

FACTORS OF HUMANITARIAN AND MASS CULTURE AND AGGRESSION IN CHILDREN AND YOUNG PEOPLE

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Abstract

This paper presents a study of school-children, from eleven to thirteen years old and their exposure to Mass Media, as well as to Media of a traditional humanitarian culture, like the theatre, books and music. The hours they watch television and are exposed to Mass Media in general, and other humanitarian, cultural activities, are then compared to their degree of aggression, as recorded by themselves in a questionnaire which sought to establish their aggressive tendencies at school and at home. The comparison which takes into consideration the contents and nature of the television programmes the children watch, seeks to trace correlations between the viewing of these television programmes with their self-confessed aggressive behaviour. The paper records the research carried out by the Research and Development Center of Intercol/lege in Spring, 1995, among a sample of 400 elementary and high-school students (boys and girls) in the unoccupied areas of Cyprus.

The instinct of aggression and violence has been within man, ever since the emergence of the human race, whether as an instinct of self-defence or as the urge for survival. It was natural, therefore, that aggressive behaviour would influence different forms of human creativity, like different forms of art, literature, theatre, music.

Aggression and violence in traditional forms of art, however, even though an object for reflection, have never been a source for as deep an anxiety, or as an occasion for such intensive research, as is the case with violence on television. This difference is justified, considering that art in its various forms is a kind of processed culture, addressing itself to the individual; some forms of art (e.g., the theatre) give the individual the right and the privilege of choice, as to the time needed for personal assimilation, or rejection of messages.

Television, on the other hand, being a par excellence medium of mass communication, establishes a new "mass culture", the influence of which causes concern on the part of many thinkers, as to its negative contents - e.g., violence - because of its daily, familiar presence in the home.

Research and experiments into the influence of television on the behavior of children

and young people, two very sensitive groups of viewers, have been on the increase, during recent decades.

In Cyprus, there may not have been serious increases of child or juvenile delinquency during the last few years, but there is a rising tendency, quantity and quality-wise, of general acts of crime. Serious research, therefore, into the influences on the individual at an early age, should be carried out, as character is fashioned through time and finds expression at different stages and ages of a person's life. Intercollege has conducted this in-depth survey report, the first of its kind in Cyprus, in connection to children's aggression, against the background of their extra-curricular hobbies and interests. These interests are examined in connection to their television viewing habits - television being the most powerful and time – absorbing mass medium – as well as interests in humanitarian (processed) culture.

The results of this survey confirm conclusions drawn from similar investigations conducted in other countries, abroad. This can mean just one thing: our anxiety can no longer express itself on theoretical levels. It must seek documentation through scientific or experiential research, so we can talk about evidence and face progress and technological development, in a consistent and organised manner, in the light of our own tradition, culture, education and civilisation.

This course of action is *even* more imperative today, as Cyprus prepares to enter into the galaxy of Europe, where she will be called upon to maintain a balance between her own cultural foundations, while simultaneously adopting a pan-European vision of the cultural course of man. In this imminent change, the correct use of all cultural modes in our time and place is imperative. Television, as the major factor of this "alternative culture", the informal education going on in our sitting-rooms every night, is a medium we must use in full consciousness, both for ourselves, as well as our children.

The Main Objectives of the Project

The main objective was to examine whether there are indications of relationships between the cultural factors chosen by children (Mass Media among them), their individual socio-economic background (profession and education of parents) and the aggression or delinquency, exhibited at home and in school.

Other Objectives

a. To examine whether there is deviation on the part of children from family and school principles, as far as discipline and respect of school and family rules is concerned.

b. To establish whether there is social deviation and to survey the habits of children, with emphasis on TV viewing, as far as hours of viewing, contents and conditions (alone, or in the presence of others.)

Literature Review

Train children well

(Euripides, *Suppliant Women*)

Anxiety about violence and its relationship to human thought and behaviour has been expressed in all forms of art, for many years.

The deeper man probed into technology and the quicker and more effective communication became with contemporary media, the more his anxiety rose, with regard to the possible influence of violence through different forms of art.

An interesting publication circulated in 1974, was the book *Violence in the Arts* by the American author, John Fraser.¹ In this book, the writer investigates with documentation, violence in the theatre, the cinema, painting and literature. Even in one of the most "innocent" works of the so-called "children's literature", in *Alice in Wonderland* by Lewis Carroll, there is violence in different forms on occasion, accompanying the protagonist:

"In the Alice books, likewise, one is confronted with the steady strong impingement of other individualities on Alice herself, and even though no physical violences are actually inflicted on her, her situation is still continually one in which she must defend herself or be put down, and in which constant alertness is demanded - ask the question wrongly and get no answer; misinterpret an answer and find a door locked or one's body turning against one; lose one's head metaphorically and lose it literally."²

The author's conclusion is that not only is there violence in art, as a natural extension of violence in life, but to a point, it is necessary that violence should be there:

"And as one passes from the Alice books - with their risks and traps, and astonishing rudenesses, and insistent claims of people to authority over the heroine - to the world of Jane Austen, one is reminded anew that a really worthwhile kind of polite culture is one that doesn't dull the mind and blur responses but heightens and sharpens awareness and makes for more effective conduct."³

In conclusion, violence in art, according to Fraser, is justified when it achieves noble goals like self-defence and does not aim at imposing authority on another individual. Besides, we must not forget that we come across aggression at all times and places in the world. As Greek author, Vassilis Vvoidaskis correctly comments in his book, *Aggression as a Social Problem in the Family and at School*:

"At no time and in no place on earth, have there been people in an organized society, without aggression, crime, murders, violence, revolution and war. On the contrary, one can argue that all this has been in the foreground of social co-habitation of men; their opposites i.e., absence of aggression, murder, violence, revolutions and war have been exceptions."⁴

Of course, there are many definitions of aggression, all with common elements. For reasons of pure documentation, we would like to give the meaning of aggression as expressed by J. Schott, in the aforementioned book by Vvoidaskis:

"The meaning of aggression is attached to an act, whose immediate objective on the part of the actor, is to deal damage or pain." ⁵

Aggression(in its extreme form-violent) even though a most ancient phenomenon that passed and still continues to pass in all the forms of human art, is going through a very dense phase during the second half of the present century. The two world wars, Vietnam, the revolution of the blacks in America, as well as of women and the young people, since 1960, on a global scale, have added their own dimensions to life and its various forms of expression.

Television is one of the contemporary social media, having developed and matured during the same time-periods that the violence experiences we referred to in the previous paragraph, occurred. Violence could not, therefore, stay out of television programmes. Many world thinkers, however, consider that condensed televised violence, exceeds the parameters of real-life violence, thus causing concern as to its possible effects on adults, as well as on young people and children more especially, these last two age-groups being among the more sensitive viewers.

Studies on the relationship between televised and actual violence, exceed 3,000. Their results, as summarized in 1983 by the American National Institute of Mental Health, consist of the following eight conclusions:

1. The more systematic and frequent the viewing of TV violence, the more viewers are influenced. This happens especially to people with a sensitive personality - primarily children who have a still unformed personality and absorb as sponges the persistent behavioral modes they watch. Other such sensitive viewers, are people who live in personal or social conditions that make them specially vulnerable to violent modelling, during the viewing process.
2. The influence of televised violence on children can be both deep and protracted.
3. Extended television viewing causes a passive assimilation of ideas, attitudes and behaviour models, especially by children, blocking, as a result, the development of critical thinking and of the emotional world. In other words, it prevents the proper development of their personality. It can thus become a cause of reduced application in school.
4. The regular depiction of violence as a means of solving all human differences, creates the impression especially with children who cannot tell myth from reality that the relationships between the members of society, are exclusively relationships of violence and personal assertion, through extermination i.e., criminal. The law of social or vicarious learning, further supports the adoption of similar behavioural expressions, on the part of television viewers.
5. Conditioning to violence, even in its most merciless and brutal forms, leads to the

gradual collapse of values that comprise the moral and social safeguards of human behaviour.

6. Dramatized violence has a stronger influence than factual images, as it creates emotional reactions, often combined with subconscious identification. Especially if the 'tough, violent guy' is depicted on television as a hero.

7. Adults are not at all immune. Reference here should be made, among other reports, to the experiment by R. Gorney and D. Loyg of the University of California, Los Angeles. The husbands in 183 couples, aged 20-70, were exposed to television viewing of different programmes for 21 hours during one week. The programmes contained different grades of violence. The wives did not know what their husbands watched, but wrote down daily their behaviour towards them. The husbands themselves, also wrote down their own moods. Results indicated that men showed a more aggressive behaviour, with 35% of those who had watched hard violence, showing hostility towards their wives.

8. The same pattern occurred with the exposure of husbands to sexual violence and pornographic material: The treatment of their sexual partners (wives) was demeaning, causing them mental and physical suffering." ⁶

In a research experiment that the author carried out in the United States in 1972, about the reaction of four-year and seven-year-old girls and boys, to televised aggression in cartoons, the basic conclusions were as follows:

1. "Younger children namely four-year-olds appreciated hostility in television cartoons, more than older children namely seven-year-olds. This was true regardless of sex. Younger children also tended to appreciate aggression more than older children, although to a nonsignificant degree.

2. Girls, of both age groups, showed more negative reactions than boys to both the hostile and the aggressive contents of the television cartoons. The above findings seem to be in agreement with the findings of Himmelweit *et al.* (1958), that verbal and physical aggression were found to be equally disturbing to some children, more especially with girls than boys. They also concur with the observations of Leven and Wardwell (1962) that boys score higher than girls, in all types of aggression, because of patterns of social acculturation, along these lines." ⁷

Research into this subject has been going on, of course in many countries. In the United Kingdom, it is interesting to note that the television channels themselves carry out such research. The Independent Broadcasting Authority is one channel that carries

out regular research about the impact of television, in many different ways, using different questionnaires.

