

REQUIRED COVER PAGE

APPLICATION FOR FACULTY RESEARCH GRANT

**All questions must be completed to be considered for grant award.

Choose one: <input type="checkbox"/> Creative P <input checked="" type="checkbox"/> Research	Date of Last FRG Award (Semester and Year awarded): _____ <u>N/A</u>
	Date of ATU Faculty Appointment (Semester and Year): <u>Fall, 2001</u>

1. **Project Title:** Family-Peer Communication and Children's Perceptions of Television World: A Test of Parent-Peer Mediation and Child Perception Model

2. **Name of Principal Investigator/Project Director:** Seok Kang

3. **School (abbrev):** LFA 4. **Department:** Speech, Theatre, & Journalism

5. **Campus Mail Address:** Wilson 107 6. **PI/PD Campus Phone:** 498-6000

7. **Amount Requested:** \$ 975.00 8. **Total Cost of Project:** \$ 975.00

9. **Does this project involve:** 10. **Duration of Project:** 10/1/05-6/30/06

Yes No

- human subjects?
- animals/animal care facility?
- radioactive materials?
- hazardous materials?
- biological agents or toxins restricted by the USA Patriot Act?
- copyright or patent potential?
- utilization of space **not** currently available to the PI/PD?
- the purchase of equipment/instrumentation/software **currently available** to the PI/PD?

NOTE: If the answer is "yes" to any of the above questions, the investigator must attach appropriate documentation of approval or justification for use/purchase.

SIGNATURES

Department Contribution (if applicable): \$ 100.00

Account Number: 2-11460

Danna R. Zecate 10/14/05
Chairperson **Date**

School Contribution (if applicable): \$ _____

Account Number: _____

Dean **Date**

This Section to be completed by the Office of Academic Affairs

FSBA Committee Award Recommendation: Yes _____ No _____
FSBA Committee Proposal Rank: _____ of _____ Total Proposals.
Recommendation of VPAA: Yes _____ No _____
Recommendation of President: Yes _____ No _____
Award Date: _____

**PROPOSED BUDGET
FACULTY RESEARCH GRANT**
(include budget categories as appropriate)

1. Graduate assistant stipend \$ _____
Fringe benefits @ .4% (4/10 percent) of graduate assistant stipend _____

2. Non-work study stipend _____
Fringe benefits @ .4% (4/10 percent) of non-work study stipend _____

3. *Supplies (please list items to be purchased and estimated price per item including taxes and shipping, if appropriate):

Item No. 1 (e.g., software)	Estimated Price	_____
Item No. 2 (e.g., copying costs)	Estimated Price	<u>\$900.00</u>

A questionnaire costs 60 cents:

Parents: 6 pages per questionnaire x 5 cents per copy = **30 cents**

Children: 6 pages per questionnaire x 5 cents per copy = **30 cents**

Total: 60 cents per family questionnaire

There will be 1,500 questionnaires needed (750 for parents and 750 for children)

Therefore, 1,500 x 60 cents = **\$900.00.**

Item No. 3	Estimated Price	<u>\$75.00</u>
The survey needs 750 clasp envelopes to put questionnaires in.		

A pack of envelopes (100 envelopes) costs \$10.00.

A total of \$75.00 will be used for the purchasing of envelopes.

7.5 x \$10.00 = \$75.00

Total estimated supplies \$975.00

4. Travel (please list travel expenditures by date and estimated costs):

Travel No. 1	Estimated Price	_____
Travel No. 2	Estimated Price	_____
Travel No. 3	Estimated Price	_____
(additional lines as needed)		

Total estimated travel _____

5. *Capital Outlay (please list items to be purchased and estimated price per item including taxes and shipping, if appropriate):

Item No. 1	Estimated Price	_____
Item No. 2	Estimated Price	_____
Item No. 3	Estimated Price	_____

(additional lines as needed)

Total estimated capital outlay _____

TOTAL PROPOSED BUDGET \$ 975.00

*Items purchased under \$2,500 (including taxes and shipping) are considered supply items. Capital Outlay items are those which cost \$2,500 or more (including taxes and shipping). Please contact the Purchasing Office for questionable items.



DEPARTMENT OF SPEECH, THEATRE AND JOURNALISM

Wilson Building Room 127
502 West M Street
Russellville, AR 72801-2222

phone: 479-964-0890
fax: 479-964-0899

<http://lfa.atu.edu/stj>

To: Faculty Research Grant Committee

10/15/05

Dear Professors:

Please accept this letter and proposal for Faculty Research Grant. Included you will find:

1. Cover page of application
2. Proposed budget
3. Grant proposal
4. Application for human subject committee, and
5. Questionnaires.

Thanks for your time and I look forward to hearing from you.

A handwritten signature in cursive script that reads "Seok Kang".

Seok Kang
Assistant Professor
Department of Speech, Theatre, & Journalism
Arkansas Tech University
Russellville, AR 72801, USA
Tel: (479) 498-6000
Fax: (479) 964-0899
Email address: seok.kang@atu.edu

Family-Peer Communication and Children's Perceptions of Television World:

A Test of the Parental-Peer Mediation and Child Perception Model

Seok Kang
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Abstract

In a media saturated family environment, children become more dependent on television than other sources for information, especially when there is no parental guidance. It has been evident that children's heavy exposure to television can lead to potent effects because of their limited experience and in the absence of competing information. A great deal of children's television viewing takes place in the home and the company of other family members. For this reason, researchers have emphasized the importance and influence of family communication on children's building constructions of social reality through television viewing. The context in which children view television and their interaction with family members can mediate media impact in compelling ways. Besides, studies of children and media suggest that the ways parents mediate, engage, and communicate and children's communication partners such as peers affect their children's use and interpretation of television information.

The current study fills the void that research in the past generated in examining children's perceived realism through television viewing and parents' roles. In addition to the direct influence of parental mediation on child television viewing, family factors are indirect contributors to children's media experience. Both parent and child factors in their family life and interaction with peers regarding television viewing can be indirect predictors of children's perceived realism through television viewing. Findings of this research might help the prevention or the reduction of children's misconception of reality which is caused by their television exposure. The current study considers these factors by proposing and testing a model of parent-peer mediation and child perception.

Purpose/Objectives

Television has been a regular feature of child's milieu. The average American child watches television between 13-18 hours a week (Davis, 2004). It has been suggested that the media serve as a bridge between the home and the larger society (Chaffee & Yang, 1990). In this media saturated family environment, children become more dependent on television than other sources for information, especially when there is no parental guidance (Austin & Freeman, 1997; Austin & Meili, 1994; Certain & Kahn, 2002; Odland, 2004; Rosengren & Windahl, 1972; Van Evra, 2004). It has been evident that children's heavy exposure to television can lead to potent effects because of their limited experience and in the absence of competing information (Certain & Kahn, 2002; Odland, 2004; Van Evra, 2004).

