions, customs and values (Schramm, 1964). Similarly, Steur; Dominic and Greenberg; Robinson and Bachman; Mc Intyre and Teevan, (In Liebert, Neale, and Davidson, 1973) report learning of violence. Others, as for example, Bryan; Bryan and Wabek; Stein and Bryan; Wolf (In Liebert, Neale, and Davidson, 1973) and Liebert (1976) report learning of pro-social behaviour by children through TV.

It is worthwhile to note that some other forms of behaviour learnt by the Pakistani TV children, as reported

by them and their fathers do not find any mention in studies conducted elsewhere. As for example our Ss (children and their fathers) reported behaviour like dancing, singing, smoking, breaking locks, religious values and acting. Studies conducted in the West report learning of other forms of behaviour, e.g. dating (Himmelweit et al., 1958); courage (Bandura and Menlove, 1968; Hill, 1968); generosity (Liebert, 1976). Two explanations may be offered for these differences in results. One is of a cultural nature. Such behaviour as is completely alien to one's culture is not likely to be learned easily, e.g. dating behaviour. The other is due to the manipulation of the specific programme content, e.g., courage and generosity in the above studies.

As regards learning of English vocabulary, children of this study find TV as a powerful medium to learn English vocabulary. As regards the marked differences in vocabulary between TV and non-TV children of higher grades, our results are contrary to the studies conducted on British (Himmelweit, Oppenheim, and Vince, 1958) and Canadian (Schramm, Lyle, and Parker, 1961) subjects, which show that improvement in vocabulary, if any, is limited to lower grades. This is probably because of the fact that English is not the mother tongue of Pakistani children though it is taught as a compulsory language in schools. Due to limited opportunities for learning English in their environment, Pakistani TV children find TV as a teacher of this language. Furthermore, as both TV and non-TV British (Himmelweit, Oppenheim, and Vince, 1958) and Canadian

(Schramm, Lyle, and Parker, 1961) children of higher grades read printed media in English language, which is generally not the case with Pakistani children, no significant difference in English vocabulary as a result of TV is found in the former. It appears that in vocabulary development TV is playing a more important role among Pakistani children, whereas printed pages are more important for British and Canadian children. It is also interesting to note that a Japanese (Shizuko, 1958) study found that junior-high school students were better on English test due to radio listening. The general pattern appears to be that for children, particularly of higher grades, TV has a greater facilitatory effect on the learning of foreign language as compared to mother tongue.

In summary, it appears that television is an effective socializing instrument; it acts as a moral teacher (Liebert, 1976). But it can also produce anti-social behaviour.

5. Effects of TV Advertisement on Children

Question No. 8

One of the objectives of the present study was to find out the effects of television's advertisement on TV children. Our question No.8 related to learning from television's advertisement. For this purpose, TV children as well as their fathers were interviewed.

(a) Children

From the children's responses (Table 35), it

It appears that children's most pronounced attitude towards TV spot messages was disliking of obscene contents of advertisements. Thirtyseven out of 94 children objected to the presence of male and female models in a spot message. Most of them reported undesirable dress of females. Boys of higher grades in particular objected to the gestures and postures of female models. They disapproved of their bodily movements and exposure of their body parts in TV advertisements. Most of the boys (9th and 10th graders) reported that there were some TV spot messages which they should not watch in the presence of younger, and in particular, elder sisters. A few of them described such contents as vulgar ("fuhush"). Most of the boys of higher grades reported that they were embarrassed while watching such obscene scenes in the presence of their sisters. The children of higher grades reported that obscene contents could develop harmful effects on them; therefore, such contents must be ruled out from TV. Results also show that 25 children considered TV advertisements as useless. According to them (majority of whom were lower graders) if an advertisement appeared during a programme, they were annoyed. A few of them also reported that what was being communicated to them was senseless and meaningless. Some reported that due to repetition of the same advertisements they felt bored.

Twentytwo out of 94 children were in favour of TV advertisements. Twenty of them were lower graders. According to their reports, they enjoyed seeing TV ads.

Some of them indicated that music and songs of advertisements were the source of pleasure. Two of them (both higher grades) appreciated trailers of movies. A few of them also liked the novelty in the female dress. Results also show that 13 children, eight out of them were higher graders, found TV ads. a means of improving their commercial knowledge. Only one boy reported its educative value, and this related to P.A.F. advertisement.

It appears from the results that seven children considered ads. as unnatural. According to them these contents were artificial which they had never seen in their life, e.g., smoking and swimming by women. Five children of higher grades objected to the smoking advertisements. According to their reports a few ads. were so attractive that one could imitate smoking. All of them strongly desired that a ban be imposed on such unhealthy advertisements. Five children reported that TV ads. developed a strong desire to purchase products like socks, dress, chocolates and toffees.

(b) Fathers

The fathers reported two types of effects of the TV ads: those which they had already observed in their children, and those they expected later in their children.

(i) Observed effects

The most prominent effect as reported by fathers seems to be demand for advertised products. Fiftyfour per cent fathers reported they incurred extra expenses as they had to buy products on demand of their children. Fathers

considered that TV advertisements of products are producing adverse affects on their monthly budget. They are also responsible for developing luxurious style of life in their children.

One father reported:

These advertisements develop in our children feelings of being poor. Beautiful houses, costly curtains and other furnishings, and expensive clothes shown in TV advertisements, all lead to the development of inferiority complex in our children. We do not want such advertisements.

Another father commented:

Television is earning unlimited profits at our expense. If a child sees something on TV and if he demands it, then we have to provide that item to all our children.

Majority of the fathers reported that their children usually demanded such items as chocolates, cold drinks (majority of younger children), socks, shirts, shalwars (female trousers), and jackets (majority of the older children).

Table 36 shows that 22 percent fathers considered that in TV advertisements, Western culture was over-emphasised. They observed that their children preferred Western fashion in dress. Fathers are particularly worried about the dress their daughters want. They particularly mentioned maxies, sleeveless blouses and shirts with low necks which they did not approve. According to fathers, these fashions are against Islamic culture. Some fathers also reported that

their children imitated Western dance which was an unhealthy sign in their opinion. Some fathers observed that their children had changed traditional eating manners due to watching of TV's advertisements.

Imitating fashion is another observed effect on TV children, as reported by 20 percent fathers. Fathers described that invariably their children learned those fashions in dress which were against Pakistani culture.

Fortytwo Sixteen percent fathers reported that their children had developed sex curiosity due to repeated exposure of the parts of body of TV models. Fathers strongly criticised advertisements on family (population) planning. According to the opinion of some fathers, their children are aware of family planning techniques before they should really know them, and sometimes their children even asked awkward questions.

The other effects of watching TV's spot messages on children, as reported by their fathers are as follows: improvement in commercial knowledge (10 per cent), singing (8 percent), spoiled eating manners (8 percent), monotony (8 percent), smoking (6 percent), Pakistani dancing (4 percent), and saving habits from bank advertisements (4 percent).

In contrast, eight percent fathers reported that TV advertisements have neither positive nor negative effects on their children. Some of them reported that TV advertisements were meaningless and useless which would neither produce good nor bad effect on their children. Four percent fathers reported that they did not know if there were any

positive nor negative effects of TV advertisements on their children.

(ii) Expected Effects

Table 36 shows the long-term expected effects on children, as anticipated by their fathers. Seventy percent fathers appear to be worried about the adverse effects of TV advertisements with a 'sexual' content. Fathers have given various reasons for this effect. Fortytwo percent fathers have said that TV spot messages are obscene, filthy and sex provoking, particularly, the actions and gestures of female models, and that some models are presented in such a way that they feel embarrassed in the presence of their children. They are afraid that their children may develop liking for obscenity. Sixteen percent fathers feared that exposed parts of the body of female models shown in TV advertisements might develop sexual desire at an early age amongst their children. Twelve percent fathers reported that family planning advertisements were particularly harmful because matters that were private were openly discussed.

One father reported:

Some of the advertisements are televised in such a way that even we are sexually stimulated.

Some of them gave their opinion:

If such type of advertisements (female models) are continued, there can be no respect for women.

In addition to sexual contents, twentysix percent fathers feared that their children would start smoking as

a result of cigarettes advertisements. Finally, six percent fathers reported that those advertisements which contain love and romantic scenes may teach love and romance to their children which they do not approve of.

Analyses of both the observed effects and possible future effects show only two positive effects which have been reported by the fathers, namely, money savings and commercial knowledge; even these have been mentioned by only four and ten percent fathers respectively. Others have only mentioned the harmful effects of spot messages on their children.

Certain studies conducted elsewhere support the present findings. As for example, Liebert et al. (1975) found that spot messages influenced the child. Similarly in other studies (Barcus, 1975; Doolittle and Pepper, 1975; Schuetz and Sprafkin, 1974; Liebert and Polous, 1974) it was found that incidental features of a commercial message such as age, sex and race could shape the behaviour of the child.

The effects of TV advertisements can also be examined in another perspective. Children tended to generalize erroneously their experience of a TV advertisement to real-life situations (Zimmerman and Rosenthal, 1974; Polous, 1974).

