Chapter Four

RESULTS AND DISCUSSION

As has been mentioned that impact of westernized TV programmes was examined on the three dependent variables i.e., aggression, value system and habits. Obtained data were, both non-metric and metric, and were analysed as per their nature. Non-metric data were analysed employing Friedman’s 2-way ANOVA by Rank and chi-square, while metric data were analysed employing ANOVA. Before using ANOVA the data were also subjected to Bartlett-Box F test as pre-ANOVA test to verify the homogeneity of variance, and after getting satisfaction, ANOVA were employed. If interactions were found to be significant, Newman-Keuls test was used as post-ANOVA test to examine the significant differences among various groups.

Results and discussion are presented according to the dependent variables in three parts. Part-1 deals with aggression while part-2 and part-3 deal with value system and habits.

Part - 1

AGGRESSION

The first specific problem of the present study was related to examine the effect of age, sex and programme on aggression. For this purpose, individual scores of the subjects with different groups, formed on the basis of age, sex and programme, were subjected to 3-way ANOVA. Barlett Obtained average aggression scores of different sub groups are presented in table 7. Summary of 3-way ANOVA is presented in the table 8.
Table: 7. Mean aggression scores of the subjects with different groups formed on the basis of sex, age and programme.

<table>
<thead>
<tr>
<th>Programme</th>
<th>Boys</th>
<th></th>
<th>Girls</th>
<th></th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low age</td>
<td>High age</td>
<td>Low age</td>
<td>High age</td>
<td></td>
</tr>
<tr>
<td>NW Programme</td>
<td>412.12</td>
<td>488.10</td>
<td>347.37</td>
<td>410.15</td>
<td>.06</td>
</tr>
<tr>
<td>W Programme</td>
<td>520.75</td>
<td>628.72</td>
<td>448.07</td>
<td>535.75</td>
<td></td>
</tr>
</tbody>
</table>

Average scores depicted in the table 7 do not reveal the main effect as well as first order interaction effects. For this purpose, mean scores of main comparison groups formed on basis of their age, sex, and programme, and various sub-groups formed on basis of first order interaction effects were calculated on basis of individual scores, and presented in table 9, 10, 11 and 12.

Table: 8. Summary of 3-way ANOVA showing main as well as interaction effects for sex, age and programme.

<table>
<thead>
<tr>
<th>Source</th>
<th>SS</th>
<th>df</th>
<th>MS</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex (A)</td>
<td>475398.61</td>
<td>1</td>
<td>475398.61</td>
<td>107.23***</td>
</tr>
<tr>
<td>Age (B)</td>
<td>559116.80</td>
<td>1</td>
<td>559116.80</td>
<td>126.11***</td>
</tr>
<tr>
<td>Programme (C)</td>
<td>1130739.01</td>
<td>1</td>
<td>1130739.01</td>
<td>255.04***</td>
</tr>
<tr>
<td>AB</td>
<td>5611.075</td>
<td>1</td>
<td>5611.075</td>
<td>1.21</td>
</tr>
<tr>
<td>AC</td>
<td>2633.51</td>
<td>1</td>
<td>2633.51</td>
<td>.59</td>
</tr>
<tr>
<td>BC</td>
<td>16188.05</td>
<td>1</td>
<td>16188.05</td>
<td>3.65</td>
</tr>
<tr>
<td>ABC</td>
<td>252.05</td>
<td>1</td>
<td>252.05</td>
<td>.06</td>
</tr>
<tr>
<td>Error</td>
<td>1383270.20</td>
<td>312</td>
<td>4433.56</td>
<td></td>
</tr>
</tbody>
</table>

** P < .001
Table: 9. Mean scores of two sex groups, two age groups, and two programme.

<table>
<thead>
<tr>
<th>Variables</th>
<th>Groups</th>
<th>Average Aggression</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Sex</td>
<td>Boys</td>
<td>512.42</td>
</tr>
<tr>
<td></td>
<td>Girls</td>
<td>435.33</td>
</tr>
<tr>
<td>(2) Age</td>
<td>Low</td>
<td>432.07</td>
</tr>
<tr>
<td></td>
<td>High</td>
<td>515.68</td>
</tr>
<tr>
<td>(3) Programme</td>
<td>NW Programmes</td>
<td>414.43</td>
</tr>
<tr>
<td></td>
<td>W Programmes</td>
<td>533.32</td>
</tr>
</tbody>
</table>

Table: 10. Mean scores of two sexes taken from two age groups.

<table>
<thead>
<tr>
<th>Age</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low Age</td>
<td>466.43</td>
<td>397.72</td>
</tr>
<tr>
<td>High age</td>
<td>558.41</td>
<td>472.95</td>
</tr>
</tbody>
</table>

Table: 11 Mean scores of two programme group drawn from two sexes.

<table>
<thead>
<tr>
<th>Programme</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>NW Programmes</td>
<td>450.11</td>
<td>378.76</td>
</tr>
<tr>
<td>W Programmes</td>
<td>574.73</td>
<td>491.91</td>
</tr>
</tbody>
</table>
Table 12. Mean scores of two age groups taken from two programmes group.

<table>
<thead>
<tr>
<th>Programmes</th>
<th>Low age</th>
<th>High age</th>
</tr>
</thead>
<tbody>
<tr>
<td>NW Programmes</td>
<td>379.74</td>
<td>442.12</td>
</tr>
<tr>
<td>W Programmes</td>
<td>484.41</td>
<td>582.23</td>
</tr>
</tbody>
</table>

**MAIN EFFECTS**

Results regarding the main effects of the three independent variables are presented as under:

**SEX**

Results given in table 8 and 9 revealed that the main effect of sex on aggression was significant, \( F(1,312) = 107.23, P < .001 \). Boys showed higher aggression \( M=512.42 \) than their girls counterpart \( M=435.33 \). Finding of the present research supported the hypothesis that aggression of boys would be higher than their girls counterpart.


It is clear that body structure of boys and girls are different. The sex hormones are important in a variety of ways from very childhood. Normal boys have higher testosterone (a hormone causing aggressive behaviour) than normal girls from week 8 to 24 of gestation commencing from first to fifth month of age (after birth), and again after puberty (Le-vay, 1993). Many researchers believe that hormonal effects also change the brain
which results in behavioural differences between the two sexes (Brudlove, 1994; Levay, 1993). Several studies indicates that higher concentration of testosterone is associated with greater level of self reported aggression (Christiansen & Knussman, 1987; Olweus, 1986; Gladue, 1991; Dabbs & Marris, 1990; Dabbs, 1992a & b).

On the basis of above explanation, it may be concluded that biological and genetic factors play a role in gender differences with respect to aggression. But many social psychologist reject this assumption. They believe that sex role and contrasting socialization experiences for boys and girls are the main determinant of such behaviour (Baron & Richardson, 1994). According to this argument, boys are more aggressive than girls because they are taught from the very early age that aggressive behaviour is appropriate for boys and even required as a demonstration of their masculinity. On the other hand, girls are taught that aggression is unfeminine, and should be avoided.

AGE

Results given in table 8 and 9 revealed that the main effect of age on aggression is significant, \[ F (1,312) = 126.11 \text{ } P<.001 \]. Subject of high age group (pre-adolescence, 12 to 15 years) showed higher aggression \( (M=515.68) \) than the low age group (late childhood, 8 to 11 years) counterpart \( (M=432.07) \).

Finding of the present research supported the hypothesis that subjects of high age group would show greater magnitude of aggression than the subjects of low age group. The results also supported the conclusion of various studies like Eron (1983); Shuhan (1983); Baxter, Diriemer & Lisle (1985); Huesmann (1986); Hoberman (1990); Comstock & Strasburger (1990).

It has been argued that testosterone hormone is a causal factor for aggression. Le-vay (1993) has concluded that testosterone is found at even
the period of gestation, infancy, and again at the time after puberty. Exposure to androgen is believed to add masculinity to the nervous system. Although testosterone is a sex hormone, it is found in both the sexes. Both, male and female possess at least some of it. Male have more testosterone but female may have lower level of testosterone (Bee, 1995). It is clear that testosterone is more active after puberty. This is one of reasons as to why subjects of high age group showed higher level of aggression.

PROGRAMME

Results given in table 8 and 9 revealed that the main effect of programme on aggression is significant, \[ F (1,312) = 255.04, P < .001 \]. Westernized programme group showed higher aggression (\( M = 533.32 \)) than their non-westernized programme group counterpart (\( M = 414.43 \)).

Findings of the present research supported our hypothesis that westernized TV programme, heavily loaded with sex and violence would cause greater magnitude of aggression than non-westernized programmes loaded with less sex and violence. Present findings also supported the findings of other researches (e.g., Libert, 1986; Rowe & Herstand, 1986; Friedrich Cofer & Huston, 1986; Singer & Singer 1986; Singer, 1986; Sherman & Daminick, 1986; Rule & Ferguson 1986; Josephson, 1987 Abbott, 1992).

It is noteworthy to mention that findings of the present research was not similar to the findings of many researches (i.e. Lagerspetz & Viemero, 1982; Comstock, 1986; Freedman, 1986; Messner, 1986; Roths, Huston & Wright, 1986; Lynn, Hampson & Agahi, 1989). However, reasons given by these researches may be retrieved at the time of explanation of the present findings. For example, Lagerspetz and Viemero (1982) argued that identification with the characters of a TV story is important. If a child identified himself with the heroes of the violent film, his aggression may be increased by watching such programme.
Baron and Byrne (1995) has discussed four processes which seem to play an important role in this context: (i) Exposure to media violence weakens the inhibition of viewers against engaging such behaviour; (ii) Exposure to media violence provides viewers with new technique of attacking and harming which others might not have previously discovered by others, (iii) Watching that others engage in aggressive action influences viewers cognition (i.e., Berkowitz, 1984, 1988), and (iv) Violent materials contribute to prime aggressive thought and memory, making these, more readily available in viewers' cognitive system.

INTERACTION EFFECTS

SEX x AGE

In fact, main effects of sex and age are significant. Significant main effects and in insignificant interaction effect indicated that sex differences regarding aggression for the high age level is similar to sex differences for low age level. It may also be said that difference in the aggression of boys of low and high age groups is similar to the difference in aggression of girls between their two age levels. It can be observed that boys showed higher aggression than the girls at low age level. Similarly, boys of high age level also showed greater magnitude of aggression than their girls counter parts. It is also clear that boys and girls, both have exhibited greater magnitude of aggression at the high age level than low age levels.

It has been mentioned that testosterone is the hormone which leads aggression. It has also been mentioned that testosterone is a male hormone. Males possess higher level of testosterone than females. It increases after puberty. On this basis, one may assume that sex difference regarding aggression at late childhood level would become wider at preadolescence level, and effect of interaction between age and sex would be significant. But result did not support this assumption. What is the reason behind above result? One reason may be coated here is socialization process. It has been noted that socialization is a conducive
factor determining aggression level. It is observed that social norms are against the aggressive behaviour. Behaviours loaded with extreme aggression are not socially permitted. Such behaviours are criticized in the society. Perhaps, this social sanction inhibits aggressive behaviour in preadolescence boys, and as a result, they show their aggression at the permitted level. But what is the permitted level of aggression for boys? In our socialization process, boys are taught that a certain level of aggressive behaviour is normal for males so as to prove their masculinity. Perhaps, this is the reason for the similar degree of difference between boys and girls at lower and higher age levels.

**SEX x PROGRAMME**

Results given in table 8 indicated that interaction between sex and programme is not significant \(F(1,312)=.59, p>.05\). It has been noted that main effects of sex and programme are significant. Significant main effect and insignificant interaction effect, indicated that males acquired higher level of aggression (to prove their masculinity). Westernized programme has its negative impact, and therefore, both boys and girls, showed higher level of aggression.

**AGE & PROGRAMME**

Results given in table 8 indicated that interaction between age and programme was not significant \(F(1,312)=3.65, p>.05\). It has been mentioned that main effect of age and programme is significant. Significant main effect and insignificant interaction effect indicated that age differences result does not indicate so much effect of programme.

**SEX X AGE X PROGRAMME**

A close perusal of table 8 indicated that second order interaction among sex, age and programme was not significant \(F(1,312)=.06, p>.05\). Significant effect of sex, age and programme, and insignificant second order interaction effect revealed that the three factors did not
interact for the aggression of the subjects, and as a result, high age boys of WP group exhibited highest level of aggression (M=628.79), and lower age girls showed lowest level of aggression (M= 347.37). Over all, boys show higher level of aggression than girls, no matter whether they were from low age or high age, NWP group or WP group. Similarly, subjects of high age group showed higher level of aggression than the low age groups. It is true for both sex groups and both programme groups. It may also be concluded that WP groups showed higher level of aggression than NWP, no matter whether they are boys or girls, and from low age or high age groups.
Part - 2

VALUE SYSTEM

Frequencies of the responses on each terminal and instrumental value were obtained, and on the basis of these frequencies ranks were given to the values separately for different groups. Friedman’s 2-way ANOVA by rank was employed separately for terminal and instrumental values. Obtained results are presented as under:

(I) Terminal values

As has been reported, fifteen values were taken in the list of terminal values. Friedman’s 2-way ANOVA results are presented in table 13,14 and 15. Results related to the main groups of sex, age and programmes are presented in table 13. Results related to interactional groups are indicated in the tables 14 and 15.

Table: 13. Frequencies of the subjects regarding different terminal values as functions of sex, age and programme, and obtained Friedman’s ANOVA results

<table>
<thead>
<tr>
<th>Values</th>
<th>Sex</th>
<th>Age</th>
<th>Programme</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Low age</td>
<td>High age</td>
</tr>
<tr>
<td>1. Wealth</td>
<td>99</td>
<td>74</td>
<td>105</td>
</tr>
<tr>
<td>2. Comfortable life</td>
<td>98</td>
<td>75</td>
<td>111</td>
</tr>
<tr>
<td>3.Luxerious facilities</td>
<td>96</td>
<td>88</td>
<td>109</td>
</tr>
<tr>
<td>4. Love</td>
<td>85</td>
<td>101</td>
<td>97</td>
</tr>
<tr>
<td>5. Happy family</td>
<td>87</td>
<td>97</td>
<td>93</td>
</tr>
<tr>
<td>6. Higher status, Prestige</td>
<td>110</td>
<td>90</td>
<td>113</td>
</tr>
<tr>
<td>7. Having Servants</td>
<td>98</td>
<td>94</td>
<td>112</td>
</tr>
<tr>
<td>8. Good company</td>
<td>74</td>
<td>78</td>
<td>90</td>
</tr>
<tr>
<td>9. Knowledge and skill</td>
<td>75</td>
<td>117</td>
<td>54</td>
</tr>
</tbody>
</table>
Values | Sex | Age | Programme | Sex | Age | Programme |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Low age</td>
<td>High age</td>
<td>NWP</td>
<td>WP</td>
</tr>
<tr>
<td>10. God's grace</td>
<td>100</td>
<td>113</td>
<td>106</td>
<td>107</td>
<td>103</td>
<td>90</td>
</tr>
<tr>
<td>11. Peaceful life</td>
<td>84</td>
<td>127</td>
<td>104</td>
<td>97</td>
<td>114</td>
<td>97</td>
</tr>
<tr>
<td>12. Success</td>
<td>80</td>
<td>82</td>
<td>85</td>
<td>87</td>
<td>73</td>
<td>84</td>
</tr>
<tr>
<td>13. Luck</td>
<td>99</td>
<td>112</td>
<td>93</td>
<td>118</td>
<td>114</td>
<td>97</td>
</tr>
<tr>
<td>14. Healthy life</td>
<td>80</td>
<td>104</td>
<td>110</td>
<td>104</td>
<td>82</td>
<td>93</td>
</tr>
<tr>
<td>15. Altruism</td>
<td>54</td>
<td>94</td>
<td>77</td>
<td>71</td>
<td>78</td>
<td>70</td>
</tr>
</tbody>
</table>

\[ \chi^2 = 14.62 \]
\[ p > .05 \]

Table: 14. Frequencies of the subjects regarding different terminal values as a interactional function of sex x age, sex x programme and age x programme, and obtained Friedman's ANOVA results.
<table>
<thead>
<tr>
<th>Value</th>
<th>Boys Low age</th>
<th>Girls Low age</th>
<th>Boys High age</th>
<th>Girls High age</th>
<th>Boys Low age</th>
<th>Girls Low age</th>
<th>Boys High age</th>
<th>Girls High age</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peaceful life</td>
<td>47 37</td>
<td>67 60</td>
<td>46 38</td>
<td>68 59</td>
<td>65 49</td>
<td>49 48</td>
<td>48</td>
<td></td>
</tr>
<tr>
<td>Success</td>
<td>39 41</td>
<td>36 46</td>
<td>36 44</td>
<td>37 40</td>
<td>36 39</td>
<td>37 50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Luck</td>
<td>41 58</td>
<td>52 60</td>
<td>52 47</td>
<td>62 50</td>
<td>58 35</td>
<td>56 62</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Healthy life</td>
<td>35 45</td>
<td>45 59</td>
<td>42 38</td>
<td>39 55</td>
<td>33 47</td>
<td>48 56</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Altruism</td>
<td>31 23</td>
<td>46 48</td>
<td>32 22</td>
<td>46 48</td>
<td>31 36</td>
<td>37 34</td>
<td></td>
<td></td>
</tr>
<tr>
<td>( \chi^2 )</td>
<td>26.03</td>
<td></td>
<td>19.65</td>
<td></td>
<td>23.66</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>( p &lt; 0.05 )</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table: 15. Frequencies of the subjects regarding different terminal values as a interactional function of sex, age and programme.
A close study of table 13 indicated that terminal values of boys were not different from the girls as \( \chi^2 \), was found to be insignificant (\( \chi^2 = 14.62, p > .05 \)). A similar result was also found in the case of age differences. Obtained \( \chi^2 \), was found to be 12.37, (\( p > .05 \)) indicating that subjects of low and high age groups had nearly similar terminal values. Similarly, both programmes groups didn’t show significant variation regarding their terminal values (\( \chi^2 = 12.92, p > .05 \)) at superficial level.

The results shown in the table 14 revealed that boys and girls of both age levels showed their preference for terminal values differently (\( \chi^2 = 26.03, p < .05 \)). Similar result was also found in the case of low and high age subjects for both programmes groups. Obtained \( \chi^2 \), was found to be 23.66, (\( p < .05 \)) revealing that low and high age subjects of both programmes groups had different terminal values. On the other hand, boys and girls of both programmes groups did not show significant variation regarding their terminal values (\( \chi^2 = 19.65, p > .05 \)).

Results shown in table 15 indicated that various groups formed on the basis of sex, age and programmes were to have significantly different terminal values (\( \chi^2 = 35.62, p < .01 \)).

For the analysis of differences, three most and three least preferred terminal values were taken into consideration. However, some leading
results regarding preferences of middle range were also considered for the discussion. The most and least preferred terminal values for different groups are presented as Under:

<table>
<thead>
<tr>
<th>Most preferred terminal values</th>
<th>Least preferred terminal values</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Low age-Boys-NWP</td>
<td></td>
</tr>
<tr>
<td>Peaceful life</td>
<td>Altruism.</td>
</tr>
<tr>
<td>Happy family/God's grace</td>
<td>Healthy life/Having servant/comfortable life</td>
</tr>
<tr>
<td>Luck</td>
<td>Success</td>
</tr>
<tr>
<td>2. High age-Boys/NWP</td>
<td></td>
</tr>
<tr>
<td>Higher Status</td>
<td>Love/Altruism</td>
</tr>
<tr>
<td>Luck</td>
<td>Peaceful life/success</td>
</tr>
<tr>
<td>Having servants/Healthy life</td>
<td>Comfortable life</td>
</tr>
<tr>
<td>3. Low age-Girls-NWP</td>
<td></td>
</tr>
<tr>
<td>Peaceful life</td>
<td>Comfortable life</td>
</tr>
<tr>
<td>Love</td>
<td>Wealth/Healthy life</td>
</tr>
<tr>
<td>Happy family/Luck</td>
<td>Success</td>
</tr>
<tr>
<td>4. High age-Girls/NWP</td>
<td></td>
</tr>
<tr>
<td>Peaceful life</td>
<td>Success</td>
</tr>
<tr>
<td>Luck</td>
<td>Wealth/Comfortable life</td>
</tr>
<tr>
<td>Happy family</td>
<td>Knowledge and skill</td>
</tr>
<tr>
<td>5. Low age-Boys-WP</td>
<td></td>
</tr>
<tr>
<td>God's grace</td>
<td>Knowledge skill.</td>
</tr>
<tr>
<td>Higher status</td>
<td>Good Company</td>
</tr>
<tr>
<td>Having servants</td>
<td>Altruism</td>
</tr>
<tr>
<td>6. High age-Boys/WP</td>
<td></td>
</tr>
<tr>
<td>Wealth/comfortable life</td>
<td>Altruism</td>
</tr>
<tr>
<td>Higher status/Having Servants/Luck</td>
<td>Good Company</td>
</tr>
<tr>
<td>Luxurious life/Love</td>
<td>Happy family/Healthy life</td>
</tr>
<tr>
<td>7. Low age-Girls-WP</td>
<td></td>
</tr>
<tr>
<td>Peaceful life</td>
<td>Happy family/Success</td>
</tr>
<tr>
<td>Healthy life</td>
<td>Luck</td>
</tr>
<tr>
<td>God's grace</td>
<td>Higher status/Good company</td>
</tr>
<tr>
<td>8. High age-Girls-WP</td>
<td></td>
</tr>
<tr>
<td>Healthy life</td>
<td>Comfortable life</td>
</tr>
<tr>
<td>God's grace</td>
<td>Good Company</td>
</tr>
<tr>
<td>Having servants</td>
<td>Happy family/Higher status</td>
</tr>
</tbody>
</table>
Results indicated that peaceful life was preferred mostly by low age boys of non-westernized programmes group and all groups of girls except high age girls of westernized programme group. Happy family was next terminal value which was liked by non-westernized programme groups of girls of both age levels, and boys of low age level watching non-westernized programmes. Luck was also a factor in the list of most preferred values of all subjects of non-westernized programmes groups. It can be observed that girls of both age level and boys of low age levels watching non-westernized programmes showed similar trends. However, high age boys- non-westernized programmes group showed almost different terminal value system, they preferred higher status, having servant, healthy life and luck.

Subjects of westernized programmes groups showed different trends. Higher status, wealth, having servant, luxurious life etc. were referred most by boys of westernized programmes groups. High age girls-westernized programmes group showed their leaning similar to the boys. On the basis of the most preferred terminal values, it may be concluded that watching westernized TV programmes develops such terminal value system in subjects which are related to materialistic, individualistic and possessive views. On the other hand, watching non-westernized programmes develops terminal value systems in such way as viewers may emphasize group life and peace in their life; but it was not true for high age boys- non-westernized programmes group. Subjects of this group preferred those terminal value, which were preferred by the subjects of westernized programmes groups.

Study of list of least preferred terminal values also supported the above assumption. Boys of all the group showed least liking for altruism. Comfortable life and success were also least preferred by subjects of non-westernized programmes groups. On the other hand, good company was in the list of least preferred values of subjects of westernized programmes groups. Happy family was also preferred least by these subjects.
Comparison of most and least preferred values also indicated that westernized programmes group had terminal value system different from non-westernized programmes groups. Most preferred values of westernized programmes groups were in the list of least preferred values of non-westernized programmes groups. Similarly, most preferred terminal values of non-westernized programmes groups are in the list of least preferred value of westernized programme groups. However, age and sex variation was also seen in this regard.

Results shown in table 15 indicated that wealth was preferred most by boys watching westernized programmes, while it was preferred moderately by other groups. Results regarding comfortable life was found in a similar way. Luxurious life and having servants were preferred by boys and girls of high age, watching westernized programmes. Higher status was preferred by high age boys of both programme group, but both group did not show the same liking for success. Success was most preferred by high age girls- westernized programme group. Values related to interpersonal relationship, love, good company and altruism were preferred differently by various groups. Love was given more emphasis by girls, specifically of non-westernized programme groups. Good company was more preferred by subjects watching non-westernized programmes; high age girls watching westernized programmes also showed the same preference. Altruism was also preferred by the girls of different groups, whereas, boys of high age watching westernized programmes showed about zero interest towards altruism. Knowledge and skill was a value which was preferred by girls of high age watching westernized programmes and the least by low age boys watching the same programmes.

Love and happy family were liked most by low age girls watching non-westernized programmes. Boys of high age watching westernized programmes also showed their interest in love. God's grace was preferred more by high age girls watching westernized programmes, whereas, other
group showed about similar preference for it. Peaceful life was preferred more by girls of both programmes group than their boys counterparts. Luck was more preferred by girls of non-westernized programme group, high age boys and girls of westernized programme group, but low age boys and girls watching westernized programmes showed decreased liking for it. Healthy life was preferred by girls of both age levels watching westernized programmes. Contrary to this, girls watching non-westernized programmes showed relatively less or emphasis on it.

(II) Instrumental Value

As has been reported, fifteen values were taken in the list of instrumental values. Friedman's 2-way ANOVA results are presented in table 16, 17 and 18. Results related to the groups of sex, age and programme are presented in table 16, while results related to interactional groups are indicated in table 17 and 18.

Table: 16. Frequencies of the subjects regarding different instrumental values as a functions of sex, age and programme, and obtained Friedman's ANOVA results.