A great deal of children's television viewing takes place in the home and the company of other family members (Rothchild & Morgan, 1987). For this reason, researchers have emphasized the importance and influence of family communication on children's building constructions of social reality through television viewing. The context in which children view television and their interaction with family members can moderate media impact in compelling ways (Van Evra, 2004). Besides, studies of children and media suggest that the ways parents mediate, engage, and communicate and children's communication partners such as peers affect their children's use and interpretation of television information (Nathanson, 2001).

This study proposes a theoretical model that tests parental-peer mediation and its influence on children's perceptions of reality regarding family life along with the influence of demographics and media habits.

Significance/Need

Acknowledging the role of parents on children's media experience, some previous studies have examined the effects of parent-child interaction and peers on children's perceptions of TV characters and reality (e.g., Austin, Roberts, & Nass, 1990; Messaris & Kerr, 1984; Nathanson, 2001). The current study fills the void that research in the past generated in examining children's perceived realism through television viewing and parent/peer roles. The constructs of parent-child television viewing and children's interpretation of television can be explained in the combination of direct and indirect relationships. In addition to the direct influence of parental mediation on child television viewing, family factors are indirect contributors to children's media experience. Both parent and child factors in their family life and interaction with peers regarding television viewing can be direct or indirect predictors of children's perceived realism through television viewing. Findings of this research might help the prevention or the reduction of children's misconception of reality which is caused by their television exposure.

Previous research misses one or a few important factors in testing the relationship. For example, little research considered the importance of family interaction in daily life in the investigation of children's perceived reality constructed through television viewing. Father-mother involvement with children's media use and parents' attitude toward television can be contributing indirect factors in the structural model of children's interpretation of television. Parents' demographics and marital status have been elements shaping children's media experience (e.g., Warren, Gerke, & Kelly, 2002). In addition, child factors such as demographics and peer mediation, their information processing of television messages have been relatively disregarded in the structural explanation of

children's perceived realism through television viewing (e.g., Nathanson, 2001). The current study considers these factors by building and testing a model of parental-peer mediation and child perception. This parental-peer mediation and child perception model is an integrated model of family communication and children's television viewing to account for the direct and indirect influences of parent/peer factors on child interpretation of the television world.

Process for Attainment of Objectives/Goals

For data collection, we will conduct a paper survey among parents and children of Russellville elementary and middle schools. An approximate number of respondents will be 750 parents and children respectively. Once permission from the Russellville school district administration is obtained, the researchers will contact schools to ask for their participation. If the school agrees to participate in the survey, parents and children who sign the consent form will be surveyed. Participants will be asked to bring the completed questionnaire to school. The researchers will collect the questionnaires from the school.

October 1-31, 2005: Completion of Questionnaires

November 1-30, 2005: Contact and administer survey with permission

December 1-31, 2005: Conduct survey

January 1-31, 2006: Receive the data from schools and analyze

February 1-28, 2006: Complete the method and finding sections of the project

Dissemination of Results

Upon completion of the project, the principal researcher will submit the paper to a national conference and a national journal. A specific timeline for this plan is as follows.

March 1-31, 2006: Complete the paper for conference Submission (Association of Education for Journalism and Mass Communication, Aug. 6-9, 2006, San Francisco, CA) and submit.

May 1-31, 2006: Receive a review result from the conference

June 1-30, 2006: Prepare for submission to a Journal (Journal of Broadcasting and Electronic Media)

September 30, 2006: Submit the project to the department head, dean, and Vice President for Academic Affairs

Budget

The amount of \$975.00 will be needed for the copying of questionnaires and purchasing of clasp envelopes.

A questionnaire costs 60 cents:

Parents: 6 pages per questionnaire x 5 cents per copy = 30 cents

Children: 6 pages per questionnaire x 5 cents per copy = 30 cents

Total: 60 cents per family questionnaire

There will be 1,500 questionnaires needed (750 for parents and 750 for children)

Therefore, $1,500 \times 60 \text{ cents} = \900.00 .

The survey needs 750 clasp envelopes to put questionnaires in.

A pack of envelopes (100 envelopes) costs \$10.00.

A total of \$75.00 will be used for the purchasing of envelopes.

Total: $\$900.00 + \$75.00 = \$975.00$

Bibliography

- Austin, E. W. (2001). Effects of family communication on children's interpretation of television. In J. Bryant & J. A. Bryant (Eds.), *Television and the American family* (2nd ed., pp. 377-396. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.
- Austin, E. W., & Freeman, C. (1997). Effects of media, parents, and peers on African-American adolescents' efficacy toward media celebrities. *Howard Journal of Communication, 8*, 275-290.
- Austin, E. W., & Meili, H. K. (1994). Effects of interpretations of televised alcohol portrayals on children's alcohol beliefs. *Journal of Broadcasting & Electronic Media, 38*, 417-435.
- Austin, E. W., Roberts, D. F., & Nass, C. I. (1990). Influences of family communication on children's television-interpretation processes. *Communication research, 17* (4), 546-564.
- Certain, L. K., & Kahn, R. S. (2002). Prevalence, correlates, and trajectory of television viewing among infants and toddlers. *Pediatrics, 109* (4), 634-643.
- Chaffee, S. H., & Yang, S. (1990). Communication and political socialization. In O. Ichilov (Ed.), *Political socialization for democracy* (pp. 137-158). New York: Columbia University Teachers College Press.
- Davis, K. (2004). TV and child: How much is too much? *Ebony, 59* (12), 162-165.
- Messaris, P. & Kerr, D. (1983). Mothers' comments about TV: Relation to family communication patterns. *Communication Research, 10*, 175-194.
- Nathanson, A. (2001). Parent and child perspectives on the presence and meaning of

parental television mediation. *Journal of Broadcasting and Electronic Media*, 45 (2), 201-220.

Odland, J. (2004). Television and children. *Childhood Education*, 80 (4), 206B-207.

Rosengren, K. E., & Windahl, S. (1972). Mass media as a functional alternative. In D. McQuail (Ed.), *Sociology of Mass Communications* (pp. 166-194). Middlesex, England: Penguin.

Rothschild, N., & Morgan, M. (1987). Cohesion and control: adolescents' relationships with parents as mediators of television. *Journal of Early Adolescence*, 7 (3), 299-314.

Van Evra, J. (2004). *Television and child development* (3rd ed.). Mahwah, NJ: Lawrence Erlbaum Associates Inc.

Warren, R., Gerke, P., & Kelly, M. A. (2002). Is there enough time on the clock? Parental involvement and mediation of children's television viewing. *Journal of Broadcasting & Electronic Media*, 46, 1, 87-111.

