Chapter Five

SUMMARY

OBJECTIVES OF THE STUDY

At present, the medium of communications have become very crucial. Television, radio, cinema and magazines or newspapers, all have a vital role in the world. However, television is an important means of mass communication. It not only provides auditory message but visual also. Doordarshan is the name given to the television in India. The busy and expensive life styles of today don’t allow people to go out for entertainment everyday. Thus, watching television (TV) becomes the most common and least expensive of all modes of entertainment.

Television not only provides entertainment but also gives valuable knowledge through its educational programmes. It also covers all the major political, social, regional, economic and cultural events for the viewers. Hence, for the cultural togetherness, TV has contributed so positively that it has got special significance in every aspects. A variety of programmes has made TV popular among all the viewers from kids to old ones.

The analyses of television programmes show that it has caused both positive and negative influences. Studies have fetched both kinds of results. According to Femandes (1983), TV can have positive and negative effects on the viewers. Ostman and Parker (1987); Watkins, Sprafkin and Sadetsky (1988) and Neunman (1986); etc. have also reached same conclusion.
In comparison to the kids of previous decades, today children are far ahead in acquiring and grasping knowledge, and other activities in every field. The psychological studies conducted in this field also supported similar perceptions. TV increases our knowledge, and shapes personality (Singh, 1992). Atkin and Garramones' (1984) results indicate that the amount of subjects' news cast viewing was moderately associated with the level of knowledge of foreign current events, world beliefs, interpersonal discussions about international topics, agenda ratings of the importance of foreign leaders and countries. Fortner (1985) argued that it increased retainable knowledge and positive attitude. Misra and Khatri (1985) and Mander (1978) have also found the similar results. Henggeler, Cohen, Edwards, Summerville, et al (1991) showed that academic achievement was negatively correlated with TV viewing, and this association was independent of the children's verbal ability.

However, the negativity of TV has dominated its positive aspect so heavily that the latter has almost vanished. In the fast changing era, the doordarshan, in Indian context, is not the only channel left for the viewers. As a matter of fact, viewers can choose among number of channels like Star, Music Asia, Zee, Jain, CNN, BBC World, ATN, EL, Home, Discovery and what not. The very mode of these channels and their programmes apparently make one feel that the values of Indian culture are at stake. These programmes are distinctly different from the one that may belong to Indian taste. Further more, they also contain violence, sex, suggestive comments, and crime so much that our kids and sentimental children easily get affected. Hence, our social norms are diminishing undoubtedly.

At times, doordarshan too is criticized for the same. The criticism is not only hypothetical, but has its empirical standing. Many investigators have proved into this problem, and have reached significant findings. Numerous reviews of the scientific literature have concluded that sufficient evidence exists to justify the conclusion that tele-violence is a
contributory cause of children's aggression (Cisin, 1972; Pearl, Bouthilet & Lazar, 1982). Though, some authors like Milavasky, Stipp, Kessler and Rubens (1982); Freedman (1984); Halloran (1978); Howit and Cumberbatch (1975); Kaplan (1982); Klapper (1968); Lazarsfeld (1955); Sohn (1981-1982); Weiss (1969) have contradicted the above conclusion.

There are numerous the critical explanations of why tele-violence might make children more aggressive (e.g., Bandura, 1983; Berkowitz, 1984, 1986; Berkowitz & Rogers, 1986; Huismann, 1982, 1986). On the basis of the studies conducted by Comstock and Strasburger (1990); Duhs and Gunton (1988); Hoberman (1990); Jasephson (1987); Lukesch (1989); Lynn, Susan and Agahi (1989); Ridly-Johnson, Surdy and Laughlin (1991); Sparks and Ogles (1990) it may be concluded that tele-violence increases aggressiveness in viewer-children.

While we are marching ahead towards the 21st century, the so called pop-culture injecting a new way of life in the youth that thrives on sex, success and rejoice. The physical attraction between opposite sex is increasing alarmingly. Further more, the youth is embracing it rather gleefully. And that is why the generation gap has became yawning. The new generation is compelled to hide its realities or else they can create havoc within the family.