<table>
<thead>
<tr>
<th>Values</th>
<th>Sex</th>
<th>Age</th>
<th>Programme</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Low Age</td>
</tr>
<tr>
<td>1. Hard Work</td>
<td>80</td>
<td>131</td>
<td>104</td>
</tr>
<tr>
<td>2. Wisdom, Intelligence</td>
<td>87</td>
<td>129</td>
<td>112</td>
</tr>
<tr>
<td>3. Help from others</td>
<td>59</td>
<td>90</td>
<td>63</td>
</tr>
<tr>
<td>4. Luck</td>
<td>102</td>
<td>91</td>
<td>89</td>
</tr>
<tr>
<td>5. God's grace</td>
<td>111</td>
<td>122</td>
<td>115</td>
</tr>
<tr>
<td>6. Imitation</td>
<td>56</td>
<td>28</td>
<td>28</td>
</tr>
<tr>
<td>7. Corruption</td>
<td>64</td>
<td>23</td>
<td>18</td>
</tr>
<tr>
<td>8. Cheating</td>
<td>59</td>
<td>06</td>
<td>20</td>
</tr>
<tr>
<td>9. Competition</td>
<td>91</td>
<td>37</td>
<td>58</td>
</tr>
<tr>
<td>Values</td>
<td>Sex</td>
<td>Age</td>
<td>Programme</td>
</tr>
<tr>
<td>------------------------------</td>
<td>----------------------</td>
<td>----------------------</td>
<td>------------</td>
</tr>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Low Age</td>
</tr>
<tr>
<td>10. Will (Intent Intention)</td>
<td>78</td>
<td>98</td>
<td>78</td>
</tr>
<tr>
<td>11. Motivated by others</td>
<td>71</td>
<td>116</td>
<td>87</td>
</tr>
<tr>
<td>12. Good behaviour</td>
<td>71</td>
<td>112</td>
<td>81</td>
</tr>
<tr>
<td>13. Without fear</td>
<td>91</td>
<td>97</td>
<td>90</td>
</tr>
<tr>
<td>14. Courage</td>
<td>96</td>
<td>120</td>
<td>102</td>
</tr>
<tr>
<td>15. Persistence</td>
<td>80</td>
<td>106</td>
<td>94</td>
</tr>
</tbody>
</table>

\[ \chi^2 = 22.81 \quad 22.65 \quad 20.08 \]

Table: 17. Frequencies of the subjects regarding different instrumental values as a interactional function of sex x age, sex x programme and age x programme, and obtained Friedman's ANOVA results.

<table>
<thead>
<tr>
<th>Values</th>
<th>Sex</th>
<th>Age</th>
<th>Programme</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Low Age</td>
</tr>
<tr>
<td>1. Hard Work</td>
<td>38</td>
<td>42</td>
<td>66</td>
</tr>
<tr>
<td>2. Wisdom, Intelligence</td>
<td>44</td>
<td>43</td>
<td>68</td>
</tr>
<tr>
<td>3. Help from others</td>
<td>19</td>
<td>40</td>
<td>44</td>
</tr>
<tr>
<td>4. Luck</td>
<td>51</td>
<td>51</td>
<td>38</td>
</tr>
<tr>
<td>5. God's grace</td>
<td>55</td>
<td>56</td>
<td>60</td>
</tr>
<tr>
<td>6. Imitation</td>
<td>19</td>
<td>37</td>
<td>09</td>
</tr>
<tr>
<td>7. Corruption</td>
<td>13</td>
<td>51</td>
<td>05</td>
</tr>
<tr>
<td>8. Cheating</td>
<td>18</td>
<td>41</td>
<td>02</td>
</tr>
<tr>
<td>9. Competition</td>
<td>41</td>
<td>50</td>
<td>17</td>
</tr>
<tr>
<td>10. Will (Intent Intention)</td>
<td>37</td>
<td>41</td>
<td>41</td>
</tr>
<tr>
<td>11. Motivated by Others</td>
<td>32</td>
<td>39</td>
<td>55</td>
</tr>
<tr>
<td>12. Good behaviour</td>
<td>33</td>
<td>38</td>
<td>48</td>
</tr>
</tbody>
</table>
Table 18. Frequencies of the subjects regarding different instrumental values as a interactional function of sex, age and programme.

<table>
<thead>
<tr>
<th>Values</th>
<th>Non Westernized Programme</th>
<th>Westernized Programme</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys Low Age</td>
<td>High Age</td>
</tr>
<tr>
<td>13. Without fear</td>
<td>30</td>
<td>61</td>
</tr>
<tr>
<td>14. Courage</td>
<td>44</td>
<td>52</td>
</tr>
<tr>
<td>15. Persistence</td>
<td>35</td>
<td>45</td>
</tr>
<tr>
<td>$\chi^2 = $</td>
<td>32.74**</td>
<td></td>
</tr>
</tbody>
</table>

**p < 0.01,  *p < 0.05**
Table 16 indicated that instrumental values of boys were not different from the girls as \( \chi^2 \) was found to be insignificant (\( \chi^2 = 22.81, p > .05 \)). A similar result was also found in the case of age differences. Obtained \( \chi^2 \) was found to be 22.65, (\( p > .05 \)) indicating that subjects of low and high age groups had approximately similar instrumental values. Similarly, both programme groups didn't show significant variation regarding their instrumental values (\( \chi^2 = 20.08, p > .05 \)) at superficial level.

A close study of table 17 revealed that boys and girls of both age levels showed their preference for instrumental values differently (\( \chi^2 = 32.74, p < .01 \)). A similar result was found in the case of boys and girls of both programme groups. Obtained \( \chi^2 \) was found to be 23.97, (\( p < .05 \)) revealing that boys and girls of both programme groups had different instrumental values. Similarly, low and high age subjects of both programme groups showed their preference for instrumental values differently (\( \chi^2 = 31.70, p < .01 \)).

Result shown in table 18 indicated that various groups formed on the basis of sex, age and programme were found to have significantly different instrumental values (\( \chi^2 = 49.19, p < .01 \)).

For the analysis of differences, three most least preferred instrumental values were taken into consideration, however, some leading results regarding preferences of middle range were also considered for
discussion. The most and least preferred instrumental values for different groups are presented as under:

<table>
<thead>
<tr>
<th>Most preferred instrumental values</th>
<th>Least preferred instrumental values</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Low age-Boys-NWP</td>
<td></td>
</tr>
<tr>
<td>God's grace</td>
<td>Cheating</td>
</tr>
<tr>
<td>Intelligence</td>
<td>Corruption</td>
</tr>
<tr>
<td>Courage</td>
<td>Help from other</td>
</tr>
<tr>
<td>2. High age-Boys-NWP</td>
<td></td>
</tr>
<tr>
<td>Luck</td>
<td>Imitation</td>
</tr>
<tr>
<td>Intelligence</td>
<td>Cheating</td>
</tr>
<tr>
<td>Hard work</td>
<td>Competition</td>
</tr>
<tr>
<td>3. Low age-Girls-NWP</td>
<td></td>
</tr>
<tr>
<td>Good behavior</td>
<td>Corruption/Cheating</td>
</tr>
<tr>
<td>Intelligence/courage</td>
<td>Imitation</td>
</tr>
<tr>
<td>Persistence</td>
<td>Competition</td>
</tr>
<tr>
<td>4. High age-Girls-NWP</td>
<td></td>
</tr>
<tr>
<td>Hard work</td>
<td>Cheating</td>
</tr>
<tr>
<td>Good behavior</td>
<td>Corruption/competition</td>
</tr>
<tr>
<td>Intelligence/courage</td>
<td>Imitation</td>
</tr>
<tr>
<td>5. Low age-Boys-WP</td>
<td></td>
</tr>
<tr>
<td>Luck/God's grace</td>
<td>Corruption</td>
</tr>
<tr>
<td>Competition</td>
<td>Imitation</td>
</tr>
<tr>
<td>Courage</td>
<td>Help from other</td>
</tr>
<tr>
<td>6. High age-Boys-WP</td>
<td></td>
</tr>
<tr>
<td>Competition</td>
<td>Hard Work/Wisdom</td>
</tr>
<tr>
<td>Cooperation</td>
<td>Help from others</td>
</tr>
<tr>
<td>Lack of fear</td>
<td>Good behavior</td>
</tr>
<tr>
<td>7. Low age-Girls-WP</td>
<td></td>
</tr>
<tr>
<td>Hard work</td>
<td>Cheating</td>
</tr>
<tr>
<td>Intelligence/God's grace</td>
<td>Corruption</td>
</tr>
<tr>
<td>Lack of fear</td>
<td>Imitation</td>
</tr>
<tr>
<td>8. High age-Girls-WP</td>
<td></td>
</tr>
<tr>
<td>God's grace</td>
<td>Cheating</td>
</tr>
<tr>
<td>Luck</td>
<td>Imitation/corruption</td>
</tr>
<tr>
<td>Good behavior</td>
<td>Competition</td>
</tr>
</tbody>
</table>
An analysis of instrumental value system of the subjects indicated that intelligence was most preferred instrumental values of the subjects of non-westernized programme groups and low age girls of westernized programme group. Courage was another value which was preferred by non-westernized programme groups (except high age boys of non-westernized programme group). Hard work was the value which was preferred by high age boys and girls of non-westernized programme groups. Good behavior was preferred by girls of non-westernized programme groups. Competitions/courage and lack of fear were preferred by subjects of westernized programme groups (except high age girls-westernized programme groups).

High age girls watching westernized programme showed their liking for god's grace, luck and good behavior. On the other hand, cheating, corruption and imitation/help from others were least liked by all the subjects (except high age boys watching westernized programmes). It clearly indicated that watching television program could not affect disliking of the subjects for certain instrumental values. However, high age boys watching, westernized programmes showed least liking of hard work, wisdom, good behavior and help from others. An another important results may be observed that competition was least liked by subjects of non-westernized programmes groups (except low age boys- non-westernized programme group) and high age girls of westernized programme group. But it was most liked instrumental values of the boys of westernized programme groups indicating that boys of these groups become more achievement oriented.

Analysis of table 18 revealed that instrumental values may be classified into several groups like personal qualities (will, intelligence/wisdom, lack of fear, courage and persistence), self behavior (imitation, positive behavior like, hard work, competition & good behavior, and anti-social behavior like, corruption & cheating), and external factors (helps from others, motivation by others, God's grace & luck).
Wisdom and intelligence was preferred most by all the subjects except boys watching westernized programmes where they showed very less interest. Girls of high age from both programmes groups showed higher liking for the will, whereas, other group showed moderate liking. Liking for lack of fear and persistence increased with age in boys while decreased in girls. Courage was preferred more by the subjects watching non-westernized programmes, whereas, low and high age boys watching westernized programmes showed least preference than the other groups.

Hard work was preferred more by the girls than boys, preferences of girls watching non-westernized programmes increased with age, while it decreased in girls watching westernized programmes. Liking for it increased with age in boys watching non-westernized programmes, while decreased in boys watching westernized programmes. Good behavior was also less preferred by the boys watching westernized programmes (however, interest for it increased with age). Subjects of westernized programme group showed less leaning towards good behavior than the subjects of non-westernized programme groups. Girls showed higher liking than the boys. On other hand, boys showed higher liking for the competition than girls, and westernized programmes subjects showed higher pressure for it than the subjects of non-westernized programmes group. Subjects of westernized programmes group showed increased preference for it with advancing age, whereas, subjects of non-westernized programmes group showed reverse trend. Boys and girls of high age watching westernized programmes showed greater emphasis for imitation (however, girls was lower than boys) than other groups; other groups showed very less preference for it. Corruption was preferred most as instrumental value by high age boys watching westernized programmes, whereas, high age boys - non-westernized programme group and high age girls - westernized programme group also showed some liking for it, other groups showed least preference for corruption. Cheating was preferred by low and high age boys of westernized programmes groups and high age
boys of non-westernized programmes group; high age boys watching westernized programmes had greatest liking for it.

Helps from others was preferred most by girls watching westernized programmes and least by boys watching westernized programmes and low age boys watching non-westernized programmes. God's grace and luck were highly preferred by all the groups, however, low age girls watching westernized programmes showed least liking for luck. Motivated by others, instrumental value was highly preferred by girls, whereas, boys, watching westernized programmes showed increased trend for it with advancing age.

DISCUSSION

It was hypothesized that (i) 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) 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) Westernized IV 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 IV programme group. (iv) Different groups formed on the basis of the independent variable would show significantly different value system.

Result of the present study partially specially supported above hypotheses. Although main sex, age and programme groups did not differ significantly which each other, interactional groups did differ for their terminal and instrumental values. It clearly indicated that there was sex difference at two age levels; types of programmes also intervened, and
variations among sex-age groups were found to be different for the two programme levels. It may, therefore, be concluded that hypotheses regarding sex, age and programme variations were confirmed by the present findings at micro level.

As has been mentioned, values are learned, and television is one source of its learning (Dwivedi, 1995). Television creates a hello effect, produces role demands, creates a specific culture for the viewers. It dishes specific religious practices which shape our social values (Ahuja, 1990). Findings of the present study also proved that television shapes value systems of viewers, specifically of young viewers.

It was hypothesized that subjects, being males of high age, watching westernized programmes, would show greater emphasis on individualistic, materialistic values while less or emphases on good company, peaceful life, happy life and healthy life. It was also hypothesized that, due to additive effects various groups would show different emphasis on these value. It is logical to think that boys of high age watching westernized programmes are related to all three factors to be assumed as factors of increasing materialistic and individualistic views. On the other hand, girls of low age watching non-westernized programmes would not be influenced by these three factors. On this basis, it may be assumed that boys of high age watching westernized programmes would show individualistic, materialistic and competitive values, whereas, girls of low age watching non-westernized programmes would have those values related to non materialistic non-individualistic, social and religious value.

Findings of the present research conformed these assumptions. Boys of high age watching westernized programmes and girls of low age watching non-westernized programmes showed having those values as they were assumed. Boys of high age watching westernized programmes showed their liking for individualistic, materialistic and competitive terminal values (like, wealth, comfortable life, luxurious facilities, love,
higher status, having servant and luck) and instrumental values (like, competition, corruption, cheating, without fear and god’s grace). On the other hand, this group showed their less liking for the values leading to group life, cooperation, personal qualities and have social relevance (e.g., terminal values like, good company, happy family, peaceful life, healthy life and altruism, and instrumental values like hard work, wisdom, help from other and good behavior). Girls of low age watching non westernized programmes showed their liking for the values leading to group life, cooperation personal qualities and have social relevance (e.g., terminal values like, peaceful life, love, happy family and luck and instrumental values like, good behavior, intelligence, courage and persistence). On the other hand, this group showed less liking for individualistic, materialistic and competitive terminal values (like, comfortable life wealth, healthy life and success) and instrumental values (like, corruption, cheating, imitation and competition).

Other groups were assumed to possess one or two influencing factors (either sex or age or programme), and as a result, they assumed to have terminal and instrumental values of mixed type. This hypothesis was also confirmed by the findings of present research. Different groups formed by the findings of present research with different groups formed on the basis of the three variables would show different values system due to variation in the effects of the variables.

Result of the present research was concurrent with the result of Rule, Ferguson (1986) where they observed that greater amount of TV watching increases the liking for immoral views. High age boys watching westernized programmes showed higher liking for instrumental values like corruption and cheating indicating that this group has such values as related to immoral practices.

Kubey (1980) found that TV viewing is related to minimizing the social relations. If observation of Kubey (1980) and Rule and Ferguson
(1986) are taken together it may be concluded that subjects would not prefer good company, altruism and help from others. This logic was confirmed by the findings of the present study. High age boys - westernized programme groups showed less preference for good company, altruism and helps from others.

Results, regarding value system, may be explained in the light of their sex role training. Adolescent boys are asked to be independent, responsible, and be wealthy person as these are necessary qualities for successful life of male. In our society girls are treated to be a dependent member of the family there also expected to love their family and have clean, healthy and peaceful. These emphasis become intense at later stage of adolescence.

Results may also be explained in the light of observational learning theories of Bandura and Walters (1963). The approach of Bandura and Walters which focused on the highly efficient form of learning is known as observational learning, or imitation. They viewed observational learning as requiring no direct reinforcement to the learner. Observational learning generally takes place in social situations involving a model and an imitator. The imitator observes the model, and experiences the model’s behavior and its consequences vicariously; this process is called vicarious reinforcement. Bandura maintains that nearly all learnings that can take place directly with instrumental learning procedures can also take place vicariously through modeling. Actors of television programmes are treated as model of adolescent life. Duck (1990), rightly observed that at present scenario has been changed, and role models have been altered; TV characters, sports personality, and pop stars have been excepted as role model by more that 75% youth. Naturally, youth vicariously learns the values which the possess models have. Since models of Doordarshan and Westernized programmes have clearly different value system, these are imitated by the viewers.
Part - 3

HABIT

Results regarding different habits are presented separately for the different habits as under:

A. HABITS RELATED TO SLEEPING AND WAKEFULNESS

As has been reported in the chapter three (Method) that three items were taken into consideration regarding sleeping and awaking habits. Responses on two items were found on ratio scale while one item possessed interval scale. Scores of different groups on the ratio and interval scale were subjected to 3-way ANOVA.

ANOVA results regarding time of sleeping, time of awaking and awaking spontaneously are presented in table 19, 20, 21, 22 & 23. Table 19 represents the main effect of sex, age and programme. Table 20, 21 and 22 contain the scores as functions of first order interactions between, sex and age, sex and programme, age and programme, whereas table 23 shows mean and F ratios regarding effect of second order interactions among sex, age and programme.

Table: 19. Mean scores of two sex groups, two age groups and two programme groups.

<table>
<thead>
<tr>
<th>Item</th>
<th>Sex F</th>
<th>Age F</th>
<th>Programme F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Ratio</td>
</tr>
<tr>
<td>Time of sleeping</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>10.37</td>
<td>10.49</td>
<td>1.06</td>
</tr>
<tr>
<td>Time of awaking</td>
<td>7.01</td>
<td>6.74</td>
<td>7.76*</td>
</tr>
<tr>
<td>Awaking spontaneously</td>
<td>1.77</td>
<td>1.70</td>
<td>1.02</td>
</tr>
</tbody>
</table>

* p < .01
Table: 20. Mean scores of two sexes taken from two age groups.

<table>
<thead>
<tr>
<th>Item</th>
<th>Boys</th>
<th></th>
<th>Girls</th>
<th></th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low Age</td>
<td>High Age</td>
<td>Low Age</td>
<td>High Age</td>
<td>Ratio</td>
</tr>
<tr>
<td>Time of sleeping</td>
<td>10.28</td>
<td>10.47</td>
<td>10.38</td>
<td>10.60</td>
<td>0</td>
</tr>
<tr>
<td>Time of awaking</td>
<td>6.75</td>
<td>7.26</td>
<td>6.56</td>
<td>6.93</td>
<td>0.61</td>
</tr>
<tr>
<td>Awaking spontaneously</td>
<td>1.81</td>
<td>1.73</td>
<td>1.91</td>
<td>1.48</td>
<td>5.56*</td>
</tr>
</tbody>
</table>

* p < .05

Table: 21. Mean scores of two programme groups drawn from two sex

<table>
<thead>
<tr>
<th>Item</th>
<th>Boys</th>
<th></th>
<th>Girls</th>
<th></th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NWP</td>
<td>WP</td>
<td>NWP</td>
<td>WP</td>
<td>Ratio</td>
</tr>
<tr>
<td>Time of sleeping</td>
<td>10.06</td>
<td>10.69</td>
<td>10.18</td>
<td>10.8</td>
<td>0</td>
</tr>
<tr>
<td>Time of awaking</td>
<td>6.46</td>
<td>7.55</td>
<td>6.56</td>
<td>6.93</td>
<td>14.79*</td>
</tr>
<tr>
<td>Awaking spontaneously</td>
<td>2.23</td>
<td>1.31</td>
<td>1.93</td>
<td>1.46</td>
<td>9.20*</td>
</tr>
</tbody>
</table>

* p < .01
Table 22. Mean scores of two age groups taken from two programme groups.

<table>
<thead>
<tr>
<th>Item</th>
<th>Low Age</th>
<th></th>
<th></th>
<th>High Age</th>
<th></th>
<th></th>
<th></th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NWP</td>
<td>WP</td>
<td>NWP</td>
<td>WP</td>
<td>Ratio</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time of sleeping</td>
<td>9.95</td>
<td>10.71</td>
<td>10.30</td>
<td>10.78</td>
<td>1.55</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Time of awaking</td>
<td>6.43</td>
<td>6.87</td>
<td>6.58</td>
<td>7.61</td>
<td>9.70*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Awaking spontaneously</td>
<td>2.40</td>
<td>1.32</td>
<td>1.77</td>
<td>1.45</td>
<td>25.45*</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* p < .01

Table 23. Mean sleeping and awaking habit scores of the subjects of different groups formed on the basis of sex, age and programme.

<table>
<thead>
<tr>
<th>Item</th>
<th>Boys</th>
<th></th>
<th></th>
<th>Girls</th>
<th></th>
<th></th>
<th></th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low Age</td>
<td>High Age</td>
<td>Low Age</td>
<td>High Age</td>
<td>Ratio</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>NWP</td>
<td>WP</td>
<td>NWP</td>
<td>WP</td>
<td>NWP</td>
<td>WP</td>
<td>NWP</td>
<td>WP</td>
</tr>
<tr>
<td>Time of sleeping</td>
<td>9.81</td>
<td>10.75</td>
<td>10.31</td>
<td>10.63</td>
<td>10.08</td>
<td>10.67</td>
<td>10.28</td>
<td>10.92</td>
</tr>
<tr>
<td>Time of awaking</td>
<td>6.13</td>
<td>7.18</td>
<td>6.61</td>
<td>7.92</td>
<td>6.56</td>
<td>6.56</td>
<td>6.56</td>
<td>7.30</td>
</tr>
<tr>
<td>Awaking spontaneously</td>
<td>2.52</td>
<td>1.10</td>
<td>1.95</td>
<td>1.52</td>
<td>2.27</td>
<td>1.55</td>
<td>1.60</td>
<td>1.37</td>
</tr>
</tbody>
</table>

(1) Sleeping Time

A perusal of the results regarding sleeping time reveals in significant effects of second order interaction as well as all first order interactions. The main effect of sex and age were also found to be insignificant. However the main effect of programme was found to be significant.
Subjects of westernized programme group showed latter time for sleeping in the night than the subjects of non westernized group.

(2) Awaking Time

Obtained F Ratios regarding awaking time indicate insignificant effect of second order interaction as well as the first order interaction between sex and age. The main effect of sex, age, programme and effect of first order interaction between sex and programme also age and programme were found to be significant. Significant interaction effect on time of awaking showed that boys and girls of non westernized programme group awake early in the morning at half past six. On the other hand, girls of westernized programme group awake at about seven O’clock while boys of this group awake at about half past seven. Post-ANOVA results indicated that there was no difference between boys and girls of non westernized programme groups but there was a significant sex difference for westernized programme group.

The main effect of age and programme & effect of interaction between these two variables are significant. It may be concluded on the basis of main effect that subjects of high age group awake later than their low age counterparts and subjects of westernized programme group also awake later than the subject of non westernized programme group. However, significant interaction effect leads to this type of conclusion. Micro level results indicate clearly that subjects of non westernized programme groups awake at a similar (about 6.5 A.M.) time at both age levels. But subjects of westernized programme groups showed difference on awaking time at the two age levels. Westernized programme subjects of low age groups awake later than the non westernized programme subjects at both age level. But they awoke early than westernized programme subjects of high age group.
(3) AWAKING SPONTANEOUSLY

Study of table 19, 20, 21, 22, and 23 indicates that main effect of age programme and all first order interactions was found to be significant. The main effect of sex, age and programme was found to be insignificant.

Average scores indicate that girls of high age group showed significantly lower scores for awaking spontaneously than the other three groups. It reveals the fact that girls of high age group awake with a greater help of other family members.

The interaction between sex and programme reveals that boys and girls of westernized programme group awoke less spontaneously than the non westernized programme group. Boys of non westernized programme group awake more spontaneously than girls of non westernized programme group. It also indicates the negative impact of westernized TV programme on late rising in morning less spontaneously.

Result showed that subjects of high age awoke less spontaneously than the subjects of low age. However, TV programmes interact with it, and as a result of negative impact of westernized TV programmes, subjects showed awaking less spontaneously at both age levels.

DISCUSSION

Main effect of sex on awaking time is quite obvious. Beginning of a new day commences with cleaning and washing of houses, utensil and cloths. It is true for any society. Indian societies have a definite norm regarding cleaning activities. As we know that boys and girls have different sex roles (e.g., Sears, et al, 1965). Female members of family are responsible for the cleaning and proper decoration of houses (Gunter and Gunter, 1991; Helman & Bookspan 1992; Manes & Melynk, 1974). Naturally their awaking is required before the male members of the family.
Subjects of high age group have different norms of awaking. Growing age (after puberty) leads individuals to have greater freedom. An autonomy in their lives, and awaking activity is one aspect of life (Morgan, King, Weisz & Schopler, 1997). Awaking in the morning requires some extra effort to deprive of comfortable sleeping, perhaps feeling of greater autonomy and freedom leads them not to leave the bed early in the morning. Sometimes, it is done to establish autonomy in the adolescence period (Erikson, 1968). This is the reason for the latter awaking of higher age group. Parents are parents, they can't leave their duties (Hartup, 1983). They provide help, information of instructions and demands. It creates some sort of conflict between parents and adolescents. But these parental activities are of greater help for awaking the subjects of high age groups. Subjects of westernized programme groups showed sleeping at later night, awaking later in the morning with greater help. It has been argued that westernized programmes are heavily loaded with violence, sex, and able to draw greater attention of any individual. Subjects of westernized programme group watch such programmes with greater attention for a longer time. These programmes lead them to feel a greater independence and self-willed and unrestrained result, they don’t awake early in the morning and without any help (e.g., Holonbeck & Hill, 1991; Steinberg & Hill, 1978; Steinberg, 1988).

The first order interaction between sex and age indicated that sex role training for girls lead girls awake earlier than the male members of the family across various age levels. This tendency may be disturbed due to maturity and hormonal effect. It is a fact that boys and girls, both try to seek autonomy in their adolescence period. Autonomy is seen in every walk of life at adolescence. It leads boys and girls to awake at a time which is comfortable for them. Naturally, boys and girls try to awake little later in the morning. But sex role training compel girls to awake bit early. This contradictory factors lead girls of high age to awake earlier than boys but it takes some extra help extended by other members of the
family. Generally parents take initiative to awake their adolescent girls, as adolescent girls are not interested to rise early in the morning. On the other hand, westernized programmes have a negative impact on boys and girls about awakening in the morning. Perhaps sex-role training for girls moderates the effect of westernized programme, and as a result, girls awake earlier than the boys and girls of non-westernized programme group though they have also tendency to awake later. Viewers who watch westernized programmes regularly, develop a habit to awake late in the morning, and this habit is strengthened by watching such programmes for a longer time. Another conclusion may also be drawn that watching westernized TV programmes at adolescent age level makes the awakening habit worst as adolescents have already developed bad habit (socially) to awake late in the morning.

(B) HABITS RELATED TO EXERCISE

As has been reported in the chapter three (Method) that two items, having three-point-rating scales, were taken into consideration regarding the exercise habits. Individual scores of different groups on the rating scale were subjected to 3-way ANOVA. ANOVA results regarding morning walk and exercise are presented in the table 24, 25, 26, 27 and 28. Main effect of sex, age and programme are presented in the table 24. Results regarding effect of the first order interactions (e.g., sexXage, sexXprogramme and ageXprogramme are presented in the tables 25, 26 and 27 whereas table 28 shows the mean and F ratio regarding effect of second order interaction.