One such investigation, in 1987, tried to establish a link between the viewing habits of children and their self-confidence with regard to crime (*British Children, Their Television Viewing and Confidence in the Face of Crime*).

Some of the conclusions were as follows:

"... Further than this, age also correlates with increased bravery, or confidence in the face of hostile acts. This does not accord with any idea that years of acclimatisation to (aggressive) television, will produce fearful viewers; on the contrary, those who view more adult films and drama, show more bravery in the contemplation of possible hostile acts against themselves. This is in sharp distinction to the negative links between such viewing experience and professed physical and social courage in the contemplation of positive stresses such as injections, going on circus rides, or being made to perform in front of adults." ⁸

In the above investigation, however, there was no evidence to support a positive link between the viewing of adult programmes and the possible or expected hostile acts on behalf of the children. Neither was a positive link established between the viewership of adventure programmes and bravery before hostile acts. That is why the survey did not give evidence to support imitation learning from television programmes.

Further research in England-again by IBA-tries to collect evidence about "how violent" the viewers consider television programmes, discriminating between violence, in British, from violence in American programmes. The production of *The Little Tottoises*, is one such example. The programme was produced in America in two versions, one for the American public, with triple the amount of violence, to the version produced for Europe.

In the monograph of IBA, *Violence on Television: What the Viewers Think*, ⁹ one reads the view that all the levels of programming at IBA, must be made "in the public interest." This explains the fact that television violence, both in the programmes imported from the States, as well as in the programmes produced in Britain, is an object of research and evaluation, by the British viewers, themselves.

It is good to bear in mind, that when we speak about American productions included in the IBA research, we are referring to such serials, as *Knight Rider*, *Magnum*, *Murder She Wrote*, etc. These programmes are shown in America, Europe and Cyprus, in exactly the same version.

The same concern about the relationship between televised and real violence, is an object of research and writing, in many other parts of the world. Andreas Christodoulides, a Greek writer on Mass Communication, in a lecture given at Intercollege, in 1994, referred to the studies by Professor Joe Grebel, who, having studied different factors concerning the impact of television in Germany, had concluded that:

"The influence of television is not the most important, but should not be underestimated

either." Grebel suggests that this influence can take three forms:

- a. Psychological: it creates familiarity of the viewer with violence and leads him to look for new, violent stimuli.
- b. Emotional: violent scenes are considered normal, create no emotional reaction and the viewer looks for other means of emotional arousal.
- c. Cognitive: society is what we are and only through counter-violence can we survive."¹⁰

In Greece, research about children and television, began in the 1970s. Anastassios Voltis, an educationist, was an early worker in the field. His report in 1977, dealing with 3-12 year-olds, examined *Television, a Supreme Factor in the Mental Health of Children and in the Shaping of their Behaviour*. Some of his conclusions were as follows:

- Children viewed television 3 - 7 hours daily.
- The majority of children preferred violent programmes.
- Programmes with emotionally unsuitable content, were generally preferred, especially by girls, with priority to Greek feature films.

Other tendencies, were as follows:

- Loss of night sleep: Almost all children sat up until the 12 o'clock midnight news.
- Fighting with parents who confessed inability to detach children from the TV screen.
- Shaking of the family unity: the traditional Greek dinner, where all the family met together, was being abandoned.
- Children stopped discussing and reflecting. Television offered easy solutions. Children did not act. But they were *neither educated, not all the time anyway*.¹¹

This pioneering investigation was followed by others in Greece and critical judgement on the subject of *Television and Children* more especially in today's climate of electronic pluralism, is rising in volume and intensity and publications and research ring a continuous bell of not only concern, but agony.

Christos Michaelides, in an investigation carried out in Athens, in 1994, by the title, *TV: 24-inch Citizens* published in *Eleftherotypia*, on January 11, 1994, counted 640 rapes in seven days, on the six major channels of Greece.^{1,2} The government spokesman of Greece, Mr. Venizelos, in a press conference he gave on January 13th, 1994, emphasized that the wave of violence and blood and satanic scenes, are not simply imposed on the viewer. They set the boundaries for his sensitivity.¹³

The efforts for a common television code of practice are still going on, in Greece. A few comments on the subject by Professor Stelios Papathanassopoulos, Mass Media lecturer at the University of Athens, taken from his book, *Emancipating Television* are

in order at this point:

"Recent developments in the area of television and other news media, indicate that they do not relate at all, to the visions which see television as an ideal medium in the context of a society, whose course is determined directly by its citizens. " Free broadcasting", for example, which in 1970, promised something new and different from state broadcasting, beyond consumerism and advertising, has nothing common today, with "private broadcasting". In effect, the viewer has been turned into a consumer, or a simple subscriber. This indicates that the new television field and the viewership research surveys, have little to do, with the genuine needs of the citizen/viewer of the television channels and the advertising industry. So, the creation of an intensely antagonistic environment, should be examined in the light of a wider social perspective. The change of the viewer to a passive consumer, indicates the absence of any social policy".¹⁴ Public concern about the subject of juvenile delinquency became worldwide, in 1993, when British public opinion was shaken by the murder of a two year-old by two eleven-year-olds, who, according to the judge of the case, might have been influenced by violent scenes contained in a video-tape they had viewed before committing the murder.

Child delinquency in the United States is a source of much concern: In 1992, four murders were committed by children below 9, while children between 10 - 12, committed 30 murders. Furthermore, children below ten, were convicted for 1104 attacks against people, 291 robberies and 123 rapes. Concern in the States, is so intense, that President Clinton, in Miami, in 1994, suggested that a list of ten grades of permissible violence be adopted by all American channels.¹⁵

In Cyprus, television violence has become more frequent and more intense very recently, with pluralism arriving on the scene. Even though research is absent and the range of the problem and the possible impact on children, cannot be really documented, there still exist voices of concern and agony about what viewers (especially the young) watch.

We sample the following research reports from Cyprus:

In the 12th elementary school, of the Acropolis suburb, in Nicosia, research carried out in 1993, gave evidence that 50% of 250 children in the 3rd and 6th grades, watch television, over three hours daily.

- 40% of the children have television sets in their own bedrooms.
- 50% see programmes unsuitable for them and 24% are afraid.
- 28% watch television, late at night.¹⁶

Investigation carried out by the association "Mental Health for All", in Larnaca, with the assistance of the Larnaca Intercollege students, registered the contents of

all television channels in Cyprus, during two days in October 1994. Viewing covered 110 hours and 30 minutes of television transmissions. Published findings were impressive:

- Violent scenes - 66 cases
- Thefts, burglaries, robberies - 30 cases
- Violence on juniors - 11 cases
- Violence on women - 14 cases
- Use of arms - 13 scenes
- Murders - 16 scenes
- Group murders - 8 scenes

According to the research, therefore, 10, 950 scenes of violence are aired annually on Cyprus channels.⁷ Greek-Cypriot educationalist, Nicos Leontiou, responding to an invitation in spring, 1995, (extended to him by two Parents' Associations, in different areas of Cyprus), spoke about "Children and Television". He conducted a "mini-survey", as he called it, in thirteen elementary schools, with five questions addressed to sixth-graders, to establish their extra-curricular activities, including television-viewing. He came up with the following conclusions:

- Most children prefer games (30 - 40%)
- Very high percentages prefer television and video: 41% in the unoccupied district of Famagusta, 28% in the town of Nicosia and 23% in the town of Limassol.
- 15 - 20% give priority to school subjects or reading of non-school books.

The most important finding, according to Mr. Leontiou, himself, is that which concerns the quality of the films or programmes viewed by the children:

- Only 4% of the children in Nicosia watch children's programmes.
- In Limassol, they are not at all interested in news.
- TV games are preferred by only 10% of the children.
- Sports programmes are preferred by 15%
- 58% of the children in Nicosia, 50% in Famagusta, 43% in Limassol, watch those programmes, which are considered unsuitable for them i.e., they contain violence, oppression, crime, unrestrained sex.¹⁸

It is estimated that child delinquency in Cyprus, has not risen in recent years. This is the conclusion of a report prepared by three specialist-sociologists: Nicos Peristianis, sociologist/economologist: Prodromos Prodromou and educational psychologist, Michalis Papadopoulos.

One of the basic conclusions of this report is that in Cyprus, crime is not on the increase, either on adult, or on juvenile levels. It is observed, however, that there are

some differentiations in quality, which should cause concern. This is a point taken up by the specialists, who comment as follows in their report:

"In the first place, the number of examined trespasses, is rather small. 220 cases of juvenile delinquency are reported out of which 178 should be seriously examined. These small numbers are a match to the small population of the island. Furthermore, the serious offences were committed by under-aged youngsters from among sub-groups in the population. That is why the whole subject should be handled with great care. We should remember that a certain decision by a group of young offenders, could change substantially, certain trends.

A second point touches on what is really self-evident:

We are only dealing with cases reported to the police, with relevant supporting evidence. In other words, we are dealing with only a part of juvenile delinquency. Additionally, we must remember that the number of cases taken to court, as well as the number of convictions, depends on the prevalent attitudes on police duties, or on reform measures.

Finally, we must observe that absolute numbers e.g. number of offences by the under- aged have a relative value. Juvenile delinquency, as a statistically indicative size, must be counted versus the whole population. The Index of Under-aged Offenders (IUO) counts the number of under-aged offenders (7 -15 year-olds) for every 100,000 inhabitants of this age group, in the country. To simplify, we could safely say that the number of offences corresponds to the number of offenders, if we suppose that every offence has a different perpetrator.