Signorielli (1989) analyzed (i) the image of man and women in American TV programmes, and (ii) the relationship between TV viewing and espousing sexist views of the roles of men and women in society. She concluded that TV viewing may be related to more sexist views of women's role in society. Bearinger (1990) discussed the impact of television sexuality on adolescent sexual attitudes and behaviour. Brown and Newcomer (1991) studied TV viewing and adolescents sexual behaviour. Subjects who chose heavier diets of sexy TV shows were more likely than those who viewed a smaller proportion of sexual content on TV have had sexual intercourse. This relationship held regardless of
perceived peer encouragement to engage in sex, pubertal development or social class. The relationship suggests that sexual activities increases interest in sexual contents in the media and/or that viewing such content leads to sexual activity.

On the basis of the studies on programmes related to use of alcohol conducted by Aitken, Eadie, Leather and Mc Neill, et al (1988); Atkin (1990); Wallack, Grube, Madden and Breed (1990), it may be concluded that programmes on alcohol consumption increases alcohol consumption. On the other hand, programmes on reality of alcohol and anti-alcohol programmes decrease consumption of alcohol (Barber, Bradshow & Walsh, 1989; Pendleton, Smith & Robert, 1991; Risnick, 1990). Not only the programmes related to violence, sex and alcohol consumption but specific music programmes also do the same. Greenfield, Buzzons and Kristi (1987) have discussed the negative effect of rock music videos on the imagination.

Vertro, Crapo, Szilard and Vargha (1988) observed that frequency of TV viewing had a damaging effect on sleep, and consequently on mental and emotional development. Bybee, Robinson and Turow (1985) observed that westernized TV programmes decreased children’s study behaviour, increased their propensity to engage in sex stereotyping, reduced their over all physical activity and promoted excessive materialism. However, they also noticed that it expanded children’s view of world knowledge. A UNESCO report says that Indian culture is on the threshold of a sea-change due to TV channels. The kids are calling their parents by names, and extra marital or unmatched affairs are becoming a common phenomena. Therefore, it may be concluded on the basis of review of literature that TV programmes heavily loaded with violence, sex, alcohol consumption rock music etc have negative impact on viewers, specially on children and young viewers.
India has two forms (modes) of this media: (i) Doordarshan with 19 channels, and (ii) Private channels through cable. On the basis of several articles and description, it can be concluded that there is a great deal of difference between the doordarshan channels and its private counterparts. It can be summarized as under:

(i) Doordarshan has an educative value while the private channels are in the field to earn money.

(ii) Doordarshan programmes are mainly based on Indian culture whereas private channels are greatly influenced by their own objectives, so there is more depiction of sex, violence, aggression, nudity, vulgarity etc on the private channels.

(iii) Doordarshan programmes mostly have stereotyped characterization of role models, whereas the private channels have mostly unconventional role models.

(iv) The background of programmes televised on doordarshan is relatively more Indian, and ranges from religious, historical to present way of Indian society. The background of programmes televised on private channels are Indian on the surface, but in reality, they have western values.

(v) The dress code and make up in doordarshan programmes are relatively traditional Indian. But other channels follow an unconventional dress code and fashion.

(vi) The modern technological advances in the field of light and sound effects, picturization, background music, speed of change in scenes are more evinced in private channels than doordarshan.

(vii) Doordarshan believes in purity of language while the private channels do not hesitate to use incorrect and suitable language termed as Hinglish that is a new form of Hindi and English.
(viii) Both doordarshan and private channels televised talk shows but there are vast differences in their treatment of the subjects. Doordarshan chooses topic on walks of life, and telecast there in conventional manners. The private channels, on the other hand, chooses mostly unconventional topics and manner.

(ix) The films shown on doordarshan are socially relevant. Doordarshan sensors and cuts frequently objectionable scenes and unethical dialogues. On the other hand, private channels does not sensor any scene and verbal aspect of films.

(x) Another difference between the two is that doordarshan does not show alcohol and smoking advertisements, but private channels have no such restrictions.

(xi) The sports programmes on doordarshan are timely and do not very much intended to show action oriented aggressive sports. The private channels have round the clock sport programmes, and they show very action oriented aggressive, and some times violent sports.