Table 24. Mean scores of both sex groups, both age groups and both programme groups.

<table>
<thead>
<tr>
<th>Item</th>
<th>Sex</th>
<th>F</th>
<th>Age</th>
<th>F</th>
<th>Programme</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Ratio</td>
<td>Low</td>
<td>High</td>
<td>Ratio</td>
</tr>
<tr>
<td>Morning walk</td>
<td>1.34</td>
<td>1.26</td>
<td>1.61</td>
<td>1.25</td>
<td>1.35</td>
<td>2.85</td>
</tr>
<tr>
<td>Exercise</td>
<td>1.48</td>
<td>1.10</td>
<td>41.53**</td>
<td>1.23</td>
<td>1.37</td>
<td>5.89*</td>
</tr>
</tbody>
</table>

** p < .01,  ' p < .05
Table 25. Means scores of two sexes taken from both age groups.

<table>
<thead>
<tr>
<th>Item</th>
<th>Boys</th>
<th>Girls</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low Age</td>
<td>High Age</td>
<td>Low Age</td>
</tr>
<tr>
<td>Morning walk</td>
<td>1.20</td>
<td>1.48</td>
<td>1.31</td>
</tr>
<tr>
<td>Exercise</td>
<td>1.35</td>
<td>1.62</td>
<td>1.10</td>
</tr>
</tbody>
</table>

** p< .01,  * p < .05

Table 26. Mean scores of both programme groups drawn from both sexes.

<table>
<thead>
<tr>
<th>Item</th>
<th>Boys</th>
<th>Girls</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NWP</td>
<td>WP</td>
<td>NWP</td>
</tr>
<tr>
<td>Morning walk</td>
<td>1.38</td>
<td>1.30</td>
<td>1.22</td>
</tr>
<tr>
<td>Exercise</td>
<td>1.41</td>
<td>1.56</td>
<td>1.12</td>
</tr>
</tbody>
</table>

Table 27. Mean scores of both age groups taken from both programme groups.

<table>
<thead>
<tr>
<th>Item</th>
<th>Low Age</th>
<th>High Age</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NWP</td>
<td>WP</td>
<td>NWP</td>
</tr>
<tr>
<td>Morning walk</td>
<td>1.30</td>
<td>1.21</td>
<td>1.31</td>
</tr>
<tr>
<td>Exercise</td>
<td>1.25</td>
<td>1.20</td>
<td>1.28</td>
</tr>
</tbody>
</table>
Table 28. Mean exercise habit scores of the subjects of different groups formed on the basis of age and programme.

<table>
<thead>
<tr>
<th>Item</th>
<th>Boys</th>
<th>Girls</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low Age</td>
<td>High Age</td>
<td>Low Age</td>
</tr>
<tr>
<td></td>
<td>NWP</td>
<td>WP</td>
<td>NWP</td>
</tr>
<tr>
<td>Morning walk</td>
<td>1.32</td>
<td>1.07</td>
<td>1.45</td>
</tr>
<tr>
<td>Exercise</td>
<td>1.35</td>
<td>1.35</td>
<td>1.47</td>
</tr>
</tbody>
</table>

(1) Morning Walk

Study of table 24, 25, 26, 27 and 28 indicates that the effect of first order interaction between sex and age was found to be significant. The main effect of sex, age and programme, and first order interactions between sex and programme, age and programme, and second order interaction was found to be insignificant.

Average scores regarding morning walk indicate that boys of low age and girls of high age went to morning walk less than girls of low age. But level of morning walk of this group is significantly lower than the boys of high age group.

(2) Exercise

A perusal of the results regarding level of exercise levels indicates significant main effect of sex, age and first order interaction between sex and age. The main effect of programme, first order interactions between sex and programme, age and programme, second order interaction among sex, age and programme were found to be insignificant.

Significant first order interaction results regarding exercise activities indicate that there was no significant difference between two age groups
of girls. Both groups showed minimum amount of exercise. On the other hand, boys of low age showed greater amount of exercise than the girls of both age groups, however extent was lower than the level of boys of high age group.

DISCUSSION

To be a healthy person, morning walk and exercise are considered as important way. Boys are attracted more towards physical exercise to establish their masculinity (Hudak, 1993; Bem, 1974; Martin, 1987; Aube & Koestner, 1992) by making their body stronger because sex role training expected from the boys to appear like a strong male, and not like beautiful girls. Subjects of late childhood (i.e., low age group) are less health conscious while adolescent subjects are relatively more health conscious. Perhaps this is the reason for higher score of boys at high age level than the low age level. The similar result has been reported by the Tanner (1966) Bem, (1974) and Martin (1987) where they found that boys of high age involved more in exercise than the boys of low age. On the other hand sex role of girls does not impose much need on them to be appeared as a strong person, rather girls are expected to be beautiful/delicate, therefore, they don't become much health conscious.

It is observed that old persons of families walk regularly in the morning. Some times they are given company by children of their family. It has been explained in the section sleeping and awaking habits that girls of low age group awake earlier in the morning than subjects of any other group. Naturally, they were taken for company by aged person of families though, girls of this age group are not much health conscious. On other hand, girls of high age group are health conscious due to increasing in age but a restrictions is imposed upon them not to go out side their houses in the very early morning and late in the night. Another important factor is that girls of higher age are expected to complete their household works (Sears, 1965; Gunter and Gunter 1991) as soon as possible in the
morning because of which they do not have much spare time to walk in the morning.

The results of the present study related to programme clearly revealed that programme has no significant impact to moderate the effect of sex and age on viewers, exercise and morning walk habits.

(C) HABITS RELATED TO CLEANLINESS

As has been reported, five items were taken into consideration regarding cleanliness habit. There were four open ended items and one item was a check list.

Responses on the open ended items were analyzed employing content analysis method for obtaining the contents of the responses. Frequencies for different groups related to open-ended and check-lists were analysed employing Friedman’s 2-way ANOVA by ranks. Results regarding use of tooth-paste tooth-brush, items for washing hair, shampoo and bath soap are presented in table 29, 30, 31, 32 and 33. Results regarding individual items are presented as under:

(1) USE OF TOOTH-PASTE

Obtain results regarding the use of tooth-paste are presented in table 29.

Table: 29. Use of tooth-paste

<table>
<thead>
<tr>
<th>Programme</th>
<th>NWP</th>
<th>WP</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
</tr>
<tr>
<td>Sex</td>
<td>Low</td>
<td>High</td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CIBACA</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>BABOOL</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>COLEGATE</td>
<td>14</td>
<td>7</td>
</tr>
<tr>
<td>Programme</td>
<td>NWP</td>
<td>WP</td>
</tr>
<tr>
<td>-----------</td>
<td>-----</td>
<td>----</td>
</tr>
<tr>
<td>Sex</td>
<td>Boys</td>
<td>Girls</td>
</tr>
<tr>
<td>Age</td>
<td>Low</td>
<td>High</td>
</tr>
<tr>
<td>Pepsodent</td>
<td>3</td>
<td>10</td>
</tr>
<tr>
<td>Close-up</td>
<td>4</td>
<td>5</td>
</tr>
<tr>
<td>Promise</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Neem</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Red powder</td>
<td>7</td>
<td>5</td>
</tr>
<tr>
<td>Black powder</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Vicco</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Gudakhu</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Datun</td>
<td>4</td>
<td>0</td>
</tr>
</tbody>
</table>

\[ \chi^2 = 79.69 \quad p < 0.01 \]

Friedman's 2-way ANOVA by ranks results was found to be significant indicating that subjects of different groups show of different liking for different tooth-pastes. Most and least preferred brand name of the tooth-pastes are given as under:

<table>
<thead>
<tr>
<th>Groups</th>
<th>Most Preferred</th>
<th>Least Preferred</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low age-Boys-NWP</td>
<td>Colgate, Red Tooth Powder, Cibaca, Babool, Black</td>
<td>Cibaca, Babool, Black</td>
</tr>
<tr>
<td></td>
<td>Close-up, Gudakhu</td>
<td>Tooth Powder, Vicco, Neem</td>
</tr>
<tr>
<td>High age-Boys-NWP</td>
<td>Pepsodent, Colgate, Gudakhu, Neem, Vicco, Datun</td>
<td>Neem, Vicco, Datun, Promise</td>
</tr>
<tr>
<td></td>
<td>Close-up, Red Tooth Powder</td>
<td>Black Tooth Powder</td>
</tr>
<tr>
<td>Groups</td>
<td>Most Preferred</td>
<td>Least Preferred</td>
</tr>
<tr>
<td>---------------------</td>
<td>---------------------------------</td>
<td>----------------------------------</td>
</tr>
<tr>
<td>Low age-Girls-NWP</td>
<td>Colgate</td>
<td>Cibaca, Neem, Vicco, Red</td>
</tr>
<tr>
<td></td>
<td>Pepsodent, Promise, Gudakhu</td>
<td>Tooth Powder</td>
</tr>
<tr>
<td></td>
<td>Close-up</td>
<td></td>
</tr>
<tr>
<td>High age-Girls-NWP</td>
<td>Colgate</td>
<td>Cibaca, Black Tooth Powder</td>
</tr>
<tr>
<td></td>
<td>Close-up</td>
<td>Neem, Vicco</td>
</tr>
<tr>
<td></td>
<td>Pepsodent, Redtooth Powder</td>
<td></td>
</tr>
<tr>
<td>Low age-Boys-WP</td>
<td>Colgate</td>
<td>Neem, Vicco</td>
</tr>
<tr>
<td></td>
<td>Close-up</td>
<td>Babool, Promise</td>
</tr>
<tr>
<td></td>
<td>Pepsodent</td>
<td>Black Tooth Powder</td>
</tr>
<tr>
<td>High age-Boys-WP</td>
<td>Colgate</td>
<td>Vicco, Datun, Babool, Promise</td>
</tr>
<tr>
<td></td>
<td>Close-up</td>
<td>Black Tooth Powder</td>
</tr>
<tr>
<td></td>
<td>Cibaca, Pepsodent</td>
<td></td>
</tr>
<tr>
<td>Low age-Girls-WP</td>
<td>Colgate</td>
<td>Neem, Vicco, Black Tooth Powder</td>
</tr>
<tr>
<td></td>
<td>Cibaca, Pepsodent,</td>
<td>Datun, Gudhakhu</td>
</tr>
<tr>
<td></td>
<td>Close-up, Red Tooth Powder</td>
<td></td>
</tr>
<tr>
<td>High age-Girls-WP</td>
<td>Colgate</td>
<td>Cibaca, Neem, Black Tooth Powder</td>
</tr>
<tr>
<td></td>
<td>Pepsodent</td>
<td>Datun, Babool, Promise</td>
</tr>
<tr>
<td></td>
<td>Vicco</td>
<td></td>
</tr>
</tbody>
</table>

The overall results depicted that subjects of both programme groups showed highest use of Colgate, Pepsodent and close-up. However, the non-westernized programme group showed strong habit of using promise, Red-tooth-powder, Gudakhu and Datun than westernized programme group. On the other hand, subjects of both programme groups indicated
least use of babool, neem, and black tooth-power. The westernized programme group showed highest use of cibaca, Vicco than non westernized programme group.

Boys and girls of low age watching both types of programmes showed no interest in vicco. But girls of high age watching non-westernized programme showed some use of vicco. Watching westernized programmes increased this habit girls among at high age.

(2). Use toothbrush

Results regarding the use of toothbrush were presented in table 30.

Table: 30 use of tooth-brush

<table>
<thead>
<tr>
<th>Programme</th>
<th>NWP</th>
<th>WP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex</td>
<td>Boys</td>
<td>Girls</td>
</tr>
<tr>
<td>Age</td>
<td>Low</td>
<td>High</td>
</tr>
<tr>
<td>AJANTA</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>COLEGATE</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Close-up</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Classic</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Johnson &amp; Johnson</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Zig-Zag</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Oral-B</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Pepsodent</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Jordan</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Ajay</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>
Friedman 2-way ANOVA by rank's results was found to be significant. Significant results indicated that subjects of different groups showed different habits for different tooth-brushes. Most and least preferred brand name of tooth-brush are presented as under:

<table>
<thead>
<tr>
<th>Groups</th>
<th>Most Preferred</th>
<th>Least Preferred</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys-Low age-NWP</td>
<td>Colgate</td>
<td>Close-up, Johnson &amp; Johnson</td>
</tr>
<tr>
<td></td>
<td>Oral-B</td>
<td>Jordan, Ajay</td>
</tr>
<tr>
<td>Boys-High age-NWP</td>
<td>Ajanta, Colgate</td>
<td>Johnson &amp; Johnson, Zig-zag</td>
</tr>
<tr>
<td></td>
<td>Cibaca</td>
<td>Oral-B, Jordan</td>
</tr>
<tr>
<td>Girls-Low age-NWP</td>
<td>Colgate</td>
<td>Close-up, Johnson &amp; Johnson</td>
</tr>
<tr>
<td></td>
<td>Classic, Cibaca</td>
<td>Jordan</td>
</tr>
<tr>
<td>Girls-High age-NWP</td>
<td>Ajanta</td>
<td>Johnson &amp; Johnson, Zig-zag</td>
</tr>
<tr>
<td></td>
<td>Colgate</td>
<td>Jordan</td>
</tr>
<tr>
<td>Boys-Low age-WP</td>
<td>Classic</td>
<td>Close-up, Zig-zag, Jordan</td>
</tr>
<tr>
<td></td>
<td>Johnson &amp; Johnson</td>
<td>Cibaca, Ajanta</td>
</tr>
<tr>
<td></td>
<td>Oral-B, Ajay</td>
<td></td>
</tr>
</tbody>
</table>
Ranks indicated that hands were used mostly as means for cleaning the teeth by the subjects of all the groups. Boys and girls of low age watching westernized programme showed less preference to use Colgate tooth-brush, and higher preference to use Johnson & Johnson than other groups. Subjects of both programme groups depicted least use of Zig-zag and Jorden. The westernized programme group indicated they were more used to oral-B and Ajay than non-westernized programme group. But boys of high age watching westernized programme showed least use of oral-B.

On the other hand boys and girls of high age watching non westernized programme indicated higher use of Ajanta than other group. Boys of high age watching westernized programme showed higher use of close-up and girls of high age watching westernized programme showed higher preference to pepsodent than other group.

(3) **Items For Washing Hair**

Results regarding the items for washing hair were presented in table 31.
Table: 31 Items for washing hair.

<table>
<thead>
<tr>
<th>Programme</th>
<th>NWP</th>
<th>WP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex</td>
<td>Boys</td>
<td>Girls</td>
</tr>
<tr>
<td>Age</td>
<td>Low</td>
<td>High</td>
</tr>
<tr>
<td>Soap</td>
<td>20</td>
<td>23</td>
</tr>
<tr>
<td>Shampoo</td>
<td>11</td>
<td>14</td>
</tr>
<tr>
<td>Mud</td>
<td>9</td>
<td>0</td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

$\chi^2 = 14.92, \ p < .01$

Friedman 2-Way ANOVA by rank’s result was found to be significant in this regard. Significant results indicated that subjects of different groups showed different liking with different items for washing hair. Most and least preferred items for washing hair are presented as under:

<table>
<thead>
<tr>
<th>Groups</th>
<th>Most Preferred</th>
<th>Least Preferred</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low age-Boys-NWP</td>
<td>Soap</td>
<td>Other</td>
</tr>
<tr>
<td>High age-Boys-NWP</td>
<td>Soap</td>
<td>Other</td>
</tr>
<tr>
<td>Low age-Girls-NWP</td>
<td>Shampoo</td>
<td>Other</td>
</tr>
<tr>
<td>High age-Girls-NWP</td>
<td>Mud</td>
<td>Shampoo</td>
</tr>
<tr>
<td>Low age-Boys-WP</td>
<td>Shampoo</td>
<td>Other</td>
</tr>
<tr>
<td>High age-Boys-WP</td>
<td>Shampoo</td>
<td>Mud, Other</td>
</tr>
<tr>
<td>Low age-Girls-WP</td>
<td>Shampoo</td>
<td>Other</td>
</tr>
<tr>
<td>High age-Girls-WP</td>
<td>Shampoo</td>
<td>Mud, Other</td>
</tr>
</tbody>
</table>
The results clearly indicated that subjects of westernized programme groups showed maximum preference for shampoo and least for mud and other items. Boys of both age groups watching non-westernized programme showed relatively higher interest to use soap for washing hair. On the other hand girls of low age watching non-westernized programme group showed higher interest in shampoo but girls of high age watching non-westernized programme indicated higher preference for mud. The subjects of all the groups showed least use of mud and other items for washing hair except high age girls watching non westernized programmes.

(4) USE OF SHAMPOO

Results regarding the use of shampoo were presented in table 32.

Table: 32 Use of shampoo

<table>
<thead>
<tr>
<th>Programme</th>
<th>NWP</th>
<th>WP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex</td>
<td>Boys</td>
<td>Girls</td>
</tr>
<tr>
<td>Age</td>
<td>Low</td>
<td>High</td>
</tr>
<tr>
<td>Clinic</td>
<td>6</td>
<td>1</td>
</tr>
<tr>
<td>Halo</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>Sunsilk</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Ayur</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>Nyle</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Optima</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Organics</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Panteen</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Don't use</td>
<td>28</td>
<td>26</td>
</tr>
</tbody>
</table>

$\chi^2 = 56.74, \ p < .01$
Results of Friedman 2-Way ANOVA by rank's result was found to be significant. Significant results indicated that subjects of different groups showed different liking for different shampoos are presented as under:

<table>
<thead>
<tr>
<th>Groups</th>
<th>Most Preferred</th>
<th>Least Preferred</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low age-Boys-NWP</td>
<td>Clinic, Sunsilk, Panteen</td>
<td>Halo, Ayur, Organics, Nyle, Optima</td>
</tr>
<tr>
<td>Boys-High age-NWP</td>
<td>Halo, Sunsilk, Panteen</td>
<td>Nyle, Optima, Organics, Ayur, Clinic</td>
</tr>
<tr>
<td>Girls-Low age-NWP</td>
<td>Clinic, Sunsilk, Halo</td>
<td>Ayur, Organics, Panteen</td>
</tr>
<tr>
<td>Girls-High age-NWP</td>
<td>Halo, Sunsilk, Ayur</td>
<td>Clinic, Nyle, Optima, Organics, Panteen</td>
</tr>
<tr>
<td>Boys-Low age-WP</td>
<td>Halo, Sunsilk</td>
<td>Organics, Panteen, Nyle, Optima</td>
</tr>
<tr>
<td>Boys-High age-WP</td>
<td>Halo, Sunsilk</td>
<td>Ayur, Optima, Organics, Panteen</td>
</tr>
<tr>
<td>Girls-Low age-WP</td>
<td>Halo, Sunsilk</td>
<td>Organics, Panteen, Clinic, Optima</td>
</tr>
<tr>
<td>Girls-High age-WP</td>
<td>Halo, Sunsilk</td>
<td>Nyle, Optima, Organics, Panteen, Ayur</td>
</tr>
</tbody>
</table>
Ranks indicated that majority of the subjects of all the groups don't use shampoo for cleaning their hair. Subjects of both programme groups showed their higher interest in Sunsilk for cleaning hair. Similarly, the subjects of both programme groups showed their liking for Hallo shampoo except boys of low age watching non-westernized programme. Ayur, Nyle, Organic and Optima shampoo were least preferred by the All the subjects, in boys of both age levels watching non-westernized programme showed some preference to use panteen. Similarly, low age boys and girls of non westernized programme group showed their some interest in clinic.

(5) Use of Bathing Soap

Results regarding use of bathing soap were presented in table 33.

Table: 33 use of bathing soap.

<table>
<thead>
<tr>
<th>Programme</th>
<th>NWP</th>
<th>WP</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex</td>
<td>Boys</td>
<td>Girls</td>
</tr>
<tr>
<td>Age</td>
<td>Low</td>
<td>High</td>
</tr>
<tr>
<td>Lux</td>
<td>18</td>
<td>13</td>
</tr>
<tr>
<td>Dove</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Lifebouy</td>
<td>11</td>
<td>5</td>
</tr>
<tr>
<td>Breeze</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>Lirl1</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Pamlove</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Cinthol</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>Pears</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>Ganga</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
Results of Friedman 2-way ANOVA by rank's result was found to be significant. The results revealed that subjects of different groups showed their different liking for different bathing soaps. Most and least preferred soaps are presented as under:

<table>
<thead>
<tr>
<th>Groups</th>
<th>Most Preferred Soap</th>
<th>Least Preferred Soap</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low age-Boys-NWP</td>
<td>Lux, Lifebuoy, Liril, Cinthol, Pears, Ganga</td>
<td>Pomolive, Hamam, Santoor, Dettol, Johnson &amp; Johnson, Moti</td>
</tr>
<tr>
<td>High age-Boys-NWP</td>
<td>Lux, Lifebuoy, Pears, Breeze, Margo</td>
<td>Liril, Pomolive, Cinthol Johnson &amp; Johnson</td>
</tr>
<tr>
<td>Groups</td>
<td>Most Preferred Soap</td>
<td>Least Preferred Soap</td>
</tr>
<tr>
<td>---------------</td>
<td>-----------------------------------</td>
<td>------------------------------------------</td>
</tr>
<tr>
<td>Low age-Girls-NWP</td>
<td>Lux, Lifebuoy, Pears, Cinthol</td>
<td>Pomolive, Sanoor, Dettol Johnson &amp; Johnson, Moti</td>
</tr>
<tr>
<td>High age-Girls-NWP</td>
<td>Lux, Liril</td>
<td>Doove, Ganga, Hamam Sanoor, Dettol, Johnson &amp; Johnson, Moti</td>
</tr>
<tr>
<td>Low age-Boys-WP</td>
<td>Lux, Lifebuoy, Johnson &amp; Johnson</td>
<td>Pomolive, Pears, Sanoor, Dettol, Moti</td>
</tr>
<tr>
<td>High age-Boys-WP</td>
<td>Lux, Ganga, Santoor</td>
<td>Doove, Breeze, Pears, Hamam, Dettol, Johnson &amp; Johnson, Moti</td>
</tr>
<tr>
<td>Low age-Girls-WP</td>
<td>Lux, Johnson &amp; Johnson Pears</td>
<td>Lifebuoy, Breeze, Cinthol, Sanoor, Moti</td>
</tr>
<tr>
<td>High age-Girls-WP</td>
<td>Lifebuoy, Lux, Liril, Ganga, Santoor Hamam</td>
<td>Breeze, Pomolive, Cinthol, Johnson &amp; Johnson</td>
</tr>
</tbody>
</table>

Over all results depicted that subjects of both programme group showed their highest interest in Lux and least interest in Moti, Pomolive and Dettol. Low age boys and girls of Westernized programme groups showed higher liking for Johnson & Johnson than other groups. Non westernized group. Showed their higher interest in Lifebouy soap except in high age girls; high age girls of westernized programme groups showed their higher liking for Lifebouy. Only high age boys and girls of westernized programme group indicated their higher preference for santoor soap.

**DISCUSSION**

As analysis of the items related to cleanliness indicates that there were some items used equally by both sexes for example, tooth-paste and
tooth-brushes come in to this category. On the other hand there are some items (Shampoo, bath soap and items for Washing hair) where boys and girls may show difference. In our society these items are categorized due to sex role training (Sears, Rau & Alpert, 1965) to be identified as male or female (Kelly & Byrne, 1992). Results of the present study clearly supported the proposition that there are no sex role difference regarding use of tooth-paste and tooth-brushes. But boys and girls showed difference on the use of bath soap, items of Washing hair and shampoo. Results also supported the notion that self consciousness to with age (Rierdan & Koff, 1990) due to which subjects of higher age showed more consciousness to use only those items which were appropriate for them.

It has been repeatedly discussed that westernized TV programme increases sex stereotyping (Durkin, 1984 Helman & Bookspan, 1992; Manes & Malynk, 1974) due to which boys and girls developed different liking for different items. An important fact may be reported where television increases the consumerism among viewers (Chester, Garrison & Willis, 1998; Pachaulri, 1994; Maruani, 1982) and modernization( Chopra, 1988). Advertisement on television in creases these tendency. A second important factor is to recall here that westernized TV programme increases more sex stereotyping. It was assumed that effects of television programmes would interact with the effect of age and sex and as a results subjects would show different habits related to cleanliness also. Findings of the present study supported the assumptions. Boys and girls of high age watching westernized programmes, showed higher habit to use those items suited to their self-consciousness and sex stereotyping than the subjects of low age and non westernized programme group.

(D) HABITS RELATED TO FASHION AND GLAMOUR

As has been reported, 20 items were taken regarding fashion habits. There was an item having check-list, one item was open-ended, and remaining 18 items had rating scales. Individual scores on the rating
scales were subjected to 3-Way ANOVA. Responses on the open ended and check list items were analysed for their contents which were further analysed employing Friedman's 2-way ANOVA by rank. 3-way ANOVA results regarding use of cosmetics and cleaner, fashionable clothes, trendy footwear, fondness of matching, polishing footwear, changing clothes, well groomed, looking mirror, ironing of clothes, hair style and grooming of hair were presented in table 34, 35, 36, 37 and 38. Main effects of sex, age and programme were presented in table 34. The effect of first order interaction between sex and age, sex and programme, and age and programme indicated on the tables 35, 36 and 37 whereas table 38 shows the mean and F-ratios regarding effect of second order interaction among sex, age and programme.

Table: 34 Mean scores of the sex, age and programme groups for use of cosmetics and fashion.