The most important aspect that has emerged from the reports of both children as well as their fathers is that TV advertisements lead to have sexual overtones, which are likely to be harmful for the children. Furthermore,

the commercials also promote extravagance habits in their children, as reported by their fathers, who also consider the contents of advertisements as a source of threat to their traditional way of life. It is interesting to note that certain other studies, as for example, Blumer et al. and Haines (In Schramm, 1964) and Berkowitz (1971) pointed out that sexual contents and luxurious life shown in motion pictures and TV contribute to sexual laxity and anti-social behaviour also tend to support the above apprehension on the part of fathers.

6. Family Relationship

Hypotheses 5 and 6

One of the aims of the present study is to determine the effects of television viewing on the social life of the family of TV children. Several aspects of television in this context were investigated, as described below.

(a) Meeting place of the family

Hypothesis 5

It is generally regarded that TV is such an effective instrument that it brings the family members together. In order to investigate this problem in Pakistan, the present data was collected to give a clear picture of TV children's earlier contact with the family members, and their contact with the family after having TV at home. In this section, hypothesis No.5 was that children and the family

members would regularly meet in the TV room as compared to the pre-television period.

Television children were asked about the persons who constituted TV audience in their family. Responses of the TV children (Table 37) indicate that almost all (98 percent) children watch TV programmes with their parents, brothers and/or sisters. The responses of children indicate that before the possession of TV sets, many children were engaged in studies, playing or some other activity during evening hours, but usually they were not able to meet their parents and other family members regularly. It is also evident that family members (i.e., TV children, their parents, brothers and sisters) had no specific timings and place for meeting each other except probably meal times. After TV ownership, meeting place and timings seem to be more regularised. Under normal circumstances, TV family members will meet with each other while watching TV programmes. Results of this section support our hypothesis that TV brings the family together in the TV room.

Studies conducted in other countries (e.g., Maccoby, 1951; Belson, 1959; Himmelweit, Oppenheim, and Vince, 1958; Forsey, 1963; Fujitake, 1968; Katz and Hass, 1973) support the present findings. However, the difference between the present study and certain others cited above is that in the present study pre-TV as well as post-TV family get-together were studied, whereas in other studies only the post-TV family behaviour was studied.

(b) Conversation between family members

Hypothesis 6

The next question is whether the above-mentioned TV behaviour, i.e., watching TV programmes together can be said to be a social contact with inter-personal communication among the family members or not. To examine this aspect, the hypothesis (No.6) that conversation between family members during the TV viewing will be inversely related to the degree of preference for that programme.

In the interview, TV children answered how much they conversed with family members during TV programmes.

Results have been summarised in Tables 38-39.

It is apparent from the results (Table 38) that while watching the most favoured TV programmes, most of the children (96 per cent) did not converse with their family members. These children wanted pindrop silence, and some of the older children reported that if any member of the TV audience started talking, they felt irritated and reported headache. It seems that the most favoured TV programme develops passivity in terms of conversation with the other family members ($P < .001$).

Table 39 shows that there is no difference between boys and girls in so far as talking behaviour during favoured programme is concerned ($P > .05$).

As compared with the 'most favoured' programme, children are not so quiet during the 'ordinary' programmes. During ordinary TV programmes 30 percent children talk to each other. But 72 percent children do not talk even in

ordinary programmes. Sex difference (Table 39) is more apparent under the ordinary TV programme viewing situation as compared with conversation during the most favoured TV programme. According to the results, most girls (87 percent) do not converse during ordinary TV programmes as compared to boys (53 percent). The obtained difference is significant ($P < .05$). It means passivity is more prominent in case of girls. The sex difference in conversation with TV audience may be related to the different durations of TV viewing hours of boys and girls. Results (Table 25) show that girls watch TV for comparatively shorter periods as compared to boys. Therefore, they are probably more absorbed in TV watching than boys.

The effect of watching the least favoured TV programmes on conversation with the family members was also investigated. Results are shown in Table (38) which gives a completely different picture from what we have seen above. The majority of children (62 percent) converse during such programmes. Sex differences are also apparent (Table 39). It shows that majority of girls (53 percent) as compared to boys (23 percent) do not converse with others. Results of sex differences are significant ($P < .05$). These results are similar to what we have seen above in case of ordinary programmes, i.e., more boys indulge in conversation as compared to girls. The quickness on the part of girls may also be due to the cultural and social factors which reinforce such behaviour.

The results of this study clearly suggest that as

liking towards TV programmes increases, interpersonal communication decreases. The obtained results which are statistically significant ($P < .001$) clearly confirm our hypothesis to this effect.

The results of the present study on the effect of TV on social life of the family indicate that TV is an effective social medium which brings the family members together in the same room. As mentioned elsewhere, children and family members meet at a fixed place in the evening to watch a programme. In Pakistani society, children and their parents, particularly fathers do not otherwise generally get together, as one may find in the Western society. It is therefore most likely that television is gradually changing the social pattern of family life.

As far as the nature of social interaction and conversation during TV programmes is concerned, Himmelweit and her associates (1958) found that in spite of developing of the TV children are presented in family life, greater physical closeness with family members, TV did not bind them together. Similarly, Maccoby (1951) found that interactional communication decreased. However, in these investigations and other studies (e.g., Belson, 1959; Forsey, 1963; Fujitake, 1968; Katz and Hass, 1973) the nature of preference of TV programmes was not taken into account. In contrast, the present study suggests that the decrease in social interaction takes place during the preferred programmes only, while during the non-preferred programmes there is an increase in social interaction.

7. Relationship with Friends

Hypotheses 7 and 8

Apart from the effect of television viewing on TV children's social relationship with their family, we have investigated the effect of TV on relationship with their friends.

(a) Attitude towards a visiting friend during TV watching

Hypothesis 7

The major aim of the present investigation was to determine the effect of TV viewing on reactions to social visits by friends. Our hypothesis No.7 was that interactions with visiting friends are inversely related to the degree of programme preference. For this purpose one of the questions put to TV children was what they would do if their friends visit them while they are watching TV programmes. Responses of the TV children are presented in Tables 40-41. Results (Table 40) demonstrate that four types of reactions are exhibited when friends visit. It is evident from the results that 48 percent children would receive their friends during watching most favoured TV programme, but there would be little interpersonal communication. In contrast, 12 percent Ss would welcome their friends, watch TV programme and converse with them simultaneously. When asked about the nature of conversation, these children reported that they would talk about TV programmes. Results also show that about one-third (37 percent) TV children said they would receive their friends and discontinue least favoured

TV programme. These children were further asked what they did after giving up TV. Approximately, two-third (27 per cent) said that they would play with their friends and one-third (11 per cent) said they would talk mostly about TV programmes. Results also show that three percent children reported that they would refuse to meet the friend(s) and would go on watching TV programme. These above-mentioned results are statistically significant ($P < .001$).

Sex and grade differences can be seen from the results presented in Table 41. The amount of interpersonal communication is comparatively reduced among boys particularly of higher grades (72 percent), as compared to girls of both lower (27 percent) and higher grades (43 percent). It seems that for boys watching most favoured programme is relatively more interesting than conversation with friends or any other activity. It is apparent from the reports of girls particularly of higher grades (19 percent) that they would receive their friends and talk to them during an ordinary programme. As regards interaction during a least favoured TV programme, results show that the children of lower grades are more interested in playing as compared to children of higher grades who are more interested in conversation, which is particularly evident among girls.

In summary, it may be said that while friends were received by nearly 96 percent of the viewers in the course of TV watching, which shows that this social requirement was not ignored. The fact of the matter is that the content of

the social interaction in majority of cases seldom went outside the realm of TV.

A few studies conducted elsewhere (Maccoby, 1951; Belson, 1959) support the present findings that guests are received by the TV viewers. But they have not taken into account the nature of social interaction, as was studied in the present investigation.

(b) Time spent on meetings with friends outside TV hours

Hypothesis 8

In the present investigation we have studied the effects of television viewing on TV children's total weekly hours spent on meetings with friends outside TV viewing hours, and compared it with those of non-TV children. We hypothesized (No.8) that weekly hours of meeting with friends will be shorter as compared to non-TV children. Results are summarised in Tables 42 and 43.

Results (Table 42) indicate that in the case of TV children, their average weekly meeting hours in the 'later', i.e., post-TV phase are 3.52 while in the pre-TV phase 2.85. The difference between these two phases is 0.67 which is significant ($P < .01$). Again, when TV children are compared with the non-TV ones on the same variable, the latter spends

5.3 hours per week as against 3.64. This difference is also significant ($P < .01$).

As regards sex and grade differences, it appears from the results (Table 43) that except for TV girls of lower grades, the meeting hours of TV children are shorter than those of non-TV ones.

As regards the slight increase in the post-TV phase (i.e., later) over the pre-TV phase (i.e., earlier) on the part of television children, this difference (i.e., 3.5 hrs. p.w.) when compared with the amount of increase (i.e., 5.3 hours. p.w.) on the part of non-Television children, the difference being significant at the .001 level, points out to the fact that higher age and grade probably have a more positive effect on meetings with friends. One can perhaps hypothesize that other things being equal, increase in age and grade, time spent on meeting with friends would increase.

