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UNIVERSITY OF ALBERTA

THE TELEVISION EXPERIENCE OF A GROUP OF CONFINED ELDERLY: A NEW CHALLENGE FOR COMMUNITY DEVELOPMENT

by

NAN MACLEOD-ENGEL

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH

IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE

OF MASTER OF ARTS

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Date: 14 Oct 86 1986

. . . to do it myself.

I enjoy doing things with people, regardless of what little it is: lighting a cigarette for someone, going and picking up something for someone. I get a pleasure out of that. But, you see, you get criticized for it. It don't cost me nothing. I've had people help me when I was crippled up and I didn't like the idea of having to be helped. I had no choice. Now that I'm active again, I just want to be able to do it myself. I can't be indepehdent completely because we all need somebody, at one time or another. You can not shy away from people. We're all part of this system, and you find a period of time when what you stayed away from you can't reach out and grab because it's not there for you because you didn't involve yourself. Well, I'm not going to let that happen to me. He laughed, brushing away the tears with a stained and crippled hand.

-- Louis --

THE UNIVERSITY OF ALBERTA

FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled TELEVISION EXPERIENCE OF A GROUP OF CONFINED ELDERLY: A NEW CHALLENGE FOR COMMUNITY DEVELOPMENT submitted by Nan MacLeod-Engel in partial fulfillment of the requirements for the degree of Master of Arts.

Janice M. Keane
Supervisor

Date 14 October 1986

DEDICATION

This thesis is dedicated to the men who participated in this study. You became my friends and were kind enough to share a few moments of your lives with me. I appreciate your candour and willingness to invite me into your world for just a little while. You are remembered; I will not forget.

ABSTRACT

Although the use and effects of television on children and family life have been extensively examined, the use of television by the elderly has been given scant attention.

Television has proven itself a purveyor of some of the most important symbols and images of our age, but it has been attuned to mass tastes and needs due to the market place (Zolf, 1973, p. 9). This leaves scant room for minority and special interest group programming. When communication channels are in short supply, the need for community expression goes [illegible]

The elderly are heavy users of television (Atkin, 1977, p. 31), and much of their time is spent watching it during their daily routines. Research seems to indicate that the elderly who are partially confined and socially restricted tend to be even more dependent upon television (Canadian Radio-Television Commission, 1973). Community development workers need to have a clearer understanding of the attachment of the elderly to television if they wish to capitalize upon this important channel of communication in reaching the elderly of our communities.

The purpose of this investigation is to gain an understanding of the role that television does, or does not, play in the daily lives of a number of elderly individuals who are partially-confined and socially-restricted in a long-term care facility. This study brought together ideas, impressions, dialogues, and observations of 10 primary and 20 secondary informants, who expressed their thoughts about the meaning that television had for them in their daily lives.

Using Glaser's (1967, 1978) grounded theory approach which originates with observation of a situation or phenomenon without imposing a theoretical structure upon the topic under study. The purpose of the study was to identify the properties existing in the real world and to gain a fuller understanding of what constituted reality for the participants in a particular, real-life setting.

The research methods consisted of participant observation, semi-structured and unstructured interviews, spot observations, informal interviews with the residents and staff, the use of secondary informants, and secondary data. Field notes and observational notes were recorded, and a diary was used for recording memos and developing theories (Glaser, 1978). The grounded theory approach included the

use of substantive coding, theoretical coding, theoretical memoing, the emergence of conceptual categories, resulting in theory and theoretical propositions being derived from these steps.

Four personal functions orientation, education, entertainment, distraction and relief, and a fifth, more social function of power and control were were discovered. The overall findings of this study seemed to indicate that the institution-bound older adult participants were heavy users of television and that they watched television to meet "real" or perceived needs which were to a greater-or-lesser degree created by the slow but continual process of disengagement from their families, friends, and community. The study findings indicate that individuals who perceive a sense of loss of independence in their lives may rely upon television to meet those needs. The degree of loss of independence may be related, in some way, to the degree of dependence upon television. It is the opinion of this investigator that the loss of interpersonal communication and personal interaction of the elderly socially confined and physically restricted may, in some way have some effect upon the use, function, and meaning of the television experience for them.

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I wish to express sincere thanks and appreciation to Dr. Janice Morse, my supervisor, who patiently guided and supported me through all stages of this study and whose enthusiasm for grounded theory research is expert and exemplary.

To my committee members, I am grateful to Dr. Norah Keating for her assistance and guidance in the gerontological aspects of this study. I am also grateful to Dr. A. S. A. Mohsen who has guided and supported me over the past several years in the field of Community Development. Without the help of these individuals this study would not have been realized.

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I would like to thank the many people who spent a great deal of time sharing their experiences with me and allowing me to be part of their lives. It was through them that the ideas discussed in this study emerged. These people hold a very special place in my experience.

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CHAPTER I

INTRODUCTION

Overview of the Study

Although the use and effects of television on children and family life have been extensively examined, the use of television by the elderly has been given scant attention. Those researchers examining television viewing by the elderly have approached the topic from the perspective of Leisure Studies (Davis, 1972, p.13). Although the research from this perspective shows that a great deal of time is spent by the elderly watching television, this phenomenon has been virtually ignored by social gerontologists.