In a nut shell, it can be said that in comparison with doordarshan the private channels have programmes heavily loaded with sex, violence etc. It is argued that types of culture depicted on private channels is heavily loaded with westernized cultures where sex, violence, aggression, nudity etc are considered very natural. On the other hand, they are considered as taboos in Indian culture. The two types of channels are different, and if one is interested to examine the effect of such westernized programmes on viewers, it is an available facility that he/she compare the viewers of the two types of programmes for exploring the differential impacts of the two types of programmes.

Taking the above view into consideration, the present study was undertaken to examine the role of westernized TV programmes on aggression, habits and values among boys and girls of late childhood and
preadolescence periods by comparing the regular viewers of Doordarshan and Star and other channels heavily loaded with sex, violence etc.

CONCEPTUAL CLARIFICATION

PERSONALITY

Personality is not a simple concept. Carver and Scheier (1996) defined personality as a dynamic organization, inside the person, of psychophysical systems that creates the person's characteristic pattern of behaviour, thoughts and feelings. Under the personality comes the social stimulus, value, traits of character, object of behaviour, emotional behaviour, mode of speech and other actions of a specific person.

AGGRESSION

Aggression is a common trait and one aspect of personality. It is a motive to hurt and some times kill others. Baron and Byrne (1995) say that aggressive behaviors are directed towards the goal of harming or injuring another living being who is motivated to avoid such treatment.

VALUE SYSTEM

Values represent a meeting point between the individual and society. Social anthropologist and sociologists used the concept of value to express central features of a culture or society. Personal value system makes a difference in terms of how the person evaluates information, and how he arrives at decisions (Ahuja, 1990). A value system is viewed as relatively permanent perceptual framework which influences the nature of an individual's behaviour. Values are similar to attitudes but are more permanent, and well built in nature. Value system is a framework of personal philosophy which governs and influences the individual reactions and responses to any situations.
HABIT

Habit is of great significance in the life of an individual. The basis of habit is routine tendency. According to McDougal (1908) every habit is formed as a result some instinctive activities. Thus, habit has no independent incentive value of its own. It is always in relation to some instinct. A habit is a link or association between a stimulus (cue) and a response. Habits increase with the number of associations on which the stimulus and the response have occurred together. Hull (1951) postulated that for a habit to be established not only must the stimulus and response occur close to each other temporally and spatially but also the response must be accompanied with a reinforcement.

SPECIFIC PROBLEMS AND HYPOTHESES

AGGRESSION AS A DEPENDENT VARIABLE

(I) whether subjects of the both sexes differ significantly for their aggression. It was hypothesized that aggression of boys would be higher than their girls counterparts.

(II) whether subjects of two age groups (low & high) differ significantly regarding their aggression. It was assumed that subjects of high age group would show greater magnitude of aggression than the subjects of low age group.

(III) Whether westernized programmes increase more aggression than the non-westernized programmes. It was hypothesized that subjects of westernized TV programme group would show greater extent of aggression than the subjects of non-westernized TV programme viewer.

(IV) Whether the three independent variables interact with one another, and as a result, aggression level of different groups differ significantly. It was expected that groups formed on the basis of age, sex and programme would show significant differences on their aggression levels.
VALUE SYSTEM AS DEPENDENT VARIABLE

(I) Whether subjects of the both sexes differ significantly on the terminal and instrumental values. It was assumed that boys would show greater emphasis on individualistic, materialistic, personal qualities and competitive values while less emphasis on the values related to cooperative and group life than their female counterparts.

(II) Whether subjects of the two age groups (low & high) differ significantly on the value. It was hypothesized that subjects of high age group would show less emphasis on the values related to social relevance, religious qualities, cooperation and group life while greater emphasis on personal qualities, materialistic, individualistic and competitive values than the subjects of low age.

(III) Whether westernized programme group show differences from the non-westernized TV programme viewers for various values. It was expected that westernized TV programme viewers would show less emphasis on the values related to social relevance, religious qualities, cooperative and group life while greater emphasis on personal qualities, materialistic, individualistic and competitive values than non-westernized TV programme group.

(IV) Whether values are different for the various groups formed on the basis of sex, age and types of programmes. It was assumed that different groups formed on the basis of the independent variable would show significant differences on different values.

HABIT AS DEPENDENT VARIABLE

(I) Whether subjects of both the sexes differ significantly on their habits. It was expected that boys would show different habits from their girls counterpart.