The above results show that television has negatively influenced TV children's meeting hours with the friends.

According to the principle of marginal or unorganised activities (Himmelweit, Oppenheim, and Vince, 1958), leisure time is displaced by television viewing behaviour, which is borne out by the present study. Certain studies conducted elsewhere (Robinson, 1972; Maccoby, 1951) also tend to support the present findings.

8. Playing Hours

Hypothesis 9

In order to explore the role of TV in the playing hours, both TV and non-TV children were asked about the total weekly hours spent on playing activities. For this purpose it was hypothesised (No.9) that TV children would play for shorter hours as compared to non-TV children.

The results (Table 44) show that in the 'later' (i.e., post-TV) phase TV children play for an average of 7.18 hours per week, while non-TV children during the same period play for an average of 11.94 hours per week. The difference is significant ($P < .02$). Again comparison of mean values of TV and non-TV children's playing hours during the 'earlier' (i.e., pre-TV) period shows a difference of 1.95 between them. But when their playing hours of the post-TV phase are compared with each other, the difference between them rises to 6.71 which is highly significant ($P < .001$), because the TV children's playing hours decreased by 4.55 while those of the non-TV ones increased by 2.16 hours per week. We are getting almost a reversal effect in playing hours as a result of televiewing.

value of As will appear from Table 45, there are no grades and sex differences in between TV and non-TV children or between pre-TV and post-TV phases.

The present finding is comparable to certain studies conducted elsewhere. As for example, Maccoby (1951) and Schramm et al (1961) found adverse effect of televiewing on playing hours of North American children. Furu (1962) in a 'earlier-later' study in Japan found little effect of televiewing on children's playing hours. The method used by Furu (1961) was diary method; the interview method was used by the present writer and Maccoby (1951) and Schramm et al (1961). The adverse effect of TV on playing behaviour can be explained in terms of displacement effect.

It appears that before the possession of TV, magazine reading was popular among boys and girls, particularly among the

9. Printed Media

TV the total number of magazine pages read by TV boys and girls decreased in all grades (Table 47). On the contrary, non-TV boys and girls decreased only slightly for magazine reading.

(a) Magazine

Hypothesis 10

According to our hypothesis No.10, TV children will read fewer pages of magazines as compared to non-TV children. The effect of television viewing on magazine-reading was determined by measuring total number of pages read by the TV and non-TV children in one month. Mean magazine reading because televiewing acted as a substitute

value of total number of pages read by TV children was compared with the mean value of number of pages read by non-TV children in one month (Tables 46 and 47).

Schramm et al (1961) pointed out that in the 'later' TV phase (i.e., post-TV) TV children read magazines for an average of 25.62 pages per month, while non-TV children during the same period read for an average of 74.6 pages per month. This difference (i.e. 48.98) is significant (P .02). When the results of two groups during the post-TV phase are compared, the difference rises to 75.40 because TV children's magazine reading decreased by 13.48, while those of non-TV ones increased by 61.92 per month. This difference is highly significant (P <.001).

Robinson (1972) reported that magazine reading material remained relatively unaffected by TV. The reason for this apparently conflicting results seems to be the use of two different methods. In the present 'later-earlier' study, TV the total number of magazine pages read by TV boys and girls decreased in all grades (Table 47). On the contrary, non-TV boys and girls developed more appetite for magazine reading.

The present findings clearly indicate the adverse effect of televiewing on magazine reading by children.

It can be explained in terms of some forms of substitute gratification. As for example, Himmelweit et al (1958) suggested that such needs as could be satisfied through both TV and non-TV media, the former would be ordinarily preferred. It appears that TV children reduced their magazine reading because televiewing acted as a substitute

to achieve the same goal as the magazine-reading did. It was not however completely extinguished perhaps because TV did not act as a complete substitute for the magazine. Schramm et al (1961) pointed out that if the function of TV was fantasy, light-reading would be reduced because the latter served the same purpose as the former. The present findings seem to support both Himmelweit et al (1958) and Schramm et al (1961) in so far as TV as a means of substitute gratification, whether fantasy or otherwise is concerned. On displacement of magazine by TV, Cunningham and Walsh (1958); Furu (1961); Siegel (1973), and Clark (In Hurlock, 1976) hold similar views.

As distinct from these studies, however, Robinson (1972) reported that magazine reading material remained relatively unaffected by TV. The reason for this apparently conflicting results seems to be the use of two different methods. In the present 'later-earlier' study, children were interviewed; in contrast Robinson employed time budget technique using diary system. This method of unsupervised diary does not appear to be very reliable to the present writer. Schramm et al (1961) have also criticised it on the same ground.

(b) Reading of books

Hypothesis 11

In order to investigate the effect of TV watching behaviour on reading of books (other than text-books), children of both the groups (i.e., TV and non-TV) were

asked to indicate total number of books read in one month. Hypothesis No.11 was that TV children would read lesser number of books as compared to non-TV children.

Results have been summarised in Table 48. It is evident that in the 'later' (i.e., post-TV) phase, TV children read an average of 2.13 books, while non-TV children during the same period read average of 5.14 books per month. This difference (i.e., 3.01) is significant ($P < .02$). When the results of the two groups during the post-TV phase are compared, the difference rises to 4.30 because TV children's books reading decreased by 1.50, while those of non-TV ones increased by 2.80 per month. The difference is highly significant ($P < .01$).

These results clearly show that due to TV watching, book reading is considerably adversely affected. In contrast, non-TV children increased their book reading. Thus, hypothesis No.11 is confirmed.

Our results are supported by certain studies, while they are at variance with certain others. The studies supporting the present finding are those by Maccoby (1951); Furu (1961); Baxter (1961); and Clark (In Hurlock, 1976). They clearly show that TV displaces book-reading.

The studies which show a somewhat different trend are the ones by Himmelweit et al (1958); Schramm et al (1961); and BBC (1974). In the study by Himmelweit et al (1958), it was found that TV adversely affected book reading in the beginning, but slowly the Ss came back

16 percent non-TV children read to it. In the study by Schramm, Lyle, and Parker, (1961) what actually happened was that TV adversely affected light book-reading like comics, etc. But it did not adversely affect reading of heavy material. A recent report of the BBC (1974) has shown that children frequently purchase those books which are shown on TV in the form of play, etc. The difference between our results and those mentioned above may be due to the following: (a) Where both TV and book reading (e.g., light reading like comics, etc.) serve the same needs of the Ss, the former will replace the later, (b) Where TV has been recently introduced, the novelty factor, as pointed out by Schramm, Lyle, and Parker, (1961) will adversely affect book reading, but once children get used to it they return to books (Himmelweit, Oppenheim, and Vince, 1958).

(c) Newspaper reading

Hypothesis 12

In order to compare the effects of televiewing on newspaper reading, both the TV and non-TV children were asked to indicate whether they read newspapers. Our hypothesis No.12 was that TV children would differ in the regularity of newspaper reading as compared to non-TV children.

The results are summarised in Tables 49 and 50. Table 49 shows that six percent TV children as against

16 percent non-TV children read newspaper regularly. As regards occasional newspaper reading, 5.31 percent TV children as against 10 percent non-TV children read newspaper occasionally. It appears that 88.29 percent TV children and 74 percent non-TV children do not read newspaper. These differences are significant ($P < .05$). Results show that TV children are less in the regularity of newspaper readers than non-TV children.

Sex and grade differences are presented in Table 50. Results show that none of the lower grade TV boys or girls are regular readers, while 7.14 percent non-TV boys and 18.75 girls of the lower grade, read newspapers regularly. Among higher grade children, we again observe that lesser number of TV children read newspapers regularly as compared to non-TV ones. Results also show that regularity of newspaper reading increases as the children advance in grades.

(d) Nature of newspaper material read

Hypothesis 13

Another hypothesis regarding newspaper reading was about the contents that are read by TV and non-TV children. Our hypothesis No.13 was that in general TV children would prefer soft-content category, while non-TV children would prefer hard-content. For this purpose, categorization of newspaper contents by Schram et al (1961) into 'soft', 'hard' and both soft and hard, were used.

Children were asked to describe what they read in the newspaper. Results (Table 51) show that 6.37% TV children as against four percent non-TV children read soft category. As regards hard content, 2.1% TV children, while 12% non-TV children read hard content. Results show that 3.19% TV children and 10% non-TV children read both categories. These results are significant ($P < .05$) which support our hypothesis that TV children would prefer soft content category. Our results suggest that children's newspaper reading behaviour is adversely affected by TV, because what they could get from newspapers they were able to obtain from TV, e.g., news and information.

It seems worthwhile to compare our findings with certain studies conducted elsewhere. As for example, Cunningham and Walsh (1958) and Schramm et al (1961) found no adverse effect on newspaper reading. Furu (1961) and Siegal (1971) on the other hand report that newspaper reading is adversely affected by TV viewing, which support the present findings.

The availability of newspaper including its cost and interest of parents may also be an important variable in the newspaper reading behaviour of children. But this was not examined as such in the present study. It was assumed that in homes which have TV, at least one newspaper is available not only because they can afford it but also because it is necessary to see the TV programmes.