<table>
<thead>
<tr>
<th>Items</th>
<th>Sex</th>
<th>F</th>
<th>Age</th>
<th>Programme F</th>
<th>W</th>
<th>Ratio</th>
<th>NW F</th>
<th>Low</th>
<th>High</th>
<th>Ratio</th>
<th>2.25</th>
<th>2.58</th>
<th>24.38**</th>
<th>2.26</th>
<th>2.56</th>
<th>20.86**</th>
<th>2.11</th>
<th>2.71</th>
<th>78.36**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of cream</td>
<td>Boys</td>
<td>2.25</td>
<td>Girls</td>
<td>2.58</td>
<td>24.38**</td>
<td>2.26</td>
<td>2.56</td>
<td>20.86**</td>
<td>2.11</td>
<td>2.71</td>
<td>78.36**</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of powder</td>
<td>2.14</td>
<td>2.50</td>
<td>26.27**</td>
<td>2.51</td>
<td>2.13</td>
<td>30.02**</td>
<td>2.15</td>
<td>2.50</td>
<td>24.50**</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of foundation</td>
<td>1.03</td>
<td>1.30</td>
<td>55.10**</td>
<td>1.08</td>
<td>1.25</td>
<td>24.50**</td>
<td>1.07</td>
<td>1.26</td>
<td>28.10**</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of cleager</td>
<td>1.30</td>
<td>1.85</td>
<td>60.50**</td>
<td>1.55</td>
<td>1.59</td>
<td>0.27</td>
<td>1.40</td>
<td>1.74</td>
<td>22.77**</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of kajal</td>
<td>1.08</td>
<td>1.31</td>
<td>26.75**</td>
<td>1.17</td>
<td>1.21</td>
<td>0.93</td>
<td>1.20</td>
<td>1.18</td>
<td>00.18</td>
<td></td>
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<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of lipstick</td>
<td>1.00</td>
<td>1.51</td>
<td>19.10**</td>
<td>1.25</td>
<td>1.26</td>
<td>0.09</td>
<td>1.18</td>
<td>1.32</td>
<td>13.72**</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of nail polish</td>
<td>1.23</td>
<td>2.35</td>
<td>385.11**</td>
<td>1.77</td>
<td>1.81</td>
<td>0.57</td>
<td>1.67</td>
<td>1.91</td>
<td>18.26**</td>
<td></td>
<td></td>
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<td></td>
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<td></td>
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<tr>
<td>Use of bindi</td>
<td>1.00</td>
<td>2.35</td>
<td>774.47**</td>
<td>1.78</td>
<td>1.56</td>
<td>20.15**</td>
<td>1.64</td>
<td>1.71</td>
<td>2.00</td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Fashionable clothes</td>
<td>2.03</td>
<td>2.01</td>
<td>00.02</td>
<td>2.06</td>
<td>1.98</td>
<td>0.85</td>
<td>1.57</td>
<td>2.47</td>
<td>90.00**</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Trendy footwear</td>
<td>2.41</td>
<td>2.35</td>
<td>00.39</td>
<td>2.14</td>
<td>2.62</td>
<td>28.07**</td>
<td>1.93</td>
<td>2.83</td>
<td>96.83**</td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>Item</td>
<td>Boys</td>
<td>Girls</td>
<td>Ratio</td>
<td>Low</td>
<td>High</td>
<td>Ratio</td>
<td>NW</td>
<td>W</td>
<td>Ratio</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of cream</td>
<td>2.16</td>
<td>2.33</td>
<td>2.36</td>
<td>2.80</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3.80*</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of powder</td>
<td>2.36</td>
<td>1.92</td>
<td>2.67</td>
<td>2.33</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>0.50</td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of foundation</td>
<td>1.00</td>
<td>1.07</td>
<td>1.16</td>
<td>1.43</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>8.00**</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of cleanger</td>
<td>1.23</td>
<td>1.36</td>
<td>1.87</td>
<td>1.82</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1.52</td>
<td></td>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of kajal</td>
<td>1.02</td>
<td>1.13</td>
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</tr>
<tr>
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<td>2.06</td>
<td>1.86</td>
<td>29.59**</td>
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</tr>
<tr>
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<td>2.87</td>
<td>2.16</td>
<td>4.25</td>
<td>26.41**</td>
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</table>

** p < .01,  * p < .05

Table: Mean of both sexes taken from both programme groups.
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<th>Items</th>
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<th>Girls NWP</th>
<th>Girls WP</th>
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<td>1.06</td>
<td>1.31</td>
<td>1.31</td>
<td>0.12</td>
</tr>
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<td>1.00</td>
<td>1.00</td>
<td>1.37</td>
<td>1.65</td>
<td>13.81**</td>
</tr>
<tr>
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<td>1.21</td>
<td>1.26</td>
<td>2.13</td>
<td>2.57</td>
<td>11.53**</td>
</tr>
<tr>
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<td>1.00</td>
<td>2.28</td>
<td>2.42</td>
<td>2.00</td>
</tr>
<tr>
<td>Fashionable clothes</td>
<td>1.38</td>
<td>2.67</td>
<td>1.76</td>
<td>2.27</td>
<td>16.68**</td>
</tr>
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<td>1.77</td>
<td>3.05</td>
<td>2.10</td>
<td>2.61</td>
<td>17.60**</td>
</tr>
<tr>
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<td>2.75</td>
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<td>1.50</td>
</tr>
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<td>2.95</td>
<td>2.35</td>
<td>2.97</td>
<td>0.62</td>
</tr>
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<td>2.58</td>
<td>2.10</td>
<td>2.48</td>
<td>14.40**</td>
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<tr>
<td>Well groomed</td>
<td>1.91</td>
<td>2.95</td>
<td>2.35</td>
<td>2.83</td>
<td>9.60**</td>
</tr>
<tr>
<td>Looking in mirror</td>
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<td>2.82</td>
<td>2.28</td>
<td>3.26</td>
<td>2.74</td>
</tr>
<tr>
<td>Ironing of clothes</td>
<td>1.27</td>
<td>2.56</td>
<td>1.96</td>
<td>2.28</td>
<td>28.07**</td>
</tr>
<tr>
<td>Hair style</td>
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<td>2.60</td>
<td>1.78</td>
<td>2.13</td>
<td>10.73**</td>
</tr>
<tr>
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<td>3.40</td>
<td>2.51</td>
<td>3.90</td>
<td>9.49**</td>
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</tbody>
</table>

** p < .01

Table: 37 Mean scores of both age groups taken from both programme groups.

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<th>Items</th>
<th>Low Age NWP</th>
<th>Low Age WP</th>
<th>High Age NWP</th>
<th>High Age WP</th>
<th>F</th>
</tr>
</thead>
<tbody>
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<td>2.42</td>
<td>2.13</td>
<td>3.00</td>
<td>16.02**</td>
</tr>
<tr>
<td>Items</td>
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<td>High Age</td>
<td>F</td>
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<td></td>
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</tr>
<tr>
<td></td>
<td>NWP</td>
<td>WP</td>
<td>NWP</td>
<td>WP</td>
<td>Ratio</td>
</tr>
<tr>
<td>Use of powder</td>
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<td>2.61</td>
<td>1.87</td>
<td>2.38</td>
<td>5.27*</td>
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<tr>
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<td>1.11</td>
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<td>8.00**</td>
</tr>
<tr>
<td>Use of cleanser</td>
<td>1.40</td>
<td>1.63</td>
<td>1.33</td>
<td>1.85</td>
<td>6.12*</td>
</tr>
<tr>
<td>Use of kajal</td>
<td>1.23</td>
<td>1.11</td>
<td>1.17</td>
<td>1.26</td>
<td>5.62*</td>
</tr>
<tr>
<td>Use of lip-stick</td>
<td>1.20</td>
<td>1.30</td>
<td>1.17</td>
<td>1.35</td>
<td>1.09</td>
</tr>
<tr>
<td>Use of nail-polish</td>
<td>1.66</td>
<td>1.88</td>
<td>1.68</td>
<td>1.95</td>
<td>0.11</td>
</tr>
<tr>
<td>Use of bindi</td>
<td>1.81</td>
<td>1.76</td>
<td>1.47</td>
<td>1.66</td>
<td>5.89*</td>
</tr>
<tr>
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<td>1.75</td>
<td>2.38</td>
<td>1.40</td>
<td>2.56</td>
<td>7.65**</td>
</tr>
<tr>
<td>Trendy foot wear</td>
<td>1.70</td>
<td>2.58</td>
<td>2.17</td>
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<td>0.00</td>
</tr>
<tr>
<td>Fondness of matching</td>
<td>2.33</td>
<td>3.48</td>
<td>2.63</td>
<td>4.37</td>
<td>7.26**</td>
</tr>
<tr>
<td>Polish of footwear</td>
<td>2.01</td>
<td>2.77</td>
<td>2.46</td>
<td>3.15</td>
<td>0.15</td>
</tr>
<tr>
<td>Changing of clothes</td>
<td>1.68</td>
<td>2.57</td>
<td>2.06</td>
<td>2.50</td>
<td>9.64**</td>
</tr>
<tr>
<td>Well groomed</td>
<td>2.18</td>
<td>2.78</td>
<td>2.07</td>
<td>3.00</td>
<td>3.35</td>
</tr>
<tr>
<td>Looking in mirror</td>
<td>1.85</td>
<td>2.62</td>
<td>2.01</td>
<td>3.46</td>
<td>16.56**</td>
</tr>
<tr>
<td>Ironing of clothes</td>
<td>1.65</td>
<td>1.98</td>
<td>1.58</td>
<td>2.86</td>
<td>26.56**</td>
</tr>
<tr>
<td>Hair style</td>
<td>1.42</td>
<td>2.18</td>
<td>1.61</td>
<td>2.55</td>
<td>1.00</td>
</tr>
<tr>
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<td>1.55</td>
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<td>2.32</td>
<td>4.80</td>
<td>52.26**</td>
</tr>
</tbody>
</table>

** p < .01;  * p < .05
Table:38 Mean scores of fashion and glamour habit of the subjects of different groups formed on the basis of scores, age and programme.

<table>
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<tr>
<th>Items</th>
<th>Boys</th>
<th>Girls</th>
<th>F</th>
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</thead>
<tbody>
<tr>
<td></td>
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<tr>
<td></td>
<td>NWP</td>
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<tr>
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<td>1.00</td>
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<td>Use of cleanser</td>
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<td>Use of lip-stick</td>
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<td>1.00</td>
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<tr>
<td>Use of nail-polish</td>
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<td>1.22</td>
<td>1.22</td>
</tr>
<tr>
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<td>1.00</td>
<td>1.00</td>
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<td>Fashionable clothes</td>
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<td>2.70</td>
<td>2.27</td>
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<tr>
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<td>3.00</td>
<td>2.73</td>
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<td>2.47</td>
<td>2.40</td>
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<td>Changing of clothes</td>
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<td>2.52</td>
<td>1.85</td>
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<td>1.72</td>
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<td>1.12</td>
</tr>
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</table>

** p < .01;  * p < .05
(1) Use of Cream

Results regarding use of cream indicated that main effect of age, sex and programme were found to be significant. The first order interaction between sex and age, sex and programme, and age and programme were also found to be significant. The second order interaction among sex, age programme was also significant. Average scores regarding this habit reveal that boys of high and low age groups, watching non-westernized programmes exhibited least use of cream, while boys and girls of high age watching westernized programmes had highest tendency to use cream. Boys and girls of low age watching westernized programme showed moderate use of cream but it was higher than the low age girls of non-westernized programme groups, and lower than high age girls of non-westernized programme groups. It indicates that girls had habits to use cream more than the boys. Watching westernized programmes increased this tendency in both groups of boys and girls. Age also has an effect to strengthen the use of cream.

The study also examined the use of various creams by the different groups. Responses on the check-list were analysed for their frequencies, and these frequencies were subjected to Friedman’s 2-way ANOVA by rank. Obtain results in this regard are presented in table 39.

Table 39. Use of different creams

<table>
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<tr>
<th>Items</th>
<th>Fair</th>
<th>Pond</th>
<th>Lakme</th>
<th>Nivea</th>
<th>Ayur</th>
<th>Johnson</th>
<th>Brorline</th>
<th>Boroplus</th>
<th>Vicco</th>
<th>Any</th>
<th>Don't use</th>
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<td>Nivea</td>
<td>Ayur</td>
<td>Johnson</td>
<td>Boroline</td>
<td>Boroplus</td>
<td>Vicco</td>
<td>Any</td>
<td>Don't use</td>
</tr>
<tr>
<td>------------</td>
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<td>---------</td>
<td>----------</td>
<td>----------</td>
<td>-------</td>
<td>-----</td>
<td>-----------</td>
</tr>
<tr>
<td>Girls NWP/LA</td>
<td>14</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>10</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Girls NWP/HA</td>
<td>4</td>
<td>4</td>
<td>1</td>
<td>2</td>
<td>1</td>
<td>4</td>
<td>10</td>
<td>2</td>
<td>2</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>Boys WP/LA</td>
<td>10</td>
<td>0</td>
<td>4</td>
<td>4</td>
<td>0</td>
<td>2</td>
<td>4</td>
<td>0</td>
<td>1</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Boys WP/HA</td>
<td>15</td>
<td>7</td>
<td>4</td>
<td>0</td>
<td>7</td>
<td>0</td>
<td>1</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Girls WP/LA</td>
<td>6</td>
<td>5</td>
<td>9</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td>Girls WP/HA</td>
<td>12</td>
<td>11</td>
<td>0</td>
<td>3</td>
<td>5</td>
<td>0</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>

\[ \chi^2, (70) = 34.92, p < .01 \]

Friedman's 2-way ANOVA by ranks results was found to be significant indicating that subjects of different groups showed different liking for different creams. Most and least preferred brand name of the cream are given as under:
<table>
<thead>
<tr>
<th>Groups</th>
<th>Most Preferred</th>
<th>Least Preferred</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low age-Boys-NWP</td>
<td>Boroline, Fair &amp; Lovely</td>
<td>Lakme, Nivea, Johnson &amp; Johnson, Vicco.</td>
</tr>
<tr>
<td>High age-Boys-NWP</td>
<td>Fair &amp; Lovely</td>
<td>Lakme, Nivea, Ayur, Johnson &amp; Johnson, Vicco.</td>
</tr>
<tr>
<td>High age-Girls-NWP</td>
<td>Boroline, Fair &amp; Lovely</td>
<td>Lakme, Ayur, Ponds, Johnson &amp; Johnson</td>
</tr>
<tr>
<td>Low age-Boys-WP</td>
<td>Fair &amp; Lovely, Lakme</td>
<td>Ponds, Ayur, Boroline, Vicco</td>
</tr>
<tr>
<td>High age-Boys-WP</td>
<td>Fair &amp; Lovely, Ponds, Ayur</td>
<td>Nivea, Johnson &amp; Johnson</td>
</tr>
<tr>
<td>Low age-Girls-WP</td>
<td>Lakem, Fair &amp; Lovely, Ponds</td>
<td>Boroline, Boroplus, Vicco</td>
</tr>
<tr>
<td>High age-Girls-WP</td>
<td>Fair &amp; Lovely, Ponds, Ayur</td>
<td>Lakme, Johnson &amp; Johnson</td>
</tr>
</tbody>
</table>

Analysis of results given in the table 39 revealed that most of the subjects, of low age boys and high age boys - non-westernized programme groups, didn’t like to use any cream. However, their most preferred cream were Fair & Lovely and Boroline. Fair & Lovely was most popular brand name used by all groups. Boroline was used by the subjects of non westernized programme groups. On the other hand, subjects of westernized programme groups showed their interest in Lakme, Ponds, Nivea etc.

**Use of Moisturizing Agent During Winter Months**

The study also examine the habit of using moisturizing agents in winter months by the different groups. Obtain frequencies and Friedman’s ANOVA results are presented in table 40.
Friedman's 2 way ANOVA by ranks result was found to be significant. Results indicating that subjects of different groups showed different liking for different moisturizing agent. Most and least preferred name of the moisturizing agents are given as such:

<table>
<thead>
<tr>
<th>Groups</th>
<th>Most Preferred</th>
<th>Least Preferred</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low age-Boys-NWP</td>
<td>Vaseline, Oil.</td>
<td>Moisturising lotion, Cold-cream.</td>
</tr>
<tr>
<td>High age-Boys-NWP</td>
<td>Vaseline, Glycerin.</td>
<td>Cold-Cream, Moisturising lotion.</td>
</tr>
<tr>
<td>Low age-Girls-NWP</td>
<td>Vaseline, Oil.</td>
<td>Glycerin, Moisturising lotion.</td>
</tr>
<tr>
<td>Groups</td>
<td>Most Preferred</td>
<td>Least Preferred</td>
</tr>
<tr>
<td>--------------------</td>
<td>------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>High age-Girls-NWP</td>
<td>Glycerin, Vaseline.</td>
<td>Cold-Cream, Moisturising lotion.</td>
</tr>
<tr>
<td>Low age-Boys-WP</td>
<td>Moisturising lotion, Vaseline, Cold-Cream.</td>
<td>Oil.</td>
</tr>
<tr>
<td>High age-Boys-WP</td>
<td>Moisturising lotion, Vaseline.</td>
<td>Oil.</td>
</tr>
<tr>
<td>Low age-Girls-WP</td>
<td>Cold-Cream, Glycerin.</td>
<td>Oil.</td>
</tr>
<tr>
<td>High age-Girls-WP</td>
<td>Moisturising lotion, Cold-Cream.</td>
<td>Oil.</td>
</tr>
</tbody>
</table>

Overall results indicated that non-westernized programme group showed higher interest in Vaseline and Glycerin, but less interest in cold cream and moisturizing lotion. On the other hand westernized programme group indicated highest use of cold cream and moisturizing lotion and less interest in oil. Low age boys and girls of non-westernized programme groups showed their higher interest to use oil, but high age boys and girls of non-westernized programme group showed highest use of Glycerin.

Boys of low and high age watching westernized programmes indicated that their higher interest in moisturizing lotion and Vaseline.

(2) **Use of Powder**

A perusal of the results regarding use of powder revealed insignificant effect of second order interaction as well as effects of first order interactions between sex and age, also sex and programme. The main effect of age, sex and programme also first order interaction between age and programme were found to be significant. Average scores shown on the table 37 indicated that low age subjects of westernized programme group had highest tendency to use powder, high age-non-westernized
programme group showed least use of powder. Low-age-non-westernized programme group and high age-westernized programme group showed moderate use of powder. Table 34 concerning the effect of sex indicates that girls had a tendency to use powder more than boys.

(3) USE OF FOUNDATION

A study of table 34, 35, 36 and 37 indicates that main effect of sex, age, programme, and effect of all first order interactions on use of foundation were found to be significant. The second order interaction was found to be insignificant. Table 37 reveals that high age of westernized programme group showed highest use of foundation while low age of non-westernized group showed least use of foundation. But low age of westernized programme group and high age of non-westernized group showed about similar tendency to use foundation, but it was higher than the subject of low age-non-westernized group and lower than the subjects of high age-westernized programme group. It clearly indicates the effect of westernized programme. Though watching westernized programmes increases the use of foundation in the subject of both age groups, its effect was important in the case of high age group.

Girls of westernized programme groups showed highest use of foundation while girls of non-westernized programme group showed moderate use of foundation. Boys of non-westernized programme group showed the never use of foundation. But boys of westernized programme group showed some use. Average score shown in the table 24 indicated that girls of high age groups had a tendency to use foundation more than the girls of low age group.

(4) USE OF CLEANGER

Results regarding use of cleanger reveal insignificant effect of second order interaction, first order interaction between sex and age, also sex and programme as well as the main effect of age. The main effect of sex and
programme also first order interaction between age and programmes were found to be significant. Average scores shown in the table 37 indicate that subjects of high age-non-westernized programme group showed least use of cleaner while subjects of high age watching westernized programmes showed its highest use. Subjects of low age watching both types of programmes showed lower use of cleaner than the subjects of high age group. However, subject of low age watching westernized programmes showed more use than the low age subjects watching non-westernized programmes.

(5) Use of Kajal

Results regarding use of Kajal indicated that main effect of sex was found to be significant while age and programme were found to be insignificant. The first order interaction between age and programme was found to be significant, but interaction between sex and age, and sex and programme were found to be insignificant. The second order interaction among sex, age and programme was significant. These results indicate (Table 38) that boys of low age for both programme groups showed the never use of Kajal but with increasing age they showed some use of it. On the other hand, girls showed important tendency in this regard. Girls of low age watching non-westernized programmes reveal more use than their counterpart subjects, watching westernized programmes. But increasing age of girls changed this tendency. Girls of high age watching westernized programme used Kajal more than counterpart subjects watching non-westernized programmes.

(6) Use of Lip-stick

Results regarding use of lip-stick reveals insignificant effect of second order interaction as well as effects of first order interactions between sex and age, and age and programme as well as the main effect of age. The main effect of sex, programme, and first order interaction between sex and programme were found to be significant. Table 36 indicates that boys of
both programme groups showed the never use of lip-stick. However, girls of westernized programme group showed higher use of lip-stick than the girls of non-westernized programme group. Significant main effect of sex shown in the table 34 indicates that only girls had the tendency to use lip-stick. The main effect of programmes reveal the fact that watching westernized programmes increases the tendency to use lip-stick. Since, boy don’t use it, the significant result was obtained due to girls only.

(7) **Use of Nail-polish**

A study of table 34, 35, 36 and 37 regarding use of nail-polish indicates that main effects of sex programme, and first order interaction between sex and programme were found to be significant. The main effect of age, and first order interaction between sex and age, also age and programme as well as the second order interaction were found to be insignificant.

The first order interaction between sex and programme reveals that girls had a tendency to use nail-polish more than boys counterpart. Boys of both programme groups showed a similar tendency for less use of nail-polish. Results clearly indicate the effect of westernized programmes on girls it increases the use of nail-polish in girls up to a greater extent.

(8) **Use of Bindi**

Significant F ratios were found in case of main effects of sex and age, and interaction effects of sexXage, ageXprogrammes and sexXageXprogramme. The main effect of programme, and first order interaction between sex and programme were found to be insignificant.

Average scores indicates that boys did not use bindi, where as girls of low age group showed more use of bindi than their high age counterpart. Results also indicate that watching westernized programmes increases the use of bindi in girls of high ages, but it has no effect on girls of low age.
(9) **Fashionable Clothes**

An analysis of the results regarding fashionable clothes reveals that main effect of programme as well as effects of first order interactions between sex and age, sex and programme, and age and programme were found to be significant. The main effect of sex and age, and second order interaction among sex, and programme were found to be insignificant. The first order interaction between sex and age revealed that boys of high age group and girls of low age group had higher tendency to wear fashionable clothes than the boys of low age and girls of high age. Average scores regarding first order interaction between sex and programme indicated that boys and girls of non-westernized programme group showed less use of fashionable clothes than their westernized programme counterpart group. It clearly indicates the positive effect of watching westernized programme on both the sex groups regarding use of fashionable clothes. Interaction between age and programme reveals that subjects high age watching non-westernized programme showed least use of fashionable clothes while subjects of low age-non westernized programme showed more use of fashionable clothes. On the other hand, subjects of both age groups watching westernized programmes had a tendency to use fashionable clothes to the highest extent. It clearly indicates the effect of westernized programmes on the subject of both age groups.

(10) **Trendy Footwear**

Results regarding use of trendy foot wear indicate insignificant F ratios regarding main effect of sex, interaction effects of age x programme and sex x age x programme. The Main effects of age and programme, and first order interaction between sex and age, and sex and programme were found to be significant.

Average score shown in the table 35 indicated that boys of high age group had a habit to use trendy foot wear most while boys of low age
groups showed some use of trendy footwear. On the other hand, girls of low and high age groups showed about similar trend in this regard.

Effect of interaction between sex and programme shown in table 36 indicates that boys of westernized programme group showed greatest tendency to use trendy foot wear while boys of non-westernized group showed least use of trendy foot wear. Girls of both programme groups showed moderate use in this regard. It clearly indicates that westernized programme increases the use of trendy footwear in the subjects of both sexes. However, its effect was important in the case of boys.

Main effect of age shown on table 34 indicate that high age subjects had tendency to use trendy foot wear more than the low age subjects.

(11) Fondness of Matching

Results regarding fondness of matching reveal significant F ratios regarding main effects sex, age and programme as well as interaction effects of sex x age and age x programme. The second order interaction among sex, age and programme, also first order interaction between sex and programme were found to be insignificant.

Average scores shown in the table 35 indicate that low age boys showed least concern for matching. Boys of high age group showed more fondness than the girls of both age groups. Results regarding interaction effect of age x programme (Shown in table 37) reveal that subjects of high age group watching westernized programmes showed highest fondness of matching where as subjects of low age watching non westernized programme showed least fondness. Subjects of both age levels watching westernized programmes showed more fondness of matching than subjects of both age levels watching non-westernized programme.

(12) Polish of Foot Wear

Results indicate that main effect of age and programme, and interaction effect of sex x age, sex x age x programme were found to be
significant. The main effect of sex and first order interaction between sex and programmes, also age and programme were found to be insignificant.

Significant results indicate (See table 38) that boys and girls of low age groups watching non-westernized programme showed least inclination for polishing footwear while boys and girls of high age group watching non-westernized programme showed moderate habit of polishing footwear, Table 27 indicates that watching westernized programme increases the habit among boys and girls of both age level but this effect was not so prominent in the case of girls of higher age.

(13) Changing of Clothes:

A study of the results regarding the habit of changing clothes in a day reveals insignificant effects of second order interaction as well as first order interaction between sex and age. The main effects of sex, age and programme, also first order interaction effect of sex x programme, and age x programme were found to be significant. Average score shown in the table 36 indicates that boys watching westernized programme showed greatest emphasis whereas boys of NW programme group showed lowest emphasis on changing of clothes. It clearly indicates the effect of westernized programmes; it increases the habits of changing clothes in the subjects of both sex groups. However, its effect was relatively more important in the case of boys.

Average score regarding first order interaction between age and programme reveals that increasing age enhances this tendency in the subjects but it was more prominent in the case of the subjects watching westernized programmes.

(14) Well Grooming

An analysis of the results regarding well grooming reveals significant effect of programme as well as first order interactions between sex and age, and sex and programme. The main effect of sex and age, and first
order interaction between age and programme, and second order interaction were found to be insignificant.

Average score indicates (See table 35) that boys of high age and girls of low age showed higher scores on well grooming than the boys of low age and girls of high age. Boys showed greater emphasis on well grooming with increasing age while girls showed the reverse trend. Result regarding significant effect of sex and programme exhibited that watching westernized programme increases the emphasis on well grooming. Boys and girls watching westernized programmes showed a similar trend in this regard. However, girls watching non-westernized programmes showed somewhat greater scores than the boys of non-westernized programme group.

(15) Looking in Mirror

A close perusal of the results regarding the habit of looking in mirror reveals significant main effects of all three independent variables.

The interactions of age x programme, and sex x age x programme were also found to be significant. However, effects of first order interaction between sex and age also sex and programme were found to be insignificant.

Average score regarding second order interaction shows that girls are more inclined to look in mirror. Watching westernized programmes increases this tendency. It is true for both sex groups. Effect of westernized programme was found to be most prominent in the case of boys of high age. Boys of this age group watching non-westernized programmes showed lowest scores. While boys of this age group watching westernized programmes showed highest scores.