(II) Whether subjects of two age groups (low & high) differ significantly on their habits. It was assumed that low age group would
show less scores on physical exercises, brushing teeth, bathing and washing, use of cosmetics, naughty activities, fashion, holiday activities, interaction and friendship with opposite sex, conflict with parents, smoking, and drinking alcohol than the high age group. But both age groups would not differ significantly on some habits related to awaking, sleeping, food, study, etc..

(III) Whether westernized TV programme group show difference from the non-westernized TV programme viewer counter parts on various habits. It was expected that westernized programme viewers would show greater scores on the habits related to physical exercise, brushing teeth, washing and bathing, use of cosmetics, food, notorious activities, study, fashion, holiday activities, interaction and friendship with opposite sex, conflict with parents and teachers, smoking, and drinking alcohol than their non-westernized TV programme group.

(IV) Whether the three independent variables interact with one another, and as results, habits would be different for the various groups formed on the basis of sex, age and types of programmes. It was hypothesized that various groups formed on the basis of the independent variables would show significantly different habits.

Method

Design and Sample

The aim of the present study was to see the impact of westernized TV programme on aggression, value system and habits of boys and girls of late childhood and preadolescence. Thus, the dependent variables of the present study were aggression, value systems and habits. Sex, age and programme were taken as independent variables, and each one of them was divided in to two levels. Therefore, the study employed 2 x 2 x 2 factorial design taking two levels of age [i.e., 8 to 11 years (late
childhood) and 12 to 15 years (preadolescence), two levels of sex (i.e., boys & girls) and two types of programme (i.e., non-westernized & westernized).

For the purpose of the sample selection, two groups of TV viewers [i.e., non-westernized programme (NWP) & westernized programme (WP)] were identified on the basis of a survey. In the survey, those families having cable connections were identified separately from those families having only doordarshan facilities.

It is an established fact that socio-economic status is an important variable shaping aggression, value system and habits. Since socio-economic status was not chosen for the study, it was treated as extraneous variable in the present study and, therefore, had to be controlled. Matching and randomization were the techniques used to control it. For this purpose, survey was done in slum and developed colonies, and subjects were taken equally from these two areas. Each cell of the design comprised of 40-40 subjects and, therefore, total 320 subjects were taken in the sample. First of all, boys and girls of 8 to 11 years and 12 to 15 years of identified families were contracted, and requested to participate in the study. Agreed boys and girls were asked whether they were regular viewers of doordarshan or cable channels, specifically Star channels, M TV, V TV etc. Regular viewers of doordarshan or cable channels were administered the three tests to measure aggression, value systems and habits,

**Tools**

Adopted aggression questionnaire developed by Pati (1976) was used to measure aggression of the subjects. To assess value systems, Singh’s Value Test (1986, 1992) was adopted for children. A third test i.e., Habit Questionnaire was developed in the present study to examine the daily habits of the subjects. There were 82 items in the questionnaire. Sixty eight items were given with rating scales of different points (i.e., 3, 4 or
6. Some items \(N = 5\) were as open ended whereas three items were checklists. There were three simple response items on which ratio data were obtained. Three items were given with yes/no response alternatives.

RESULTS

1. AGGRESSION

Individual aggression scores of the subjects of different groups formed on the basis of sex, age and programmes were subjected to 3-way ANOVA. The main effects of sex, age and programmes were found to be significant. Boys showed higher aggression than their girls counter parts. Subjects of high age group showed higher aggression than their low age group counter part. Westernized programmes (WP) group showed higher aggression than the non-westernized programme (NWP) group. All the interactions were found to be insignificant.

2. VALUE SYSTEM

Ranks on different terminal and instrumental values were given for different groups on the basis of responses of the subjects which were subjected to Friedman's 2-way ANOVA by rank, separately for terminal and instrumental values. Obtained significant results reveal that subjects of different groups formed on the basis of three independent variables had different terminal and instrumental value systems. The three most preferred terminal and instrumental values of each group are as under:
(I) **Terminal Values**