This index appears to be stable in Cyprus, with a slightly declining tendency during the last four years. If we compare the IUO of 1992, with that of 1985, we can identify a significant decline. But if we compare 1992 with 1976, or 1980, there is a significant rise:

Index of Under-Aged Offenders (reported)

1976	1980	1985	1988	1989	1990	1991	1992	1993
130	189	310	180	265	258	252	244	166

(Source: *Criminal Statistics*, 1992)¹⁹

Child delinquency therefore may not have risen significantly in Cyprus during recent years. However, the numbers of the following table, prepared by the Welfare Department for the decade 1980 - 91, do not agree. According to this table, the percentage of young individuals condemned for serious offences, showed a serious increase in 1987 - 88, with a decline until 1990. After 1991, it again showed an increase. Thus, the picture for 1980 - 90, showed an increase, as follows:

Rise by percentages, 1980 - 90:

Age	%
16 - 20	15
21 - 24	61
25 - 29	60

Considering that the effect of television is cumulative, we cannot rest easy on the fact that there is no increase in juvenile delinquency. This increase must be examined cross-temporally. Today's 30-year-old adults, were children that received the television messages during their formative years- messages of violence, horror and unlawfulness, as part of their informal, socio-cultural education. Besides, they continued being exposed to these messages, for decades. It would definitely be dangerous to acquit television, because we do not as yet, have child-murderers in Cyprus. Historical, as well as experimental research and analysis must be conducted along practical, scientific directions. Because, when we do have the same tragic phenomena observed in more developed countries, social damage may be too great and too deep and therapy much more difficult.

One of the factors examined by Papadopoulos, Peristianis and Prodromou, in their report, is the role of the Mass Media, in the informal education process of children and the young and the possible relationship between television aggression and juvenile delinquency. Some of the observations emphasized in this report, are interesting and relevant to the present study:

1. Regular and protracted television viewing can motivate people to face the world as just a "show".
2. The direct and detailed TV information, reinforced by the unmatched strength of "live" moving images, acts as a multiplier of impressions.

The report further comments that fictional violence is presented on an even greater scale on television, in adventure films (mainly imported) that have a significant share in the programming time of all Cyprus channels. Besides, the density of violence in imported productions, according to the report, seems to be constantly on the rise.²⁰

We would further add that alongside imported productions, today, we also have the Greek productions, which seem to rival the violence of imported programmes. No effort, in any case, is made, to hide the imitation of imported popular programmes, the aim obviously being to gain a higher share in the battle of the ratings.

The above background of research and concern in Cyprus, gave occasion to the Research and Development Centre of Intercollege to conduct the present study,

suggested and co-ordinated by the author, who also wrote out all the texts of the survey/report, under the title, *Factors of Humanitarian and Mass Culture and Aggressive Behaviour in Children and the Young*. The intention of the survey was the investigation of aggressive tendencies in children and young people, in connection to their TV viewing habits, the frequency of their theatre, church and cinema-going, as well as of reading books outside school-book material.

No serious research, of course, can ever ascribe exclusive responsibility to television programmes for any negative behaviour or behavioural tendencies observed in TV viewers, especially the young, sensitive and vulnerable viewers. For even though it is true that research indicates that children watch television on a regular basis, for a number of hours daily, there exist, on the other hand, social, family and school institutions, that can and might reinforce negative television stimuli, or can extinguish or balance these stimuli out. If, for example, children read non-school literature of quality, they will be equipped to counter-balance the corruption of language in many television programmes.

Sarantos I. Karghakos, a Greek writer, in a lecture he gave at Intercollege in February, 1995, by the title, *Television, Children and the Greek Language*, made some interesting observations, from which we quote the following excerpts:

"Television, with its fake jargon, not only increases the paucity of language, but also creates it. Only cheap shows can be supported by such language. Barbarian, poor, distorted words, senseless and empty of sequence, promote a linguistic death, with speech bacteria that contaminate the language criterion of young children." ²¹

We could further argue that if children indulge in more sports, go to the theatre more frequently, socialize more, if they maintain close bonds with their parents and family, they will give less time to the "magic tube". We could therefore suppose that, as a natural consequence, the influences of television violence, of horror films and aggression, which is included in cartoons, as well as after-midnight horror and sex in films, can be limited and children can receive more positive influences in the formation and development of their spiritual and mental world.

We would like to complete this literature review on the subject, with a reference to similar research carried out in 1992, in Greece, by Alexandra Koroneou, under the title, *Young People and the Media of Mass Communication*. The goal or main question of the research, as shaped by Koroneou, was to establish the degree of truth, with regard to the homogeneous influence of the Mass Media. The working hypothesis, in other words, was that Mass Media are used in many different ways, depending on social inequalities (social class, gender, etc.) and these inequalities must differentiate decisively the use, by the viewer, of the Mass Media. The conclusions of this research include the following findings:

"The national cultural output has first place in the choice of the young people, in spite of the dissemination of foreign, especially Anglo-Saxon culture. This is disproportionate to the different genres of cultural products in art and entertainment. Even so, even in areas in which the structure of the industry favours imported productions, as in the

cinema, we established the priority given to national cultural products. Significant national elements (language, rhythm, symbols, etc.) are constituents of Mass Media products.

The preferences of the young people are differentiated, depending on the social areas in which they live. It is impressive that the young people who are more "open" to the influences of the "ephemeral empire" as Jules Lipvetski calls mass culture, belong to the privileged and educated families who also show a particular sensitivity to the maintenance of their national identity".

One of the general conclusions of Koroneou, is the following:

"Common choices of young people from different social classes, are not restricted exclusively to the area of mass culture, but extend to more elitist fields. So children of all social strata, indicate an indifference to the theatre or to classical music concerts. Lack of interest in educational and children's television programmes, is also common behaviour among children and young people of all social classes. Finally, the most generalized feature, is the undoubtable charm exercised on young people, by fiction."²²

In her questionnaire, Koroneou aimed at revealing correlations between preferences to various cultural factors - television, cinema, theatre, music, non-school book reading, as well as the living-area and the socio-economic background of children and juniors. We believe it is appropriate, in summing up, to refer to recent research in the newspaper *Fileleftheros* about juvenile delinquency, from which report we note the following:

"Exactly a year ago (in June, 1994), the Welfare Council in Limassol, investigated in detail, the subject of juvenile delinquency and came up with the following conclusions: A rising tendency in school violence was established, that expressed itself in minor trespasses, but also in extreme, anti-social behaviour."²³

In the two articles, there was reference to an incident, in November, 1994, in which a student from Nicosia stabbed his classmate, in high school. Mention is also made of different incidents of anti-social behaviour of young people in disco-clubs in Limassol and Nicosia, in 1994 and 1995. In 1995, the incidents took the form of clashes with the police, with massive participation of young people, in a climate of intense aggressiveness.

To conclude, in spite of the research prepared by the three specialists for the House of Representatives and its general conclusion that there is no increase in juvenile delinquency in Cyprus, in recent years, events and their dimensions do not permit laxity or indifference. The present investigation is an expression of concern, with the primary objective of research into the role of television (mass culture) among other (humanitarian culture) factors - theatre, church, books, music, cinema - which can potentially exercise an influence on the character of the child and the relationship of these factors to the aggressiveness in the behaviour of children, aged 11 - 13.

Methodology

The sample for this survey consisted of 400 children, aged 11-13 years, from 24 schools 12 high schools and 12 elementary schools, from the four towns and the five districts of unoccupied Cyprus.

Age

In Cyprus, children at 11, are in the last class of the elementary school and at 12-13, in the first two classes of high school. Apart from this, at the ages of 11-13, we usually find those factors which form the most critical points in the age of children, in relationship to their habits, interests and their reaction to different influences exercised on their character and personality. The borderline between childhood and teen age, are, as we all know, decisive, in the whole course of human psychology. It is therefore understandable that all types of influences, as well as the type, quality and density of the influences received during this period, is of a definitive nature.

Furthermore, the resulting differentiations at the ages of 11 - 13, that refer to habits, preferences and interests, can possibly give us a different picture, as far as aggression at school and at home is concerned. We should here note that every effort has been exerted to secure sincere answers from the children, as far as their aggressive tendencies are concerned. Any elements of honest self-appraisal obtained, for comparison and correlation, will, it is hoped, enrich our knowledge and historic experience about this burning issue of the formation of human character. Furthermore, the discovery of any influences on the child and the teenager, of television, especially, as a medium contributing to the further promotion of crime in the country, will be enriched.

Gender

The goal was that the sample include an equal number of girls and boys, since population analogies at the ages of 10 - 14, which include the sample of this Survey, are, according to the *Demographic Report* of 1992, roughly equal.

Sample

For the goals of this Survey, it was considered essential to use a stratified sample of 400 children of both genders, from the whole of Cyprus, with the following analogies, from the rural and urban areas of unoccupied Cyprus:

	URBAN	RURAL
Nicosia	120	45
Limassol	90	24
Larnaca	40	26
Paphos	22	13
Famagusta	0	20

FACTORS OF HUMANITARIAN AND MASS CULTURE AND AGGRESSION IN CHILDREN AND YOUNG PEOPLE

TOTAL 272 + 128 = 400

	URBAN		AREAS	
AGES	11	12	13	
Nicosia	40	40	40	
Limassol	30	30	30	
Larnaca	14	13	13	
Paphos	8	7	7	
Famagusta	0	0	0	
TOTAL	92	+ 90	+ 90	= 272

	RURAL		AREAS	
AGES	11	12	13	
Nicosia	15	15	15	
Limassol	8	8	8	
Larnaca	8	9	9	
Paphos	5	4	4	
Famagusta	6	7	7	
TOTAL	42	+ 43	+ 43	= 128

The above stratified sample safeguarded the balanced representation of the Cyprus population as to the relevant age-groups, not only arithmetically, but also geographically. It is definitely interesting to find out if there are any differences between children and teenagers of urban and rural areas. It is also of interest to establish differences in the tendencies, if existent, between the children and the teenagers of the different towns of unoccupied Cyprus.