(16) Ironing The Clothes

A study of results regarding the habit of ironing of clothes reveals that first order interaction between sex and age was found to be
insignificant. The main effect of sex, age and programme, and interactions of sex X programme, age X programme and sex X age X programme were found to be significant.

These results indicate (see table 38) that boys of high age watching westernized programmes showed highest score. High age girls watching westernized programmes scored higher than other groups, but lower than high age-westernized programme-boys. Girls of low age watching non-westernized programmes, girls of low age watching westernized programme, and boys of low age watching westernized programme showed about similar trend, but their scores are higher than boys of low and high age watching non-westernized programmes.

Results clearly indicate that sex and age have significant impact on ironing the clothes but watching westernized programme increases this tendency. However, its effect was very important in the case of high age boys.

(17) **Fashionable Hair Style**

The study of table 34, 35, 36, 37 and 38 regarding fashionable hair style indicates that effect of age and programme, and interaction effect of sex X age, sex X programme, and sex X age X programme were significant. The main effect of sex, and first order interaction of age X programme were found to be insignificant.

Results in this regard reveal that boys of high age watching westernized programmes showed highest score. Low age girls watching westernized programmes score at second. Girls of high age level watching any programme, boys and girls of low age watching non-westernized programmes and boys of low age watching westernized programme showed moderate scores, but scores were higher than the scores of low and high age boys watching non-westernized programmes. Boys of low and high age group watching non-westernized programmes were found to be least
concerned with changing the hair style according to fashion. Results clearly indicate the impact of westernized programmes on the subjects, specifically in the case of boys of high age, and girls of low age watching westernized programmes. However, it has no impact on high age girls.

(18) GROOMING OF HAIR

A perusal of the results regarding grooming of hair reveals that all the main as well as interaction effects were found to be significant. Results showed that girls of high age were more conscious regarding grooming of their hairs. But watching westernized programme increased the tendency. Watching westernized programmes has a significant role in case of high age boys. High age boys watching non-westernized programme showed lowest score, but watching westernized programme led boys of this age group to score similar to high age girls watching westernized programme. Boys and girls of low age group watching non-westernized programme showed similar trend, but watching westernized programmes increases this tendency. Results also revealed that effect of westernized programme is more important in case of girls than the boys.

DISCUSSION

Results regarding habits related to fashion and glamour also supported our assumptions (Kelly & Byrne, 1972). On the basis of this reference it was assumed that girls would show more use of these items, which increase their fashionable outlook. Similarly boys would show higher use of these items which enhance masculine outlook. Findings of the present study supported these assumptions. Results clearly indicate that girls had more habits of using those items (e.g., Cream, Kajal, Lip-stick, etc) increasing feminine outlook than the boys. On the other hand, there were no sex differences regarding the use of such items which enhance feminine outlook of girls and masculine outlook of boys (fashionable clothes, trendy footwear). Results also indicate that subjects become more and more conscious about fashion and glamour with increasing age. An
increase in age, developed a tendency to use such items more, is not prohibited by the educational institutions.

Considering the effect of programme on the habits related to fashion and glamour, it may be concluded that watching westernized TV programmes led the subject to use such items much so as to enhance feminine/masculine outlook. Insignificant effect of programme was found to be insignificant in case of those items, on the use of which educational institutions had some restriction. These items are kajal and bindi.

It is also clear that increasing age had a significant impact on boys and girls regarding this habit at both age levels. Boys showed never use of the items exclusively for the girls (i.e., Lip-stick, Bindi, Kajal & Foundation). For the other items subjects (boys and girls) of higher age showed greater use than low age counter part. This is true for the items that may increase beauty, but girls showed greater habits to use these with increasing age. Similarly watching westernized TV programme increases these tendencies, but it was prominent in the case of girls and in some cases boys watching westernized programmes and highest tendencies to use these items. For example boys watching westernized programme showed tendency towards trendy footwear, well groomed, Ironing the clothes and changing hair style. Actually society had some restrictions on girls of high age regarding these habits. As a results they use these item less than the boys of WP group.

(E) FOOD HABITS

As has been reported, fourteen items were taken in the questionnaire regarding food habits. There were ten items having rating scales, one item was checklist and three items were given with yes/no response alternatives.
Individual scores of different groups on the rating scales were subjected to 3-way ANOVA. Responses on the checklist were analysed employing Friedman's two-way ANOVA by ranks. Yes/No response alternatives were analysed employing $x^2$ test.

ANOVA results are presented in the table 41, 42, 43, 44, 45. Table 41 presents main effects of the three independent variable, while table 42, 43 and 44 present first order interactions of sex X age, sex X programme, and age X programme. Table 45 shows the results regarding effects of second order interaction which are as under:

Table: 41. Mean scores of two ses groups, two age groups and two programme groups.

<table>
<thead>
<tr>
<th>Item</th>
<th>Sex</th>
<th>F</th>
<th>Age</th>
<th>Programme</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boy</td>
<td>Girls</td>
<td>Ratio</td>
<td>Low</td>
<td>High</td>
</tr>
<tr>
<td>Nutrients with Milk</td>
<td>1.50</td>
<td>1.51</td>
<td>0.02</td>
<td>1.68</td>
<td>1.33</td>
</tr>
<tr>
<td>Chocolate</td>
<td>2.00</td>
<td>2.38</td>
<td>42.89**</td>
<td>2.20</td>
<td>2.18</td>
</tr>
<tr>
<td>Ice cream</td>
<td>1.96</td>
<td>2.25</td>
<td>22.79**</td>
<td>2.05</td>
<td>2.16</td>
</tr>
<tr>
<td>Cold drink</td>
<td>1.88</td>
<td>2.05</td>
<td>5.70*</td>
<td>1.85</td>
<td>2.09</td>
</tr>
<tr>
<td>Chewing gum</td>
<td>1.99</td>
<td>2.02</td>
<td>0.17</td>
<td>1.96</td>
<td>2.05</td>
</tr>
<tr>
<td>Eat out</td>
<td>1.60</td>
<td>1.51</td>
<td>1.55</td>
<td>1.45</td>
<td>1.66</td>
</tr>
<tr>
<td>Eating at Theta</td>
<td>1.69</td>
<td>1.60</td>
<td>1.48</td>
<td>1.63</td>
<td>1.66</td>
</tr>
<tr>
<td>Smoking</td>
<td>1.43</td>
<td>1.00</td>
<td>57.23**</td>
<td>1.00</td>
<td>1.43</td>
</tr>
<tr>
<td>Drinking</td>
<td>0.16</td>
<td>1.00</td>
<td>45.60**</td>
<td>1.00</td>
<td>0.16</td>
</tr>
<tr>
<td>Pan Parag/</td>
<td>1.80</td>
<td>1.90</td>
<td>2.05</td>
<td>1.60</td>
<td>2.10</td>
</tr>
<tr>
<td>Pan/Gutakha</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

** p < .01; * p < .05
Table: 42. Mean scores of both sexes taken from both age groups.

<table>
<thead>
<tr>
<th>Item</th>
<th>Boys</th>
<th>Girls</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low Age</td>
<td>High Age</td>
<td>Low Age</td>
</tr>
<tr>
<td>Nutrients with Milk</td>
<td>1.67</td>
<td>1.32</td>
<td>1.68</td>
</tr>
<tr>
<td>Chocolate</td>
<td>1.97</td>
<td>2.02</td>
<td>2.43</td>
</tr>
<tr>
<td>Ice cream</td>
<td>1.90</td>
<td>2.03</td>
<td>2.21</td>
</tr>
<tr>
<td>Cold drink</td>
<td>1.63</td>
<td>2.13</td>
<td>2.06</td>
</tr>
<tr>
<td>Chewing gum</td>
<td>1.81</td>
<td>2.17</td>
<td>2.11</td>
</tr>
<tr>
<td>Eat out</td>
<td>1.38</td>
<td>1.81</td>
<td>1.51</td>
</tr>
<tr>
<td>Bating at Thela</td>
<td>1.56</td>
<td>1.82</td>
<td>1.70</td>
</tr>
<tr>
<td>Smoking</td>
<td>1.00</td>
<td>1.86</td>
<td>1.90</td>
</tr>
<tr>
<td>Drinking</td>
<td>1.00</td>
<td>0.33</td>
<td>1.00</td>
</tr>
<tr>
<td>Pan Parag/Pan/Gutakha</td>
<td>1.42</td>
<td>2.18</td>
<td>1.77</td>
</tr>
</tbody>
</table>

** p < .01

Table: 43. Mean scores of two programme groups drawn from two sexes.

<table>
<thead>
<tr>
<th>Item</th>
<th>Boys</th>
<th>Girls</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NWP</td>
<td>WP</td>
<td>NWP</td>
</tr>
<tr>
<td>Nutrients with Milk</td>
<td>1.35</td>
<td>1.65</td>
<td>1.60</td>
</tr>
<tr>
<td>Chocolate</td>
<td>1.63</td>
<td>2.36</td>
<td>2.32</td>
</tr>
<tr>
<td>Ice cream</td>
<td>1.73</td>
<td>2.20</td>
<td>2.13</td>
</tr>
<tr>
<td>Cold drink</td>
<td>1.62</td>
<td>2.45</td>
<td>2.16</td>
</tr>
<tr>
<td>Chewing gum</td>
<td>1.57</td>
<td>2.41</td>
<td>1.93</td>
</tr>
<tr>
<td>Item</td>
<td>Boys</td>
<td>Girls</td>
<td>P</td>
</tr>
<tr>
<td>------------------------------</td>
<td>------</td>
<td>-------</td>
<td>---------</td>
</tr>
<tr>
<td></td>
<td>NWP</td>
<td>WP</td>
<td>NWP</td>
</tr>
<tr>
<td>Bat out</td>
<td>1.35</td>
<td>1.85</td>
<td>1.35</td>
</tr>
<tr>
<td>Eating at Thela</td>
<td>1.56</td>
<td>1.82</td>
<td>1.33</td>
</tr>
<tr>
<td>Smoking</td>
<td>1.15</td>
<td>1.71</td>
<td>1.00</td>
</tr>
<tr>
<td>Drinking</td>
<td>1.08</td>
<td>1.25</td>
<td>1.00</td>
</tr>
<tr>
<td>Pan Parag/Pan/Gutakha</td>
<td>1.37</td>
<td>2.23</td>
<td>1.45</td>
</tr>
</tbody>
</table>

** p < .01

Table: 44. Mean scores of both age groups taken from both programme groups.

<table>
<thead>
<tr>
<th>Item</th>
<th>Low Age</th>
<th>High Age</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NWP</td>
<td>WP</td>
<td>NWP</td>
</tr>
<tr>
<td>Nutrients with Milk</td>
<td>1.62</td>
<td>1.73</td>
<td>1.32</td>
</tr>
<tr>
<td>Chocolate</td>
<td>2.10</td>
<td>2.31</td>
<td>1.86</td>
</tr>
<tr>
<td>Ice cream</td>
<td>1.83</td>
<td>2.27</td>
<td>2.03</td>
</tr>
<tr>
<td>Cold drink</td>
<td>1.68</td>
<td>2.01</td>
<td>2.10</td>
</tr>
<tr>
<td>Chewing gum</td>
<td>1.81</td>
<td>2.11</td>
<td>1.70</td>
</tr>
<tr>
<td>Bat out</td>
<td>1.31</td>
<td>1.58</td>
<td>1.38</td>
</tr>
<tr>
<td>Eating at Thela</td>
<td>1.33</td>
<td>1.92</td>
<td>1.56</td>
</tr>
<tr>
<td>Smoking</td>
<td>1.00</td>
<td>1.00</td>
<td>1.15</td>
</tr>
<tr>
<td>Drinking</td>
<td>1.00</td>
<td>1.00</td>
<td>1.08</td>
</tr>
<tr>
<td>Pan Parag/Pan/Gutakha</td>
<td>1.32</td>
<td>1.87</td>
<td>1.50</td>
</tr>
</tbody>
</table>

** p < .01; * p < .05
Table: 45. Mean food habit scores of the subjects of different groups formed on the basis of sex, age and programmes.

<table>
<thead>
<tr>
<th>Item</th>
<th>Boys</th>
<th>Girls</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low Age</td>
<td>High Age</td>
<td>Low Age</td>
</tr>
<tr>
<td></td>
<td>NWP WP</td>
<td>NWP WP</td>
<td>NWP WP</td>
</tr>
<tr>
<td>Nutrients with Milk</td>
<td>1.52 1.82</td>
<td>1.17 1.47</td>
<td>1.72 1.65</td>
</tr>
<tr>
<td>Chocolate</td>
<td>1.77 2.17</td>
<td>1.50 2.55</td>
<td>2.42 2.45</td>
</tr>
<tr>
<td>Ice cream</td>
<td>1.65 2.15</td>
<td>1.82 2.25</td>
<td>2.02 2.40</td>
</tr>
<tr>
<td>Cold drink</td>
<td>1.45 1.82</td>
<td>1.80 2.47</td>
<td>1.92 2.20</td>
</tr>
<tr>
<td>Chewing gum</td>
<td>1.42 2.20</td>
<td>1.72 2.62</td>
<td>2.20 2.02</td>
</tr>
<tr>
<td>Eat out</td>
<td>1.25 1.52</td>
<td>1.45 2.17</td>
<td>1.37 1.65</td>
</tr>
<tr>
<td>Eating at Thela</td>
<td>1.42 1.70</td>
<td>1.70 1.95</td>
<td>1.25 2.15</td>
</tr>
<tr>
<td>Smoking</td>
<td>1.00 1.00</td>
<td>1.30 2.42</td>
<td>1.00 1.00</td>
</tr>
<tr>
<td>Drinking</td>
<td>1.00 1.00</td>
<td>0.17 0.50</td>
<td>1.00 1.00</td>
</tr>
<tr>
<td>Pan Parag/Pan/Gutakha</td>
<td>1.27 1.57</td>
<td>1.47 2.90</td>
<td>1.37 2.17</td>
</tr>
</tbody>
</table>

** p < .01; * p < .05

(i) Nutrients With milk

Results regarding taking nutrients with milk indicates insignificant main effect of sex and programme, F ratios regarding interaction effect of sex x age, age x programme and sex x age x programme were also found to be insignificant. The main effect of age, and first order interactions between sex and programme were found to be significant.

Average score shown in the table 43 indicated that boys of westernized group and girls of non westernized group showed similar
tendency to take nutrients with milk. Results also indicate that girls of westernized group showed moderate average score but it was higher than boys of non westernized group, and lower than the boys of westernized group and girls of non-westernized group.

The main effect of age indicated that low age group showed more intake of nutrients with milk than high age group.

(II) CHOCOLATE

A study of the results about eating chocolates reveals insignificant main effects of age, and interactions of sex x age and sex x age x programme. The main effect of sex and programme, and first order interaction effect of sex x programme and age x programme were found to be significant.

Results showed in the table 41 indicate that girls take more chocolate than the boys. Similarly westernized programme group consume more chocolates than the non westernized programme group. But table 43 indicates that watching westernized programme increases the higher tendency to take chocolate in the girls than in the boys.

The first order interaction between age and programme was shown in the table 44. It reveals that high age subjects of westernized programme group showed highest scores while high age subjects of non westernized group showed lowest scores. But low age of non westernized groups showed lower scores than westernized group. It clearly indicates that westernized programme groups of both age level (low & high) showed higher tendency to eat chocolate than non westernized programme groups. Another result related to the main effect of sex indicates that girls were to eat chocolate more than boys counter parts.

(iii) ICE-CREAM:

The study of table 41, 42, 43, 44 and 45 about eating ice-cream indicates that the main effect of sex and programme were found to be
significant. The main effect of age and programme and all first order interaction as well as second order interaction were found to be insignificant.

Average scores of the two sex groups reveal that girls had greater habit to eat ice-cream than boys counterpart. Similarly, subjects of westernized programme group showed higher tendency in this regard than the non-westernized programme group.

(iv) Cold-Drink

A perusal of the results about taking cold-drinks reveals that effects of age and programme and all the interactions effects were significant. Only effect of sex was found to be insignificant.

These results indicate (table 41) that boys and girls showed similar habit in this regard. Subjects of high age group showed higher scores than the low age counterpart group. Results also indicated that westernized groups had higher tendency to take cold-drink than the non-westernized group.

However, significant second order interaction reveals (table 45) that boys of high age group watching westernized programme and girls of high age group watching non-westernized programme showed similarly highest tendency to take cold-drink but boys of low age group watching non-westernized group showed lowest score. Boys of low age group watching westernized programme and boys of high age group watching non-westernized group showed similar habit in this regard. Results also reveal that girls of low age group watching non-westernized programme subjects showed least score for taking cold-drink than their counterpart subjects of watching westernized programme. But the trend was reverse in the case of girls subjects with high age. Girls of high age watching non-westernized programme group showed higher average score than their counterpart subjects watching westernized programme. However, watching
westernized programme increases the habit of taking cold-drink in boys both age levels.

(v) CHEWING-GUM

The results regarding habit of eating chewing-gum revealed that the main effect, of sex and age also second order interaction of sex x age x programme, were insignificant. The main effect of programme and all the first order interactions (e.g., sex x age, sex x programme and age x programme) were found to be significant.

Average scores of interaction (table 42) effect of sex x age reveals that use of chewing-gum increased in boys while it decreased in girls with advancing age. Table 43 indicates that watching westernized programme increased the habit of chewing-gum in the subjects of both the sexes, but effect was more prominent in the boys than the girls. Similarly, the interaction between age and programme (table 44) showed that westernized programme group of both age level consume more chewing-gum than the non westernized programme groups. However, watching westernized programme increase the habit of eating chewing-gum in both age level, but effect was more important in high level.

(vi) EAT out

Results about eating habit indicate significant main effect of age and programme and first order interaction of sex x age and age x programme. The main effect of sex, and first order interaction between sex and programme also second order interaction were found to be insignificant.

Average scores shown in table 42 reveal that boys of high age group showed higher tendency to eat than any group. But girls of both age levels showed similarly moderate in this regard. The interaction effect of age x programme reveals that watching westernized programme increases this habit in both age groups, but the effect was significantly prominent in the case of high age levels.
(vii) Eating at Thela

The study of table 41, 42, 43, 44 and 45 about eating at thela showed that main effect of programme and interaction effect of sex x age, age x programme also sex x age x programme were found to be significant. The main effect of sex and age, and first order interaction between sex and programme were found to be insignificant.

These results clearly indicate (Table 45) that the effect of watching westernized programme increases the habit of eating at thela among subjects of all the groups. But it increased in boys while decreased in girls with advancing age.

(viii) Smoking

Results regarding smoking habit reveals that main effects of first order interactions and second order interaction were found to be significant.

The average scores as a function of second order interaction shown in table 45 indicate that only boys of high age group had the tendency of smoking but watching westernized programmes increased the habit. Results also indicated that all girls and low boys did not smoke. On the basis of the results it may be concluded that increasing age develops smoking habit among boys, and watching westernized programme strengthen this tendency.

(ix) Drinking

A perusal of the results about habit of drinking indicates that main and interaction effects were found to be significant.

Results shown in table 45 reveal that girls did not have any tendency to take wine while boys had. Boys of low age groups also showed similar tendency like the girls. However, boys of high age group had a habit of drinking. The effect of westernized programme was found to be
significant. It increased the habit of drinking among boys with high age groups.

(x) **Taking Pan/Pan-parag/ Gutakha/ Betelnut**

A study of the results regarding taking pan/Pan-parag etc. indicates insignificant main effect of sex and interaction between sex and programme. The main effect of age also programme, and interactions of sex x age, age x programme and sex x age x programme was found to be significant.

Results shown in table 45 reveal that growing age had a positive effect on the intake of pan parag etc. It is true in the case of both sexes. However, watching westernized TV programme enhanced this habit in all the subjects.

(1) **Beverage Taken in The Morning**

Obtained results regarding the beverage taken in the morning are presented in table 46.

Table : 46 Beverage taken in the morning

<table>
<thead>
<tr>
<th>Groups</th>
<th>Milk</th>
<th>Tea</th>
<th>Coffee</th>
<th>Never</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys/NWP/LA</td>
<td>13</td>
<td>16</td>
<td>0</td>
<td>11</td>
</tr>
<tr>
<td>Boys/NWP/HA</td>
<td>13</td>
<td>19</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>Girls/ NWP/LA</td>
<td>16</td>
<td>12</td>
<td>0</td>
<td>12</td>
</tr>
<tr>
<td>Girls/NWP/HA</td>
<td>12</td>
<td>20</td>
<td>0</td>
<td>8</td>
</tr>
<tr>
<td>Boys/ WP/LA</td>
<td>22</td>
<td>12</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>Boys/ WP/HA</td>
<td>5</td>
<td>35</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Girls/ WP/LA</td>
<td>22</td>
<td>18</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Girls/ WP/HA</td>
<td>17</td>
<td>23</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

\[ \chi^2 = 20.25, \quad p < .01 \]
Friedman's 2-way ANOVA by ranks result was found to be significant indicating that subjects of different groups showed different liking for different beverage. Most and least preferred beverage are given as under:

<table>
<thead>
<tr>
<th>Groups</th>
<th>Most Preferred</th>
<th>Least Preferred</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys-Low age-NWP</td>
<td>Tea</td>
<td>Coffee</td>
</tr>
<tr>
<td>Boys-High age-NWP</td>
<td>Tea</td>
<td>Coffee</td>
</tr>
<tr>
<td>Girls-Low age-NWP</td>
<td>Milk</td>
<td>Coffee</td>
</tr>
<tr>
<td>Girls-High age-NWP</td>
<td>Tea</td>
<td>Coffee</td>
</tr>
<tr>
<td>Boys-Low age-WP</td>
<td>Milk</td>
<td>Coffee</td>
</tr>
<tr>
<td>Boys-High age-WP</td>
<td>Tea</td>
<td>Coffee</td>
</tr>
<tr>
<td>Girls-Low age-WP</td>
<td>Milk</td>
<td>Coffee</td>
</tr>
<tr>
<td>Girls-High age-WP</td>
<td>Tea</td>
<td>Coffee</td>
</tr>
</tbody>
</table>

The results showed that subjects of all groups revealed their least preference to take coffee. Low age boys and girls watching westernized programme and low age girls of non-westernized programme group showed their liking for milk to be taken in the morning. On the other hand, other groups indicated their preference for rooming tea.

Frequencies of the responses on the item whether you smoke/drink/have drugs were counted and analysed employing $\chi^2$ analysis.

(1) SMOKING

Results presented in the table 47 were found to be significant in the case of smoking, indicating that subjects of different groups showed different habits of smoking.
Table : 47. Smoking

<table>
<thead>
<tr>
<th>Items</th>
<th>NWP</th>
<th>Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
</tr>
<tr>
<td></td>
<td>Low age</td>
<td>High age</td>
</tr>
<tr>
<td>Yes</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>No</td>
<td>37</td>
<td>28</td>
</tr>
</tbody>
</table>

| $\chi^2$ | 30.65** | 16.90** | 40.00** | 40.00** | 40.00** | 8.10** | 40.00** | 40.00** |

** $p < 0.01$, 72.92

Groups wise $\chi^2$ analyses was found to be significant for all groups. Results clearly indicated that girls of both age groups watching both types of programmes showed no interest for smoking. On the other hand, boys of low age watching both types of programme revealed less interest for smoking than high age boys. It clearly indicates that the effect of westernized programme, and watching such programmes increases smoking among boys.

(11) Drinking

Results about drinking habits are presented in the table 48 $\chi^2$ and was found to be significant, which revealed that subjects of different groups indicated different habits of drinking.

Table : 48 Drinking

<table>
<thead>
<tr>
<th>Items</th>
<th>NWP</th>
<th>Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
</tr>
<tr>
<td></td>
<td>Low age</td>
<td>High age</td>
</tr>
<tr>
<td>Yes</td>
<td>0</td>
<td>7</td>
</tr>
<tr>
<td>No</td>
<td>40</td>
<td>33</td>
</tr>
</tbody>
</table>

| $\chi^2$ | 40** | 16.90** | 40.00** | 40.00** | 40.00** | 0.00 | 40.00** | 40.00** |

** $p < 0.01$, 115.94**
Group wise $\chi^2$ analyses were found to be significant in case of all the groups of girls watching both types of programmes, low and high age boys of non-westernized programme group, and low age boys of westernized programme group. On the other hand, the result was insignificant in the case of boys of high age watching westernized programmes.

Results revealed that low aged boys and girls watching both types of programme showed no interest in drinking. On the other hand, boys of high age watching both types of programme showed their interest in drinking. Which clearly indicates the effect of westernized programme.

(III) **Having Drugs**

Obtained results regarding having drugs are presented in table 49.

<table>
<thead>
<tr>
<th>Items</th>
<th><strong>NWP</strong></th>
<th><strong>WP</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
</tr>
<tr>
<td></td>
<td>Low age</td>
<td>High age</td>
</tr>
<tr>
<td>Yes</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>No</td>
<td>39</td>
<td>33</td>
</tr>
<tr>
<td>$\chi^2$</td>
<td>36.10**</td>
<td>16.90**</td>
</tr>
</tbody>
</table>

**p < 0.01**, 72.39**

Frequencies of different groups for having drugs were casted in a contingency table, and were again subjected to $\chi^2$ analyses. Obtained result was found to be significant, indicating that subjects of different groups, showed different habits in this regard. Group-wise $\chi^2$ analyses were also employed which were found to be significant in case of the all groups of girls watching both types of programmes and boys of low and high age watching non westernized programme also low age boys watching westernized programme. On the other hand, result was
insignificant in the case of boys of high age watching westernized programme.

Results revealed that boys of low age and girls of both age groups watching both types of programmes showed no interest in this regard. Boys of high age watching both types of programmes showed their liking for drug. Westernized programmes increases this habit among boys.

DISCUSSION

A simple analyses of the results relating to food habit exhibited that, except some areas, boys and girls showed similar habits. However, girls took more chocolate and ice-cream than the boys. On the other hand, habits of smoking, taking wine, and drugs were found among boys only, girls had no habit in this regard. These results were found just as they were expected. Generally there is separate tendency among boys and girls regarding tobacco, win and drugs. Although these items are not preferred socially in general, yet male members are allowed to take these items. On the other hand, drinking, drugs and smoking are considered taboo for women. Consumption of these items is considered as action of below standard, and object of hating. Helmon and Bookspan, (1992); Manes and Melynk (1974) found that smoking, drinking and having drugs are considered some times as objects of masculinity, and therefore, results of the present study supported this notion. Since increasing age leads boys to show more masculinity (Hartup, 1983; Savin Williams, 1980), boys of high age showed higher scores on smoking, drinking drugs.