Application Vita

CURRICULUM VITA
SEOK KANG, PH. D.
ASSISTANT PROFESSOR OF JOURNALISM AND VISUAL MEDIA
SCHOOL OF LIBERAL & FINE ARTS
ARKANSAS TECH UNIVERSITY

Department of Speech, Theatre, & Journalism
Arkansas Tech University
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<http://lfa.atu.edu/stj/kangcourse>
<http://lfa.atu.edu/stj/kang.html>

EDUCATION AND CERTIFICATION

Ph. D. The University of Georgia, August 2001, Department of Telecommunication, Grady College of Journalism and Mass Communication, Athens, GA, 30602.
Dissertation: "The Influences of Motives and Activity Levels on Attitudes toward Web News."

M. A. In Mass Communication, May 1998, Department of Communication, Illinois State University, Normal, Illinois.

Thesis: "Broadcast Education: A Comparison of Practices and Characteristics of Korea, U. S. A., and England."

M. A. in Mass Communication, February 1997. Department of Communication, Sogang University, Seoul, Korea.

Thesis: "A Policy Study on Korea Channel and World Channel."

B. A. in Sociology, February 1994. Department of Sociology, SungKyunKwan University, Seoul, Korea.

Thesis: "A Study on Dependency Theory: The Third World's Perspectives."

RESEARCH INTERESTS

Effects and Functions of Television and Digital Visual Media

Social Effects of Mass Communication, Media and Family

Mass Communication Theory and Method

Advanced Statistics in Social Science. Multiple Regression, SPSS, LISREL, Structural Equation Modeling (SEM)

TEACHING AND/OR ADMINISTRATIVE EXPERIENCE

- 2001 Speech, Theatre, & Journalism Department, Arkansas Tech University
1998-2001 Teaching Assistant and Instructor, Department of Telecommunication,
The University of Georgia
1996-1998 Teaching Assistant (Mass Communication Courses and Production),
Department of Communications, Illinois State University
1994-1996 Teaching Assistant, Department of Mass Communication, Sogang
University, Seoul, Korea

SCHOLARLY AND PROFESSIONAL ACTIVITIES

PUBLICATIONS (2002-2005)

Alexander A., Kang, S., & Kim, Y. R. (In press). Cyberkids: The influence of mediation and motivation on children's use and attitudes to the Internet. West and Turner (Eds.), *Family communication: A reference of theory and research*. Sage.

Kang, S., & Norton, H. (2004). Nonprofit organizations' use of the World Wide Web: Are they sufficiently fulfilling organizational goals? *Public Relations Review*. 30 (4), 279-284.

Kang, S., & Kang, J. G. (2003). Characteristics of Broadcasting Curricula: Perspectives from Three Continents. In Joseph R. Blaney and Jerry Donnelly (Eds.). *Technological Issues in Broadcast Education: Critical Challenges* (pp. 199-218). Westport, CT: Greenwood Publishing Group, Inc.

Alexander, A., Hoernor, K., Benjamin, L., & Kang, S. (Fall 2002). Quality Standards in Children's Programming: An Independent Observation of Industry Claims. *Mass Communication & Society*, 5 (4), 383-394.

Kang, S., Wolf, A. S., & Kang, J. G. (Winter 2002). A Three Nation Comparative Analysis of Broadcast Curricula. *Journalism and Mass Communication Educator*. 56 (4), 37-52.

CONFERENCE PAPERS (2004-2005)

Kang, S. (2005, August). Television news coverage of the Iraq War: An assessment of second-level agenda setting and framing. Presented to the Radio and Television Journalism Division of the 2005 Association for Education in Journalism and Mass Communication Conference (AEJMC) Conference. San Antonio, TX.

Kang, S. & Kang, J. G. (2005, April). A Content Analysis of Broadcast Curricula in Colleges and Universities in the U.S. Britain, Korea, South Africa, Argentina, the Netherlands, Japan, Singapore, Egypt, and Greece. Presented to the Curriculum Division

of the 2005 Broadcast Education Association (BEA). Las Vegas, NV. **Second Place Paper.**

Kang, S. (2005, April). College Student Online Chat Use: An Alternative Outlet for Interaction? Presented to the New Technology Division of the 2005 Broadcast Education Association (BEA). Las Vegas, NV. **First Place Paper**

Kang, S., & Kang, J. G. (2004, April). Characteristics of Broadcasting Curricula: Perspectives from Three Continents. Curriculum Division Panel. Broadcast Education Association (BEA) Las Vegas, NV.

Kang, S. (2004, April). Investigating Causality in Uses and Gratifications: A Study of Motivation, Attitude, and Activity in Web News Use. Presented to the Research Division of the 2004 Broadcast Education Association (BEA). Las Vegas, NV. **Second Place Paper.**

Kang, S. & Kang, J. G. (2004, April). A Content Analysis of Broadcast Curricula in Colleges and Universities in the U.S. Britain, Korea, South Africa, Argentina, the Netherlands, Japan, and Singapore. Presented to the Curriculum Division of the 2004 Broadcast Education Association (BEA). Las Vegas, NV. **Second Place Paper.**

RESEARCH GRANTS

Research Grant of \$1,500 for the project "Nonprofit PR practitioners' Evaluation of their Web Sites." (Dec. 2003). The Arkansas Tech University Undergraduate Research Symposium.

**TO: Chair, Human Subject Committee
C/o Department head and Dean**

FROM: Seok Kang, Department of Speech, Theatre, and Journalism

RE: Review of Enclosed Research Proposal by the Human Subjects Committee

DATE: 10-15-05

PROJECTED TITLE:

**Family-Peer Communication and Children's Perceptions of Television World:
A Test of the Parental-Peer Mediation and Child Perception Model**

I hereby submit the attached research proposal for consideration under the Human Subjects Review Policy.

I request (check one)

- Expedited Review (No more than minimal risk)**
 Full Review Process (more than minimal risk)

**Family-Peer Communication and Children's Perceptions of Television World:
A Test of the Parental-Peer Mediation and Child Perception Model**

Principal Researcher

Seok Kang, Assistant Professor. Department of Speech, Theatre, and Journalism,
Arkansas Tech University

Department Mailing Address

Seok Kang
Wilson 107, Department of Speech, Theatre, and Journalism,
Arkansas Tech University, Russellville, AR 72801
Tel) 479-498-6000
Email) seok.kang@atu.edu

Title of Research

Family-Peer Communication and Children's Perceptions of Television World:
A Test of the Parental-Peer Mediation and Child Perception Model

Period of Research

October 01, 2005 to June 30, 2006.

Research Questions and Hypotheses

In a media saturated family environment, children become more dependent on television than other sources for information, especially when there is no parental guidance. It has been evident that children's heavy exposure to television can lead to potent effects because of their limited experience and in the absence of competing information. A great deal of children's television viewing takes place in the home and the company of other family members. For this reason, researchers have emphasized the importance and influence of family communication on children's building constructions of social reality through television viewing. The context in which children view television and their interaction with family members can moderate media impact in compelling ways. Besides, studies of children and media suggest that the ways parents mediate, engage, and communicate and children's communication partners such as peers affect their children's use and interpretation of television information.