Interviews

The schools participating in the Survey were drawn by lot. Before conducting the Survey among the schools drawn, they were telephoned and the topic of the Survey was mentioned to the headmasters, who were also requested to select the number of students necessary, according to the statistical analogy of the sample. It was further emphasized to the headmasters, that the children should be chosen completely at random, without regard to their school record or conduct. The questionnaires were completed between the 6th and 15th June, 1995.

During the completion of the questionnaires, (which was supervised by one or two people from the Research and Development Centre of Intercollege), even though the children were sitting in the same room, no communication was allowed among them. If they had questions, they could have them answered by the people supervising,

before continuing with the questionnaires.

Research Group

The Research was coordinated by Nayia Roussou, Senior Lecturer in Mass Media subjects, at Intercollege. The Research group consisted of the following people:

Nayia Roussou, Nicos Peristianis, Eleni Zambela-Ieridou, Maria Peristiani, Christia Brooks, Christos Theocleous, Iliana Kanara, Koula Gregoriou, Anna Christou, Panayiota Ioannou, Maria Zanettou.

Questionnaire

The questionnaire consisted of 46 questions, divided into parts that deal with the habits of children, as far as extra-curricular interests and activities are concerned. These parts, were as follows:

a. The first part (1 - 8) aimed at finding out the more general interests of the children, as to viewing movies in the cinema, seeing plays, going to church, reading non-school book publications, magazines, listening to the radio and preferences for singers - male or female¹. This part of the questionnaire was considered necessary to find out which cultural and socializing factors contribute to the personality of the child and to which extent. To understand better the logic of these questions and the goals they serve, we could introduce in our analysis, certain theoretical meanings used in similar research abroad, as in the case of the Research Survey by Alexandra Koroneou, on *Young People and Mass Communication Media*.

According to child psychologist/educatignist, George Snynders, referred to by Koroneou, "the culture of a country can be divided into "primary" (which includes "mass" culture) and "human" or "noble" which is considered more individualized, or "processed". It is natural, therefore, that stereotyping and homogenization, as well as the daily familiarity of the television experience, should not possibly act as beneficially as the "noble" or processed types of human culture i.e., the theatre, books, music. Reading, the theatre, music, but church-going also, which is a strong factor for the initiation of the child in the contemporary climate of accepted spiritual values of Cyprus society, were considered as the wider frame or environment which can potentially exercise an influence on the child and its character. The influence of radio, even though it belongs to the electronic family of mass media, was never considered, in any country and by any thinker or researcher, equally important as that of television. We can, however support that its contents can enrich the spiritual world of the listener, whether we are talking about informative, artistic, or musical/entertainment programmes. The influence of television never acts in a vacuum. The viewer, underaged or adult, receives the messages and the influences of television, against the background of his remaining education and other factors that play a role in the shaping of his personality. However, this all-mighty contemporary medium, *Pandora's box* as many call it, has been repeatedly accused of negative influences, especially on the particularly sensitive world of children

and young people. Television influence, as far as children's aggression is concerned, has been discussed in the introduction of the present Survey and has introduced us to the problem of the subject. To this effect, 17 questions - (9-25) - which were about television, aimed at finding out the television habits of the children that had taken part in this Survey. The hours, the zones, the days of watching, the channels and the programmes preferred by the children, the cartoons and the television sports which they usually choose, as well as the characteristics of the programmes they prefer, are investigated through these questions. Some comments on the reasoning behind these questions, will probably light up the approach adopted in the Survey, as to the TV habits of the participating children.

The frequency of watching, as to hours (question 9) is, we believe imperative to establish initially, once more, that which many other previous investigations, in Cyprus and abroad have already established that television-viewing definitely forms a daily part of the life of Cyprus children (see at the research by the Association *Mental Health for All*, in Larnaca, 1993, the Survey by the Elementary School of Likavytos, in 1994 and the survey by Nicos Leontiou in 1995).

The zones, the hours of the week and the channels in today's pluralistic television scene in Cyprus (Q. 9 - 12) are also parameters for the initial positioning of the viewing habits of children, before their content preferences are investigated (Q. 13 and 17 and 19 - 20) as well as the characteristics or elements of the programmes which children consider instrumental in their choice of a programme sentiment, humour, violence, crime, horror, etc. (Q. 18).

The titles of the programmes that were mentioned in the questionnaire (Q.17a and 17b) were taken from the magazines promoting the television programmes of the Cyprus channels - CyBC, ANT1, LOGOS, and SIGMA - during the days the Survey was being conducted. The criterion for the choice of the programmes was in some cases, the violence or unsuitability of the programmes for the *children-Anatomy of Murder, Adult Zone*, etc., and in other cases, the popularity among children of programmes like the *Knight Rider* and *Beverly Hills*, which are shown in the early family zone hours. The goal in the selection was to find out the preferences of the children as to programmes either addressed to them i.e., cartoons or programmes which are transmitted in the family zone as well as the programmes transmitted at late hours, containing scenes that are unsuitable for children of the present Survey's sample group. The desire of children for identification with cinema or television heroes, can give us a measure about the preferences of children, as to the models proposed by the television screen. The reference to "cinema" heroes, as well as to the television ones, is not random. Very often, popular cinema films are aired on television, featuring well-known names of contemporary or older cinema productions. Naturally we would not exclude the viewing of films in cinema-houses, as there are no indications as to the contrary. This explains why there is a relevant question in the survey (Q.1). Besides, we must not forget the effort of the cinema owners to face the sharp competition on behalf of television, with quality movies. So there could be a tendency to go back to the cinema, not only on

the part of adults, but also of children.

The conditions under which a child watches television are definitely of interest. So is the total communication of the child with its parents and family around the television set: Does it watch alone or with another member of the family? (C, Q. 15). Do his parents communicate between themselves and does the child participate? Are certain programmes, furthermore discussed at school, so that the child can position himself in his natural environment? The child's feelings when he sees horror films, for example, are all points of interest, as they map out the manner and conditions of television viewing and preferences of the child.

The scale of aggression in the questionnaire, compliance with the rules of the school, and attacking schoolmates, or destroying objects (Q. 27. 32 & 34) were definitely considered necessary to give us an all-round picture of the aggressive tendencies in the children. This part on the aggressiveness of the children was based on the sincerity of the children and their willingness to evaluate themselves objectively, sincerity being the cornerstone in any investigation, the foundation on which the whole institution and value of any research lies. It was stressed to all the participating children that the answers were anonymous and they were expected to be frank and honest in their answers. The sample was random and this was pointed out to the headmasters, in the telephone contact made with them, before the investigation began, so they would bear this in mind, when selecting the participating group from their school.

Questions 38 - 46 aimed at finding out demographic features about the children - gender, age, place of residence, occupation of the father and the mother, educational level of the parents and the family situation of the parents (married or divorced); in the case of divorced parents, the child should state who he/she was living with.

Selective Presentation of Results

Some of the findings or results that are interesting, are the following:

- The hours of television viewing by the participating children, which were as follows:
- 63% of the children watch television *over* two hours a day.
- 29% from one to two hours.
- 7% less than one hour.
- 1.2% only during the vacation.
- There are no children who *never* watch television

Percentages of viewing by channel, were as follows:

CHANNEL	%
ANT 21	71.0
SIGMA	13.5

RIK 1	3.5
RIK 2	3.2
LOGOS	2.2
ET 1	0.2

- A very important majority of the 11 - 13 year-old children - 63.5% - view television between 8.00 and 11.00 p.m. and 11.8%, after 11.00 p.m.

- The categories of programmes preferred by the children, present particular interest: 70.29% prefer programmes of action, detective stories, stories of violence and horror, as well as cow-boy movies (Westerns).

The findings about self-confessed delinquency or aggressiveness in school, or at home, are also of interest.

School aggression

- Half the children (54.5%) do not get involved in fights, "ever". But of the remaining children

- from 2.0% to 37.1%, get involved, as follows:

"regularly"	(2%)
"often enough"	(6.5%)
"sometimes"	(37.1%)

Cursing or using foul language

"sometimes"	(39.2%)
"often enough"	(7.2%)
"sometimes"	(2.2%)
"never"	(51.4%)

Aggression at home

- The numbers of children that ruin objects at home, are as follows:

"sometimes"	(41.8%)
"often enough"	(4.2%)
"regularly"	(2.5%)
"never"	(51.5%)

- They go to church as follows:

"every Sunday"	(41.2%)
"on big holidays"	
(Christmas or Easter)	(24.9%)

"very rarely" (32.6%)
"never" (1.2%)

As far as theatre-going is concerned, 53.9% go to the theatre 1 - 3 times a year, 9.4%, 4 - 6 times and 4.2%, over six times.

The findings with regard to reading of non-school books, were as follows: 52.7% of children read from zero to three books a year; 46% read four or more annually. These percentages, compared with the 700 hours approximately spent by children on viewing television, gives a clear picture of the supremacy of television in the life of the children of this age-group.

Correlations of Television Viewing and Aggressiveness

Careful analysis of correlations between the hours that children view television and their aggressive behaviour, at school and at home, has given us the following results:

- There is a positive correlation between the hours of television viewing and verbal aggression, since the highest percentages of the children who curse, seems to exist among children who view television over 2 hours a day, as follows:

- 46.6% "never" curse
- 40.7% curse "sometimes"
- 9.5% curse "often enough"
- 3.2% curse "regularly"

On the other hand, children viewing television one hour a day, or less, answered as follows:

- 65.4% "never" curse
- 19.2% curse "sometimes"
- 15.4% curse "often enough"
- 0.0% curse "regularly"

It is worth mentioning that 82.8% of the children who answered that they curse "often enough", view television two or more hours, daily. An exception worth mentioning is the following: the big percentage 80% of the children who view television only during vacations(this being 1.2%) curse only "sometimes". Still, if we bear in mind that out of 400 children, only about five view television only during vacations and only three out of five curse "sometimes", the finding might be considered circumstantial and statistically non-significant. The correlation however, of rising television viewing with the rising tendency to curse, is definite.