10. Radio

Time spent on radio listening

Hypothesis 14

In the present study total time spent on radio

listening by our TV as well as non-TV Ss was investigated. Our hypothesis No.14 was that TV children would listen to radio for shorter hours as compared to non-TV children for the same reason as reading of books, magazines and newspapers is adversely affected by TV.

Results are contained in Tables 52 and 53. The main hypothesis is confirmed, as will appear from the fact that in the 'later' (i.e., post-TV) phase, TV children's average radio listening hours per week are 31 minutes and 08 seconds as against 143 minutes and 1 second. The difference is highly significant ($P < .001$).

The results also show, however, that in the 'later' (i.e., post-TV) phase radio listening on the part of TV children has slightly increased (31.08 p.w.) over their 'earlier' (i.e., pre-TV) phase (26.86 p.w.), rather than decreased. But the radio-listening behaviour of non-TV children during the same period shows an increase of 81.5 per week as against 4.22 p.w. shown by TV children. This difference of 77 minutes and 28 seconds p.w. between the TV and non-TV groups, being highly significant ($P < .001$), shows that TV displaces the radio in a large measure.

As regards the slight increase in the post-TV phase over the pre-TV phase on the part of TV children, and this (i.e. 31 min. 08 sec. p.w.) when compared with the amount of increase (i.e. 143 min. & 1 sec. p.w.) on the part of non-TV children, the difference being significant at the .001 level points out to the fact that higher age and grade probably have a more positive effect on radio-listening.

One can perhaps hypothesize that other things being equal, increase in age and grade, radio-listening hours would increase.

The adverse effect of TV on radio-listening can be explained in terms of the principle of functional similarity advanced by Himmelweit et al.

A large number of studies tend to support the present finding that radio-listening is likely to be displaced by televiewing (Maccoby, 1951; Seacco, 1952; Abrams, 1956; Himmelweit et al. 1958; Baxter, 1961; Schram et al, 1961; Robinson, 1972).

11. Movies

Preference between TV and Movies

Hypothesis 15

In order to determine the effects of televiewing on movie-going it was hypothesized that television children would prefer to watch TV programmes as compared to movie watching in the motion picture house. Children were asked whether or not they would prefer to watch TV at home or going to a movie. Results are summarised in Tables 54 and 55. In response to interview, about 66 percent TV children indicated their preference for television watching, while about 34 percent TV children reported preference for motion pictures (Table 54). This difference is significant ($P < .05$).

Our findings tend to support the view that due to functional

similarity between TV and movie, TV children preferred television programmes (Himmelweit et al 1958).

Hypothesis Another reason for preferring TV to movie what most of TV children, particularly of older group, mentioned was movie involved money. Harlock (1976) holds the same view. For younger children, however, she adds crowd and noise of picture houses as additional reasons for avoiding movies. This explanation seems to be still more applicable to Pakistan. Our picture houses are generally over-crowded and noisy; they are even dirty and smoky and are not very safe and convenient to visit in evenings because of distance. Results in Table 55, however, show that TV girls of higher grades preferred to go to movie over TV watching. One possible reason for this seems to emerge from their report, that they have to perform domestic work, particularly if they have a visitor, or they have to leave the TV room if a male guest visits during TV watching. Another cultural variable which deserves attention is that our girls, in particular those who observe purdah have lesser opportunities than boys to go to movie. Therefore, perhaps, they expressed a stronger desire for the latter. Escape from domestic work and purdah seems to produce in them a stronger desire for movie-going than TV watching at home.

These results also show as expected that on weekends both TV and non-TV groups go to bed a little later than on week days.

Our results are supported by many others (Grossby, 1951; Himmelweit et al 1953; Schram et al, 1954; Furu,

12. Sleeping Hours

(a) 2; Night sleeping timings

(b) Hypothesis 16

The aim of the present study is to determine the effects of televiewing on sleeping schedule of TV children.

Our hypothesis No.16 was that TV children would go to bed at later hours as compared to non-TV children on week days and weekends. Results have been summarised in Tables 56 and 59.

Results in Table 56 show that on week days (Mon-Sat) in the 'later' (i.e., post-TV) phase, on an average, TV children went to bed at 21:21 hours, while non-TV children during the same period went to bed at

21:4 hours. In the pre-TV phase the going-to-bed average timings of the TV and non-TV groups are 20:18 and 20:6.

Thus TV group in both phases goes to bed 17 minutes

(later-phase), while 12 minutes (earlier-phase) later than the non-TV group. Again, the difference in the TV group itself between its pre-TV and post-TV phases is about an hour. This also indicates that TV viewing delays bed-going time.

Again, in so far as weekends are concerned, Tables 56 and 59 show that in the post-TV phase, TV group goes to bed about an hour later than the non-TV group, while in the pre-TV phase the difference between the two is only eight minutes.

These results also show as expected that on weekends both TV and non-TV groups go to bed a little later than on week days.

Our results are supported by many others (Maccoby, 1951; Himmelweit et al 1958; Schramm et al, 1961; Furu, 1962; Appell, 1971).

(b) Total hours of sleep

Hypothesis 17

Table 57 shows total sleeping hours of TV and non-TV groups on week days and weekends. TV Ss appear to be sleeping for lesser time than non-TV Ss on both week days and weekends. But as expected on week days it is only seven minutes less, while on weekends it is 34 minutes less. The same trend appears in another study (Furu, 1962).

13. Rising Hours

Timings of rising

Hypotheses 18 and 19

Table 58 shows the rising hours of both TV and non-TV groups in the pre- and post-TV phases. On weekend days there is probably no difference between TV and non-TV groups in either phase or between the phases for the obvious reason that they have to go to school on time. On weekends, however, while there is no difference between the TV and non-TV groups in the pre-TV phase, the difference between the two in the post-TV phase appears to be considerable. TV group rises 23 minutes, say half an hour later than the non-TV group.

Studies conducted in other countries show similar trends (e.g., Maccoby, 1951; Johnson, 1967; Appell, 1971; Robinson, 1972).

14. Study Hours

(a) Schedule of study hours

Question 9

In order to investigate the effect of televiewing on children's schedule of study at home, TV and non-TV children were asked when they started their homework or self-study. Results are summarised in Table 60. The response of majority of children was that they studied in the afternoon and tried to finish their homework before TV timings. In contrast, majority of the non-TV children reported that they studied at night, but they were not very rigid in their study hours. It seems that TV children have different schedules of study hours as compared to non-TV ones and tend to adhere to the same rather strongly.

(b) Study hours at home

Hypothesis 20

The aim of the present study is to determine the effects of televiewing on study hours of TV and non-TV children. The children were asked about the time given to study at home. Our hypothesis No.20 was that television Ss

would study for shorter hours as compared to non-television Ss. Results are summarised in Tables 61 and 62.

Results (Table 61) show that in the 'later' phase TV children study for an average of 9.96 hours per week; non-TV children during the same period study for an average of 15.4 hours per week. This difference (4.44 hours p.v.) is significant ($P < .02$). When the results of the two groups in the 'later-earlier' phase are compared, the difference is raised to 7.71 hours per week because TV children's study hours are reduced by 1.39 hours, while those of non-TV ones increase by 6.32 hours per week. The televiewing effect is highly significant ($P < .001$). This clearly indicates that TV children's average weekly study hours have been adversely affected by televiewing behaviour.

Study hours have also been investigated in terms of sex and grades. Results are summarised in Table 62(a). The results show that in case of lower graders there has been a marked increase in study hours of non-TV Ss, while for TV Ss there has been a decrease in study hours. In case of higher graders, however, we find that the study hours of TV Ss have not decreased and have remained constant. In contrast, though, in the case of non-TV Ss there is a very sharp increase in their study hours. So, it seems that the introduction of TV has adversely affected the study hours of higher graders as well.

In response to the question what they do if

school homework is not assigned to them, five percent TV children and 10 percent non-TV children of lower grades reported that they themselves studied at home, while 10 percent TV children and 25 percent non-TV children of higher grades reported that they did self-study at home. It is evident from the above mentioned results (Table 62,b) that lesser number of TV children do self-study as compared to non-TV children. It is also supported by the report of majority of TV Ss that their main aim in studying at home was just to complete their school work.

In general, then, these results show that tele-viewing behaviour is detrimental to normal study at home.

A large number of studies have been carried out on this problem in several countries. In one of the earliest studies (Maccoby, 1951), it was found that study hours of TV children were adversely affected on Sundays. Furu (1962) in a 'later-earlier' study found adverse affect of TV viewing on homework. Using diary and questionnaire method, Furu measured only "Friday + Saturday" hours of study, we measured study hours of seven days through open-ended interview. The general trend of his data, however, is close to the present findings. The latter confirm another study by Furu (1971), and the Shizuoka Survey (1962).

Certain other studies, however, report different results. As for example, Maccoby (1951), found no major adverse affect of TV viewing on homework on weekdays. Similar results were obtained by Stewart (In Belson, 1959) and giving more homework to the child that he cannot cope with and in contrast getting less work completed in school.