The current study fills the void that research in the past generated in examining children's perceived realism through television viewing and parents' roles. In addition to the direct influence of parental/peer mediation on child television viewing, family factors are indirect contributors to children's media experience. Both parent and child factors in their family life and interaction with peers regarding television viewing can be indirect predictors of children's perceived realism through television viewing. Findings of this research might help the prevention or the reduction of children's misconception of reality which is caused by their television exposure. The current study considers these factors by building and testing a model of parental-peer mediation and child perception.

Research Design

For data collection, we will conduct a paper survey among parents and children of Russellville elementary and middle schools. An approximate number of respondents will be 750 parents and children respectively. Once permission from the Russellville school district administration is obtained, the researchers will contact schools to ask for their participation. If the school agrees to participate in the survey, parents and children who sign the consent form will be surveyed. Participants will be asked to bring the completed questionnaire to school. The researchers will collect the questionnaires from the school.

A specific timeline for the project will be as follows.

October 1-31, 2005: Completion of Questionnaire

November 1-30, 2005: Construct an online survey with the firm

December 1-31, 2005: Conduct the survey

January 1-31, 2006: Receive the data from the firm and analyze

February 1-28, 2006: Complete the method and finding sections of the project

Survey

This study will collect data from 1,500 participants (750 parents and 750 children).

Questionnaire

See attached questionnaires.

Statistical Analysis

This study will use SEM (structural equation modeling) for analysis. By building a parent-peer mediation and child perception model, this study will analyze the covariance matrix among demographics, attitudes toward television, parental mediation, and children's perceptions of reality. This analysis involves simultaneous regressions and estimates direct and indirect effects among variables. Maximum-likelihood (ML) estimates of the model's parameter were obtained by using LISREL.

CONSENT FORM

I, _____ hereby agree to have the following person(s) carry out procedures on me for research purposes:

Family-Peer Communication and Children's Perceptions of Television World:
A Test of the Parental-Peer Mediation and Child Perception Model

These procedures will be conducted at the following location: The Arkansas Tech
Univeristy

They will take the following amount of time: 10-15 minutes.

The purpose of these procedures is:

This study proposes a theoretical model that tests parental-peer mediation and its effect on children's perceptions of reality regarding family life along with the influence of demographics and media habits.

I understand that the procedure described involves the following possible risks and/or discomforts and that they have the following possible benefits:

Risks and/or discomforts: Minimum concern for the participants might be psychological discomfort or stress while they fill out the questionnaire. To minimize the concerns about boredom or stress that might occur, I visually designed questionnaire, for example, colored background of the screen, thereby reducing their boredom or any psychological discomfort during participation.

Other than the psychological discomfort that might occur, it is not expected to generate any physical, social, legal, or economic harm that occur to the participants. It will foster overall comfortable survey completion atmosphere in a totally voluntary manner.

Benefits: Findings of this research might help the prevention or the reduction of children's misconception of reality which is caused by their television exposure.

This information was explained to me by

Seok Kang, Ph.D. in the department of speech, theatre, and journalism at Arkansas Tech
University (479) 498-6000.

I understand that he/she will answer any questions I may have concerning this investigation or the procedures at any time. I also understand that my participation in any study is entirely voluntary and that I may decline to enter this study or may withdraw

from it at any time without any consequences. I understand that the investigator may terminate my participation in the study at any time. I understand that my answers will remain confidential and that results are typically compiled in a statistical report. The final results of the study will be available to subjects who participated by requesting a copy from Seok Kang

Compensation:

_____ I understand that my payment for participation in this investigation is \$ ____
_____ If I do not complete this study, I will receive: \$ ____
_____ I am not receiving any compensation for participating in this study.

By signing this form you are not waving any legal right to which you may be entitled.

By my signature hereto, I certify that I have read and understood each and every provision contained herein, and agree to each one.

Participant's Name

Signature

Date

For any questions, please call the Dean of Graduate Studies and Assessment at (479) 968-0398 or send an e-mail to graduate.school@atu.edu

**A SURBEY OF TELEVISION VIEWING
PARENT SURVEY
Arkansas Tech University
Department of Speech, Theatre, & Journalism**

Either parent (mother, father or guardian) can answer this survey.
The first part of this survey is about your attitudes toward television.

1. How concerned are you that watching inappropriate programs would...

Encourage this child to think violence is acceptable?

- 0=not at all concerned
- 1=a little bit concerned
- 2=moderately concerned
- 3=very concerned

Stimulate this child to imitate the violence?

- 0=not at all concerned
- 1=a little bit concerned
- 2=moderately concerned
- 3=very concerned

Make this child less sensitive to people who get hurt?

- 0=not at all concerned
- 1=a little bit concerned
- 2=moderately concerned
- 3=very concerned

Prematurely teach this child about sexual matters?

- 0=not at all concerned
- 1=a little bit concerned
- 2=moderately concerned
- 3=very concerned

Encourage this child to engage in sexual activity or inappropriately seductive behavior?

- 0=not at all concerned
- 1=a little bit concerned
- 2=moderately concerned
- 3=very concerned

Stimulate this child to use bad language or profanity?

- 0=not at all concerned
- 1=a little bit concerned
- 2=moderately concerned
- 3=very concerned

Frighten this child or cause nightmares?

0=not at all concerned

1=a little bit concerned

2=moderately concerned

3=very concerned

Encourage this child to engage in illegal or risky behavior?

0=not at all concerned

1=a little bit concerned

2=moderately concerned

3=very concerned

2. In the second part of this survey, we would like your opinions about your children's television viewing.

How often do you do or say to your children:

You like a person or character seen on TV

3= often

2=sometimes

1=rarely

0=never

You agree with something seen on TV

3= often

2=sometimes

1=rarely

0=never

Something on TV happens in real life

3= often

2=sometimes

1=rarely

0=never

Repeat something heard on TV

3= often

2=sometimes

1=rarely

0=never

Something seen on TV is OK

3= often

2=sometimes

1=rarely

0=never

Something seen on TV is not OK

3= often

2=sometimes

1=rarely

0=never

Something on TV is not real

3= often

2=sometimes

1=rarely

0=never

Tell more about something seen on TV

3= often

2=sometimes

1=rarely

0=never

Watch together because you both like the program?

3= often

2=sometimes

1=rarely

0=never

Watch together because of a common interest in a program?

3= often

2=sometimes

1=rarely

0=never

Watch together just for fun?

3= often

2=sometimes

1=rarely

0=never

Watch your favorite program together?

3= often

2=sometimes

1=rarely

0=never

Laugh with your child about the things you see on TV?

3= often

2=sometimes

1=rarely

0=never

Say to your child to turn off the TV when s/he is watching an unsuitable program?

3= often

2=sometimes

1=rarely

0=never

Set specific viewing hours for your child?

3= often

2=sometimes

1=rarely

0=never

Forbid your child to watch certain programs?