Aggression against schoolmates (Q. 032) gives exactly the same tendencies. Out of the children who view television *over* two hours a day, 35.7% "attack others sometimes", 6.3% "often enough", 3.1% "regularly" and 54.9% "never". 88.9% of the children who replied that they attack their classmates regularly, view television *over* 2 hours daily. Nine percent of the children who view television over two hours daily, destroy objects "sometimes" and 1.6% "regularly", whereas 89.4% "never" destroy objects.

Furthermore, 15.4% of the children who view television one hour or less, daily and 5.1% of those who view from 1 to 2 hours daily, state that they "sometimes" destroy objects. A positive correlation also has been established between a rising tendency of aggression at home and denser television viewing. Here are some of the findings:

Question no. 36: "How often do you curse at home?"

Out of the 34% children who watch television *over* two hours daily, 9.0% curse "sometimes", 9.0% "often enough" and 2.7% "regularly". High percentages-40%-of-the children who view television between one and two hours daily, curse "sometimes", while 11.55% of the children who curse "often enough", view television one hour or less daily.

Programme zones and aggression

Another series of correlations between programme zones watched by children and the degree of aggressiveness at school and at home, gives us the results shown in Two-Dimensional Table 1. For reasons of economy of space in this *volume* only 8 two-dimensional tables are being reproduced.

Aggression seems to rise in the children who watch television later in the evening (8.00 -11.00 p.m.) and climaxes in the children viewing programmes after 11.00 p.m. These programmes have a viewership of 11.4%, among the Survey's age-groups.

Channels, serials and aggression

The correlations of channels and aggression at school and in the home, as shown in Two-Dimensional *Table no. 2*, give us a picture indicating different tendencies.

The preferences of children to channels with regard to programme zones, are also of interest, as shown in *Table no. 3*:-

The big majority of children watch at all hours, ANT 1 (70.8% - 80%) and SIGMA (9.9% -21.1%) beginning at 5.00 p.m. and continuing till 11.00.

This becomes important because in general, the large numbers of the young viewers of the Survey, mainly prefer the same channels (ANT1, 77.4% and SIGMA, 13.4%).

The significance of the above causes worry, in view of the contents of the programmes aired at these hours and bearing in mind the aggressive tendencies displayed by the

children watching these two channels. Typical series containing violence, but also generally unsuitable for children, are the following:

Anatomy of a Murder, *Vice Squad*, *Miami Vice*, and *Adult Zone*. Ratings of children's viewing, as indicated by the present survey were as follows:

	%	%	%
	Never	Sometimes	Regularly
<i>Anatomy of a Murder</i>	61.6	29.9	8.5
<i>Adult Zone</i>	79.6	16.9	7.4
<i>Vice Squad</i>	57.4	31.0	11.7
<i>Miami Vice</i>	40.1	37.3	22.7

29.2% of the children who "never" see *Anatomy of a Murder*, get involved "sometimes" in rows, 3.7% "often enough" and 1.2% "systematically."

Percentages, however of aggressive behaviour rise with the corresponding rise in viewing. As a result, about half (50.8%) of those who watch *Anatomy of a Murder* "sometimes", get involved "sometimes" in rows at school (Q. 028), 9.3% "often enough" and 2.5% "systematically." Finally, out of those viewing the programme "systematically", 44.1% get involved in rows "sometimes", 14.7%, "often enough" and 5.5% "systematically." The same rise in aggressive behaviour at home is observed to the same percentage, in the answers to the question "How often do you destroy objects at home?" (Q. 037). It is, on the other hand, interesting to note that only 0.4% of the children who never watch *Anatomy of a Murder*, destroy objects "systematically," 5.0% of those who view the series "sometimes" and 8.8% of those who view it "systematically" destroy objects also "systematically". The same rise in aggressiveness is observed with the rise in the viewership of *Adult Zone*. Only 1.0% of children who "never" view the series, get involved in rows at school, "systematically", 4.5% of those who view it "sometimes" and the biggest percentage, 6.9% of those who view it "systematically", also get involved in school rows, "systematically." Furthermore, children who destroy objects at home "systematically", display the same range of aggression as those who are aggressive at school - 1.4% ("never") 1.5% ("sometimes") and 17.2% ("regularly").

Percentages of children who "systematically" fail to conform to school rules in connection to the series *Vice Squad*, also show rising tendencies, as follows:

Nine percent of the children who "never" see the series, conform to school rules; 3% of those who view the series "sometimes" and 4.4% of those who view the series "regularly," show "systematic" failure to conform to school rules. As to the question about their involvement in school rows, the percentages were as follows: 0.4% of those who "never" watch the series, 2.5% of those who view the series "sometimes" and 13.0% of those who view the series "regularly", get "systematically" involved in rows at school.

It is interesting to note that as *Table no. 4* indicates, there are rising percentages of aggression among children who view "systematically" *Anatomy of a Murder*, *Adult Zone* and *Vice Squad*. The percentages, however, drop substantially among children who view *Miami Vice*, in comparison to other series. *Afetiries* a cultural youth programme, is at the lowest range. It is also interesting to note that the children who prefer programmes with violence and horror, display the greatest percentages of "systematic" aggressive behaviour, when compared to viewers of all other categories of programmes (Q. 013), as shown in *Table no.5*.

One of the results indicating a deviance from possible correlations is the fact that the percentages of those children preferring "sentimental" contents, display higher percentages of "systematic" aggression in their behaviour, than children viewing violence and horror.

This is obvious in the following questions:

- Q. 032 "How often do you attack your classmates at school"? 6.4%
- Q. 033 "How often do you steal at school?" 4.3%
- Q. 034 "How frequently do you destroy objects at school"? 4.3%
- Q. 036 "How often do you curse at home"? 6.4%

Another interesting comparison in percentages of viewing, is that between different series locally-produced or imported, some of which are violent in content and some are entertaining, e.g., *Beverley Hills*, *Afetiries*, *Santa Barbara*, etc. Percentages, as displayed in *Table no. 6*, show that *Beverley Hills* is the most popular among children. The comedy *Married with Children*, *Miami Vice* and *Afetiries* follow. Violent series claim their own percentages, which may be lower, but it is worth remembering that they are not really meant for children and they are not aired in the family zone. The hours of the day that children watch television are also of interest, as the programmes suitable for the age-group of the Survey (11-13) are aired in the morning, afternoon and early evening, until 8.00 or 8.30 p.m. After 9.00 p.m. programmes are aimed at adults. However 63.5% of children watch television between 8.00 and 11.00 p.m. And 11.4% watch television after 11.00 p.m. In other words, 63.5% of the children (probably including the 11.4%) are exposed to programmes which are unsuitable for their age-groups.

Hours and manner of channel viewing

What channels do children watch during the hours mentioned above, or generally in the different time zones?

It is interesting to see *Table no. 7*. The overwhelming majority of children watch ANT1 at all hours, SIGMA following. The question about the channels viewed by the children between 8.00 p.m. and 11.00 p.m. was answered as follows:

ANT1	ET1	LOGOS	RIK1	RIK2	SIGMA
52.5%	0.2%	3.4%	11.1%	5.4%	22.7%

The greatest share of television viewing among children who view after 11.00 p.m., is claimed by SIGMA (21.9%). This is disquieting, since SIGMA airs the *Adult Zone* series during these hours, which usually contains sex, horror and violence. Of course, we cannot exclude the possibility of false testimony on the part of the children, since stating that they watch this zone, gives them the feeling that they are old enough to watch programmes which are meant for adults only.

Another dimension involved in the issue of children viewing television at unsuitable hours (with violence, sex or horror scenes) is the question as to whether they view alone, or in the company of family members. It was established that 8.4% of the children who watch television between 8.00 and 11.00 p.m. watch alone. The same is true for children who watch after 11.00 p.m. 13.5% watch programmes unsuitable and dangerous for children, without any other person present.

Gender and aggression

Another dimension of the Survey was the correlation between gender and aggression. The findings are shown in *Table no. 8*. The traditional tendency of the boys being more aggressive than the girls are verified once more, as far as percentages and degree are concerned. The only exception is the slight superiority of girls in verbal aggression at home (Q. 036) with 36.5% cursing "sometimes" versus 36.2% of the boys. Additionally, 8.2% of the girls, but 7.1% of the boys curse "often enough". Furthermore girls surpass boys in aggression at home, in Question 037, with 44.7% girls versus 38.8% boys destroying objects at home "sometimes."

Preference of programmes with violence and aggression and living area

The above was another relationship investigated with questions and correlations in the Survey that was carried out. So, the preference of violent programmes, in connection to the living area of the children-town or rural area-gives us the results of *Table no. 9*.

Children who prefer violent programmes are more numerous in the town and countryside of Nicosia, in the towns of Limassol and Larnaca, with the children from Paphos, ranking well below the others. Children from the countryside of Limassol and the town of Paphos, "sometimes" prefer violent programmes. All other areas follow with roughly equal shares.

The correlation of some variables that correlate the family background of the children with their degree of aggression, deserves some comments:

The family situation of the parents whether they are married or divorced, (Q.045) in relationship to aggressiveness (Q.027 and 037), has yielded no positive correlation. The correlations of the ages with the degree of aggression *Table no. 11* gives higher levels for 13-year-olds, in contrast to 11 and 12-year-olds. Additionally, 12 and 13-year-olds seem to like violent programmes more than 11-year-olds (Q. 039), answering with higher percentages "Yes" to the relevant question about violent and non-violent

programmes. In other answers "No" and "Sometimes" are answers with no substantial variation as to the preferences of older children, as compared to younger children, in regard to violent contents:

Question: "Do you like watching programmes with violent contents"?