Increasing age, increased the habit of taking cold drinks, Pan-parag, smoking and drinking in the subjects. Taking drugs was not found in the subjects of low age, where as, it was found in the subjects of high age. They also preferred to take tea instead of coffee. Some subjects showed preference for milk but without nutrient. It was found that low age subjects took milk with nutrients. It was expected result of families of urban areas which show more consciousness regarding the health of the
children. Nutrients are shown on the TV as a source of complete diet which increases energy and intelligence. These are narrated for kids and aged person. This is the reason as to why subjects of low age took milk with nutrients than subjects of higher age.

Effect of westernized programme was significant in all the cases of food habit except nutrients. Items related to food habit fall in to a category of fast food which are important characteristics of westernized culture. Westernized programmes show these items in the dishes of westernized roles (Larson, 1991). Therefore these items became popular in the subjects watching westernized programme (c.f.,Toras, Sallis, Patterson and Nader, 1989). This is the reason behind the present results where subjects of westernized programme group showed higher habit than the subjects of non westernized programme group. Many times, westernized life-style is given more weightage as it seems to be relatively more attractive. Taking food in the hotel, eating at thela etc. are some attractive life style depicted more in the westernized programme. And as a results these habits are found to be more prominent in the westernized programme group than non westernized programme group.

Results regarding smoking drinking etc. supported the results of Aitken, Badie, Leather, Mc Neill (1988), Pendleton, Smith and Raberts (1991), Signorielli (1987). Aitken (1990). Results of Aitken Badie, Leather, Mc Neill (1988), Aitken (1990) indicated that alcohol commercials contribute to a modest increase in overall consumption by teenagers and also increased pro-drinking attitudes and behaviours. Pendleton, smith and Raberts (1991) found that alcohol use and verbalizations about alcohol were frequent occurrences on prime time television. Antecedent conditions to alcohol ingestion were identified as hospitality, enjoyment, celebration and tension reducing. It was found that while references to alcohol, drinking have increased. Signorielli (1987) indicated that TV has increased smoking and drinking habits.
(F) NAUGHTY AND AGGRESSIVE BEHAVIOUR

There were fourteen items regarding naughty and aggressive behaviour. Responses on the all items were rated on rating scales. Individual scores of different groups on the rating scales were subjected to 3-Way ANOVA separately for each item.

3-Way ANOVA results regarding 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 are presented in table 50, 51, 52, 53, and 54. Table 50 represents the main effect (e.g., sex, age and programmes), table 51, 52 and 53 contain the average scores as a function of first order interaction between sex and age, sex and programme, and age and programme whereas, table 54 shows the mean and F-ratio regarding the effect of second order interaction among sex, age and programme.

Table 50 Mean scores of both sex groups, both age groups and both programme groups.

<table>
<thead>
<tr>
<th>Item</th>
<th>Sex</th>
<th>F</th>
<th>Age</th>
<th>Programme</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Ratio</td>
<td>Low</td>
<td>High</td>
</tr>
<tr>
<td>Naughty behaviour</td>
<td>3.95</td>
<td>2.45</td>
<td>143.99**</td>
<td>3.05</td>
<td>3.36</td>
</tr>
<tr>
<td>Go to film by playing truant</td>
<td>1.16</td>
<td>1.00</td>
<td>27.05**</td>
<td>1.00</td>
<td>1.16</td>
</tr>
<tr>
<td>Teaching the teacher</td>
<td>1.43</td>
<td>1.18</td>
<td>27.77**</td>
<td>1.16</td>
<td>1.43</td>
</tr>
<tr>
<td>Quarrelling with friends</td>
<td>2.25</td>
<td>1.60</td>
<td>91.35**</td>
<td>1.91</td>
<td>1.93</td>
</tr>
<tr>
<td>Throwing things</td>
<td>1.86</td>
<td>1.80</td>
<td>0.54</td>
<td>1.83</td>
<td>1.83</td>
</tr>
<tr>
<td>Quarrelling to show of strength</td>
<td>2.16</td>
<td>1.74</td>
<td>52.52**</td>
<td>1.90</td>
<td>2.00</td>
</tr>
<tr>
<td>Quarrelling with parents</td>
<td>1.95</td>
<td>1.71</td>
<td>10.37**</td>
<td>1.75</td>
<td>1.91</td>
</tr>
<tr>
<td>Quarrelling with teacher</td>
<td>1.44</td>
<td>1.17</td>
<td>27.65**</td>
<td>1.16</td>
<td>1.45</td>
</tr>
<tr>
<td>Item</td>
<td>Sex</td>
<td>P</td>
<td>Age</td>
<td>F</td>
<td>Programme</td>
</tr>
<tr>
<td>------------------------------</td>
<td>-----</td>
<td>-----</td>
<td>-----</td>
<td>----</td>
<td>-----------</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Ratio</td>
<td>Low</td>
<td>High</td>
</tr>
<tr>
<td>Use of ruler</td>
<td>1.94</td>
<td>1.51</td>
<td>42.50**</td>
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<td>1.78</td>
</tr>
<tr>
<td>Use of chain</td>
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<td>1.02</td>
<td>33.12**</td>
<td>1.03</td>
<td>1.20</td>
</tr>
<tr>
<td>Use of knife</td>
<td>1.08</td>
<td>1.00</td>
<td>17.66**</td>
<td>1.00</td>
<td>1.08</td>
</tr>
<tr>
<td>Use of shoes</td>
<td>2.15</td>
<td>1.41</td>
<td>125.83**</td>
<td>1.72</td>
<td>1.84</td>
</tr>
<tr>
<td>Use of teeth</td>
<td>1.46</td>
<td>1.64</td>
<td>10.11**</td>
<td>1.82</td>
<td>1.28</td>
</tr>
<tr>
<td>Thrashing</td>
<td>2.65</td>
<td>2.36</td>
<td>22.03**</td>
<td>2.62</td>
<td>2.58</td>
</tr>
</tbody>
</table>

** p < .01; * p < .05

Table 51. Mean score of both sexes taken from both age groups.
Table: 52. Mean scores of boys and girls of both programe grupus.

<table>
<thead>
<tr>
<th>Item</th>
<th>Boys</th>
<th>Girls</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of knife</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of shoes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of teeth</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Thrashing</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* p < .01
<table>
<thead>
<tr>
<th>Item</th>
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<th>Girls</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NWP</td>
<td>WP</td>
<td>NWP</td>
</tr>
<tr>
<td></td>
<td>Ratio</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Use of teeth</td>
<td>1.12</td>
<td>1.80</td>
<td>1.33</td>
</tr>
<tr>
<td>Thrashing</td>
<td>2.48</td>
<td>2.81</td>
<td>2.07</td>
</tr>
</tbody>
</table>

** p < .01; * p < .05

Table 53. Mean scores of both age groups taken from both programs.
Table: 54. Mean score of the subjects of different groups formed on the basis of sex, age and programme.

<table>
<thead>
<tr>
<th>Item</th>
<th>Boys</th>
<th></th>
<th>Girls</th>
<th></th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low Age</td>
<td>High Age</td>
<td>Low Age</td>
<td>High Age</td>
<td>Ratio</td>
</tr>
<tr>
<td></td>
<td>NWP</td>
<td>WP</td>
<td>NWP</td>
<td>WP</td>
<td>NWP</td>
</tr>
<tr>
<td>Naughty behaviour</td>
<td>2.77</td>
<td>4.20</td>
<td>3.65</td>
<td>5.20</td>
<td>2.17</td>
</tr>
<tr>
<td>Go to film by playing truant</td>
<td>1.00</td>
<td>1.00</td>
<td>1.12</td>
<td>1.52</td>
<td>1.00</td>
</tr>
<tr>
<td>Teaching the teacher</td>
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<td>1.27</td>
<td>1.15</td>
<td>2.30</td>
<td>1.00</td>
</tr>
<tr>
<td>Quarrelling with friends</td>
<td>1.85</td>
<td>2.55</td>
<td>1.90</td>
<td>2.70</td>
<td>1.62</td>
</tr>
<tr>
<td>Throwing things</td>
<td>1.55</td>
<td>2.10</td>
<td>1.67</td>
<td>2.12</td>
<td>1.75</td>
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<tr>
<td>Quarrelling to show of strength</td>
<td>1.85</td>
<td>2.35</td>
<td>1.92</td>
<td>2.52</td>
<td>1.62</td>
</tr>
<tr>
<td>Quarrelling with parents</td>
<td>1.47</td>
<td>2.20</td>
<td>1.60</td>
<td>2.55</td>
<td>1.67</td>
</tr>
<tr>
<td>Quarrelling with teacher</td>
<td>1.00</td>
<td>1.55</td>
<td>1.20</td>
<td>2.02</td>
<td>1.00</td>
</tr>
<tr>
<td>Use of ruler</td>
<td>1.37</td>
<td>1.92</td>
<td>1.95</td>
<td>2.52</td>
<td>1.40</td>
</tr>
<tr>
<td>Use of chain</td>
<td>1.00</td>
<td>1.12</td>
<td>1.22</td>
<td>1.50</td>
<td>1.00</td>
</tr>
<tr>
<td>Use of knife</td>
<td>1.00</td>
<td>1.00</td>
<td>1.07</td>
<td>1.25</td>
<td>1.00</td>
</tr>
<tr>
<td>Use of shoes</td>
<td>1.50</td>
<td>2.07</td>
<td>2.02</td>
<td>3.00</td>
<td>1.32</td>
</tr>
<tr>
<td>Use of teeth</td>
<td>1.22</td>
<td>1.92</td>
<td>1.02</td>
<td>1.67</td>
<td>1.55</td>
</tr>
<tr>
<td>Thrashing</td>
<td>2.55</td>
<td>2.62</td>
<td>2.42</td>
<td>3.00</td>
<td>2.32</td>
</tr>
</tbody>
</table>

** p < .01; * p < .05
(I) Naughty behaviour

Results regarding naughty behaviour indicate that the main effect of sex, age and programme and also first order interaction between sex and age, age and programme were found to be significant. The first order interaction between sex & programme and second order interaction were found to be insignificant.

Average scores shown in table 51 indicate that boys of both age level showed higher scores for naughty behaviour than girls counterpart. Naughty behaviour increases with age in boys but it decreases with age in the girls.

Interaction between age and programme shown in table 53 indicated that the westernized programmes increases naughty behaviour in the subjects of both age groups. But its effect was very prominent and severe in the case of high age group.

(ii) Go to film by playing truant

A Perusal of the results regarding going film playing truants reveals that all the main and interaction effects were found to be significant.

Significant interaction effects indicate (Table 54) that boys of low age and girls of both age watching both types of programmes showed that they never go to film by playing truant. On the other hand, boys of high age watching any programme had a habit to play truant. Results also indicating that watching westernized programmes increased this habit in boys of high age.

(iii) Teasing the teachers:

Perusal of the results regarding the habit of teasing the teacher reveals the effect of all sex, age and programme and their interactions were found to be significant.
On the basis of the results, it may be concluded that boys and girls of low age and girls of high age watching non-westernized programmes did not involve in teasing activities of teachers. Whereas, increasing age develops a habit to tease the teachers in boys watching non-westernized programmes. On the other hand, westernized programmes developed the habit to tease the teachers in boys and girls. Increasing age of boys worsened the situation more as they involved more in teasing activities.

(iv) Quarrelling with parents

Result regarding quarrelling with parents indicated that main effect of sex, age and programme were found to be significant. Interaction between sex and programme was also found to be significant, but interaction between sex and age, age and programme and sex, age and programme were found to be insignificant.

Results regarding main effects indicated that boys quarrel more with their parents than the girls. Similarly, subjects of high age quarrel more than the low age subjects. Westernized programme groups also quarrel more than non-westernized programme group. Interaction of sex and programme revealed that effect of programme, variation on quarrelling with parents, was not significant in the case of girls but it was prominent in the case of boys.

(V) Quarrelling with friends

Study of table 50, 51, 52, 53, and 54 indicates that main effect of sex and programme, and first order interactions between sex and programme were found to be significant. The main effect of age, interaction of sex x age, age x programme, and sex x age x programme were found to be insignificant.

Significant results indicated that boys involved more in quarrelling with friends than the girls. Significant interaction effect in this regard
showed that watching westernized programmes increased the tendency of quarrelling with friends, but it was more effective in boys.

(Vi) Throwing things in anger

Results regarding throwing things in anger reveal that the main effect of programme was found to be significant. Main effect of sex and age and all interaction effects were found to be insignificant. Significant main effect of programme indicated that subjects watching westernized programmes threw things more in anger than the subjects watching non-westernized programmes.

(vii) Showing of strength during quarrels

A perusal of the results regarding showing of strength during quarrels indicates insignificant main effect of age and effect of interactions of sex x age, age x programme and sex x age x programme. The main effect of sex and programme and interaction between sex and programme were found to be significant.

Significant main effect of sex revealed that boys showed higher degree of habit showing strength than the girls. Similarly, significant main effect of programme also indicated that subjects of westernized programme group showed higher degree of habit than the non-westernized programme group in this regard. Results regarding interaction of sex x programme revealed that watching westernized programme strengthened this habit but effect was more prominent in the case of boys than the girls.

(viii) Quarrelling with teacher

A study of table 50, 51, 52, 53, and 54 indicates that all the effects (e.g., sex, age & programme) and interaction effect of sex x programme were found to be significant. Other interactions were found to be insignificant.
Results in this regard also show the same pattern as quarrelling with parents. Significant main effect revealed that groups of boys, high age and westernized programme quarrel more with their teachers than their counterpart groups of girls, low age and non-westernized programme. However, interacting of sex x programme indicated that boys were too less involved in quarrelling with teachers. But watching westernized programmes increased this tendency. However, its impact was more prominent in boys.

(ix) Use of Ruler

A perusal of results regarding use of ruler in fighting indicated that the main effect of sex and programme and all interactions were significant. However, the main effect of age was found to be insignificant.

Second order interaction revealed that ruler was least used by girls of high age watching westernized programme. Girls of high and low age and boys of low age watching non-westernized programmes used ruler moderately degree but the degree of use was lower than the low age boys and girls watching non-westernized programmes and high age boys watching non-westernized programmes. On the other hand, high age boys watching westernized programmes used ruler in fighting at highest degree. Result also indicated that watching westernized programme increased this habit in boys of both age levels and girls of low age. But the trend was reversed in the case of girls of high age.

(x) Use of chain

Results regarding use of chain in fighting indicate that all the effects and first order interactions were found to be significant. However, the second order interaction was found to be insignificant.

The first order interaction between sex and age showed that girls of both age level and boys of low age group showed no use of chain while fighting. But boys of high age showed chain in the fighting.
The interaction between sex and programme indicated that girls of both programme groups showed least or no use at all of chain while fighting. However, boys watching non-westernized programmes showed some use of chain but the degree of cases was lower than the westernized programme counter part.

Interaction between age and programme showed that low age of both programme groups showed no use of chain but with increasing age, this tendency also increased. The effect of westernized programme interact with the effect of age, and as a results, subjects of high age watching westernized programme showed highest use of chain.

(xi) Use of Knife:

A perusal of the results regarding use of knife reveals that the main as well as interaction effects were found to be significant.

It indicated that girls of all the groups and boys of low age watching either westernized or non-westernized programmes showed no use of knife in fighting. However, high age boys used to a very low extent. Results also revealed that watching westernized programmes enhanced the tendency of using knife in fighting.

(xii) Use of shoes

Study of table 50, 51, 52, 53 and 54 reveals that the main effect of sex and programme, and interaction of sex x age, sex x programme and sex x age x programme were found to be significant. The main effect of age and interaction effect between age and programme were found to be insignificant.

The main effect of sex and programme indicated that shoes were less used by girls than boys, Similarly, it was less used by the non-westernized programme group than the westernized programme group. The second order interaction effect revealed that habit of using of shoes increased with age in the boys of both the programme groups but it decreased in the
girls of both programme groups, and even, girls of high age watching non-westernized programmes did not use the shoes.

(xiii) Biting in the fighting

Results about biting during fight indicate that only interaction effect between sex and programme was found to be insignificant. Other effects were found to be significant.

Results showed that (i) girls were more used to bite during fight than the boys (ii) low age group was more used to bite than the high age group, (iii) westernized programme group was more used to do it than the non-westernized programme group. Significant second order interaction indicated that watching TV programme interact with the effect of sex and age, and as a result biting habit decreased with advancing age less rapidly in boys than girls.

(xiv) Thrashing

A perusal of the results about thrashing indicates that all main effects and second order interaction were found to be significant. The first order interaction between sex and age, and sex and programme were also found to be significant but interaction effect age x programme was found to be insignificant. Though, boys had greater habit of thrashing than the girls, low age group was used to more thrashing than the high age group. Westernized programme group showed higher tendency of showing this habit than the non-westernized programme group, increasing age reduced this habit in girls of all the groups and boys of non-westernized programme group but it increased in the boys of westernized programme group due to interaction with the programme.

DISCUSSION

Over all observation of the results regarding naughty and aggressive behaviour showed that, they were similar to expectation and assumption of the research. And thus, confirmed the hypotheses.
Effect of sex was clearly seen where boys and girls showed different aggressive behaviors. However, they did not differ with the behaviors of throwing things while angry. Finding of the present results also supported the finding Bearinger (1990), Ridly, Surdey and O’Laughlin, (1991). As has been reported in the discussion of results related to aggression (please see page 94) that boys show more aggression than girls. It was supported by the findings of this section where boys scored more than the girls on various items related to naughty and aggressive behaviors, and therefore it confirmed the findings of the previous section.

The hypotheses that increasing age would increase naughty and aggressive behavior, was supported by the finding of the present research. Present findings also supported findings of Hoberman (1990), Comstock, Strasburger, (1990) where they found that subjects of high age showed more aggression than subjects of the low age. Findings of the present study showed that subjects of high age showed higher scores on various types of naughty and aggressive behaviour than subjects of low age. These behaviors included naughty behavior, go to film by playing truant, teasing the teachers, quarrel to affism show of strength, and use of chain, knife etc. Results of this section were in concurrence with findings of previous section of aggression. It has already been discussed that aggression increases with age of adolescents as their testosterone level increases with age.

Result regarding the impacts of westernized TV programme were in support with the hypotheses that westernized programmes increase naughty and aggressive behaviour of the subjects. Present finding also supported the results of Abbott (1992), Singer and Singer (1986), Josephson (1987), Libert (1986). It also confirmed finding of the previous section (please see page 96). On the basis of present finding it may be concluded that TV programme heavily loaded with violence and sex strengthens the naughty behaviour in boys of high age. Sex role training of boys and girls also interact with effect of age and programme. So as a result, girls get influenced by the programme differently than the boys. They also show less but consistently different aggressive behaviour than the boys.
(G) STUDY HABIT

As has been reported, eleven items were taken regarding study habits. There were ten items having rating scales; and one item was simple recall type involved ratio scale. Individuals scores on the rating scales were subjected to 3-way ANOVAs, separately for each item. Responses on the open-ended item was analyzed employing 4-way ANOVA with repeated measures.

ANOVA results regarding bunking school, watching TV by leaving the home work, reading course books, comics, sports magazine, religious books, novels, watching TV during examination, watching TV while studying and parental pressure for home work are presented in tables 55, 56, 57, 58 and 59. Main effects of sex, age and programme are presented in table 55. The effect of first order interaction of sex x age, sex x programme, and age x programme are indicated in the tables 56, 57 and 58 whereas, table 59 shows the mean and F ratios regarding effect of second order interaction among sex, age and programme.

Table; 55 Mean of study habit scores of two sex groups two age groups and two programme groups

<table>
<thead>
<tr>
<th>Item</th>
<th>Sex</th>
<th>F</th>
<th>Age</th>
<th>F</th>
<th>Programme</th>
<th>F</th>
</tr>
</thead>
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<tr>
<td>Boys</td>
<td>1.18</td>
<td>1.9</td>
<td>0.07</td>
<td>1.13</td>
<td>1.24</td>
<td>6.50**</td>
</tr>
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<td>Girls</td>
<td>2.57</td>
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<td>0.12</td>
<td>2.63</td>
<td>2.74</td>
<td>6.50**</td>
</tr>
<tr>
<td>Ratios</td>
<td>1.13</td>
<td>1.24</td>
<td>6.50**</td>
<td>1.12</td>
<td>1.25</td>
<td>9.85**</td>
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<td>4.58</td>
<td>44.14**</td>
<td>3.53</td>
<td>4.56</td>
<td>41.09**</td>
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</tr>
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<td>8.21**</td>
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<td>80.55**</td>
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<td>Girls</td>
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<td>5.51**</td>
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<td>44.14**</td>
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</table>

** p < .01, * p < .05
Table 56. Mean of study habit scores of two sexes taken from two age groups.

<table>
<thead>
<tr>
<th>Item</th>
<th>Boys LA</th>
<th>Boys HA</th>
<th>Girls LA</th>
<th>Girls HA</th>
<th>F Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bunking school</td>
<td>1.17</td>
<td>1.20</td>
<td>1.10</td>
<td>1.28</td>
<td>3.71</td>
</tr>
<tr>
<td>Watching TV living the homework</td>
<td>1.65</td>
<td>1.83</td>
<td>1.61</td>
<td>1.45</td>
<td>5.83*</td>
</tr>
<tr>
<td>Course book</td>
<td>1.43</td>
<td>1.75</td>
<td>1.87</td>
<td>3.02</td>
<td>11.88**</td>
</tr>
<tr>
<td>Comics</td>
<td>2.71</td>
<td>4.31</td>
<td>4.35</td>
<td>4.81</td>
<td>12.49**</td>
</tr>
<tr>
<td>Sports-magazine</td>
<td>1.80</td>
<td>2.95</td>
<td>1.00</td>
<td>1.95</td>
<td>0.49</td>
</tr>
<tr>
<td>Religious book</td>
<td>1.58</td>
<td>1.25</td>
<td>3.25</td>
<td>4.33</td>
<td>29.64**</td>
</tr>
<tr>
<td>Novels</td>
<td>0.75</td>
<td>2.82</td>
<td>1.00</td>
<td>1.22</td>
<td>152.11**</td>
</tr>
<tr>
<td>Watching TV during examination</td>
<td>2.90</td>
<td>2.37</td>
<td>2.58</td>
<td>2.10</td>
<td>0.01</td>
</tr>
<tr>
<td>Watching TV while studying</td>
<td>2.11</td>
<td>3.57</td>
<td>2.67</td>
<td>2.52</td>
<td>38.52**</td>
</tr>
<tr>
<td>Parental pressure for home work</td>
<td>2.37</td>
<td>3.05</td>
<td>2.62</td>
<td>2.58</td>
<td>4.36*</td>
</tr>
</tbody>
</table>

** p < .01, * p < .05

Table 57. Mean scores of two programme groups drawn from two sexes.

<table>
<thead>
<tr>
<th>Item</th>
<th>Boys NWP</th>
<th>Boys WP</th>
<th>Boys W</th>
<th>Boys HA</th>
<th>F Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bunking school</td>
<td>1.10</td>
<td>1.27</td>
<td>1.15</td>
<td>1.23</td>
<td>1.02</td>
</tr>
<tr>
<td>Watching TV living the homework</td>
<td>1.58</td>
<td>1.90</td>
<td>1.22</td>
<td>1.83</td>
<td>4.28*</td>
</tr>
<tr>
<td>Course book</td>
<td>2.18</td>
<td>1.00</td>
<td>3.22</td>
<td>1.67</td>
<td>2.22</td>
</tr>
<tr>
<td>Comics</td>
<td>3.13</td>
<td>3.88</td>
<td>5.16</td>
<td>4.00</td>
<td>35.33**</td>
</tr>
<tr>
<td>Sports-magazine</td>
<td>2.18</td>
<td>2.56</td>
<td>1.95</td>
<td>1.00</td>
<td>21.67**</td>
</tr>
<tr>
<td>Item</td>
<td>Boys</td>
<td></td>
<td>Girls</td>
<td></td>
<td>F</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>------</td>
<td>---------------</td>
<td>-------</td>
<td>---------------</td>
<td>------</td>
</tr>
<tr>
<td></td>
<td>NWP</td>
<td>WP</td>
<td>W</td>
<td>HA</td>
<td></td>
</tr>
<tr>
<td>Religious book</td>
<td>1.36</td>
<td>1.47</td>
<td>4.37</td>
<td>3.21</td>
<td>23.72**</td>
</tr>
<tr>
<td>Novels</td>
<td>1.13</td>
<td>2.43</td>
<td>1.22</td>
<td>1.00</td>
<td>103.35**</td>
</tr>
<tr>
<td>Watching TV during examination</td>
<td>2.27</td>
<td>3.00</td>
<td>1.66</td>
<td>3.02</td>
<td>7.25**</td>
</tr>
<tr>
<td>Watching TV while studying</td>
<td>2.25</td>
<td>3.43</td>
<td>1.96</td>
<td>3.23</td>
<td>0.11</td>
</tr>
<tr>
<td>Parental pressure for home work</td>
<td>2.40</td>
<td>3.02</td>
<td>2.15</td>
<td>3.06</td>
<td>0.70</td>
</tr>
</tbody>
</table>

** p < .01, * p < .05

Table: 58 mean scores of two age groups taken from two programme groups.