3= often

2=sometimes

1=rarely

0=never

Restrict the amount of child viewing?

3= often

2=sometimes

1=rarely

0=never

Specify in advance the programs that may be watched?

3= often

2=sometimes

1=rarely

0=never

3. This part of the survey asks about your daily interaction with your children.

How often do you do the following with this child?

Participate in recreational activities like picnics, movies, sporting events, or concerts?

3= often

2=sometimes

1=rarely

0=never

Have social get-togethers with friends or relatives?

3= often

2=sometimes

1=rarely

0=never

Attend religious services or church groups?

3= often

2=sometimes

1=rarely

0=never

Participate in hobby, service, or community groups?

3= often

2=sometimes

1=rarely

0=never

Help this child with reading or homework?

3= often

2=sometimes

1=rarely

0=never

Spend time at home working on a project or playing together?

3= often

2=sometimes

1=rarely

0=never

Have private talks about school or other things?

3= often

2=sometimes

1=rarely

0=never

How often do you have to explain to your child that some things on TV are not make-believe?

Never=0, rarely=1, sometimes=2, often=3.

4. The last part of this survey asks for information about you. Check the answer that best applies to you.

I am a

_____ male

_____ female

Your present marital status

_____ Two-parent household

_____ One-parent household

Your age

1. Less than 30
2. 30-40
3. 41-50
4. 51-60
5. Over 60

How many children do you have?

- 1
 - 2
 - 3
 - 4
- More than 4

How many children of the following age range do you have?

1. Ages 1-6 _____
2. Ages 7-12 _____
3. Ages 13-17 _____
4. Older than 17 _____

How old is your youngest child?

- 1
 - 2
 - 3
 - 4
- Other _____

Parents' weekly viewing of television

Father a week

1. Less than 30 minutes
2. 1-2 hours
3. 1-4 hours
4. 1-6 hours
5. 1-8 hours
6. 1-10 hours
7. More than 10 hours

Mother a week

1. Less than 30 minutes
2. 1-2 hours
3. 1-4 hours
4. 1-6 hours
5. 1-8 hours

6. 1-10 hours
7. More than 10 hours

I consider myself:

1. Caucasian
2. African-American
3. Native-American
4. Hispanic
5. Asian/Pacific Islander
6. Mixed Race
7. Other

Parent's education

1. <high school
2. High school graduate
3. Some college
4. College graduate
5. Postgraduate

What is your approximate family income from all sources in 2005?

1. <\$10,000
2. \$10-19,000
3. \$20-29,000
4. \$30-39,000
5. \$40-49,000
6. \$50,000+

**A SURBEY OF TELEVISION VIEWING
CHILD SURVEY**
Arkansas Tech University
Department of Speech, Theatre, & Journalism

1. The first part of this survey is about your television viewing and yourself.

Please list your three most favorite television programs

- 1.
- 2.
- 3.

How many hours do you spend watching television each week?

1. Less than 30 minutes
2. 1-2 hours
3. 1-4 hours
4. 1-6 hours
5. 1-8 hours
6. 1-10 hours
7. More than 10 hours

Who do you mostly view television with?

1. With mother
2. with father
3. with both parents
4. with friends
5. alone

I am a _____ grader.

1. First
2. Second
3. Third
4. Fourth
5. Fifth
6. Sixth
7. Seventh
8. Eighth
9. Ninth

I consider myself:

1. Caucasian
2. African-American
3. Native-American
4. Hispanic
5. Asian/Pacific Islander
6. Mixed Race

7. Other

How many brothers and sisters do you have?

1. 1
2. 2
3. 3
4. 4
5. More than 4

2. The second part of this survey is about your time with your parents.

I can laugh and joke with a parent

- 3= often
- 2=sometimes
- 1=rarely
- 0=never

We find time to do fun things in our family

- 3= often
- 2=sometimes
- 1=rarely
- 0=never

I can tell a parent how I feel about something

- 3= often
- 2=sometimes
- 1=rarely
- 0=never

My parents and I hug each other

- 3= often
- 2=sometimes
- 1=rarely
- 0=never

I think my parents and I talk.

- 3= often
- 2=sometimes
- 1=rarely
- 0=never

3. The third part of this survey is about your television viewing with your friends.

Do you talk to your friends about your favorite TV programs or any violent programs.

- 3= often

2=sometimes
1=rarely
0=never

How often do you watch your favorite TV programs as you listed above or any violent programs with friends?

3= often
2=sometimes
1=rarely
0=never

My friends liked your favorite TV programs as you listed above or any violent programs.

1=strongly disagree
2=disagree
3=do not know
4=agree
5=strongly agree

My friends thought your favorite TV programs as you listed above or any violent programs could provide useful information

1=strongly disagree
2=disagree
3=do not know
4=agree
5=strongly agree

My friends thought your favorite TV programs as you listed above or any violent programs were entertaining

1=strongly disagree
2=disagree
3=do not know
4=agree
5=strongly agree

I think

Watching my favorite TV programs as you listed above or any violent programs was important to me

1=strongly disagree
2=disagree
3=do not know
4=agree
5=strongly agree

I thought my favorite TV programs as you listed above or any violent programs could provide useful information

1=strongly disagree

- 2=disagree
- 3=do not know
- 4=agree
- 5=strongly agree

I thought my favorite TV programs as you listed above or any violent programs were entertaining

- 1=strongly disagree
- 2=disagree
- 3=do not know
- 4=agree
- 5=strongly agree

4. The next section is about how you feel about the families you see on television.

The family in "My wife and kids," "Lizzie Maguire," and "7th Heaven" is like

- 3. Most real families (high)
- 2. Some real families
- 1. A few real families
- 0. Almost no real families (low)

The family in "My wife and kids," "Lizzie Maguire," and "7th Heaven" is like my own family.

- 3. A lot (high)
- 2. Somewhat
- 1. A little
- 0. Not at all (low)

How many real-life families in our country have the same kind of home as the television family of "My wife and kids," "Lizzie Maguire," and "7th Heaven" in the following?