	YES	NO	SOMETIMES
11-year- olds	16.3%	26.3%	57.5%
12-year-olds	26.8%	26.3%	46.9%
13-year-olds	25.8%	28.8%	45.5%

There is a significant differentiation in percentages between the clearly affirmative answers of the 12-year-olds (26.8%) and those of the 13-year-olds (25.8%), in contrast to the 11-year-olds (16.3%).

The findings with reference to children's aggression, in relationship to the educational level of the parents, positively indicate the following: The children with parents who have a secondary school education display more "systematically" an aggressive behaviour, in comparison to the children whose parents either have no formal education at all, or, quite the opposite, children whose parents have a university education.

The question as to whether parents or guardians know which programmes children are watching, gave the following findings:

Only 4.7% of the children watch television, while their parents "never" know what they watch. 48.8% answered that "sometimes" their parents know which programmes they watch and 46.6% that their parents "always" know. Additionally, 43.4% replied that some time or other their parents have forbidden them to watch certain programmes, but the majority (56.6%) answered that their parents do not know what they watch.

Factors of human culture and aggression

The questions about factors of "human culture" are few (1 - 4 and 6), but they do give us the stigma of the quest of this Survey.

Cinema may have been initially considered a mass medium. However, the great event of the invasion of television, has turned the cinema movie, with its particular characteristics - directing, acting and cinema going - into a more "human" or "elite" form of culture, perhaps, than the mundane home medium of television.

The answers about cinema-going were as follows:

19.7% replied that they go to the cinema over 6 times a year.

18.0% go 4 - 6 times a year
40.9% go 1 - 3 times a year
21.4% never go to the movies

Consequently, the cinema experience seems to be quite rare for children of this age group.

A similar situation prevails as to theatre-going:

"Never" - 33.5%
"1 - 3 times" - 53.0%
"4 - 6 times" - 9.4%
"Over 6 times"- 4.2%

A much smaller percentage - only 4.2% - go to the theatre over six times a year, in comparison to 19.7% who go to the movies over six times a year. The religious sentiment, on the contrary and church-going as a factor of religious/human culture, seems to be more highly developed:

41.2% go to church "every Sunday"
24.9% go "only on big holidays - Christmas and Easter"
32.6% go "very rarely"
1.2% "never" go to church

This latter figure, compared to 21.4% and 33.5% who "never" go to the cinema, or the theatre, gives the picture of a strong superiority of Christian upbringing which children in Cyprus can still claim today.

In the area of non-school-book reading, things are not as dark as they are in the theatre and cinema:

- 7.6% "never" read anything outside school-books
- 11.1% read "one" book a year
- 18.9%, "two" books a year
- 17.9%, "three" books a year
- 46.3%, "four or more" books a year

The survey also referred to the preferences of 11-13 year-olds, as to the music and the singers they like.

Findings about the singers they preferred, were as follows:

Out of the ten top singers (male and female) preferred by children, nine are Greek and only one is foreign (see list below). Here are the names in order of preference:

Thanos Kalliris, Thanos Rouvas, Stephanos Korkolis, Evridiki, Giorgos Dalaras, Lambis Livieratos, Giorgos Alkeos, Michael Jackson, Anna Vishi, Vassilis Papaconstantinou.

Other names of foreign singers and groups included *Metallica*, *Aerosmith*, *Nirvana*, as well as Luciano Pavarotti and Maria Callas.

Cinema and aggression

As to the correlation of findings re. human or processed culture and different types of aggressive behaviour in children, please see *Table no. 12*.

Five percent (5%) of the children who go to the cinema "over six times a year", curse "systematically". The same percentage 5% also get involved in school rows "systematically". Five percent (5%) "destroy objects" at school "systematically", whereas other groups who go to the cinema more rarely, or never at all, show zero percentage in destroying objects "systematically" at school. The same percentage -5%- of the strong frequenters of the cinema, also "curse at home" "systematically" and finally 6.3% of the strong friends of the cinema, "ruin objects at home" "systematically."

Answers to the question as to what television or cinema hero children would like to resemble:

(Q.23), were as follows, by order of preference for the first five:

Boys	Girls
1. Sylvester Stallone or Rocky or Rambo	1. Aliki Vougiouklaki
2. Tom Cruise	2. Shannon Doherty
3. Jean Claude Van Dam	3. Claudia Scheaffer
4. Arnold Schwatseneger	4. Pamela Anderson
5. David Hasselhoft	5. Cindy Crawford

Boys wanted, mainly to resemble men with a "strong touch" image on television, or in the movies, whereas girls preferred to be like actresses or models, known for their beauty and lovely appearance. Other answers included Clint Eastwood, Power Rangers, Michael Night, Bruce Lee, or Greek stars Jenny Karezi, Miltos Makridhis, Lambros Constantaras, etc.

Theatre and aggression

Children who go to the theatre over six times a year, do not apply themselves at all to "systematic" aggression:

- 0% "curse at school"
- 0% "attack their classmates"

- 0% "destroy objects at school"
- 0% "curse at home" and
- 0% "destroy objects at home"

In other words, aggression is reduced with increasing exposure to the theatre - a genre of "human" culture. This seems to be supported by the findings of "systematic" aggression, as well: Children who "never" go to the theatre score high percentages of "systematic", aggressive behaviour, as follows:

- 3.7% "curse at school"
- 4.4% "attack their classmates at school"
- 2.6% "destroy objects at school"
- 1.5% "destroy objects at home"
- 3.0% "curse at home"
- 2.2% "destroy objects at home"

Churchgoing and aggression

A very large majority of the children who go to church every Sunday-62.3% "never" curse and only 1.8% curse "systematically" at school. However, another big majority 80.0% of the children who "never" go to church, "never" curse, whereas 0% of these children curse "systematically", a fact which does not actually reveal any tendency at all.

Answers to the question as to "how often do you destroy objects at school" were as follows:

None of the children who go to church "every Sunday" destroys objects "systematically". Two per cent (2.0%) of the children who go to church only on big holidays, have replied that they destroy objects at school, "systematically".

Non-school reading and aggression

Children who read four or more books a year, present a reduced "systematic" aggression, as follows:

- 3.2% curse "systematically" at school, versus 6.5% who never read "non-school material."
- 2.1% "attack their schoolmates, versus the higher percentage of 3.3.% of those who "never" read non-school material.
- 0.5% "curse at home", versus the higher percentage of 6.7% of those who "never" read non-school material

- 2.1% "destroy objects at home", versus the maximum percentage of 6.7%, who read one book a year, or the 3.2% of those who read "no" books at all, outside school reading.

In the same *Table no. 12* there is a comparison of the systematic aggression for five questions of the Table, with regard to the superlative grades of watching television, cinema, the theatre, non-school reading and church-going. This comparison rendered the following results:

Without doubt, all the children watching television over two hours a day, indicate higher percentages of "systematic" aggression, in "cursing" at school and at home, in "getting involved in rows" with their classmates and in "destroying objects" at school and at home, in comparison with the children going to the theatre, to church and reading to the maximum, in the relevant question. Children who watch television to the minimum point - only "during vacation" - indicate zero aggression. Contrary to this, children who watch television to the maximum - over two hours daily - show aggression to the maximum point. The pattern is repeated among children who "never" go to the theatre, "never" go to church and "never" read non-school readings. It is also interesting to note that children who go to the cinema "over six times a year" indicate higher percentages of "systematic aggression" than children viewing television to the maximum point of the relevant question - over 2 hours daily.

Human culture, living-area and education of parents

A correlation of some variables of human culture with the living-area of the child, has given us the following indications:

"Reading of more than 6 books a year:"

		%
Nicosia:	Town	68.2
	Rural	31.8
Limassol:	Town	82
	Rural	18
Larnaca:	Town	63.3
	Rural	36.7
Paphos:	Town	72.7
	Rural	27.3

"Going to the theatre over six times a year:"

Nicosia	Town	57.1
	Rural	42.0

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Limassol	Town	75.0
	Rural	25.0
Larnaca	Town	100.0
	Rural	0.0
Paphos	Town	100.0
	Rural	0/0

Television viewing and formal education of parents

In *Table no. 14*, which cross-tabulates the percentages of television viewing with the formal education of the parents, the following consistent correlations can be observed:

The greatest percentage of the children 47.6% - who watch television at a maximum level over two hours a day-have a father with high-school education. 2.0% only have parents with College or University education.

Notes on the Findings

The present survey is, as far as we know, the first to examine television viewing habits, as a factor of mass culture in 11-13-year olds, in relation to their aggressive of behaviour, as well as the connection of other factors of human culture (theatre, church-going, music, reading), to the children's aggression at home and in school. However, extensive research has been carried out in Cyprus in previous years, about the television habits and the hours of watching, of children. Here are some findings from two such major surveys, to enable us to compare with the findings of the present survey:

In 1969, in a survey carried out by M. Efstathiou, among 8 - 12-year-old children, it appeared that children were watching television 10 hours on the average, a week, to a range of 1-25 hours. The survey covered 686 children from six towns and 11 villages.²⁴ A survey carried out by the Ministry of Education and Culture, in 1982, with Dr. Antonis Papaioannou, educational psychologist, as coordinator, came up with the following findings, some of which are related to the present survey.²⁵

- The range of average time of television viewing by children at Nursery and Elementary school, varies between 10 and 16 hours, with an average of 13.78 hours. The distribution of this time-range climaxes from the younger to the older age-groups. In High-school, there is a descending *average* of viewing from the younger to the older age-groups.

- As far as viewing of time-zones, the programmes after the News Bulletin at 8.30, seemed to attract *very* small percentages from among Elementary school children and higher percentages from High-school classes.