<table>
<thead>
<tr>
<th>Item</th>
<th>Low Age</th>
<th></th>
<th>High Age</th>
<th></th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NW</td>
<td>W</td>
<td>NW</td>
<td>W</td>
<td></td>
</tr>
<tr>
<td>Bunking school</td>
<td>1.06</td>
<td>1.21</td>
<td>1.18</td>
<td>1.30</td>
<td>0.10</td>
</tr>
<tr>
<td>Watching TV living the homework</td>
<td>1.48</td>
<td>1.77</td>
<td>1.32</td>
<td>1.96</td>
<td>5.83*</td>
</tr>
<tr>
<td>Course book</td>
<td>2.03</td>
<td>1.27</td>
<td>3.37</td>
<td>1.40</td>
<td>25.00**</td>
</tr>
<tr>
<td>Comics</td>
<td>3.28</td>
<td>3.77</td>
<td>5.01</td>
<td>4.11</td>
<td>18.59**</td>
</tr>
<tr>
<td>Sports-magazine</td>
<td>1.36</td>
<td>1.43</td>
<td>2.77</td>
<td>2.12</td>
<td>6.48*</td>
</tr>
<tr>
<td>Religious book</td>
<td>2.47</td>
<td>2.36</td>
<td>3.26</td>
<td>2.32</td>
<td>9.93**</td>
</tr>
<tr>
<td>Novels</td>
<td>0.75</td>
<td>1.00</td>
<td>1.61</td>
<td>2.43</td>
<td>14.68**</td>
</tr>
<tr>
<td>Watching TV during examination</td>
<td>2.43</td>
<td>3.05</td>
<td>1.50</td>
<td>2.97</td>
<td>13.27**</td>
</tr>
<tr>
<td>Watching TV while studying</td>
<td>1.97</td>
<td>2.81</td>
<td>2.23</td>
<td>3.86</td>
<td>9.18**</td>
</tr>
<tr>
<td>Parental pressure for home work</td>
<td>2.27</td>
<td>2.72</td>
<td>2.27</td>
<td>3.36</td>
<td>3.49</td>
</tr>
</tbody>
</table>

** p < .01, * p < .05
Table 59. Mean of studying habit scores of the subjects of different groups formed on the basis of sex, age and programme.

<table>
<thead>
<tr>
<th>Item</th>
<th>Boys Low Age</th>
<th>Boys High Age</th>
<th>Girls Low Age</th>
<th>Girls High Age</th>
<th>Ratio</th>
<th>P</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NWP WP</td>
<td>NWP WP</td>
<td>NWP WP</td>
<td>NWP WP</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Bunking school</td>
<td>1.05 1.30</td>
<td>1.15 1.25</td>
<td>1.07 1.12</td>
<td>1.22 1.35</td>
<td>23.21**</td>
<td></td>
</tr>
<tr>
<td>Watching TV by living</td>
<td>1.65 1.65</td>
<td>1.52 2.15</td>
<td>1.32 1.90</td>
<td>1.12 1.77</td>
<td>3.61</td>
<td></td>
</tr>
<tr>
<td>looking book</td>
<td>1.87 1.00</td>
<td>2.50 1.00</td>
<td>2.20 1.55</td>
<td>4.25 1.80</td>
<td>5.76*</td>
<td></td>
</tr>
<tr>
<td>Comics</td>
<td>1.87 3.55</td>
<td>4.40 4.22</td>
<td>4.70 4.00</td>
<td>5.62 4.00</td>
<td>2.07</td>
<td></td>
</tr>
<tr>
<td>Sports-magazine</td>
<td>1.72 1.87</td>
<td>2.65 3.25</td>
<td>1.00 1.00</td>
<td>2.90 1.00</td>
<td>17.04**</td>
<td></td>
</tr>
<tr>
<td>Religious book</td>
<td>1.22 1.95</td>
<td>1.50 1.00</td>
<td>3.72 2.77</td>
<td>5.02 3.65</td>
<td>2.34</td>
<td></td>
</tr>
<tr>
<td>Novels</td>
<td>0.50 1.00</td>
<td>1.77 3.87</td>
<td>1.00 1.00</td>
<td>1.45 1.00</td>
<td>46.71**</td>
<td></td>
</tr>
<tr>
<td>Watching TV during examination</td>
<td>2.72 3.07</td>
<td>1.82 2.92</td>
<td>2.15 3.02</td>
<td>1.17 3.02</td>
<td>0.23</td>
<td></td>
</tr>
<tr>
<td>Watching TV while studying</td>
<td>1.77 2.45</td>
<td>2.72 4.42</td>
<td>2.17 3.17</td>
<td>1.75 3.30</td>
<td>0.83</td>
<td></td>
</tr>
<tr>
<td>Parental pressure for homework</td>
<td>1.87 2.87</td>
<td>2.92 3.17</td>
<td>2.67 2.57</td>
<td>1.62 3.55</td>
<td>16.60**</td>
<td></td>
</tr>
</tbody>
</table>

** p < .01, * p < .05

(i) Bunking From School

A close study of table 55, 56, 57, 58 and 59 indicates that main effect of age and programmes and second order interaction among sex and age and programme were found to be significant. Results reveal insignificant effect of sex and all first order interactions.

The second order interaction showed similarity in the pattern of bunking school in both boys and girls. Boys and girls of low age watching non-westernized programme showed that they didn’t bunk, however, going with age they showed some habit in this regard. Boys of both age levels and girls of high age watching westernized programmes showed similar higher tendency of bunking school. It clearly indicates the effect of westernized programs. Though, watching westernized programmes increases this habit, it has less impact on the girls of low age.
(ii) **Watching TV by Leaving the Homework**

Results regarding watching TV by leaving the homework reveal that all first order interaction effects and main effects of sex and programme were found to be significant. The main effect of age and second order interaction were found be insignificant.

The first order interaction between sex and age reveals that boys and girls did not differ significantly regarding watching TV by leaving the homework of low age level. But with increasing age boys showed higher tendency while girls showed the just reverse tendency in this regard.

Significant, interaction of sex \times programme revealed that girls of non-westernized programme group showed lowest score, however, boys of non-westernized programme developed this habit in boys and girls similarly, to a greater extent.

Results regarding interaction of age \times programme indicated that advancing age decreased the habit of watching TV by leaving homework in the subjects of non-westernized programme group while it increased the habit in the subjects of westernized programme group.

(iii) **Reading Course Books**

Perusal of the results regarding reading course books indicates that main effect of sex, age and programme, interaction effect of sex \times age and age \times programme and second order interaction were found to be significant. Only one interaction effect i.e., sex \times programme was found to be insignificant.

The study of table 59 indicated that the habit of reading course books was envisaged more in boys and girls watching non-westernized programmes than westernized programmes group. The boys of both age groups watching westernized programme showed no interest in reading course books. The girls of both age levels indicate greater tendency for reading course books than boys of both age levels.
Study of table 55, 56, 57, 58 and 59 reveals insignificant effect of second order interaction among sex and age also programme and main effect of programme. All the first order interactions and main effect of sex and age were found to be significant.

The effect of interaction between sex and age depicted that girls of high age showed more interest in reading comics, girls of low age and boys of high age had a moderate interest in reading comics, while the boys of low age showed least interest in reading comics.

Interaction between sex and programme revealed that girls showed greater interest in reading comics than boys counterpart. A prominent effect of westernized programme was found that it increased the habit among boys but decreased in girls.

The first order interaction between age and programme indicated that the effect of westernized programme increased this habit in low age group, while decreased it in higher age group.

An analysis of the results about reading sports magazines reveals that all main effects, and interactions of sex x programme, age x programme, and sex x age x programme were significant. Interaction effect of sex x age was found to be insignificant.

Table 59 revealed that subjects of low age read sports magazines very less but with advancing age habit of reading sports magazines increased in both boys and girls. However, watching westernized programme increased this habit among boys but it blocked this habit in girls at high age.

Significant F ratios regarding habit of reading religious books were found in the case of all main effects (i.e., sex, age and programme) as
well as first order interactions. The second order interaction effect was found to be insignificant.

The interaction of sex x age clearly revealed that girls read more religious books than the boys. It was also seen that girls of high age read more religious books than girls of low age while boys showed just reverse trend.

Results shown in table 57 indicated that girls read more religious books. Watching westernized programme led them not to read much religious books. On the other hand, boys of both programme groups showed similarly less tendency in this regard.

Results shown in table 58 indicated that the effect of westernized programme found to be significant for the subjects of high age. It decreased the interest in religious books. However, its effect at low age was not significant, and as a results both programme groups did not differ significantly at low age levels.

(vii) Reading Novels

Results regarding habit of reading novels reveal that all main effects, interactions were found to be significant. The second order in interaction showed that boys of low age watching westernized programme, girls of low age watching both types of programme and girls of high age watching westernized programme didn't read novels. Results indicated that increasing age developed habit of reading novels in the girls watching non-westernized programme, but the level of reading was equal to low age boys watching non-westernized programme which was lower than the boys of high age groups. Increasing age increased this habit in boys watching any programme.

(viii) Watching TV During Examination

A study of table 55, 56, 57 58, and 59 indicates that interaction effect of sex x age and sex x age x programme were found to be insignificant.
All main effects and interaction of sex x programme and age x programme were found to be significant.

The first order interaction of sex x programme revealed that boys and girls of westernized programme groups showed higher tendency to watch TV during examination whereas boys and girls of non-westernized programme groups showed least tendency of watching TV during examination. Table 58 showed that low age westernized programme groups indicated higher tendency of it, while westernized programme increased this habit at both age levels but the effect was important for high age. The results indicated that boys and subjects of low age watched more TV during examination period than girls and high group.

(ix) Watching TV While Studying

A perusal of results, regarding habits of watching TV while studying, reveals significant interaction effects of sex x age, and age x programme, and main effects of age and programme. The second order interaction effect, first order interaction between sex x programme and main effect of sex were found to be insignificant.

Boys of high age indicated higher tendency of watching TV while studying than boys low age, whereas in girls this effect was vice-versa. Interaction between age and programme revealed that effect of westernized programme increased this habit at both age levels. But effect was more important in the case of high age.

(X) Parental Pressure for Homework

Results regarding parental pressure for home works indicate that interaction of sex x programme, age x program and main effect of sex and age were found to be insignificant. The main effect of programs, and interaction effects of sex x age and sex x age x programme were found to be significant.
Results given in the table 59 indicated that parental pressure for completing home work was found to be equal for both sexes. It was found that boys of both age groups and girls of high age, who watched westernized programme felt more pressure from their parents for home work.

AMOUNT OF STUDY AT DIFFERENT TIME INTERVAL

Results regarding amount of study at different time interval are presented in the tables 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70 and 71.

Table : 60 Amount of study as a function of main effect of sex, age, programme and time intervals.

<table>
<thead>
<tr>
<th>Groups</th>
<th>Amount of time (in Hours)</th>
<th>F Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sex</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys</td>
<td>0.35</td>
<td>2.85</td>
</tr>
<tr>
<td>Girls</td>
<td>0.38</td>
<td></td>
</tr>
<tr>
<td>Age</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low age</td>
<td>0.33</td>
<td>7.76**</td>
</tr>
<tr>
<td>High age</td>
<td>0.40</td>
<td></td>
</tr>
<tr>
<td>Programme</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NWP</td>
<td>0.48</td>
<td>94.88**</td>
</tr>
<tr>
<td>WP</td>
<td>0.25</td>
<td></td>
</tr>
<tr>
<td>Time Period</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Before Sunrise</td>
<td>0.01</td>
<td>165.56**</td>
</tr>
<tr>
<td>After Sunrise</td>
<td>0.28</td>
<td></td>
</tr>
</tbody>
</table>

(period of 7 to going to school)

After School till 7 0.61
After 7 to till before sleeping 0.57

** p < .01

Table : 61 Amount of study as a function of first order interaction effect of sex x age.

<table>
<thead>
<tr>
<th>Age</th>
<th>Sex</th>
<th>F Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low age</td>
<td>Boys 0.36</td>
<td>Girls 0.31</td>
</tr>
<tr>
<td></td>
<td></td>
<td>F Ratio</td>
</tr>
<tr>
<td>High age</td>
<td>Boys 0.33</td>
<td>Girls 0.46</td>
</tr>
</tbody>
</table>

** p < 0.01
Table 62: Amount of study as a function of interaction of sex x programme.

<table>
<thead>
<tr>
<th>Programme</th>
<th>Sex</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>F-Ratio</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NWP</td>
<td>0.52</td>
<td>0.43</td>
<td>31.41**</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WP</td>
<td>0.17</td>
<td>0.34</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**p < 0.01

Table 63: Amount of study as a function of interaction sex x time interval.

<table>
<thead>
<tr>
<th>Sex</th>
<th>Time Interval</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Before sunrise</td>
<td>After sunrise</td>
<td>After school till 7</td>
<td>After 7 to till before sleeping</td>
<td>F-Ratio</td>
</tr>
<tr>
<td>Boys</td>
<td>0.00</td>
<td>0.26</td>
<td>0.57</td>
<td>0.56</td>
<td>0.44</td>
</tr>
<tr>
<td>Girls</td>
<td>0.02</td>
<td>0.29</td>
<td>0.65</td>
<td>0.57</td>
<td></td>
</tr>
</tbody>
</table>

Table 64: Amount of study as a function of first order interaction of age x programme.

<table>
<thead>
<tr>
<th>Programme</th>
<th>Age</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low age</td>
<td>High age</td>
<td>F-Ratio</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NWP</td>
<td>0.44</td>
<td>0.51</td>
<td>0.06</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WP</td>
<td>0.23</td>
<td>0.28</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 65: Amount of study as a function of interaction between age and time interval.

<table>
<thead>
<tr>
<th>Age</th>
<th>Time Interval</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Before sunrise</td>
<td>After sunrise</td>
<td>After school till 7</td>
<td>After 7 to till before sleeping</td>
<td>F-Ratio</td>
</tr>
<tr>
<td>Low</td>
<td>0.00</td>
<td>0.29</td>
<td>0.52</td>
<td>0.53</td>
<td>4.53**</td>
</tr>
<tr>
<td>High</td>
<td>0.02</td>
<td>0.26</td>
<td>0.70</td>
<td>0.60</td>
<td></td>
</tr>
</tbody>
</table>

**p < 0.01
Table 66: Amount of study as a function of interaction between programme and time interval.

<table>
<thead>
<tr>
<th>Programme</th>
<th>Time Interval</th>
<th>F-Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Before sunrise</td>
<td>After sunrise</td>
</tr>
<tr>
<td>NWP</td>
<td>0.02</td>
<td>0.38</td>
</tr>
<tr>
<td>WP</td>
<td>0.00</td>
<td>0.18</td>
</tr>
</tbody>
</table>

** p<0.01

Table 67: Amount of study as a function of second order interaction between sex and age and programme.

<table>
<thead>
<tr>
<th>Sex</th>
<th>Programme</th>
<th>Boys</th>
<th>Girls</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low age</td>
<td>High age</td>
<td>Low age</td>
<td>High age</td>
</tr>
<tr>
<td>NWP</td>
<td>0.51</td>
<td>0.53</td>
<td>0.37</td>
<td>0.49</td>
</tr>
<tr>
<td>WP</td>
<td>0.21</td>
<td>0.13</td>
<td>0.24</td>
<td>0.43</td>
</tr>
</tbody>
</table>

* p < 0.05

Table 68: Amount of study as a function of interaction of sex x age x time interval.

<table>
<thead>
<tr>
<th>Sex</th>
<th>Time interval</th>
<th>Boys</th>
<th>Girls</th>
<th>F Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low age</td>
<td>High age</td>
<td>Low age</td>
<td>High age</td>
</tr>
<tr>
<td></td>
<td>Before sunrise</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
</tr>
<tr>
<td></td>
<td>After sunrise</td>
<td>0.34</td>
<td>0.18</td>
<td>0.25</td>
</tr>
<tr>
<td></td>
<td>After school till 7</td>
<td>0.51</td>
<td>0.63</td>
<td>0.53</td>
</tr>
<tr>
<td></td>
<td>After 7 to till before sleeping</td>
<td>0.60</td>
<td>0.52</td>
<td>0.46</td>
</tr>
</tbody>
</table>
Table: 69 Amount of study as a function of second order interaction of sex x programme x time interval.

<table>
<thead>
<tr>
<th>Sex</th>
<th></th>
<th>Boys</th>
<th>Girls</th>
<th>F Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>NWP</td>
<td>WP</td>
<td>NWP</td>
</tr>
<tr>
<td>Time interval</td>
<td></td>
<td>NWP</td>
<td>WP</td>
<td>NWP</td>
</tr>
<tr>
<td>Before sunrise</td>
<td></td>
<td>0.00</td>
<td>0.00</td>
<td>0.05</td>
</tr>
<tr>
<td>After sunrise</td>
<td></td>
<td>0.40</td>
<td>0.13</td>
<td>0.36</td>
</tr>
<tr>
<td>After school till 7</td>
<td></td>
<td>1.02</td>
<td>0.12</td>
<td>0.83</td>
</tr>
<tr>
<td>After 7 to till before sleeping</td>
<td></td>
<td>0.67</td>
<td>0.45</td>
<td>0.49</td>
</tr>
</tbody>
</table>

**p < 0.01

Table: 70 Amount of study as a function of interaction of age x programme x time interval.

<table>
<thead>
<tr>
<th>Programme</th>
<th></th>
<th>NWP</th>
<th>WP</th>
<th>F Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time interval</td>
<td></td>
<td>NWP</td>
<td>WP</td>
<td>F Ratio</td>
</tr>
<tr>
<td>Low age</td>
<td>High age</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Before sunrise</td>
<td></td>
<td>0.00</td>
<td>0.05</td>
<td>0.00</td>
</tr>
<tr>
<td>After sunrise</td>
<td></td>
<td>0.34</td>
<td>0.41</td>
<td>0.25</td>
</tr>
<tr>
<td>After school till 7</td>
<td></td>
<td>0.85</td>
<td>1.01</td>
<td>0.18</td>
</tr>
<tr>
<td>After 7 to till before sleeping</td>
<td></td>
<td>0.58</td>
<td>0.58</td>
<td>0.48</td>
</tr>
</tbody>
</table>

*p < 0.05
Table: 71 Amount of study as a function of third order interaction of sex x age x programme x time interval.

<table>
<thead>
<tr>
<th>Time interval</th>
<th>Boys (NWP)</th>
<th>Boys (WP)</th>
<th>Girls (NWP)</th>
<th>Girls (WP)</th>
<th>F ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low age</td>
<td>High age</td>
<td>Low age</td>
<td>High age</td>
<td></td>
</tr>
<tr>
<td>Before sunrise</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.00</td>
<td>0.10</td>
</tr>
<tr>
<td>After sunrise</td>
<td>0.42</td>
<td>0.26</td>
<td>0.37</td>
<td>0.00</td>
<td>0.23</td>
</tr>
<tr>
<td>After school till 7</td>
<td>0.88</td>
<td>0.13</td>
<td>1.16</td>
<td>0.11</td>
<td>0.82</td>
</tr>
<tr>
<td>After 7 to till before sleeping</td>
<td>0.73</td>
<td>0.46</td>
<td>0.61</td>
<td>0.43</td>
<td>0.42</td>
</tr>
</tbody>
</table>

**p < 0.01

Results shown in above tables exhibited that the interaction of sex x age x programme x time interval was significant. Similarity, the main effect of age, programme and time interval, the first order interaction of sex x age, sex x programme, age x time interval and programme x time interval and second order interaction of sex x age x programme, sex x programme x time interval and age x programme x time interval were found to be significant. On the other hand, the main effect of sex and interactions effect of age x programme, sex x time interval and sex x age x time interval were found to be insignificant.

Significant third order interactions of sex x age x programme x time interval indicate that subjects of different groups had different habits of study at four time interval. Average score indicates that non of the subjects of any groups except high age girls of non-westernized programme group, spent any time for the study before sun rise. High age girls of non-westernized programme group, however, spent average .10 hours time for the study before sunrise. Results also indicate that subjects utilized their
maximum time for study after return from the school (i.e., up to 7 P.M.). Similarly they spent about same amount of time for study before their sleeping (i.e., 7 P.M. onward before sleeping). However, they also spent some time for study after 7 am and before going to school.

On the basis of significant third order interaction it can be concluded that watching westernized TV programmes decrease the study habit in boys of both age levels, across three time intervals (i.e., 7 am. to before going to school, return from school to 7 P.M., and 7 P.M. onward before sleeping). Boys of high age showed different trend than, boys of low age. Boys high age watching westernized programmes did not spend any time after 7 am till going to school, however, low age boys of westernized programme group spent considerable time. Similarly boys of both age level watching westernized programmes spent very less time (about 6 to 7 minute after the return from school) but they increased the amount of time for the study after 7 P.M..

Result regarding girls indicated that girls of high age- non westernized programme group spent more time than other groups of girls. Girls of both age level watching non-westernized programme showed similarly greater amount of time for study after return from school than the westernized programme groups. Low age girls watching westernized programmes spent less time than the other groups of girls, but with increasing age they spent considerable much time for study for said time interval. Study habits of girls after 7 P.M. showed some different trend. Low age girls of both programme group and high age girls of non-westernized programme group showed similar amount for study during night, whereas, high age girls watching westernized programme showed significantly more time for study during night than subjects of any other groups.

DISCUSSION

Results regarding study habit also supported hypotheses of the present study. Some times boys and girls showed similar trend on the behavior
related to bunking school, watching TV while studying and parental pressure for home work. However, boys and girls showed significant difference on watching TV by leaving the home work, watching TV during examination, reading sports magazine and novels, course books, religious books. These results also confirmed the finding of Anderson (1986), Bivort, Zuchold (1983), where they found that boys watched more TV than girls, since sex role training of boys and girls are different (Carter & Mc Closkey, 1984; Chatterjee & McCarty 1991). Due to this, boys develop a sense of independence, they become less obedient. As a result they watch more TV by leaving the home work and even during examination period.

Generally sports is assumed to be related with masculinity. Bookspan (1992), Hartup (1982), rightly indicated that boys have relatively greater interest in sports and sports magazine. On the other hand, role model of girls are their mothers (Duck, 1990). Female role model in our society are generally religious, simple, have interest in art and literature. Effect of this types of model can be seen in the findings of the present research.

The assumption regarding effect of age in this regard were also supported. Subjects of high age had greater habit to bunk school, read course books, comics, sports magazine, religious books, novels etc. On the other hand, low age subjects showed higher score on watching TV during examination and watching TV while studying. Amount of time spent on study was found to increase with age.

It is noteworthy to mention here that subjects of low age were taken from the age range of 8 to 11 years, where as, subjects of high age group were from 12 to 15 years. Generally age of 8 to 11 years, is primary school age, whereas, age of 12 to 15 year is junior and high school age. Students of primary school are very less achievement oriented, as achievement has no meaning for them. On the other hand, students of junior high and high school start to understand the meaning of achievement. Naturally, subjects
of this group involve themselves in their studies. Similar results were also reported by Anderson (1986), Bivort, Zuchold (1983). Therefore findings of the present study supported the assumptions.

Findings also supported the hypotheses regarding the effect of television programme in this regard. Westernized TV programme group showed higher scores for bunking school, watching TV by leaving the homework, reading novel, watching TV during examination, watching TV while studying and parental pressure for homework, whereas, lower scores for reading course books, religious books sports magazine and comics than the non-westernized programme group. Moreover, they spent less time for study than their counterpart group. It has been mentioned that programme heavily loaded with sex, violence etc. are more attractive for the viewers (for example - Comstock, 1986). Findings of the present research are in supportive to this statements. Similar results were also reported by Bybee, Robins and Turow (1985), Gunter (1982), Neuman (1982). Overall, it may be concluded that westernized TV programme developed specific study habit by which subjects were less concerned in their serious study. Contrary to study course books they develop a tendency to watch westernized programme in lieu of study. The effect of westernized TV programme is more harmful for subjects of low age and boys.

(H) HABIT RELATED TO WATCHING TELEVISION FOR ENTERTAINMENT:

As has been reported, three items were taken to study habits which were related to watching television for entertainment. There were all items having rating scales.

Individuals scores on the rating scales were subjected to 3-way ANOVA. ANOVA results regarding TV watching during holidays, watching late night movies on the TV and watching TV against parental wishes are presented in table 72, 73, 74, 75 and 76. Main effects were presented in
Table 72. The first order interactions were presented in table 73, 74 and 75, respectively for sex x age, sex x age, sex x age programme and age x programme interactions, whereas table 76 shows the mean and F ratios regarding effect of second order interaction among sex, age and programme.

Table 72. Mean scores of both sex groups, both age groups and both programme groups along with F ratios.

<table>
<thead>
<tr>
<th>Item</th>
<th>Sex</th>
<th>F</th>
<th>Age</th>
<th>Ratio</th>
<th>Low</th>
<th>High</th>
<th>NWP</th>
<th>WP</th>
<th>Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TV watching in holidays</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Watching late night movies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Watching TV against parental wishes</td>
<td>1.86</td>
<td>1.45</td>
<td>40.03**</td>
<td>1.65</td>
<td>1.66</td>
<td>0.09</td>
<td>1.49</td>
<td>1.82</td>
<td>26.60**</td>
</tr>
</tbody>
</table>

**p < .01, *p < .05

Table 73. Mean scores of two sexes taken from both age groups.

<table>
<thead>
<tr>
<th>Item</th>
<th>Boys</th>
<th>Girls</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>TV watching in holidays</td>
<td>2.43</td>
<td>1.87</td>
<td>1.97</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Watching late night movies</td>
<td>1.65</td>
<td>1.70</td>
<td>1.00</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Watching TV against parental wishes</td>
<td>1.76</td>
<td>1.96</td>
<td>1.53</td>
</tr>
</tbody>
</table>

**p < .01
Table: 74. Mean scores of two programme groups drawn from both sexes.

<table>
<thead>
<tr>
<th>Item</th>
<th>Boys</th>
<th>Girls</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NWP</td>
<td>WP</td>
<td>NWP</td>
</tr>
<tr>
<td>TV watching in holidays</td>
<td>1.85</td>
<td>2.46</td>
<td>1.75</td>
</tr>
<tr>
<td>Watching late night movies on the TV</td>
<td>1.56</td>
<td>1.78</td>
<td>1.00</td>
</tr>
<tr>
<td>Watching TV against parental wishes</td>
<td>1.63</td>
<td>2.08</td>
<td>1.35</td>
</tr>
</tbody>
</table>

Table: 75. Mean scores of two age groups taken from both programme groups.

<table>
<thead>
<tr>
<th>Item</th>
<th>Low Age</th>
<th>High Age</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NWP</td>
<td>WP</td>
<td>NWP</td>
</tr>
<tr>
<td>TV watching in holidays</td>
<td>2.21</td>
<td>2.20</td>
<td>1.38</td>
</tr>
<tr>
<td>Watching late night movies on the TV</td>
<td>1.47</td>
<td>1.17</td>
<td>1.08</td>
</tr>
<tr>
<td>Watching TV against parental wishes</td>
<td>1.56</td>
<td>1.73</td>
<td>1.42</td>
</tr>
</tbody>
</table>

** p < .01,  * p < .05

Table: 76. Mean scores of the subjects of different groups formed on the basis of sex, age and programme.