Let someone know how they feel

- 1. 0%
- 2. 20%
- 3. 40%
- 4. 60%
- 5. 80%
- 6. 100%

Show their feelings the same amount

- 1. 0%
- 2. 20%
- 3. 40%
- 4. 60%
- 5. 80%
- 6. 100%

Have the same kinds of feelings

1. 0%
2. 20%
3. 40%
4. 60%
5. 80%
6. 100%

Have people in them who act the same

1. 0%
2. 20%
3. 40%
4. 60%
5. 80%
6. 100%

Have feelings for the same reasons

1. 0%
2. 20%
3. 40%
4. 60%
5. 80%
6. 100%

Do the same things

1. 0%
2. 20%
3. 40%
4. 60%
5. 80%
6. 100%

Have the same kind of rules

1. 0%
2. 20%
3. 40%
4. 60%
5. 80%
6. 100%

Have the same amount of money and things

1. 0%
2. 20%
3. 40%
4. 60%
5. 80%

6. 100%

Have the same number of grown-ups and kids

1. 0%
2. 20%
3. 40%
4. 60%
5. 80%
6. 100%

Have the same kind of home

1. 0%
2. 20%
3. 40%
4. 60%
5. 80%
6. 100%

Have the same number of real parents living at home

1. 0%
2. 20%
3. 40%
4. 60%
5. 80%
6. 100%

Have the same number of black people or white people

1. 0%
2. 20%
3. 40%
4. 60%
5. 80%
6. 100%

The family in "My wife and kids," "Lizzie Maguire," and "7th Heaven" is like my own family

4= A lot

3=Somewhat

2= A little

1=Not at all

I would like to be one of the children in "My wife and kids," "Lizzie Maguire," and "7th Heaven"

4=A lot

3=Somewhat

2=A little

1=Not at all

5. The next section is about your opinions about family and people

People who want to have children ought to get married.

1=strongly disagree

2=disagree

3=do not know

4=agree

5=strongly agree

A single mother can bring up her child as well as a married Couple.

1=strongly disagree

2=disagree

3=do not know

4=agree

5=strongly agree

One parent can bring up a child as well as two parents together.

1=strongly disagree

2=disagree

3=do not know

4=agree

5=strongly agree

Most people will try to take advantage of me if they have the chance.

1=strongly disagree

2=disagree

3=do not know

4=agree

5=strongly agree

As a rule, people can be trusted.

1=strongly disagree

2=disagree

3=do not know

4=agree

5=strongly agree

In most cases people try to help others.

1=strongly disagree

2=disagree

3=do not know

4=agree

5=strongly agree

What, in your opinion, are the chances that you will be involved in a violent incident in the coming week?

5=1:10

4=1:100

3=1:1000

2=1:10000

1=no chance

What percentage of the men in our country do the police employ?

5=10%

4=7%

3=5%

2=3%

1=1%

What proportion of the crimes committed in our country is violent?

5=25%

4=20%

3=15%

2=10%

1=5%

How much do you think it is important for a boy to be:

Smart

1 =not at all

2 =much

3 =very much

Good at sports

1 =not at all

2 =much

3 =very much

Hard-working

1 =not at all

2 =much

3 =very much

Good at making jokes

1 =not at all

2 =much

3 =very much

How much do you think it is important for a girl to be:

Good-looking

1 =not at all
2 =much
3 =very much

Thin

1 =not at all
2 =much
3 =very much

Truthful

1 =not at all
2 =much
3 =very much

Well-behaved

1 =not at all
2 =much
3 =very much

TO: Chair, Human Subject Committee
C/o Department head and Dean

FROM: Seok Kang, Department of Speech, Theatre, and Journalism

RE: Review of Enclosed Research Proposal by the Human Subjects Committee

DATE: 10-15-05

PROJECTED TITLE:

**Family-Peer Communication and Children's Perceptions of Television World:
A Test of the Parental-Peer Mediation and Child Perception Model**

I hereby submit the attached research proposal for consideration under the Human Subjects Review Policy.

I request (check one)

- Expedited Review (No more than minimal risk)
 Full Review Process (more than minimal risk)

**Family-Peer Communication and Children's Perceptions of Television World:
A Test of the Parental-Peer Mediation and Child Perception Model**

Principal Researcher

Seok Kang, Assistant Professor. Department of Speech, Theatre, and Journalism,
Arkansas Tech University

Department Mailing Address

Seok Kang
Wilson 107, Department of Speech, Theatre, and Journalism,
Arkansas Tech University, Russellville, AR 72801
Tel) 479-498-6000
Email) seok.kang@atu.edu

Title of Research

Family-Peer Communication and Children's Perceptions of Television World:
A Test of the Parental-Peer Mediation and Child Perception Model

Period of Research

October 01, 2005 to June 30, 2006.

Research Questions and Hypotheses

In a media saturated family environment, children become more dependent on television than other sources for information, especially when there is no parental guidance. It has been evident that children's heavy exposure to television can lead to potent effects because of their limited experience and in the absence of competing information. A great deal of children's television viewing takes place in the home and the company of other family members. For this reason, researchers have emphasized the importance and influence of family communication on children's building constructions of social reality through television viewing. The context in which children view television and their interaction with family members can moderate media impact in compelling ways. Besides, studies of children and media suggest that the ways parents mediate, engage, and communicate and children's communication partners such as peers affect their children's use and interpretation of television information.

The current study fills the void that research in the past generated in examining children's perceived realism through television viewing and parents' roles. In addition to the direct influence of parental/peer mediation on child television viewing, family factors are indirect contributors to children's media experience. Both parent and child factors in their family life and interaction with peers regarding television viewing can be indirect predictors of children's perceived realism through television viewing. Findings of this research might help the prevention or the reduction of children's misconception of reality which is caused by their television exposure. The current study considers these factors by building and testing a model of parental-peer mediation and child perception.

Research Design

For data collection, we will conduct a paper survey among parents and children of Russellville elementary and middle schools. An approximate number of respondents will be 750 parents and children respectively. Once permission from the Russellville school district administration is obtained, the researchers will contact schools to ask for their participation. If the school agrees to participate in the survey, parents and children who sign the consent form will be surveyed. Participants will be asked to bring the completed questionnaire to school. The researchers will collect the questionnaires from the school.

A specific timeline for the project will be as follows.

October 1-31, 2005: Completion of Questionnaire

November 1-30, 2005: Conduct survey

December 1-20, 2005: Conduct survey

February 1-28, 2006: Complete the method and finding sections of the project

Survey

This study will collect data from 1,500 participants (750 parents and 750 children).

Questionnaire

See attached questionnaires.

Statistical Analysis

This study will use SEM (structural equation modeling) for analysis. By building a parent-peer mediation and child perception model, this study will analyze the covariance matrix among demographics, attitudes toward television, parental mediation, and children's perceptions of reality. This analysis involves simultaneous regressions and estimates direct and indirect effects among variables. Maximum-likelihood (ML) estimates of the model's parameter will be obtained by using LISREL.

CONSENT FORM

I, _____ hereby agree to have the following person(s) carry out procedures on me for research purposes:

Family-Peer Communication and Children's Perceptions of Television World:
A Test of the Parental-Peer Mediation and Child Perception Model

These procedures will be conducted at the following location: The Arkansas Tech University

They will take the following amount of time: 10-15 minutes.

The purpose of these procedures is:

This study proposes a theoretical model that tests parental-peer mediation and its effect on children's perceptions of reality regarding family life along with the influence of demographics and media habits.

I understand that the procedure described involves the following possible risks and/or discomforts and that they have the following possible benefits:

Risks and/or discomforts: Minimum concern for the participants might be psychological discomfort or stress while they fill out the questionnaire. To minimize the concerns about boredom or stress that might occur, I visually designed questionnaire, thereby reducing their boredom or any psychological discomfort during participation.