<table>
<thead>
<tr>
<th>Group</th>
<th>Three most preferred values</th>
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<tbody>
<tr>
<td>1. Low age-Boys-NWP</td>
<td>1. Peaceful life</td>
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<td></td>
<td>2. Happy family/ God's grace</td>
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<tr>
<td></td>
<td>3. Luck</td>
</tr>
<tr>
<td>2. High age-Boys-NWP</td>
<td>1. Higher Status</td>
</tr>
<tr>
<td></td>
<td>2. Luck</td>
</tr>
<tr>
<td></td>
<td>3. Having Servants/ Healthy life</td>
</tr>
<tr>
<td>3. Low age-Girls-NWP</td>
<td>1. Peaceful life</td>
</tr>
<tr>
<td></td>
<td>2. Love</td>
</tr>
<tr>
<td></td>
<td>3. Happy family/Luck</td>
</tr>
<tr>
<td>4. High age-Girls-NWP</td>
<td>1. Peaceful life</td>
</tr>
<tr>
<td></td>
<td>2. Luck</td>
</tr>
<tr>
<td></td>
<td>3. Happy family</td>
</tr>
<tr>
<td>5. Low age-Boys-WP</td>
<td>1. God's grace</td>
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<tr>
<td></td>
<td>2. Higher Status</td>
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<td></td>
<td>3. Having Servants</td>
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<tr>
<td></td>
<td>2. High Status/Having Servants/Luck</td>
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<tr>
<td></td>
<td>3. Luxurious Life/Love</td>
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<tr>
<td>7. Low age-Girls-WP</td>
<td>1. Peaceful Life</td>
</tr>
<tr>
<td></td>
<td>2. Healthy Life</td>
</tr>
<tr>
<td></td>
<td>3. God's Grace</td>
</tr>
<tr>
<td>8. High age-Girls-WP</td>
<td>1. Healthy Life</td>
</tr>
<tr>
<td></td>
<td>2. God's Grace</td>
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<td></td>
<td>3. Having Servants</td>
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</table>
(II) **INSTRUMENTAL VALUE**

<table>
<thead>
<tr>
<th>Group</th>
<th>Three most preferred values</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Low age-Boys- NWP</td>
<td>1. God's grace</td>
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<tr>
<td></td>
<td>2. Intelligence</td>
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<td></td>
<td>3. Courage</td>
</tr>
<tr>
<td>2. High age-Boys-NWP</td>
<td>1. Luck</td>
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<tr>
<td></td>
<td>2. Intelligence</td>
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<td></td>
<td>3. Hard work</td>
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<tr>
<td>3. Low age-Girls-NWP</td>
<td>1. Good behaviour</td>
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<td></td>
<td>2. Intelligence/Courage</td>
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<td></td>
<td>3. Persistence</td>
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<td></td>
<td>2. Good behaviour</td>
</tr>
<tr>
<td></td>
<td>3. Intelligence/courage</td>
</tr>
<tr>
<td>5. Low age-Boys- WP</td>
<td>1. Luck/god's grace</td>
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<tr>
<td></td>
<td>2. Competition</td>
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<td></td>
<td>3. Courage</td>
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<tr>
<td>6. High age-Boys-WP</td>
<td>1. Competition</td>
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<tr>
<td></td>
<td>2. Cooperation</td>
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<td></td>
<td>3. Without fear</td>
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<tr>
<td>7. Low age-Girls-WP</td>
<td>1. Hard work</td>
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<td></td>
<td>2. Intelligence / God's grace</td>
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<td>3. Without fear</td>
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<td></td>
<td>2. Luck</td>
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<td></td>
<td>3. Good behaviour</td>
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3. HABITS

A. Habit Related to Sleeping and Wakefulness

Individual scores of the subjects of different groups formed on the basis of age, sex and programme were subjected to 3-way ANOVA separately for the three items (i.e., sleeping time; awaking time; awaking spontaneously). Obtain significant results indicated that:

(I) Boys awake significantly later than their girls counterpart.

(II) The subjects of high age group awake later than their low age group counterparts. Results regarding awaking spontaneously show that subjects of high age awake less spontaneously than the subjects of low age.

(III) Subjects of WP group showed that they slept later in the night, woke later in the morning and awoke less spontaneously than the subjects of NWP group.

(IV) Effect of interaction between sex and age was found to be significant in the case of awaking spontaneously. Interaction between sex and programme were found to be significant in the cases of awaking time and awaking spontaneously. Interaction effect of age X programme were found to be significant in the cases of awaking time and awaking spontaneously.