Greenstein (In Schramm et al 1961. Others (Schramm et al 1961; Roberts, 1974) reported that if TV had any affect, it had minor adverse affect on homework. Our results are in contrast to those mentioned above. One of the possible reasons seems to be the difference in the methods of such investigations. In contrast to the earlier studies (Maccoby, 1951; Stewart, 1952; Schramm et al, 1961), in the present investigation besides homework assigned by teachers, self-study was also included which may have caused difference in the results. In the earlier studies, parents were interviewed (Maccoby, 1951; Stewart, 1952) and in some questionnaires were filled out by subjects/and their parents (Schramm et al, 1961) in the 'later' phase. About these studies, Belson (1959) comments "Both Maccoby's and Stewart's reliance upon parental/adult testimony raises doubts, particularly in view of the degree of defensiveness ordinarily to be found in viewers' statements about their control of their children's viewing (p.6)". This may partly explain difference between the results of the present study and the earlier ones.

Another reason seems to be novelty. Television is quite recently introduced in Pakistan, particularly in Peshawar. Therefore, children appear to be much more attached to them now than they might be later. Yet another reason may be the amount of work completed in the school and assignment given for home in Pakistan and the countries from where different findings have been reported. It appears to the present writer that school teachers in Pakistan have the general habit of giving much more homework to the child that he cannot cope with and in contrast getting less work completed in school.

SUMMARY AND CONCLUSIONS

In the present investigation ninetyfour TV and 50 non-TV children, students of 1st to 10th grades, ranging in ages from seven to 15 years, and 50 fathers of TV children **SUMMARY AND CONCLUSIONS** participated in an interview. The major findings of the present study are summarized as follows:

1. TV Programme Preference

a) It was found that social drama was most favoured by girls, while violence and detective programmes were most favoured by boys. Results also show that children preferred programmes having partial-fantasy contents as compared to those with complete-fantasy and complete-reality contents.

b) Majority of children did not like hard-contact programmes like documentary and interviews.

c) Majority of the boys desired to view violence and detective, while girls wanted to see programmes with comedy.

d) Fathers considered six categories of programmes (crime and violence, movies, romantic drama, jokes and film personality) unsuitable for their children. They

SUMMARY AND CONCLUSIONS

In the present investigation sixty-four TV and 50 non-TV children, students of 2nd to 10th grades, ranging in ages from seven to 15 years, and 50 fathers of TV children were studied through open-ended interview. The major findings of the present study are summarized as follows:

1. TV Programme Preference

- a) It was found that social drama was most favoured by girls, while violence and detective programmes were most favoured by boys. Results also show that children preferred programmes having partial-fantasy contents as compared to those with complete-fantasy and complete-reality contents.
- b) Majority of children did not like hard-content programmes like documentary and interview.
- c) Majority of the boys desired to view violence and detective, while girls wanted to see programmes with comedy.
- d) Fathers considered six categories of programmes (crime and violence, movies, romantic drama, dance and film personality) unsuitable for their children. They

were worried about excessive display of crime and violence and sex on TV.

2. Causes of TV Programme Preference

a) Thirtythree reasons determined programmes preference of children. The most prominent reason for preferring programmes was humour. Violence, action, and thrill provided pleasure to TV boys. Majority of the girls of higher grades considered theme of the

programme as a reason of programme preference. Girls preferred sober Pakistani hero, while boys preferred aggressive heroes of English programmes and good looking Pakistani heroine/s.

b) Difficult language and lack of actions were the major factors of least favoured programmes of children.

3. Viewing Hours

Children watched TV for an average of 18.09 hours p.w. during winter and 18.1 hours p.w. during summer. Children of 4th grades were heavy TV viewers. Boys spent more time before TV as compared to girls.

4. Learning from TV Programmes

Television seems to have influenced cognitive (e.g., general knowledge, international affairs, vocabulary), pro-social (e.g., co-operation, honesty, dignity of work), and anti-social (e.g., violence, to break locks,

preference, smoking, dance) aspects of TV children. Results also show that TV children were better on WISC Vocabulary Scale as compared to non-TV children. It was a matter of interest that study hours of TV children as compared to their counterparts have been reduced, no adverse effect on English vocabulary was found, but televiewing effect was favourable on the part of TV children.

5. Advertisements

a) Magazines
TV children as well as their fathers strongly disapproved the obscene contents of commercial spot messages. Fathers believed that spot messages had harmful influence on their children.

6. Family Relationship

Television brings family together in the evening. However, this does not necessarily increase interaction among family members. The amount of conversation was found to be inversely related to the degree of programme preference.

7. Relationship with Friend

a) TV children meet their friend during televiewing. However, social interaction with a visiting friend was inversely related to the degree of programme

preference.

b) It appears that TV children as compared to non-TV children, spent less time on meeting with friends outside TV hours.

8. Playing

11. TV children spend less time on playing (indoor/outdoor) as compared to non-TV children.

9. Printed Media

a) Magazines

It was found that televiewing affected magazine reading adversely.

b) Books

TV children read fewer books as compared to non-TV children.

c) Newspapers

(i) It was found that TV children were less regular newspaper readers as compared to non-TV children. However, as T.V. children advanced in grades, regularity of newspaper reading increased, although the non-TV children maintained their superiority in this regard.

(ii) TV children were more interested in soft-contents, while non-TV children were more interested in hard-contents.

10. Radio

It was evident from this study that in the post-TV phase, radio listening time of TV and non-TV children has increased but it has increased more for the non-TV group.

11. Preference between TV and Movies

Majority of the children preferred TV programmes over motion pictures. It was found that as compared to boys, girls were more interested in seeing motion pictures in picture houses.

12. and 13. Sleeping and Rising Hours

a) It was found that TV children went to bed later in the night and got up later in morning. This difference was not so marked in case of weekdays, as in case of weekends.

b) As regards, total sleeping time of TV children was not influenced to any appreciable extent, their sleeping hours were reduced on weekdays.

14. Study

It was found that the study hours of TV children were significantly less than that of non-TV children. It was also found that the two groups differed in their study schedules: the TV children studied

mainly in the afternoon before the start of TV programmes, while the non-TV children studied during night and in the evening also.

Some General Conclusions

1. TV children are partial-fantasy oriented. TV children identified themselves with the TV characters. TV might be a source of need satisfaction. Prime factor determining programmes preference was the perception of TV viewers.
2. Passivity is the result of televiewing behaviour.
3. TV children have taken time from other activities.
4. Children are substituting television for other mass media (i.e. magazines, books, and newspapers).
5. TV children, younger children in particular are dominated by televiewing behaviour and underestimating their educational role expectations.

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APPENDIX I

PERSONAL INFORMATION OF THE TELEVISION SUBJECT

1. Subject No.
2. What is your name? Sex M F
3. What is your father's name?
4. What is your father's post?
5. What is your present home address?
A P P E N D I C E S
6. In which class (i.e. grade) do you study?
7. What is your date of birth?
8. Recall, when TV set was purchased, in which class were you studying then?

APPENDIX I

PERSONAL INFORMATION OF THE TELEVISION SUBJECT

APPENDIX II

- PERSONAL INFORMATION OF THE NON-TELEVISION SUBJECT
1. Subject No.
 2. What is your name? Sex M F
 3. What is your father's name?
 1. Subject No.
 4. What is your father's post?
 2. What is your name? Sex M F
 5. What is your present home address?
 3. What is your father's name?
 6. In which class (i.e. grade) do you study?
 4. What is your father's post?
 7. What is your date of birth?
 5. What is your present home address?
 8. Recall, when TV set was purchased, in which class were you studying then? you study?
 6. What is your date of birth?
 7. Recall, in which class (i.e. grade) were you in X year?

APPENDIX III

INTERVIEW SCHEDULE OF THE TELEVISION SUBJECTS

TV Programme Preference

1. Which TV programme, **APPENDIX II** on the 15th-20th February, 1975 did you like most?

PERSONAL INFORMATION OF THE NON-TELEVISION SUBJECT

2. Here is the list of programmes, name as many of as few you can*.

3. I read name of each programme, name as many of as few you can**.

1. Subject No.
 2. What is your name? Sex M F
 3. What is your father's name?
 4. What is your father's post? as, which you have already seen, tell me if you had time to see just
 5. What is your present home address? would you most like to see?
 6. In which class (i.e., grade) do you study?
 7. What is your date of birth? I announce name of each programme from the list, which you would like to see. When you have listened the complete list, tell me if you had
 8. Recall, in which class (i.e. grade) were you in X year? which one would you like to see***?
3. Is there any other programme like 2.
 4. Tell me the story of 2 programme which you recently watched? is it approved? Do you like that you dislike it.
 5. What is the name of the hero/heroine of 2 programme?
 6. On which day is this programme televised?
 7. At what time?

* These questions were asked to the Ss who were above sixth grades.

** These questions were asked to the Ss who were below sixth grade (i.e. class).

*** Schramm et al (1961) question was used. This question was asked to the Ss who were students of above Sixth grade (i.e., 6th class).

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APPENDIX III

INTERVIEW SCHEDULE OF THE TELEVISION SUBJECTS

1. You say that you like Z most. Why do you like it is so?

TV Programme Preference

1. Which TV programmes telecast from the 15th-28th February, 1975 did you like most?
2. Here is the list of programmes, name as many or as few you can*.
3. I read name of each programme, name as many or as few you can**.