Other than the psychological discomfort that might occur, it is not expected to generate any physical, social, legal, or economic harm that occur to the participants. It will foster an overall comfortable survey completion atmosphere in a totally voluntary manner.

Benefits: Findings of this research might help the prevention or the reduction of children's misconception of reality which is caused by their television exposure.

This information was explained to me by

Seok Kang, Ph.D. in the department of speech, theatre, and journalism at Arkansas Tech University (479) 498-6000.

I understand that he/she will answer any questions I may have concerning this investigation or the procedures at any time. I also understand that my participation in any study is entirely voluntary and that I may decline to enter this study or may withdraw from it at any time without any consequences. I understand that the investigator may

terminate my participation in the study at any time. I understand that my answers will remain confidential and that results are typically compiled in a statistical report. The final results of the study will be available to subjects who participated by requesting a copy from Seok Kang

Compensation:

_____ I understand that my payment for participation in this investigation is \$ _____

If I do not complete this study, I will receive: \$ _____

_____ I am not receiving any compensation for participating in this study.

By signing this form you are not waving any legal right to which you may be entitled.

By my signature hereto, I certify that I have read and understood each and every provision contained herein, any agree to each one.

Participant's Name

Signature

Date

For any questions, please call the Dean of Graduate Studies and Assessment at (479) 968-0398 or send an e-mail to graduate.school@atu.edu

Arkansas Tech University
PARENTAL/GUARDIAN CONSENT FOR A MINOR'S PARTICIPATION IN A RESEARCH PROJECT

Dear Parent/Guardian:

I am requesting your child's participation in a research project entitled "Family-Peer Communication and Children's Perceptions of Television World: A Test of the Parental-Peer Mediation and Child Perception Model."

The purpose of this research is to examine how children are affected by parental medication of television viewing and how they perceive reality. The child will be asked to participate in a survey. The child will be asked questions such as "How many hours do you watch television a day?" As a principal researcher of this project, I do not foresee that your child should experience any risks as a result of his/her participation in this project.

The identity of your child will be kept confidential. Data of this type will typically be aggregated and statistically analyzed. The results of this study may be used for education and publication purposes.

You and your child have several choices regarding non-participation in this project: (1) you or your child may decide not to participate at all; (2) your child may participate but may decide not to answer some of the questions; (3) you or your child may decide to end his/her participation even after they have begun. Any of these choices is an option and your child will not suffer any penalty, nor will it negatively affect your child's class standing.

Any questions about this research, or any related problems, may be directed to Seok Kang, Department of Speech, Theatre, and Journalism, Arkansas Tech University, 479-498-6000 or seok.kang@atu.edu. The faculty sponsor is the Dean of Graduate Studies and Assessment at (479) 968-0398 or send an e-mail to graduate.school@atu.edu

Please indicate whether or not you will allow your child's participation in this project by filling in the appropriate statement, detaching it at the dotted line and returning it to your child's teacher.

I grant permission for my child, _____ to participate in this project.

I do not grant permission for my child, _____ to participate in this project.

Parent/Guardian Signature

Date

**A SURVEY OF TELEVISION VIEWING
CHILD SURVEY
Arkansas Tech University
Department of Speech, Theatre, & Journalism**

1. Please list your three most favorite television programs

1. _____
2. _____
3. _____

2. The second part of this survey is about your time with your parents. Please mark the response that best reflects your opinion.

	Often	Sometimes	Rarely	Never
I can laugh and joke with a parent	3	2	1	0
We find time to do fun things in our family	3	2	1	0
I can tell a parent how I feel about something	3	2	1	0
My parents and I hug each other	3	2	1	0
I think my parents and I talk.	3	2	1	0

3. The third part of this survey is about your television viewing with your friends. Please mark the response that best reflects your opinion.

	Often	Sometimes	Rarely	Never
Do you talk to your friends about your favorite TV programs or any violent programs?	3	2	1	0
How often do you watch your favorite TV programs as you listed above or any violent programs with friends?	3	2	1	0

My friends liked my favorite TV programs as I listed above or any violent programs. 3 2 1 0

My friends thought my favorite TV programs as I listed above or any violent programs could provide useful information 3 2 1 0

My friends thought my favorite TV programs as I listed above or any violent programs were entertaining 3 2 1 0

I think watching my favorite TV programs as I listed above or any violent programs was important to me 3 2 1 0

I thought my favorite TV programs as I listed above or any violent programs could provide useful information 3 2 1 0

I thought my favorite TV programs as I listed above or any violent programs were entertaining 3 2 1 0

4. The next section is about how you feel about the families you see on television.

The family in "My wife and kids," "Lizzie Maguire," and "7th Heaven" is like my own family. 3 2 1 0

I would like to be one of the children in "My wife and kids," "Lizzie Maguire," and "7th Heaven" 3 2 1 0

5. How many real-life families in our country have the same kind of home as the television family of "My wife and kids," "Lizzie Maguire," and "7th Heaven" in the following?

Let someone know how they feel	100%	80%	60%	40%	20%	0%
Show their feelings the same amount	100%	80%	60%	40%	20%	0%
Have the same kinds of feelings	100%	80%	60%	40%	20%	0%
Have people in them who act the same	100%	80%	60%	40%	20%	0%
Have feelings for the same reasons	100%	80%	60%	40%	20%	0%
Do the same things	100%	80%	60%	40%	20%	0%
Have the same kind of rules	100%	80%	60%	40%	20%	0%
Have the same amount of money and things	100%	80%	60%	40%	20%	0%
Have the same number of grown-ups and kids	100%	80%	60%	40%	20%	0%
Have the same kind of home	100%	80%	60%	40%	20%	0%
Have the same number of real parents living at home	100%	80%	60%	40%	20%	0%
Have the same number of black people or white people	100%	80%	60%	40%	20%	0%

6. The next section is about your opinions about family and people.

	5	4	3	2	1
People who want to have children ought to get married.					
A single mother can bring up her child as well as a married Couple.					

One parent can bring up a child as well as two parents together.	5	4	3	2	1
--	---	---	---	---	---

Most people will try to take advantage of me if they have the chance.	5	4	3	2	1
---	---	---	---	---	---

As a rule, people can be trusted.	5	4	3	2	1
-----------------------------------	---	---	---	---	---

In most cases people try to help others.	5	4	3	2	1
--	---	---	---	---	---

What, in your opinion, are the chances that you will be involved in a violent incident in the coming week?	1:10	1:100	1:1,000	1:10,000	No Chance
--	------	-------	---------	----------	-----------

What percentage of the men in our country do the police employ?	10%	7%	5%	3%	1%
---	-----	----	----	----	----

What proportion of the crimes committed in our country is violent?	25%	20%	15%	10%	5%
--	-----	-----	-----	-----	----

7. How much do you think it is important for a boy to be:

	Very important	Much	Not at all
Smart	3	2	1
Good at sports	3	2	1
Hard-working	3	2	1
Good at making jokes	3	2	1

8. How much do you think it is important for a girl to be:

	Very important	Much	Not at all
Good-looking	3	2	1
Thin	3	2	1
Truthful	3	2	1
Well-behaved	3	2	1

9. The last part of this survey is about your television viewing and yourself.

9-1. How many hours do you spend watching television each week?