- The age-group of the present survey 11-13 year-olds (top grade Elementary school

and second grade, High-school (Gymnasium) marked the following percentages:

Sixth Grade, Elementary School - 22.80%

First Grade, High School - 28.24%

Second Grade, High-school - 32.10%

The most popular programmes, by age-group, were as follows:

	<i>Indescribable</i>	<i>Cyprus Raphaela For honour and Charlie's</i>			<i>Angels</i>
	%	<i>themes</i>	<i>money</i>	<i>money</i>	%
1st Grade, Elementary	90.32	89.83	81.88	77.66	67.32
1st Grade, High school	93.65	93.53	85.61	84.79	71.97
2nd Grade, High school	93.54	88.72	81.94	81.78	78.00

The present survey indicates that a big percentage 63% of the children view television over two hours daily perhaps three or more. It is significant today to look, not at the number of viewing hours, but at the time-zones viewed by the children. These time-zones seem to have moved for different age-groups. (63.5%) watch television between 8.00-11.00 p.m. and 11.8%, after 11.00. The average viewing percentages for these age-groups, in 1983, was 30%. A point of interest is, furthermore the programmes watched by children of the present survey:

<i>Regularly</i>	
<i>Beverly Hills</i>	57.5%
<i>Married with Children</i>	49.4
<i>Knightrider</i>	41.3%
<i>Miami Vice</i>	22.7%
<i>Afetiries</i>	19.7%

Altogether, 93.9% of the children watch programmes with action and violence, vs. 57.5% who watch *Beverly Hills*. The remaining 20, perhaps could not find any programme titles in the survey's list, to which they could respond.

It is obvious from the above tables that the programmes preferred by children today, in relation to the programmes preferred by them in 1983, have dramatically changed. Imported programmes with action and violence included *Charlie's Angels* in 1982 and they include *Miami Vice*, in 1995. The question, of course was how different are today's programmes from older ones. It is also important to remember that a big percentage of the children -70.29% - prefer action films, as well as police, violence, horror and cowboy films. This holds true, in spite of the popularity of some other programmes as seen in *Table no. 15*.²⁶

It is therefore obvious that we should worry and investigate, simply because of the fact that the crushing majority of the children watch programmes which are not addressed to them - after 8.30 or even 11.00 p.m.

Naturally we must not ignore, on the other hand, that the channels themselves have moved their time-zones. In 1983, CyBC ended its programmes around 11.00-11.30 and the adult zone was considered to be between 8.30 and 11.30. Today one of the Cyprus private channels - SIGMA - has established a so called *Adult Zone* after 12.00, midnight. Conclusively, programme zones for all age-groups seem to have shifted, with increasing recipes of sex and violence, after 9.00 p.m.

Besides, we should not forget that the survey by the Association *Mental Health for All*, after looking at Cyprus channels, recorded that over 10,000 scenes of violence are broadcast annually. Since children watch, by majority, adult programmes with violent contents, children are exposed to possible scenes of sex and violence for about 700- 800 hours annually. What could this really mean? In 1978, W. A. Belson, published the results of a survey which he carried out over a number of years in Britain, with 12-17 year-olds, with the following findings as to the influence of television violence on boys:

1. The boys who saw frequently violent scenes on television, marked an increase in the degree of violent acts they performed - lightly or more seriously. In those cases of (light) violence, a dialectic relationship was established between television and the boys: television seemed to lead them to violent acts, but this also led them on to view further acts of violence. This kind of relationship did not seem to be present in the case of serious forms of televised violence.

2. Interpersonal violence on television seemed to exercise more influence on boys as to violent behaviour.

3. Great exposure of boys to televised violence increased their degree of aggression in sports, in games and in the use of foul language.

4. Exposure of the boys to televised violence, led them initially to light and later to behaviour forms of violence.

5. It was also established that televised violence did not prompt boys to perform or to wish to perform violent acts. The possibility however, of the boys expressing their internal violence, through acts of violence, because of television viewing, could not be excluded.

6. It also appeared that the great exposure to verbal aggression on television programmes, increased the foul vocabulary of the boys and their great exposure to sports programmes with violent contents, increased the degree to which they boys were violent in sports and games.

7. The "catharsis" theory was not supported by the researcher: The exposure to violent contents on television did not help boys get rid of their violent tendencies, but the opposite, made them more violent, irrespective of the fact that other researchers have supported that only certain forms of violent tendencies are subject to catharsis,

8. The general conclusion of W. A. Belson was that exposure of boys to televised violence increases their violent behaviour in social life and that they imitate television violence.²⁷

Even though the percentages of children viewing programmes with violent contents, were small in the present Survey - from 4.6% for *Wild Night* to 22.70% for *Miami Vice*, correlations with aggressive tendencies, both at school and at home, indicated a positive relationship. Contrary to this, a negative relationship was established between factors of human culture and aggression. This should not surprise us, as processes in the different forms of human culture surveyed here-theatre, church going and reading-do not contain elements which are stimulating to instincts and conducive to the imitation of violent acts. Because even when a book or a play contains violence, its influence cannot be compared with television violence.

Greek professor Giotopoulou-Marangapoulou, phrases the following view, as recorded by researchers Papadopoulos, Peristianis and Prodromou, in their Report submitted to the Committee for Internal Affairs of the Cyprus House of Representatives, under the title, *The Phenomenon of Juvenile Delinquency in Cyprus Society*.

"Violent, criminal television contents certainly form a crime-generating factor. However, as with all other social phenomena, one generating factor of a social phenomenon, is not enough for its production. Its influence range and intensity depend on other variables both social and inter-personal".²⁸

Somebody, could, therefore claim that children who watch television programmes with violence and express violent tendencies, perhaps turn to violence because they

already have (aggressive) tendencies. This therefore, does not mean that their aggression increases because they view violent television programmes. As Belson concludes, 'the possibility that violence exhibited by children is a reflection of their internal violence, expressed because of television violence, has not been "precluded." However, it must not be forgotten that Belson in his experimental survey also "recognised that his conclusions indicated that boys' exposure to televised violence increases their violent behaviour in social life and also that they imitate television violence.'²⁹

The homogenizing influence exercised by mass communication, is, of course, another source for reflection and anxiety. Indeed, the findings of this Survey, have indicated that long hours of viewing are positively related with increased aggression of the Survey's age-groups, with variations, as to geographical area, gender, ge-groups and the education of the parents. In addition, the "human culture" factors, in more dense forms, indicated a negative relation with aggression: More frequent theatre and church-going, as well as more non-school reading were related to less aggression. The experience of this type of culture has been observed in families with high school to university education. Perhaps, the higher the formal education of the family environment, the stronger the dialectic modes of behaviour move in, to replace aggressive patterns. Is not this, besides the manner in which a new cultural capital is formed in the ranks of the educated classes, which new capital will become the basic investment of a future society?

The above findings support one of the basic tendencies established in the survey by Alexandra Koroneou, *Young People and Mass Communication Media*, which was carried out in Greece. This was that the language of the Mass Media does not act in a homogenizing fashion on society, equating the perception of reality by different social classes. Contrary to this Koroneou speaks of cultural subgroups, supporting the following view in her findings:

"Even though in all use of free time, homogenizing behaviour can be observed, the most characteristic example being television, contemporary social research proves that receivers of mass messages integrate them on the basis of difference and in-equality."³⁰

This further supports the well-known communication model by Defleur, which functions on the basis of the Cultural Norms Theory. According to this theory, as recorded by Denis McQuail and Sven Windhall, "Media do not act directly on individuals, but affect indirectly culture, collective knowledge, informal cultural practices or norms and the values of a society. They offer a series of images, ideas and evaluations on which the public can draw, individuals choosing their own pattern of behaviour."³¹

Another dimension which must be investigated is the very personality of children, in the light of the rich television experience they have in today's pluralistic communication media, in the island of Cyprus. This pluralism offers many advantages - many sources of information, as well as the democratization of pro-social or anti-social experience. It can be an oasis of cultural experience, with the airing of concerts, exhibitions, theatre-plays, quality movies and constructive programmes for children or adults. This

does happen to a degree. The question is, to what degree and what is the extent of negative programmes on our screens? How can all this force to the good - entertainment, opening up of communication avenues, familiarity with other people and other cultures on television, co-exist with violence, crime and explicit sex scenes? How do children use television? What tendencies do they grow? Are they daring or timid? Optimistic or pessimistic? What professional tendencies do they have? How do they regard the national problem of Cyprus and what kind of a solution do they see? How do they think and what attitudes do they cultivate towards Turkish-Cypriots and possible co-existence with them?

In future research these and other questions must be put to the children, like questions about the viewing of information programmes news and panel discussions. An area which was purposefully left out of the present survey, as the main goal was to examine violence in the fictional programmes and its relationship to aggression. It is, besides, internationally accepted by research that it is the violence in fictional programmes that potentially exercises more influence on children, than violence in news programmes where we have straightforward images, without a myth, a structured direction and other elements of entertainment-music, drama, plot.

It is suggested that the present research be studied by all the institutions connected with children-Parents' Associations, the Ministry of Education and Culture, the Youth Organisation, radio and television channels, cultural institutions and associations of Psychologists and Sociologists. A responsible common social policy can be formulated only with a co-ordinated approach to the entertainment of children through television and other media and channels. This policy should offer children the proper education and should make them useful and proper citizens in the future. The function of electronic channels, with proper rules and codes, is a very important factor which must be examined immediately. The Ministry of Education and Culture, as well as educationists themselves, should examine with the same urgency, the leisure-hours of children as well as their informal education.

The anti-social behaviour of children and the young, is not a matter that affects only a few. It is a matter that concerns all the inhabitants of the country. The sooner we realize the possible influences of the Mass Media of Communication, the more effective will be our efforts to prevent juvenile delinquency. The Mass Media are not a vaccine or an intravenous injection acting automatically on the character and behaviour of the individual. They are a cultural and socio-political factor created and used by the very societies themselves. It is time for society as such, to check and use, to organise the sources of informal education and culture of junior and senior citizens of this country. We believe that Cyprus is too small a place, with very serious problems, to face, in addition, the threat of dangerous mass communication, without having an appropriate counter-proposal, integrated in its social, educational and cultural structures.