<table>
<thead>
<tr>
<th>Item</th>
<th>Boys</th>
<th>Girls</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low Age</td>
<td>High Age</td>
<td>Low Age</td>
</tr>
<tr>
<td></td>
<td>NWP</td>
<td>WP</td>
<td>NWP</td>
</tr>
<tr>
<td>TV watching in holidays</td>
<td>2.50</td>
<td>2.47</td>
<td>1.30</td>
</tr>
<tr>
<td>Watching late night movies on the TV</td>
<td>1.95</td>
<td>1.35</td>
<td>1.17</td>
</tr>
<tr>
<td>Watching TV against parental wishes</td>
<td>1.80</td>
<td>1.72</td>
<td>1.47</td>
</tr>
</tbody>
</table>

** p < .01,  * p < .05
(1) **Watching Television During Holidays**

Results regarding watching television during holiday reveal that all the main effects and interactions effect of age x programme were significant. The second order interaction among sex, age and programme, and first order interactions between sex and age, sex and programme were found to be insignificant.

Significant main effect of sex showed that boys watch more television during holidays than the girls. Significant main effect of sex and programme and interaction of age and programme revealed that there was no significant difference between the two programme groups at low age level (it is noteworthy to mention that low age group watched more than the high age group), but westernized group watched more than the non westernized group at high age level. It is remarkable result that level of watching TV by westernized group was similar to the subjects of low age groups.

(ii) **Watching Late Night Movies on the TV**

A perusal of the results about watching late night movies on TV indicates that main effect of age and programme, and interaction effects of sex x age and sex x programme were found to be insignificant. Results also reveal main effect of sex, and interaction effects of age x programme and sex x age x programme were found to be significant.

Results indicated that girls of any group didn't watch late night movies. On other hand, boys were used to watch late night movies. Results indicated that high age boys of not westernized programme group watched late night movie to a very low extent, while high age boys of westernized programme group showed highest scores in this regard. Low age boys watching westernized programme showed higher score than the high age boys of non westernized programme group but it is lower than low age boys of same group.
(iii) Watching TV Against Parental Wishes

An analysis of the results about watching TV against parental wishes reveals that main effect of sex and programme were found to be significant whereas main effect of age was found to be insignificant. Interaction effects of sex x age and age x programme and sex x age x programme were found to be significant. On the other hand, Interaction effect of sex x programme was found to be insignificant.

The study indicated that boys were more watchers of TV againsts parental wishes in comparison to girls. Subjects of both age group watched TV againsts parental wishes.

The inclination to watch TV againsts parental wishes increased in boys of high age and girls of low age when they watched westernized programmes. The girls of high age watching both types of programme showed similar tendency of watching TV againsts parental wishes, while in the girls of low age, the tendency to watch TV against parental wishes was found to be more in the group watching westernized programmes and less in those watching non westernized programmes.

The boys of high age watching non westernized programmes showed low tendency to watch TV againsts parental wishes, while watching westernized programmes, by boys of the low age, this tendency was vice-versa.

DISCUSSION

Hypotheses related to watching TV for entertainment were supportive was the finding of the present research. Boys showed higher scores than the girls about watching TV during holidays, watching late night movies on TV and watching TV against parental wishes. These results were similar to results of Anderson (1986) where they found that boys watch more TV and even late night movies on TV againsts parental wishes than girls. It was observed that boys and girls watched more TV during holidays and these
results were similar to the Lekhi (1986). Girls are more gentle, tender, of better understanding, sensitive (Martin, 1987) due to which don't go againsts parental wishes. On the other hand, boys develop a sense of independence as indicator of strong personality, seek more and are less obedient (Martin, 1987; Baumrind, 1980), due to which they go againsts parental wishes and watche more TV in day and night.

It is obvious to mention here that boys watch more TV than girls and watching TV develops a tendency in children to be passive in their relation with parents (Tangney, 1988). Perhaps this is the reason behind habit of boys. Findings of the present study revealed that there were no age differences regarding late night movies and watching TV against parental wishes. However, subjects of low age watched more TV than subjects of high age which is in support of Bivort, Zuchold (1983).

On the basis of finding of other researchers it was hypothesized that television programme heavily loaded with violence and sex have more impact on teenage viewers. These programmes are more attractive (Comstock, 1986), and it increases parents child conflict (Bontinck, 1986). It was also observed that cartoon programmes and similar other programme in which imagination is prominent, seen to be more attractive for kids. These observations were supported by the finding of present study. Watching westernized programmes developed the tendency to watch television programmes at high magnitude and to see late night movies on the TV even against parental wishes. On the other hand, programmes being telecasted on Doordarshan and their several channels have less impact in comparison with the westernized programmes. However, it was also observed that westernized TV programmes don't influence the girls regarding watching adult movies. Watching TV against parental wishes was wished in the low age girls for westernized programme. On the basis of finding of present study it may be concluded that the westernized TV programme are more attractive and it cancels the impact of age (age has negative impact on watching TV due to more emphasis on study at high age level), However, girls get less influenced by watching late night movies.
(1) HABITS RELATED TO CONFLICT WITH PARENTS

As has been reported, four items were taken for study of habits related to conflict with parents. All items had rating scales. Individual scores on each item were subjected to 3-way ANOVA. ANOVA results regarding forming friendships against parents wishes, conflicts with parents on the choice of destination for holidays, the choice of clothes against parental wishes, arguments with parents on the matter of fashion are presented in table 77, 78, 79, 80 and 81. Results regarding main effects of sex, age and programme were presented in table 77. The first order interaction (i.e., sex x age, sex x programme and age x programme) are indicated on the table 78, 79 and 80, whereas table 81 shows the mean and F ratio regarding effect of second order interaction among sex, age and programme.

Table 77. Mean scores of both sex groups, both age groups and both programme groups.

<table>
<thead>
<tr>
<th>Item</th>
<th>Sex</th>
<th>F</th>
<th>Age</th>
<th>F</th>
<th>Programme</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td>Going against parental wishes</td>
<td>1.31</td>
<td>1.17</td>
<td>8.25*</td>
<td>1.13</td>
<td>1.35</td>
<td>19.15*</td>
</tr>
<tr>
<td>regarding friendship</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>conflicts with parents on the choice of</td>
<td>1.47</td>
<td>1.70</td>
<td>10.43*</td>
<td>1.52</td>
<td>1.65</td>
<td>3.38</td>
</tr>
<tr>
<td>destination for holidays</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>selection of clothes of own choice instead of parents' choice</td>
<td>1.90</td>
<td>2.05</td>
<td>3.82</td>
<td>1.81</td>
<td>2.14</td>
<td>17.97*</td>
</tr>
<tr>
<td>Arguments with parents on the matter of fashion</td>
<td>1.84</td>
<td>2.01</td>
<td>7.35*</td>
<td>1.58</td>
<td>2.26</td>
<td>119.77*</td>
</tr>
</tbody>
</table>

**p < .01,  *p < .05
Table: 78. Mean scores of both sexes taken from both age groups.

<table>
<thead>
<tr>
<th>Item</th>
<th>Boys</th>
<th></th>
<th>Girls</th>
<th></th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low Age</td>
<td>High Age</td>
<td>Low Age</td>
<td>High Age</td>
<td>Ratio</td>
</tr>
<tr>
<td>Going against parental wishes</td>
<td>1.11</td>
<td>1.52</td>
<td>1.16</td>
<td>1.18</td>
<td>15.00**</td>
</tr>
<tr>
<td>regarding friendship</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conflicts with parents on the choice of destination for holidays</td>
<td>1.33</td>
<td>1.61</td>
<td>1.71</td>
<td>1.70</td>
<td>4.01*</td>
</tr>
<tr>
<td>Selection of clothes of own choice instead of parents' choice</td>
<td>1.63</td>
<td>2.17</td>
<td>2.00</td>
<td>2.11</td>
<td>7.68**</td>
</tr>
<tr>
<td>Arguments with parents on the matter of fashion</td>
<td>1.26</td>
<td>2.42</td>
<td>1.91</td>
<td>2.11</td>
<td>59.74**</td>
</tr>
</tbody>
</table>

**p < .01,  *p < .05**

Table: 79 Mean scores of two programme groups drawn from both sexes.

<table>
<thead>
<tr>
<th>Item</th>
<th>Boys</th>
<th></th>
<th>Girls</th>
<th></th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NWP</td>
<td>WP</td>
<td>NWP</td>
<td>WP</td>
<td>Ratio</td>
</tr>
<tr>
<td>Going against parental wishes</td>
<td>1.08</td>
<td>1.55</td>
<td>1.02</td>
<td>1.32</td>
<td>2.65</td>
</tr>
<tr>
<td>regarding friendship</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conflicts with parents on the choice of destination for holidays</td>
<td>1.15</td>
<td>1.80</td>
<td>1.27</td>
<td>2.13</td>
<td>2.19</td>
</tr>
<tr>
<td>Selection of clothes of own choice instead of parents' choice</td>
<td>1.26</td>
<td>2.55</td>
<td>1.31</td>
<td>2.80</td>
<td>1.70</td>
</tr>
<tr>
<td>Arguments with parents on the matter of fashion</td>
<td>1.20</td>
<td>2.48</td>
<td>1.22</td>
<td>2.80</td>
<td>414.19**</td>
</tr>
</tbody>
</table>

**p < .01**
Table: 80. Mean scores of both age groups taken from both programme groups.

<table>
<thead>
<tr>
<th>Item</th>
<th>Low Age</th>
<th>High Age</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NWP Wp</td>
<td>NWP WP</td>
<td></td>
</tr>
<tr>
<td>Going against parental wishes</td>
<td>1.00</td>
<td>1.11</td>
<td>4.50*</td>
</tr>
<tr>
<td>regarding friendship</td>
<td>1.27</td>
<td>1.60</td>
<td></td>
</tr>
<tr>
<td>Conflicts with parents on the choice of destination for holidays</td>
<td>1.17</td>
<td>1.25</td>
<td>0.59</td>
</tr>
<tr>
<td>Selection of clothes of own choice instead of parents' choice</td>
<td>1.26</td>
<td>1.31</td>
<td>12.87**</td>
</tr>
<tr>
<td>Argument with parents on the matter of fashion</td>
<td>1.13</td>
<td>1.28</td>
<td>72.80**</td>
</tr>
</tbody>
</table>

** p < .01; * p < .05

Table: 81. Mean scores of the subject of different groups formed on the basis of sex, age and programme

<table>
<thead>
<tr>
<th>Item</th>
<th>Boys</th>
<th>Girls</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Low Age</td>
<td>High Age</td>
<td>Low Age</td>
</tr>
<tr>
<td></td>
<td>NWP Wp</td>
<td>NWP WP</td>
<td>NWP Wp</td>
</tr>
<tr>
<td>Going against parental wishes</td>
<td>1.00</td>
<td>1.17</td>
<td>1.87</td>
</tr>
<tr>
<td>regarding friendship</td>
<td>1.22</td>
<td>2.02</td>
<td>2.02</td>
</tr>
<tr>
<td>Conflicts with parents on the choice of destination for holidays</td>
<td>1.10</td>
<td>1.25</td>
<td>2.17</td>
</tr>
<tr>
<td>Selection of clothes of own choice instead of parents' choice</td>
<td>1.27</td>
<td>1.25</td>
<td>2.75</td>
</tr>
<tr>
<td>Argument with parents on the matter of fashion</td>
<td>1.07</td>
<td>1.45</td>
<td>3.52</td>
</tr>
</tbody>
</table>

** p < .01, * p < .05
(i) **Going Against Parental Wishes Regarding Friendship**

Results regarding habit of forming friendship against parental wishes indicate that all main effect (i.e., sex, age & programme) and interaction effect of sex \( \times \) age, age \( \times \) programme and Sex \( \times \) age \( \times \) programme were found to be significant. Whereas the interaction effect of sex \( \times \) programme was found to be insignificant.

The results regarding second order interaction indicated that the tendency of forming friendship against parental wishes was absent in boys and girls of low age watching non-westernized programme. Girls of high age watching non-westernized programme also showed similar trend. Whereas boys had some tendency in this regard. It was found that this habit increased when the subjects watched westernized programmes. The most effect of watching westernized programme was seen on boys of high age.

(ii) **Conflicts With Parents on the Choice of Destination for Holidays**

Study of table 77, 78, 79, 80 and 81 indicates that the main effect of age, interaction effects of sex \( \times \) programme, age \( \times \) programme and Sex \( \times \) age \( \times \) programme were insignificant. The main effects of sex and programme and interaction effect of sex \( \times \) age were found to be significant.

The first order interaction of sex \( \times \) age revealed that this tendency was more in girls than in boys. Girls of both age levels had similar tendency to conflicts with parents on the choice of destination for holidays, while boys of low age had less tendency than boys of high age.

The main effect of programme indicated that, tendency was more in westernized programme group than non-westernized group.

(iii) **Selection of Clothes of Own Choice Instead of Parents' Choice**

A perusal of the results regarding selection of clothes of own choice instead of parents' choice indicates that second order interaction, first order interaction between sex and age, age and programme, as well as main
effects of age and programme were found to be significant. The results reveal insignificant main effect of sex and interaction effect of sex x programme.

The results (table 81) depicted the habit of choosing clothes of their own liking was almost similarly lower in boys and girls of both age levels watching non-westernized programme but watching westernized programme increased this habit differently among them. The effect of westernized programmes was least influential for low age boys while most in the case of high age boys. On the other hand, its impact on girls of low and high age was similarly moderate but significant.

(iv) ARGUMENTS WITH PARENTS ON THE MATTER OF FASHION

Results regarding arguments with parents on the matter of fashion reveal that all the main effect, second order interaction and as well as all first order interaction were found to be significant.

Results indicated that boys of low age group and non-westernized programme group had lower tendency to argue with parents on the matter of fashion than their counter groups of girls high age and westernized programme groups, respectively. However, second order interaction revealed that low age boy of non-westernized programme group did not have this habit. Boys of high age watching non-westernized programmes showed significant habit which was higher than the low age boys of non-westernized programme group. Girls of both age levels watching non-westernized programme also showed similar trend of this habit, but levels were lower than the high age boys of non-westernized programme group. Watching westernized programmes increased this habit in the subjects of all groups but it was most prominent in the case of high age boys. Due to interaction effect, watching westernized programmes increased this habit in girls but with advancing age the effect became more prominent.
DISCUSSION

Conflict of parents on issue of making friendship, choice of destination for holidays, selection of clothes and fashion are some issues of parents child conflict. It is well reported fact that conflict with parents increases in adolescent due to various reasons like hormonal change (Dabbs, 1993; Le­vay, 1993), development of sense of autonomy and independence (Erikson, 1968; Martin, 1987). Adolescent like their friends as they satisfied their curiosity. Assumption of the present study which were formed in the light of these observation were supported by the data. Sex-role training and hormone cause variation in the conflict. As results boys and girls showed different habits related to conflict. Actually sense of autonomy develops in boys more prominently than girls, due to testosterone Hormones (Dabbs, 1993). Naturally girls are more obedient than boys (Konopka, 1996). Supporting results were seen at low age but with advancing age girls also showed rebelious habit, due to effects of westernized programmes. It supported findings of Signorielli, (1996), Aagenta, Stoneman and Brody (1986). Signorielly (1996) observed that television programmes telecasted independent role models of females. Aagenta, Stoneman and Bordy (1986) observed that such TV programmes are of more impact for such girls and boys; perhaps, this was the reason of girl’s feeling of conflict with parents, specifically regarding dress out look, and appearance. (Pliner, Chaiken and Flelt, 1990).

Results of present study also supported that westernized TV programmes increase conflict with parents. It is similar to findings of Bontinck (1986), Kim, Baron and Massey (1988), Rothschild and Morgan (1987). Westernized TV programmes increase modernized views (Chopra, 1988), specifically in girls. As a result, they were found to be more prone towards fashion, and they showed resistance to the opinion of their parents on the matter of fashion.
(J) INTERACTION WITH FRIENDS AND OPPOSITE SEX

As has been mentioned earlier that six items were taken regarding habit related to interaction with friends and opposite sex. All the items had rating scales. Individual scores on the rating scales were subjected to 3-way ANOVA separately for the each item.

ANOVA results regarding playing in a group consists of mixed sex, going on dates, going to picnic with friends, provocative behavior, passing comments and writing letter to opposite sex are presented in table 82, 83, 84, 85 and 86. Main effect are presented in table 83. The first order interactions are presented in table 83, 84, and 85, whereas table 86 shows the effect of second order interaction among sex, age and programme.

Table: 82. Mean scores of both sex groups, both age groups, and both programme groups.

<table>
<thead>
<tr>
<th>Item</th>
<th>Sex F</th>
<th>Age F</th>
<th>Programme F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Ratio</td>
</tr>
<tr>
<td>Play group consist of opposite sex</td>
<td>1.56</td>
<td>1.41</td>
<td>4.61*</td>
</tr>
<tr>
<td>Go on dates</td>
<td>1.22</td>
<td>1.08</td>
<td>12.40**</td>
</tr>
<tr>
<td>Going on picnic with friends</td>
<td>1.42</td>
<td>1.10</td>
<td>45.16**</td>
</tr>
<tr>
<td>Provocative behavior</td>
<td>1.56</td>
<td>1.56</td>
<td>0.03</td>
</tr>
<tr>
<td>Passing comments</td>
<td>1.53</td>
<td>1.69</td>
<td>5.93*</td>
</tr>
<tr>
<td>Writing letter to opposite sex</td>
<td>1.18</td>
<td>1.09</td>
<td>5.54*</td>
</tr>
</tbody>
</table>

** p < .01,  * p < .05
Table: 83. Mean sexual activity scores of two sexes taken from both age groups.

<table>
<thead>
<tr>
<th>Item</th>
<th>Boys Low Age</th>
<th>Boys High Age</th>
<th>Girls Low Age</th>
<th>Girls High Age</th>
<th>F Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Play group consist of opposite sex</td>
<td>1.70</td>
<td>1.43</td>
<td>1.38</td>
<td>1.45</td>
<td>5.41*</td>
</tr>
<tr>
<td>Go on dates</td>
<td>1.01</td>
<td>1.43</td>
<td>1.05</td>
<td>1.11</td>
<td>19.77**</td>
</tr>
<tr>
<td>Going on picnic with friends</td>
<td>1.16</td>
<td>1.68</td>
<td>1.00</td>
<td>1.21</td>
<td>10.83**</td>
</tr>
<tr>
<td>Provocative behaviour</td>
<td>1.41</td>
<td>1.72</td>
<td>1.45</td>
<td>1.67</td>
<td>0.48</td>
</tr>
<tr>
<td>Passing comments</td>
<td>1.31</td>
<td>1.76</td>
<td>1.62</td>
<td>1.76</td>
<td>5.87*</td>
</tr>
<tr>
<td>Writing letter to opposite sex</td>
<td>1.00</td>
<td>1.36</td>
<td>1.00</td>
<td>1.18</td>
<td>5.54*</td>
</tr>
</tbody>
</table>

*p < .01,  *p < .05

Table: 84. Mean scores of both programme group drawn from two sexes.

<table>
<thead>
<tr>
<th>Item</th>
<th>Boys NWP</th>
<th>Boys WP</th>
<th>Girls NWP</th>
<th>Girls WP</th>
<th>F Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Play group consist of member of opposite sex</td>
<td>1.51</td>
<td>1.62</td>
<td>1.18</td>
<td>1.65</td>
<td>6.28*</td>
</tr>
<tr>
<td>Go on dates</td>
<td>1.10</td>
<td>1.35</td>
<td>1.00</td>
<td>1.16</td>
<td>1.20</td>
</tr>
<tr>
<td>Going on picnic with friends</td>
<td>1.20</td>
<td>1.65</td>
<td>1.01</td>
<td>1.20</td>
<td>7.66**</td>
</tr>
<tr>
<td>Provocative behaviour</td>
<td>1.17</td>
<td>1.96</td>
<td>1.10</td>
<td>2.02</td>
<td>1.19</td>
</tr>
<tr>
<td>Passing comments</td>
<td>1.16</td>
<td>1.91</td>
<td>1.20</td>
<td>2.18</td>
<td>3.39</td>
</tr>
<tr>
<td>Writing letter to opposite sex</td>
<td>1.07</td>
<td>1.28</td>
<td>1.06</td>
<td>1.12</td>
<td>4.09*</td>
</tr>
</tbody>
</table>

*p < .01,  *p < .05

Table: 85 Mean scores of both age groups taken from two programme groups.

<table>
<thead>
<tr>
<th>Item</th>
<th>Low Age NWP</th>
<th>Low Age WP</th>
<th>High Age NWP</th>
<th>High Age WP</th>
<th>F Ratio</th>
</tr>
</thead>
<tbody>
<tr>
<td>Play group consist of member of opposite sex</td>
<td>1.55</td>
<td>1.53</td>
<td>1.15</td>
<td>1.73</td>
<td>18.46**</td>
</tr>
<tr>
<td>Go on dates</td>
<td>1.01</td>
<td>1.05</td>
<td>1.08</td>
<td>1.46</td>
<td>17.14**</td>
</tr>
<tr>
<td>Going on picnic with friends</td>
<td>1.06</td>
<td>1.10</td>
<td>1.15</td>
<td>1.75</td>
<td>35.16**</td>
</tr>
</tbody>
</table>
Table: 86 Mean sexual activity scores of the subjects of different groups formed on the basis of sex, age and programme.

<table>
<thead>
<tr>
<th>Item</th>
<th>Low Age</th>
<th>High Age</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NWP</td>
<td>WP</td>
<td>NWP</td>
</tr>
<tr>
<td>Provocative behaviour</td>
<td>1.03</td>
<td>1.82</td>
<td>1.23</td>
</tr>
<tr>
<td>Passing comments</td>
<td>1.12</td>
<td>1.81</td>
<td>1.23</td>
</tr>
<tr>
<td>Writing letter to opposite sex</td>
<td>1.00</td>
<td>1.00</td>
<td>1.13</td>
</tr>
</tbody>
</table>

** p < .01

** p < .01, * p < .05

(i) **Play in a Group Consist of Mixed Sex**

A study of the results regarding the habit related to play in a group consisting of members of opposite sex reveals that all first order interaction effects and main effect of sex and programme were found to be significant.
The main effect of age and second order interaction were found to be insignificant.

Obtained results regarding effect of interaction between sex and age indicated that girls of both age groups and boys of high age showed similar trend of playing in a group of mixed sex lower than the boys of low age.

Obtained significant interaction of sex x programme revealed that boys of non-westernized programme group had a habit to play more with opposite sex than the girls of non-westernized programme group. Watching westernized programmes increased this habit in both boys and girls, but its effect was more prominent in the girls. As a result, girls of westernized programme group showed similarly increased habit as boys of westernized programme group showed.

Interaction of age x programme indicated that subjects of low age watching any programme showed relatively moderate habit to play with opposite sex but increasing age changed this habit. Differently for the two programmes group watching non-westernized programme decreased this habit, while watching westernized programme increased the habit of playing with opposite sex.

(ii) Habits of Going on Dates

A close perusal of the results regarding habit of going on dates indicates significant all main effects, interaction effects of sex x age, age x programme and sex x age x programme. However, the results reveal insignificant interaction effect of sex x programme.

Significant second order interaction effect exhibited that low age boys and girls watching any programme didn't possess a habit of going on dates. Similarly, high age girls watching non-westernized programme also had the habit not to go on dates, however, increasing age in boys developed this habit. High age boys watching non-westernized programmes showed some habit in this regard. But watching westernized programmes increased this
habit to a greater extent. High age girls watching westernized programmes also found to have the habit of going on dates similar to the high age boys of non-westernized programme group.

(iii) Going to Picnic With Friends

All the F ratios regarding main effects, first order and second order interactions were found to be significant in the case of going to picnic with friends.

The results depicted that the girls of low age watching both types of programmes girls of high age watching non-westernized programme never went to picnic with friends. On the other hand, boys of high age watching westernized programme showed highest tendency in this regard, whereas, low age boys watching non-westernized programmes showed some habit, but with increasing age, this habit developed. Watching westernized programmes interacted with the effect of age, and as a result, boys of high age - westernized programme group showed highest score in this regard. Watching westernized programmes also increased this habit in girls of high age.

(iv) Provocative Behaviors

Results regarding provocative behavior indicates that main effects of age and programme were found to be significant while effect of sex and interactions were found to be insignificant.

The results showed that westernized programme groups and high age group had a greater habit to be involved in provocative behavior than their counterpart non-westernized programme group and low age.

(v) Passing Comments

Significant F ratios regarding passing comments were found in the case of all main effects (e.g., sex, age & programme) and interaction effect between sex and age, and age and programme. The second order
interaction among sex, age and programme and first order interaction of sex x programme were found to be insignificant.

Main effects of sex indicated that girls had a greater habit to pass comments than boys. The interaction between sex and age revealed that boys showed least habit of passing comments. Boys and girls of high age showed similarly higher habit of passing comments than the girls of low age.

(vii) Writing Letter to Opposite Sex

Study of table 82, 83, 84, 85 and 86 indicates that all F ratios regarding writing letter to opposite sex were found to be significant.

The second order interaction revealed that the boys and girls of low age watching both types of programme didn't write letter to opposite sex. This tendency is seen in high age group of boys and girls. Boys and girls of high age watching non-westernized programmes showed similarly low habit but this habit increased in subjects of high age who watched westernized programmes, specifically in boys.

DISCUSSION

Results regarding interaction with friends and opposite sex clearly supported the hypothesis that there would be sex, age and programme variation. Presents finding were similar to findings of Alan, Gutnanacher institute (1981) that boys go more on dates than girls. Douvan and Adelson (1973) observed that boys are more engaged in sexual activities than girls. Findings of present research confirmed it actually that girls face more restriction regarding interaction with opposite sex. Our social norms do not permit it, therefore, girls show less interest to play in group consist of mixed sex, to go on dates, picnic and to write letter to opposite sex.

Result regarding effect of age also supported assumption, and facts that due to hormonal and other physical changes, adolescent become different from their child hood. Sexual maturity start in the period of adolescent and
therefore adolescent show greater interest in these activities. They have greater attraction for it (Brown and Newcomer, 1991).

Results regarding effects of programmes supported the view that westernized programme would increase the tendencies to interact more with opposite sex. Westernized TV programme increased all habits in the subjects. As has been discussed that our social system does not permit girls (at both age levels) to interact with opposite sex friends frequently, but westernized TV programmes has broken these bondage. As a result girls showed involvement in all types of activities for which society has restrictions. A peculiar result was also found about which some specific discussion is needed. It was found that girls pass more comments than boys which increased with age. Westernized TV programme had great impact in this regard. Perhaps it is due to interaction effects of development of sense of autonomy, self control and social restriction upon them.