1. ___ Less than 30 minutes
2. ___ 1-2 hours
3. ___ 1-4 hours
4. ___ 1-6 hours
5. ___ 1-8 hours
6. ___ 1-10 hours
7. ___ More than 10 hours

9-2. Who do you mostly view television with?

1. ___ With mother
2. ___ with father
3. ___ with both parents
4. ___ with friends
5. ___ alone

9-3. I am a ___ grader.

1. ___ First
2. ___ Second
3. ___ Third
4. ___ Fourth
5. ___ Fifth
6. ___ Sixth
7. ___ Seventh
8. ___ Eighth
9. ___ Ninth

9-4. I consider myself:

1. ___ Caucasian
2. ___ African-American
3. ___ Native-American
4. ___ Hispanic
5. ___ Asian/Pacific Islander
6. ___ Mixed Race
7. ___ Other

9-5. How many brothers and sisters do you have?

1. ___ 1
2. ___ 2
3. ___ 3
4. ___ 4
5. ___ More than 4

Thank you very much.

A SURBEY OF TELEVISION VIEWING
 PARENT SURVEY
 Arkansas Tech University
 Department of Speech, Theatre, & Journalism

Either parent (mother, father or guardian) can answer this survey.

1. In the first part of this survey, we would like your opinions about your children's television viewing.

How often do you do or say to your children:

	3	2	1	0
You like a person or character seen on TV?	3	2	1	0
Something on TV happens in real life?	3	2	1	0
You agree with something seen on TV?	3	2	1	0
Repeat something heard on TV?	3	2	1	0
Something seen on TV is OK?	3	2	1	0
Something seen on TV is not OK?	3	2	1	0
Something on TV is not real?	3	2	1	0
Tell more about something seen on TV?	3	2	1	0
Watch together because you both like the program?	3	2	1	0
Watch together because of a common interest in a program?	3	2	1	0
Watch together just for the fun?	3	2	1	0
Watch your favorite program together?	3	2	1	0
Laugh with your child about the things you see on TV?	3	2	1	0

Say to your child to turn off the TV when s/he is watching an unsuitable program?	3	2	1	0
Set specific viewing hours for your child?	3	2	1	0
Forbid your child to watch certain programs?	3	2	1	0
Restrict the amount of child viewing?	3	2	1	0
Specify in advance the programs that may be watched?	3	2	1	0

2. The second part of this survey is about your attitudes toward television.

How concerned are you that watching inappropriate programs would...

	Very concerned	Concerned	Not concerned	Not at all concerned
Encourage this child to think violence is acceptable?	3	2	1	0
Stimulate this child to imitate the violence?	3	2	1	0
Make this child less sensitive to people who get hurt?	3	2	1	0
Prematurely teach this child about sexual matters?	3	2	1	0
Encourage this child to engage in sexual activity or inappropriately seductive behavior?	3	2	1	0
Stimulate this child to use bad language or profanity?	3	2	1	0
Frighten this child or cause nightmares?	3	2	1	0

Encourage this child to engage in illegal or risky behavior? 3 2 1 0

3. This part of the survey asks about your daily interaction with your children.

How often do you do the following with this child?

	3	2	1	0
Participate in recreational activities like picnics, movies, sporting events, or concerts?	3	2	1	0
Have social get-togethers with friends or relatives?	3	2	1	0
Attend religious services or church groups?	3	2	1	0
Participate in hobby, service, or community groups?	3	2	1	0
Help this child with reading or homework?	3	2	1	0
Spend time at home working on a project or playing together?	3	2	1	0
Have private talks about school or other things?	3	2	1	0
How often do you have to explain to your child that some things on TV are not make-believe?	3	2	1	0

4. The last part of this survey asks for information about you. Check the answer that best applies to you.

4-1. I am a

1. _____ male
2. _____ female

4-2. Your present marital status

1. _____ Two-parent household
2. _____ One-parent household

4-3. Your age

1. _____ Less than 30
2. _____ 30-40
3. _____ 41-50
4. _____ 51-60
5. _____ Over 60

4-4. How many children do you have?

- _____ 1
- _____ 2
- _____ 3
- _____ 4
- _____ More than 4

4-5. How many children of the following age range do you have?

1. Ages 1-6 _____
2. Ages 7-12 _____
3. Ages 13-17 _____
4. Older than 17 _____

4-6. How old is your youngest child?

- _____ 1
- _____ 2
- _____ 3
- _____ 4
- _____ Other

4-7. How much time does father watch TV a week?

1. _____ Less than 30 minutes
2. _____ 1-2 hours
3. _____ 1-4 hours
4. _____ 1-6 hours
5. _____ 1-8 hours
6. _____ 1-10 hours
7. _____ More than 10 hours

4-8. How much time does mother watch TV a week?

1. _____ Less than 30 minutes
2. _____ 1-2 hours
3. _____ 1-4 hours
4. _____ 1-6 hours
5. _____ 1-8 hours

6. 1-10 hours
7. More than 10 hours

4-9. I consider myself:

1. Caucasian
2. African-American
3. Native-American
4. Hispanic
5. Asian/Pacific Islander
6. Mixed Race
7. _____ Other

4-10. Your education

1. <high school
2. High school graduate
3. Some college
4. College graduate
5. Postgraduate

4-11. What is your approximate family income from all sources in 2005?

1. <\$10,000
2. \$10-19,000
3. \$20-29,000
4. \$30-39,000
5. \$40-49,000
6. \$50,000+

Thank you very much.



DEPARTMENT OF SPEECH, THEATRE AND JOURNALISM

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September 12, 2006

Dr. Jack R. Hamm
Vice President for Academic Affairs
Arkansas Tech University
Russellville, AR 72801

Dear Dr. Hamm:

Please accept this letter and the paper as the submission of grant supported research project. With the grant approved by the Faculty Research Grant Committee on November 3, 2005, this project entitled "Parental-Peer Mediation and Children's Perceptions of the Television World: The Influence of Mediation and Exposure on Perceived Reality of Family" has been supported by the grant. This project is submitted to meet the grant committee's deadline, September 30, 2006.

This paper was presented to the Entertainment Studies Division of the 2006 AEJMC (*Association for Education in Journalism and Mass Communication*), San Francisco, CA, August, 2-5. This paper is currently under review by *Journal of Family Communication*.

Again, I appreciate your support for this project. This project could not be completed without your support. Thank you and I look forward to hearing from you.

Sincerely,

A handwritten signature in cursive script that reads "Seok Kang".

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