1. Are there any programmes telecast from 15th-28th February, 1975 which you do not like to watch?

Most Favoured TV Programme

2. This is a list of TV programmes that you have already seen, tell me if you had time to see just one TV programme a week, which one would you most like to see?
1. From this list of TV programmes, which you have already seen, tell me if you had time to see just one TV programme a week, which one would you most like to see?
3. I announce name of each programme from the list, which you have already listened. When you have listened the complete list, tell me if you had time to see just one TV programme a week, which one would you like to see***?
2. Is there any other programme like Z.
4. Tell me the story of Z programme which you recently watched?
2. What is the name of the hero/heroine of Z programme?
5. What is the name of the hero/heroine of Z programme?
3. On which day is this programme televised?
6. On which day is this programme televised?
7. At what time?

Programmes for Future Telecasts

- * These questions were asked to the Ss who were above sixth grades.
1. These questions were asked to the Ss who were above sixth grades.
- ** These questions were asked to the Ss who were below sixth grade (i.e. class).
2. These questions were asked to the Ss who were below sixth grade (i.e. class).
- *** Schramm et al (1961) question was used. This question was asked to the Ss who were students of above Sixth grade (i.e., 6th class).
- * This question was asked to Ss below sixth grade.

Causes of most Favoured TV Programme

1. You say that you like Z most. Why do you think it is so?
2. Is there any other programme like Z? Do you like that also?
3. Tell me something more about Z.
4. And what about programme Y?

Least Favoured TV Programmes

1. Are there any programmes telecast from 15th-28th February, 1975 which you do not like to watch?
2. This is a list of TV programmes that you have already seen, tell me which of these programmes you dislike most?
3. This is a list of TV programmes, that you have already listened, I announce each programme, tell me programme you dislike most?*

Causes of Least Favoured TV Programmes

1. Now, you do not like these programmes, why is that so?
2. What about X programme? You say that you dislike it. Why is that so?
3. Are there any other programmes like X Y which you do not like?

Programmes for Future Televiewing

1. Do you want any change in TV programmes?
2. Give me some examples of the type of programmes that should be shown more often.

* This question was asked to Ss below sixth grade.

TV Viewing Total Hours

1. For how many hours do you usually watch TV?
2. This is a list of duration of each programme. Estimate from this list, how many hours do you usually watch TV, nowadays on:
 1. a. Monday through Saturday
 - b. Sunday
3. I announce each programme of the last week, tell me those programmes which you usually see on:
 3. a. Monday through Saturday
 - b. Sunday
4. Recall how many hours you usually watched TV during summer season on:
 - a. Monday through Saturday
 - b. Sunday

Advertisement

Learning from TV

1. Do you think you learned something from TV programmes?
2. What is that?

Reactions to Visiting Friends during a TV Programme

3. What do you think one can learn from TV programmes?

1. Do you have friends?

TV Viewing Situation

1. Do you watch TV alone or with others?
2. Who are they?
3. Tell me where do you meet your family.
4. Where does the family usually assemble in the evening?

* This question was asked to the Ss of above sixth grade.

** Ss of below sixth grade were asked.

5. And before TV, where did you meet them?
6. What were your activities during evening?

1. Who performs domestic work?

Conversation perform?

3. Who entertains guest/s?

1. When you are watching a TV programme, do you talk with your family member/s?

2. On what topics?

- This question was asked to girls of TV group only.*
3. Do you talk to them while watching an ordinary TV programme?

4. And, is there any conversation while viewing most favoured TV programme?

5. When you watch least favoured programme, is there any conversation?

Advertisement

1. What do you think about TV's advertisements?
2. Why do you think so?

Reactions to Visiting Friends during a TV Programme

1. Do you have friends?
2. If your friend visits you while you are watching your most favoured TV programme, then what would you do?
3. And during an ordinary programme what would you do?
4. While watching the least favoured, what would you do with your friend.
5. Tell me something more.

Domestic Work^{*}

1. Who performs domestic work?
 2. Do you perform?
 3. Who entertains guest/s?
-

* This question was asked to girls of TV group only.

Playing Hours

1. Which is your favourite game?
2. How much time do you play?
3. At what time do you usually play?
4. And usually when do you finish?
5. Now, estimate total time spent on playing on:
 - a. Monday-Saturday
 - b. Sunday.
6. You say you had friends in grade X, now tell me how much time you spent on playing when you were in grade X on:
 - a. Monday-Saturday
 - b. Sunday

Printed Media

Magazines

1. Do you read magazines nowadays?
2. Which magazine?
3. From where is it published?*
4. What kind of material do you read?
5. Now, estimate how many pages you read in the past one month.
6. And, how many pages in X grade?
7. Tell me briefly a story which you read recently.

Books

1. Well, do you read any books other than text books?

* Ss of higher grades were asked.

2. Estimate total number of books you read last month.
3. Which books do you read?
4. What kind of books do you usually read?
5. Recall, how many books you read in one month when you were in X grade?

Newspapers *

1. Do you read newspaper?
2. Do you read daily?
3. Do you read occasionally?
4. Now, which paper do you read?
5. What type of contents do you usually read?
6. Tell me any item which you read recently.

Radio Programmes

1. Do you listen radio programmes?
2. Which programmes do you usually listen most?
3. Estimate how long do you usually listen X programme?
4. And Y and Z programmes?
5. Now, estimate total amount of time spent on radio listening weekly.
6. Recall, how many hours you listened to radio in X grade.

* TV and Non-TV Ss were interviewed on later phase (i.e., post-TV phase).

TV/Movies Preference

1. Do you see movies in picture houses?
2. How many movies do you see in one month?
3. Would you go to movies in picture houses or watch TV?*

Night Sleeping Timings

1. When do you go to bed on school working days?
2. Do you sleep immediately or do something?
3. At what time do you sleep on:
 - a. Monday-Saturday
 - b. Sunday
4. Tell me what was the last thing you did?
5. At what time did you do?
6. And when you were in grade X, what were your usual sleeping timings.

Morning Rising Hours

1. At what time do you rise in the morning nowadays on:
 - a. Monday through Saturday
 - b. Sunday
2. What were your school timings when you were in X grade?
3. Now, remember your rising timings when you were in X grade on:
 - a. Monday through Saturday
 - b. Sunday

* This question was asked to TV Subjects only.

Studies

Schedule of Study

1. At what time do you study at your home?
2. And at what time in grade X ?

Self-Study

1. If you have no class assignment, what do you do?

Study Hours

1. How many hours do you study nowadays on:
 - a. Monday through Saturday
 - b. Sunday
2. And how much time did you study in grade X ?
3. What is your present official designation?
4. What is your present National Grade?
5. What is your highest educational qualification?
6. What is your wife's educational qualification?
7. What is your child's date of birth?

Source of available TV program

1. How do you find these programs available for your child's learning?
2. Are you satisfied with the quality of these programs?
3. How do you feel about it?
4. Do you think it is better than the regular school program?

APPENDIX VI

INTERVIEW SCHEDULE OF THE
TV SUBJECTS' FATHERS

Date of purchase of TV Set

1. When did you buy this TV set?

APPENDIX V

Grade of children

PERSONAL INFORMATION OF THE FATHERS OF
TELEVISION AND NON-TELEVISION SUBJECTS

1. Before possession of TV set, in which grade was your child studying?
1. Subject No.
2. What is your name?
3. What is your present home address? preceding two weeks did you like most?
4. What is your present official designation?
5. What is your present National Grade?
6. What is your highest educational qualification?
7. What is your wife's educational qualification?
8. What is your child's date of birth?

Unsuitable TV Programmes

2. From this list of TV programmes, name unsuitable programmes.

3. Please tell me about X programme.

Causes of unsuitable TV Programmes

1. Why do you think these programmes unsuitable for your child/children?
2. What about X programme?
3. Do you restrain your child from watching these programmes?
4. How do you restrain?
5. Do you think he will watch them if you did not stop him?

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APPENDIX VI

Learning from TV

INTERVIEW SCHEDULE OF THE
TV SUBJECTS' FATHERS

Desirable

Date of purchase of TV Set

1. When did you buy this TV set?
2. From which programme?

Grade of children

1. Before possession of TV set, in which grade was your child studying?

TV Programme Preferences

1. Which viewed TV programmes of the preceding two weeks did you like most?

Unsuitable TV Programmes

1. Are there any TV programmes telecast from 15th-28th February, 1975 which you consider unsuitable for your child/children?
2. From this list of TV programmes, name unsuitable programmes.

1. What do you think about effects of television's X programme?
2. Recall any such advertisement which you recently watched.

Causes of unsuitable TV Programmes

1. Why do you think these programmes unsuitable for your child/children?
2. What about X programme?
3. Do you restrain your child from watching these programmes?
4. How do you restrain?
5. Do you think he will watch them if you did not stop him?