B. Habits Related to Physical Exercise

Individual scores of the subjects of different groups on the two items (i.e., morning walk, and exercises) were subjected to 3-way ANOVA. Significant results revealed that:

(I) Boys showed greater amount of exercise than the girls.

(II) High age group showed more physical exercise than the low age group.
(III) The first order interactions between sex and age were found to be significant in both the cases i.e., morning walk and exercise.

C. Habits Related to Cleanliness

Individual scores of the subjects of different groups were subjected to Freedman’s ANOVA by rank separately for the five items (i.e., use of toothpaste, tooth brush, shampoos, bathing soaps and items for washing hairs). Obtained significant results showed that subjects of different groups showed different habits of using different items related to cleanliness.

D. Habits Related to Fashion and Glamour:

Individual scores of the subjects of different groups subjected to 3-way ANOVA separately for eighteen items (i.e., use of cream, powder, foundation, cleanser, kajal, lip-stick, nail-polish, bindi, fashionable clothes, trendy footwear, fondness for matching, polish of footwear, changing of clothes, well groomed, looking in mirror, ironing of clothes, hair styles, grooming of hair). Frequencies of the subjects regarding use of cream and moisturizing agents were subjected to Freedman’s ANOVA by rank. Obtained significant results showed that:

(I) Girls had stronger habits of using cream, powder, foundation, cleanser, kajal, lipstick, nail-polish and bindi, changing of clothes, looking in the mirror, ironing of clothes and grooming hair, and were more fond of matching than the boys.

(II) High age subjects showed more tendency of using cream, foundation, trendy footwear, and polish, changing of clothes, looking in the mirror, ironing of clothes, grooming of hair, and were more conscious of hair style, more fonds of matching than the subjects of low age group. On the other hand, higher age subjects showed low interest to use powder and bindi than their low age group counter parts.
(III) The WP group showed higher tendency of using cream, powder, foundation, cleanser, lipstick, nail polish, fashionable clothes, trendy footwear and polish, changing of clothes, looking in the mirror, ironing of clothes and grooming of hair, were more conscious of hair style, fond of matching and well groomed than the NWP group.

(IV) The interactions between sex and age were found to be significant in the cases of use of cream, foundation, bindi, fashionable clothes, trendy footwear, polish of footwear, fondness for matching, well groomed, hair style, grooming of hair. Effects of interactions between sex and programme were found to be significant in the cases of use of cream, foundation, lipstick, nail polish, fashionable clothes, trendy footwear, changing of clothes, well groomed, ironing of clothes, hair style and grooming of hair. The first order interactions between age and programmes were found to be significant in the cases of use of cream, powder, foundation, cleanser, kajal, bindi, fashionable clothes, fondness for matching, changing of clothes, looking in the mirror, ironing of clothes, grooming of hair. The second order interactions among sex, age and programme were found to be significant in the cases of use of cream, kajal, bindi, polish of footwear, looking in the mirror, ironing of clothes, hair style and grooming hair only.

(V) Obtained Freedman’s 2-way ANOVAs by rank regarding use of cream and moisturizing agents and were found to be significant. Significant results indicated that subjects of different groups showed significantly different liking for use of different creams (i.e., Fair & Lovely, Ponds, Lakme, Nivea, Ayur, Johnson & Johnson, Boroline, Boroplus, Vicco, any, none) and moisturizing agents (i.e., vaseline, glycerine, oil, moisturizing lotion, cold cream, don’t use) during winter months.

B. Food Habits

Individual scores of the subjects were subjected to 3-way ANOVA separately for the ten items i.e., nutrients with milk, chocolate, ice-cream,
cold-drink, chewing-gum, eat out, eating at thela, smoking, drinking alcohol, taking Pan Parag etc. Along with this, frequencies of the subjects of different groups on smoking, drinking alcohol and having drugs were subjected to $x^2$ analyses. Ranks on different beverage taken in the morning were analyzed employing Freedman's 2-way ANOVA by ranks. Obtained significant results indicated that:

(I) The girls showed higher tendency to eat chocolate and ice-cream than boys, while boys showed higher tendency to smoke and drink alcohol than the girls.

(II) High age group indicated higher tendency to take cold drink, eat out, smoking, taking Pan Parag/pan/gutaka etc and drink alcohol than the low age group counterpart. On the other hand, low age subjects showed higher habit to take nutrients with milk than their high age counter parts.