Notes

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3. As above, p. 160
4. Vassilis Voudaskis, *Aggression as a Social Problem in the Family and at School*, (Athens, 1987), p. 18.
5. As above
6. M. Papadopoulos, N. Peristianis, Pr. Prodromou, *The Phenomenon of Juvenile Delinquency in Cyprus Society*, (Nicosia, 1994), pp. 55 - 56.
7. Nayia Roussou, *Children's Reaction to Aggression in TV Cartoons*, (Nicosia, 1978), pp. 37, 45.
8. J. M. Wober, *British Children, Their Television Viewing and Confidence in the Face of Crime*, by I.B.A, (1987), pp. 2 & 11.
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11. Anastassios Voltis, *Television: A Supreme Factor in the Mental Health and the Shaping of Children's Behaviour*, (Athens, 1977), p. 79.
12. Christos Michaelides, "TV: 24-Inch Citizens", in newspaper *Eleftherotypia*, (Athens, Jan. 11, 1994).
13. "Telegraph to the Channels About Violence", in newspaper, *Eleftherotypia*, (Athens, Jan. 11, 1994).
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20. As above, pp. 30 - 31 & 51.
21. Sarantos I. Karghakos, "Television, Children and the Greek Language", in newspaper *Fileleftheros*, (Nicosia, Feb. 27, 1995); from lecture by same title, at Intercollege.
22. Alexandra Koroneou, *Young People and the Media of Mass Communication*, (Athens, 1992), pp. 11, 149-151.

23. Giannis Antoniou; Antigone Drousiotou, "Juvenile Delinquency", in newspaper, *Fileleftheros*, (June 18 and 25, 1995).
24. *Ministry of Education, "Research: Television and the Child"*, (Nicosia, 1982), p.33.
25. *As above*, pp. 24, 33, 39, 40.
26. Present Survey, Question No. 17.
27. Vassilis Voudaskis, *Television Aggression and Violence and Their Influence on Children and the Youngi*, (Athens, 1992), p. 121.
28. M. Papadopoulos, N. Peristianis, Pr. Prodromou, *The Phenomenon of Juvenile Delinquency in Cyprus Society*, (Nicosia, 1994), p. 98.
29. Vassilis Voudaskis, *Television Aggression and Violence and their Influence on Children and the Young*, (Athens, 1992), p. 120.
30. Alexandra Koroneou, *Young People and the Media of Mass Communication*, (Athens, 1992), p. 164.
31. Denis McQuail and Sven Windhall, "Effects of Mass Communication on Culture and Society", in *Communication Models for the Study of Mass Communications*, (New York, 1981), p.60.

TWO-DIMENSIONAL TABLE NO.1

TIME-ZONES	No 31			No32			No 34			No 36			No37		
	some- imes	often- enough	syste- matically	some- times	often- enough	syste- matically	some- times	often- enough	syste- matically	some- times	often- enough	syste- matically	some- times	often- enough	syste- matically
C 101	42.7	7.3	1.2	26.8	6.1		6.2			37.0	13.6	1.2	44.4	4.9	
C 102	37.9	7.1	0.9	27.7	3.1	0.4	5.4			35.9	6.7	1.8	40.8	2.2	1.3
C103	42.0	8.6	2.0	34.4	6.6	3.1	9.8	0.4	1.2	36.7	9.4	3.1	44.1	4.7	3.1
C 104	50.0	14.6	10.4	45.8	10.4	6.3	12.8		4.3	42.6	17.0	2.1	40.4	12.8	4.3
TIME-ZONES	Questions														
C 101= Before 5:00				No 31 How often do you steal at school?											
C 102= 5:00-8:00				No 32 How often do you attack classmates at school?											
C 103= 8:00-11:0D				No 34 How often do you destroy objects at school?											
C 104= After 11:DD				No 36 How often do you swear at home?											
				No 37 How often do you destroy objects at home?											

TWO-DIMENSIONAL TABLE NO.2

		No 31			No32			No 34			No 36			No37		
		some- imes	often- enough	syste- matically	some- times	often- enough	syste- matically	some- times	often- enough	syste- matically	some- times	often- enough	syste- matically	some- times	often- enough	syste- matically
1 ANT	(77.4%)	38.7	7.1	1.6	32.8	3.9	1.9	6.7	0.3	1.0	35.9	7.7	1.9	44.2	3.5	1.9
2 EAT	(0.2%)													1.0		
3 LOGOS	(0.2%)	33.3	11.1				22.2			11.1	55.6		11.1	33.3		11.1
4 PIK1	(3.5%)	50.0		1.0	28.6	7.1		7.1			50.0	7.1		28.6		
5 PIK2	(3.2%)	61.5			46.2						38.5	15.4		46.2		
6 SIGMA	(3.4%)	35.2	11.1	5.6	29.6	13.0	1.9	20.8			30.2	7.5	3.8	32.1	11.3	5.7

TWO-DIMENSIONAL TABLE NO.3

VIEWING HOURS	ANT1	ERT 1	LOGOS	PIK 1	PIK2	SIGMA
C 103 (8:00-11:00)	80	0.4	1.6	2.7	2.3	12.9
C 102 (5:00-8:00)	79.3	-	2.7	3.6	4.5	9.9
C 101 (before 5:00)	76.5	-	2.5	4.9	1.2	14.8
C 104 (after 11:00)	70.8	-	-	2.1	-	27.1

TWO-DIMENSIONAL TABLE NO.4

VIEW SYSTEMATICALLY	%	HOW OFTEN DO YOU DESTROY OBJECTS AT SCHOOL?			
		NEVER	SOMETIMES	OFTEN ENOUGH	SYSTEMATICALLY
"Anatomy of murder"	8.5	88.2	11.8	---	---
"Adult zone"	7.4	65.5	20.7	---	13.8
"Vice Squad"	11.7	87.0	16.9	---	2.2
"Miami Vice"	22.7	89.9	9.0	---	1.1
"Afetiries"*	19.7	94.8	5.0	---	---
(**"Inroads")					

TWO-DIMENSIONAL TABLE NO.5

TYPES OF PROGRAMMES POPULAR WITH CHILDREN

(Grade 4: Systematically)	ACTION	POLICE	VIOLENCE/ HORROR	CbWBOY/ WESTERN	SENTIMENTAL	SOCIAL	...
M 029	-	-	4.1%	-	-	-	-
M030	-	-	4.0%	-	-	-	-
M 031	0.9%	1.8%	8.0%	-	2.2%	2.3%	-
N 032	0.9%	1.8%	4.0%	-	6.4%	2.2%	-
N 033	0.9%	-	2.0%	-	4.3%	-	-
N 034	-	-	2.0%	-	8.5%	-	-
N 035	1.9%	1.8%	16.3%	-	8.5%	2.2%	-
N036	0.9%	1.8%	4.1%	1.3%	6.4%	-	-
N037	2.8%	-	8.2%	-	6.4%	-	-
Questions:							
M 029:	Have your parents or guardian been called to your school because of your bad behaviour?						
M030:	How often do you get punished for disobedience?						
M 031:	How often do you use bad names in school?						
N 032:	How often do you attack your classmates at school?						
N 033:	How often do you steal at school?						
N 034:	How often do you destroy property in school?						
N035:	How often are you disobedient at home?						
N 036:	How often do you use bad language at home?						
N 037:	How often do you destroy property at home?						

TWO-DIMENSIONAL TABLE NO.7

HOURS	ANT1	ERT1	LOGOS	PIK 1	PIK2	SIGMA
Before 5:00 p.m.	31.0	4.4	9.4	14.0	3.4	13.3
5:00 - 8.00 p.m.	43.0	0.7	5.4	15.8	13.8	18.2
8:00 - 11:00 p.m.	52.5	0.2	3.4	11.1	5.4	22.7
after 11:00 p.m.	20.5	0.5	3.2	3.7	3.2	21.9

TWO-DIMENSIONAL TABLE NO.9

Question: Do you like programmes with violent contents?

		YES	NO	SOMETIMES
Nicosia	Town	42.3	42.3	32.5
	Countryside	0.8	47.9	3.0
Limassol	Town	23.8	42.9	33.3
	Countryside	-	41.9	58.1
Larnaca	Town	22.5	70.0	7.5
	Countryside	20.0	48.0	32.0
Famagusta	Town	-	-	-
	Countryside	14.3	57.1	28.6
Paphos	Town	8.7	47.8	43.5
	Countryside	-	72.7	27.3

TWO-DIMENSIONAL TABLE NO.12

SYSTEMATICALLY

	Question No. 31	Question No. 32	Question No. 34	Question No. 36	Question No. 37
"How many times a year do you go to the cinema?"					
NEVER	2.3	1.1	0.0	1.2	3.5
OVER SIX TIMES	5.0	5.0	5.0	5.0	6.3
"How many times a year do you go to the theatre?"					
NEVER	3.7	4.4	1.5	3.0	2.2
OVER SIX TIMES	0.0	0.0	0.0	0.0	0.0
"When do you go to church"					
NEVER	0.0	10.0	20.0	20.0	20.0
EYERY SUNDAY	1.8	1.2	0.0	0.0	1.8
"How many books do you read outside school-books?"					
NONE	6.5	3.3	3.2	9.7	3.2
FOUR OR OVER FOUR	3.2	2.1	0.5	0.5	2.1
"How often do you watch television?"					
ONLY DURING VACATION!	0.0	0.0	0.0	0.0	0.0
OVER 2 HOURS DAILY	3.2	3.1	1.6	2.7	3.1