Learning from TV

APPENDIX VII

Desirable

1. Do you think your child is learning something desirable from TV?

February 15

February 16

2. From which programme?

Aaj Ke Programme

Aaj Ke Programme

3. Tell me what they learned?

Baserat

Baserat

Cricket Test

Khairain

Austra

Undesirable

Baghna

Khairain

1. Do you think that TV programmes misguide child/children?

Aaj Ke Din

Tarjuman

Khairain

2. Are they harmful to him?

Architectural

3. Have you noticed any bad habit/s or something undesirable in your child which you think is due to TV?

English

Khairain

Neu

4. From which programme?

Aaj Ke Din

Khairain

Khairain

A G

Commercial Advertisements

Sohna Shehar

The Turn of Fate

1. What do you think about effects of television's advertisements on your child/children?

Roznama

Sang Sang Chalte Rehna

Task

2. Recall any such advertisement which you recently watched.

Mirza Ghalib

Popeye the Sailor

Khairain

Mansoor

PTV Shalimar

Wiley di Gal

Drama Festival

(foreign language)

Baghna

Kamal Ka Show

Khairain

February 16 (Continued)

Cricket Tabara

Science Magazine

APPENDIX VII

PTV Drama

(foreign language) CURRENT TV PROGRAMMES, FEBRUARY 15 TO 28, 1975

February 15

February 17
Aaj Ke Programme

Baseerat

Cricket Test

Australian Music

Khabroona

Aaj Ke Din

Khabrain

Architectural Monuments
of Uzbekistan

English News

Nau Do Giarah

Khabraan

A Gumby Adventure

The Turn of Fate

Roznama

Taakra

Mirza Ghalib

Khabarnama

PTV Shalimar

Drama Festival
(foreign language)

PTV Drama
(Urdu language)

February 16

Aaj Ke Programme

Baseerat

Khabrain

Nagma

Cricket Test

Turjuman

Cricket Test

Hockey Test

Cricket Test

Khabroona

Aaj Ke Din

Khabrain

Sohna Shehar

News in English

Sang Sang Chelte Rehna

Popeye the Sailor

Mauseqaar

Wailey di Gal

Nagma

Kanal Ka Show

Khabarnama

February 16 (Continued) - 111 -

Cricket Tabsara

Science Magazine

PTV Drama
(foreign language)

Cricket Test

February 17

Cricket Test

Aaj Ke Programme

Baseerat

Cricket Test

Documentary

Cricket Test

Khabroona

Aaj Ke Din

Khabrain

Iss Haftey

News in English

Pooch The Pup

Khabraan

Here's Lucy

Roznama

Naghma

Chhan Bura

Ghazal us Ne Cheri

Khabarnama

Cricket Tabsara

PTV Drama
(Urdu language)

February 20

Aaj Ke Programme

Baseerat

Cricket Test

February 18

Cricket Test

Aaj Ke Programme

Baseerat

Khabroona

Tarang

Aaj Ke Din

Khabrain

Panjnad

Long Street

Aaj Ki Sham

News in English

Hai Purani Aik Kahani

Khabraan

Oswald Rabbit

Circus

Roznama

Naghma

Havva-Ke-Nan

Khabarnama

PTV Drama
(foreign language)

February 21

Aaj Ke Programme
Aaj Ke Programme
Baseerat
Baseerat
Khabrain
Second Hockey Test
Mirza Ghelib
Khabroona Par
Urdu
Da Toorey Qalam Sakhtan
(programme on the death
anniversary of
Khushal Khan Khattak)
Khabrain
Aaj Ke Din
Sohna Shehar
An Interview with
Dr. Roy Paul Madsen
News
Aaj Ki Shaam e Rahae
Sa
News in English
Khabrain
Si
Zaavieye
Si
Khabraan
Sa
Beany and Cecil
Programme
Lok Rang
Nagma
Ur
Roznama World
Sp
Nagma Power Consumption
Khabrain
War and Peace
Khabrain
Khabarnama
Jhoke Siyaal
Shalimar Festival Drama
(Foreign language)

February 22

Aaj Ke Programme
Aaj Ke Programme
Baseerat
Baseerat
Cricket Match
Cricket Match
Khabroona
Khabroona
Hindara
Aaj Ke Din
Khabrain
Khabrain
Aaj Ke Din
Nasheed-i-Millat
News in English
News in English
Iss Haftay
Nau Do Giarah
Khabrain
Khabrain
A Gunby Adventure
Roznama
Roznama
Nagma
Chun Bura
Ghulshan Ghulshan
Phool Khilae
Khabrain
Khabarnama
Alla-ho-Akbar
Uncle Urfi
Mystery Movie
PTV Drama
(foreign language)

February 23

Aaj Ke Programme
Baseerat
Khabrain
Mirza Ghalib
Bunder Road Par
Urdu Movie
Cricket Match
Khabroona
Sohna Shehar
News in English
Sang Sang Chelte Rehna
Khabran
Sindbad Jr.
Science Magazine
Wailey Di Gal/Pushto
Programme
Naghma
Bracken's World
Speech on Power Consumption
Khabarnama
PTV Drama
Khushal Khan Khattak
PTV Drama
Sangar

February 24

Aaj Ke Programme
Baseerat
Cricket Match
Khabroona
Hindara
Khabrain
Aaj Ke Din
News in English
Iss Haftey
Khabraan
Pooch The Pup
Roznama
Naghma
Chan Dura
Ghazal Us Ne Cheri
Khabarnama
PTV Drama
Mystery Movie
Jacob King
Yeh Paisa Hai
Khabarnama
Tehy Daman
English Movie

February 25

Aaj Ke Programme
Hockey Match
Khabroona
Tarang
Baseerat
Khabrain
Aaj Ke Din
News in English
Nai Purani Aik Kahani
Khabraan
Oswald Rabbit
Punjnad
Black Beauty
Roznama
Roznama
Naghma
Acy Wadi-e
Long Street
Ironside
Khabarnama
Yeh Faisla Hai
Khushal Khan Khattak
Khabarnama
PTV Drama
Sangam

The World To-night

Shah Abdul Latif Bhitai

February 26

Aaj Ke Programme
Kabroona
Da Waro Mailus
Baseerat
Khabrain
Aaj Ke Din
Aaj Ki Shan
English News
Putli Ghar
Khabraan
Animation Wonderland
Mauj Mela
Roznama
Acy Wadi-e
Jason King
Yeh Faisla Hai
Khabarnama
Tahey Daran
English Movie

February 27

Aaj Ke Programme

February 28

Khabroona

Aaj Ke Programme
Zuwand Rung

Baseerat
Baseerat

Cricket Match
Khabrain

Khabroona
Aaj Ke Din

Aaj Ke Din
Aaj Ki Sham

Khabrain
News in English

Nagheed-i-Hillat
Historical Kahani

News in English
Khabraan

Nau Do Gharah
Animatoons

Khabraan
The Adventure of
Black Beauty
A Gumby Adventure

Roznama
Roznama

Aey Wadi-e
Najma

Ironside
Ghulshan Ghulshan

Phool Khile
Yeh Faisla Hai

Khabarnama
Khabarnama

Alla-ko-Akbar
Tal Matol

Uncle Urfi
The World To-night

PTV Drama
Shah Abdul Letif Bhitai
Kal Ke Programme

Khuda Hafiz

APPENDIX

PROGRAMME-WISE TV VIEWING HOURS

February 28

Aaj Ke Programme

February 29

Khabroona

Aaj Ke Programme
Da Ghaza De Maidan

Baseerat
Baseerat

Khabrain
Khabrain Ghulib

Aaj Ke Din

Aaj Ki Sham

English News

Chan Teray

Aey Wadi

Khabarnama

Wadi-e-Parbat

Roznama

Aey Wadi

War and Peace

Aey Wadi

Khabarnama

Jhoke Sayal

Maslah

Khabarnama

PTV Drama

Kal Ke Programme

Khuda Hafiz

February 22

February 23

Aaj Ke Programme

APPENDIX VIII

Aaj Ke Programme

PROGRAMME-WISE TV VIEWING HOURS

February 22

February 23

Aaj Ke Programme	2:45 p.m.
Baseerat	2:47
Cricket Match	2:55
Khabroona	5:15
Aaj Ke Din	5:20
Khabrain	5:30
Nasheed-i-Millat	5:40
News in English	6:00
Nau Do Giarah	6:10
Khabraan	6:30
A Gumby Adventure	6:40
Roznama	7:15
Nagma	7:45
Ghulshan Ghulshan	8:25
Phool Khile	10:45
Khabarnama	9:00
Alla-ho-Akbar	9:30
Uncle Urfi	9:40
PTV Drama	10:05
Kal Ke Programme	10:55
Khuda Hafiz	11:00

Aaj Ke Programme	9:30 a.m.
Baseerat	9:32
Khabrain	9:35
Mirza Ghalib	10:05
Bunder Road Per	
Urdu Movie	12:45 p.m.
Cricket Match	3:00
Khabroona	5:30
Sohna Shehar	5:35
News in English	6:00
Sang Sang Chelte	6:10
Rehna	
Khabraan	6:30
Sindbad Jr.	6:40
Science Magazine	6:50
Waile Di Gal	7:15
Or Pushto Programme	
Nagma	7:45
Bracken's World	7:55
Speech on Power	8:45
Consumption	
Khabarnama	9:00
PTV Drama	9:30
Kal Ke Programme	11:55
Khuda Hafiz	12:00
	midnight.