(III) The WP group revealed higher tendency to take chocolate, ice cream, cold drink, chewing gum, eat out, eat at thela, taking pan/Pan Parag etc., smoke and drink alcohol than their NWP group counter parts.

(IV) The interaction effects between sex and age were found to be significant for cold drink, chewing gum, eat out, eat at thela, taking pan/Pan Parag etc, smoking and drinking alcohol. The effects of interaction between sex and programme were found to be significant in the cases of nutrients with milk, chocolate, cold drink, chewing gum, smoking and drinking alcohol. Interactions of age X programme were found to be significant for chocolate, cold-drink, chewing-gum, eat out, eat at thela, taking Pan Parag, smoking and drinking alcohol. On the other hand, second order interaction among sex, age and programme were found to be significant in the cases of cold drink, eating at thela, smoking, drinking alcohol and taking Pan Parag etc.

(V) Obtained $x^2$ results were found to be significant which revealed that subjects of different groups showed their differences on whether they smoke, drink alcohol and have drugs.
(VI) Obtained Freedman’s ANOVA result was found to be significant which revealed that subjects of different groups showed differences on taking beverage in the morning.

F. Naughtly and Aggressive Behaviour

Individual scores of the subjects of different groups were analyzed employing 3-way ANOVA separately for the fourteen items (i.e., naughty behaviour, go to film by playing truant, teasing the teachers, quarrelling with friends, throwing things, quarrel to show of strength, quarrelling with parents and teachers, use of ruler, chain, knife, shoes and teeth, and thrashing while fighting). Significant results indicated that:

(I) Boys showed higher scores on naughty behaviour, go to film by playing truant, teasing the teachers, quarrelling with friends, quarrel to show strength, quarrelling with parents and teachers, use of ruler, chain, knife, shoes and thrashing while fighting than girls; while girls indicated greater scores on use of teeth in the fighting than their boys counterpart.

(II) The high age group showed more indulgence in naughty behaviour, more used to go to film by playing truant, tease the teachers, quarrel with parents and teachers, use of ruler, chain, knife in the fighting the low age group. On the other hand, high age group revealed lower tendency to use of teeth and thrashing in the fighting than their low age group counterpart.

(III) WP group showed higher scores on naughty behaviour, go to film by playing truant, teasing the teachers, quarrel with friend, throwing things, quarrel to show strength, quarrel with parents and teachers, use of ruler, chain, knife, shoes, teeth, thrashing in the fighting than NWP group counterpart.

(IV) The first order interactions between sex and age were found to be significant for naughty behaviour, go to film by playing truant, teasing
the teacher, and use of ruler, chain, knife, shoes, teeth and thrashing. Interactions of sex X programme were found to be significant in the cases of going to film by playing truant, teasing the teacher, quarrelling with friends, quarrel to show strength, quarrelling with parents and teachers, use of ruler, chain, knife, shoes, thrashing while fighting. Interactions of age X programme were found to be significant for naughty behaviour, going to film by playing truant, teasing the teachers, and use of ruler, chain, knife and teeth in the fighting. The second order interactions among sex, age and programme were found to be significant for going to film by playing truant, teasing the teachers, and use of ruler, knife, shoes, teeth and thrashing while fighting.

G. Study Habit:

Individual scores were subjected to 3-way ANOVA separately for ten items related to the study habit (i.e., bunking school, watching television by leaving the homework, studying course books, comics, sports-magazines, religious-books and novels, watching TV during examination, watching TV while studying, parental pressure for homework). Individual scores for the item study time how much do you study at different time intervals? were subjected to 4-way ANOVA repeated measures. Significant results indicated that:

(I) Boys had higher tendency of bunking school, watching TV by leaving the homework, reading sports magazines and novels, and watching TV during examination than their girls counterpart. On the other hand, boys indicated lower tendency of reading course books, comics and religious books than their girls counterpart.

(II) The high age subjects revealed higher tendency to bunk school, read course books, comics, sport magazines, religious books and novels, and watch TV while studying whereas low tendency to watch TV during examination than their low age counterpart.
(III) WP group indicated higher scores on bunking school, watching TV by leaving the home work, reading novels, watching TV during examination, watching TV while studying, and parental pressure for home work, while lower scores on reading course books, comics, sports magazines and religious books than the NWP group.

(IV) The interactions between sex and age were found to be significant for watching TV by leaving the home work, reading course books, watching TV while studying and parental pressure for home work. The interactions between sex and programme were found to be significant for watching TV by leaving the home work, reading comics, sport magazines, religious books and novels, and watching TV during examination. Effects of interactions of age X programme were found to be significant in the cases of watching TV by leaving the home work, reading course books, comics, sport magazines, religious books and novels, watching TV during examination, and watching TV while studying. The second order interactions among sex, age and programme were found to be significant for bunking school, reading course books, sport magazines and novels, and parental pressure for home work.

Obtained significant third order interaction effect of sex, age, programme and time intervals revealed that subjects of the various groups spent significantly different amount of time for the study at different time intervals.

H. Habits Related to Watching TV for Entertainment:

Individual scores regarding watching TV for entertainment were subjected to 3-way ANOVA separately for three items i.e., TV watching in holidays, watching late night movies on the TV, and watching TV against parental wishes. Significant results showed that:

(I) Boys scored higher on watching TV in holidays, watching late night movies on the TV, and watching TV against parental wishes than girls.
(II) The low age group showed higher scores on the watching TV during holidays than the high age group.

(III) The WP group had greater tendency of watching TV during holiday and watching TV against parental wishes than the NWP group counterpart.

(IV) The interaction effect of sex and age was found to be significant for watching TV against parental wishes. The interactions between age and programme were found to be significant for watching TV during holidays, watching late night movies on the TV and watching TV against parental wishes. The second order interaction effects among sex, age and programme were found to be significant for watching late night movies on the TV and watching TV against parental wishes.

I. Habits Related to Conflict with Parents

Individual scores regarding this habit were subjected to 3-way ANOVA separately for the four items (i.e., going against parental wishes regarding friendship, conflicts with parents on the choice of destination for holidays, selection of clothes of own choice instead of parents' choice, and arguments with parents on the matter of fashion. Significant results showed that:

(I) Boys reveals higher tendency of going against parental wishes in forming friendship than their girls counterparts. On the other hand, boys showed lower tendency to conflict with parents on the choice of destination for holidays, argue with parents on the matter of fashion than their girls counterpart.

(II) High age group showed higher tendency to go against parental wishes in forming friendship, selection clothes, and to argue with parents on the matter of fashion than their low age counterpart.

(III) The WP group showed higher scores on all items of habits related to conflict with parents than the NWP group.
(IV) The interaction effects of sex X age were found to be significant in cases of all the items related to this habit. Effect of sex X programmes interaction was found to be significant in the case of arguments with parents on the matter of fashion. Interactions of age X programme were found to be significant for going against parental wishes in forming friendship, selection of clothes, and arguments with parents on the matter of fashion. The second order interactions among sex, age and programme were found to be significant for going against parental wishes in forming friendship, selection of clothes, and arguments with parents on the matter of fashion.

J. Interaction with Friends and Opposite Sex

Individual scores of the subjects of different groups regarding interaction with friends and opposite sex were subjected to 3-way ANOVA separately for the six items i.e., play in the group consists of member of opposite sex, going on dates, going to picnic with friends, provocative behaviour, passing comments and writing letter to opposite sex friends. Significant results showed that:

(I) Boys had higher habit to play in the group consisted of member of opposite sex, go on dates, go to picnic with friends and write letters to their opposite sex friends; but girls had higher score on passing comments than the boys.

(II) The high age group showed higher tendency to go on dates, go to picnic with friends, provoke, pass comments and write letters to opposite sex friends than the low age group.

(III) The WP group revealed higher scores on all the six items than the NWP group counterpart.

(IV) The interaction effects of sex X age were found to be significant for playing in the group consists of member of opposite sex, going on dates, going to picnic with friends, passing comments, and writing letters
to opposite sex friends. The interactions of sex X programmes were found to be significant for playing in the group consists of member of opposite sex, going to picnic with friends, writing letters to opposite sex friends. Effects of interaction between age and programmes were found to be significant in the case of playing in the group consists of member of opposite sex, going on dates, going to picnic with friends, passing comments, and writing letters to opposite sex friends.