February, 24

Aaj Ke Programme	2:45 p.m.
Baseerat	2:47
Cricket Match	2:55
Khabroona	5:10
Hindara	5:15
Khabrain	5:40
Aaj Ke Din	5:45
News in English	6:00
Iss Haftey	6:10
Khabraan	6:30
Pooch The Pup	6:40
Roznama	7:15
Naghma	7:45
Chan Bura	7:55
Ghazal Usne Cheri	8:25
Khabarnama	9:00
PTV Drama	9:30
Mystery Movie	10:45
Kal Ke Programme	11:55
Khuda Hafiz	12:00 midnight

February, 25

Aaj Ke Programme	3:30 p.m.
Hockey Match	3:31
Khabroona	5:00
Tarang	5:05
Baseerat	5:32
Khabrain	5:40
Aaj Ke Din	5:45
News in English	6:00
Nai Purni Aik Kahani	6:10
Khabraan	6:30
Oswald Rabbit	6:40
Punjad	6:50
Roznama	7:15
Naghma	7:45
Long Street	7:55
Khabarnama	9:00
Khushal Khan Khattak	9:30
PTV Drama	9:45
Sangen	10:25
Kal Ke Programme	10:55
Khuda Hafiz	11:00

February, 26

Aaj Ke Programme	5:00 p.m.
Khabroona	5:01
Da Waro Mailus	5:02
Baseerat	5:32
Khabrain	5:40
Aaj Ke Din	5:45
Aaj Ki Sham	5:55
News in English	6:00
Putli Ghar	6:10
Khabraan	6:30
Animation Wonderland	6:40
Mauj Mela	6:50
Roznama .	7:15
Aey Wadi	7:45
Jason King	7:55
Yeh Faisla Hai	8:45
Khabarnama	9:00
Tahey Dam	9:30
English Movie	10:00
Kal Ke Programme	11:55
Khuda Hafiz	12:00 midnight
Khuda Hafiz	11:00

February, 27

Aaj Ke Programme	5:00 p.m.
Khabroona	5:01
Zuwand Rung	5:05
Baseerat	5:32
Khabrain	5:40
Aaj Ke Din	5:45
Aaj Ki Sham	5:55
News in English	6:00
Historical Kahani	6:10
Khabraan	6:30
Animatoons	6:40
The Adventures of Black Beauty	6:50
Roznama	7:15
Aey Wadi	7:45
Ironside	7:55
Yeh Faisla Hai	8:45
Khabarnama	9:00
Tal Matol	9:30
The World To-night	10:00
Shah Abdul Latif Bhitai	10:25
Kal Ke Programme	10:55
Khuda Hafiz	11:00

February, 28

Aaj Ke Programme	5:00
Khabroona <u>Uncle Urfi</u>	5:01
Da Gaza Da Maidan	5:01
Baseerat	5:32
Khabrain	5:40
Aaj Ke Din	5:45
Aaj Ke Sham	5:55
English News	6:00
Chan Tarey	6:10
Aey Wadi	6:30
Khabarnama	6:40
Wadi-e-Palet	6:50
Roznama	7:15
Aey Wadi	7:45
War and Peace	7:55
Aey Wadi	8:45
Khabarnama	9:00
Aey Wadi	9:30
<u>Jason King</u> Jhoke Sayal	9:35
Maslah	10:50
Kal Ke Programme	10:55
Khuda Hafiz	11:00

APPENDIX IX

Adventures of Bina

SUMMARY OF THE MOST FAVOURED TV PROGRAMMES BY THE CHILDREN

main participants are a young girl and a young man.

Uncle Urfi

This is a weekly Urdu serial drama of 30 minutes duration. It features a Pakistani wealthy, well dressed, and non-aggressive hero named Urfi who incidentally meets the heroine Bina of a broken family. Her father is a gambler and is in jail.

Bina stays with Shaheed Bhai, a cousin of Urfi and a representative of peticoat government. Shaheed Bhai is humorous, fond of eating and poetry. Afshin with the help of others, provides interesting opportunities to Urfi and Bina to love each other. Both of them like each other but never express. In contrast, Dr. Mansoor, son of Shaheed Bhai intends to marry Afshin. An interesting character Hasnat Bhai appears in each episode. Dadi Jerna is another character. In the course of time Bina goes to her mother who married again. When Bina's father is released from jail, he demands a huge amount as cost of his daughter's marriage with Urfi. (The programme continued).

Jason King

This is an imported English series. Jason King is the main character. He has peculiar hair style and mushtache. Jason King with his skill and daring faces crime. He knows boxing and can open locks without keys.

Adventures of Black Beauty

Cartoons
This is an imported English series in which main participants are a young boy and a girl of a doctor. This small family loves their horse called Black Beauty who also plays significant role. In each series different themes are presented. However, children themselves face obstacles and solve these difficulties.

humour and legend.

Nai Purani Aik Kahani (New old one Story)

Ironside
This is an Urdu programme based upon old themes of foreign countries, particularly Islamic countries. In this programme children play different roles. Each programme varies from legend to ethical values which are presented in dramatised form. Magic stories are seldom televised.

Science Magazine

This is an Urdu programme in which scientific topics are presented usually by one person. Charts, graphs and other instruments are occasionally demonstrated.

Here's Lucy

This is an imported English comedy programme. Lucy is the major character supported by Harry. In each programme, several humorous situations and dialogues are presented through simple story.

Kamal Ka Show (Show of Kamal)

This is an Urdu programme compered by a Pakistani

movie hero named Kamal. He interviews film actors and actresses. Occasionally songs are televised.

Cartoons

Imported English cartoons are televised daily for a short duration. Each cartoon differs in characters and contents. These vary from light adventure to light humour and legend.

Ironside

This is an imported English series. The Chief named Ironside is a disabled male who with three members of his detective team solves crime.

Sang Sang Chelte Rehna (Go side by side)

This is a weekly children's musical Urdu programme compered by a music director. In this programme young boys and girls participate. For a short time, music director teaches basic rules of Pakistani music followed by participation in light vocal music.

The Peshawar Valley has extreme climates, very cold during winter and hot in summer. The minimum temperatures are recorded in January, when the mercury falls below zero point, while the highest temperatures are recorded in July, 116°F. Ground frost is common in the low valley of Peshawar and nearly the whole of January. In winter, the valley is covered in snow, which sometimes covers the hills and mountains and winter districts.

APPENDIX XXI

The Peshawar Valley is the capital of the North-West Frontier Province of Pakistan. The University of Peshawar is located on the outskirts, six miles west of the old city. The residential area has a population of 4650 persons in addition to hostels which house about 3630 male and 440 female students. The University has its own picture house, book stalls, and shopping facilities. Almost all local and metropolitan daily newspapers, weeklies, fortnightlies, magazines and books are available in the University market. The University of Peshawar Campus has no recreational facilities for children.

University of Peshawar has regular transportation connections with Peshawar Cantonment and City by road. The residents of University Campus received TV programmes from Nurree Transmitter in March 1969. A local TV Centre was established on 25-8-1973. Since then residents have clear reception on these two channels.

Peshawar has a local Radio station managed by Pakistan Broadcasting Corporation, a government-owned organization.

The Peshawar Valley has extreme climate, very cold during winter and hot in summer. The minimum temperatures are recorded in January, when the mercury falls below freezing point, while the highest temperatures are recorded in June - 116°F. Ground frost is common in the last week of December and nearly the whole of January. In terms of rainfall, the region is semi-arid, receiving (12"-20") both from summer monsoons and winter disturbances.*

* Source: Said, M.S., Personal communication, Department of Geography, University of Peshawar, 1978.

APPENDIX II

PTV PRODUCTION AND TRANSMISSION CENTRES AND REBROADCAST STATIONS

TV Centres and Transmitters	Power output (KW)	Channel No.	Average radius (miles)	Vision frequency (MHz)	Audio frequency (MHz)	Date of Entry into Service	Population covered (in millions)
LAHORE TV CENTRE						26-11-1964	
Lehore Transmitter	5	5	30	175.25	180.75	29-12-1968	5.890
Shuja'abad Transmitter	10	8	44	196.25	201.75	23-03-1975	4.531
KARACHI TV CENTRE							
Karachi Transmitter	5	4	36	62.25	67.75	02-11-1967	3.560
Thana Bola Khan Transmitter	10	9	60	203.25	208.75	02-06-1973	4.219
RAWALPINDI-ISLAMABAD TV CENTRE						15-01-1967 [*]	
Murree Transmitter (Connected with PTV-RI Centre)**	10	8	100	196.25	201.75	23-03-1969	7.622
Sakesar Transmitter	10	4	80	62.24	67.74	08-07-1973	6.563
QUETTA TV CENTRE							
Quetta Transmitter	5	6	12	182.25	187.75	26-11-1974	0.257
PESHAWAR TV CENTRE						05-12-1974 ^{***}	
Cherat Transmitter (Connected with Peshawar Centre)**	10	10	75	210.25	215.75	25-08-1973	3.033

* The Chaklala transmitter started operation on this date. It is now installed at PTV Quetta Centre.

** By microwave

*** The TV Centre was inaugurated on this date

Source: PTV Year Book, 1976.