Current research studies have been identified which present a number of explanations for the amount of television watching by the elderly. These are: disengagement, a sedentary life style, more leisure time, fewer ties with the external world, a common interest area, and the entertainment value. Previous research has been quantitative, and that approach cannot address the level of awareness or meaning of participation of the viewers. The social and psychological role of television in the lives of the elderly has not been addressed or the manner in which television may influence other aspects of their lives. As the factors attributed to the increased reliance of the elderly on television have been associated with the increasing immobility that occurs with advancing age, it may be assumed that the institutionalized individual has greater reliance upon television.

Nearly 2.2 million Canadians are over the age of sixty-five (Statistics Canada , 1982). As many live in partially-confined and socially-restricted environments and most are heavy users of television (Anderson, 1984, Gerbner, Gross, Signorielle, and Morgan, 1980, Real, Anderson, and Harrington, 1980, Rubin and Rubin, 1981, Rubin and Rubin, 1982, Schalinske, 1968, Statistical Abstracts 1980). Community development workers need to consider the role that television plays in the lives of the elderly community if television is to be used as a channel of communication to reach this portion the population.

The Purpose of the Study

The purpose of this investigation is to gain an understanding of the role that television does, or does not, play in the daily lives of a number of elderly individuals who are partially confined and socially restricted in a long-term care facility.

An important aspect of this study is the inclusion of viewers and non-viewers in order to gain a realistic picture of the role of this medium plays in their lives. Television may act as an inhibitor to (Aronoff, 1974, Blau, 1973; Canadian-Radio Television Commission, 1973) or a vehicle for (Davis, 1971, Glick, 1962, Roberts, 1979) increased contact with others in the elderly's already somewhat limited environment. It is important for health care scientists, institutional care givers, family, and community development workers to understand how the elderly do or do not experience, use, and internalize television to the extent that it is part of their perceived reality.

Communication and Community: Relevance to Community Development

As social organizations in our society grow in number, size, and complexity, they favour the emergence of mass relations at the expense of community relations. As mass organizations replace communal groups, so mass communication tends to replace primary forms of face-to-face communication.

Roberts (1979, p. 19) suggests two effects of communication technology. The first effect is the change in the nature of communities from location-based to communication-based. Television provides instantaneous information over vast distances. Television presents a centre of intelligence, a code of expression, and a channel for transmission of information in our community. In studying the functions and impact of media, the researcher is exploring a central characteristic of society itself (Zolf, 1973).

Both commercial and cable (community cable) television channels make practical a system for community programming. The airing of topics of interest to special groups of people within the community, as well as preparation of programmes by some of these segments of our citizenery about

matters of public interest should be developed. These programmes can be fed into the networks and cable allowing these groups to contribute to the information of civil policy by voicing public sentiment.

Television as a Major Agent of Social Change

Television extends our understanding of ourselves and our environment; it alters our institutions, values and life styles. Despite the advances in the communications field, the gap between public information institutions (the broadcast industry) and groups in our society appears to be steadily widening. Because of the mass information being broadcast to the mass culture, special groups appear to be communicating less with the larger community (Anderson, 1984, Aronoff, 1974, Gerbner, Gross, Signorielli, and Morgan 1980).

Television as an Instrument of Social Power

Television has proven itself a purveyor of some of the most important symbols and images of our age, but it has become attuned to mass tastes and needs due to the market place (Zolf, 1973, p. 9). This leaves scant room for minority and special interest group programming. When communication channels are in short supply, the need for community expression goes unheeded.

The elderly of our communities tent to watch a lot of television, and in so doing, are exposed to the messages, symbols, and images it presents. Television could and should be a channel of communication for this portion of our community.

What is needed is a medium of communication that can supply the specialized concerns and interests of different parts of our community. The demise of the popular mass society magazines, such as, Life and Saturday Evening Post, in favour of special interest magazines points the way. The introduction of home video movies, video cassette recording units, and special channels on cable and pay television points to the beginning of this phenomenon in the electronic media. Yet many of these choices presented to the general public remain unavailable to some segments of the community.

There is a need for information channels that reflect the interests and concerns of the "community of interests" (Zolf, 1973, p. ll) that comprise a modern society. One group are those who find themselves partially confined and socially restricted such as the residents of long term care facilities. This principle holds true for those who find themselves confined and restricted to their own homes. These individuals, very much a part of our community, have special needs, interests, and preferences for types of information and programming which appear over channels of communication.

Such social and cultural developments point to a new role for community development workers: not only animating community groups to study matters of public concern but to aiding such groups, as interested, in the demystifying of the media. This demystifying presents community development workers with a challenge in a society where the established economic and political powers know and take pains to control the media and their use.

This is not to say that groups of individuals who find themselves confined and restricted may be in a position to act upon the media, but they may be in a good position to begin to understand how the media acts upon them. An awareness of the personal use and meaning of television in their daily lives is the first step in the direction of addressing the community of interests within our society.

The Need for the Study

No recent studies examine the relationships between increased age, physical condition, and the use of television. It is possible that a decrease in the availability of economic and social resources, along with personal physical and psychological limitations that increase with age, limits the options and activities available to the elderly individual in the community. If the elderly, in general, are a somewhat special group as a television audience, then institutionalized elderly people should be considered an even more specialized group within that population.

Previous research has been conducted using quantitative deductive methods. This approach does not permit the researcher to distinguish between active and passive television viewing behaviour. While quantitative research may examine the incident rate of the viewing experience, it cannot elicit the meaning of participation to the viewer. In contrast, the observational approach supports inductive,

holistic, emic, subjective, and process-oriented research methods which are used to understand, interpret, describe, and develop theory pertaining to a phenomenon or a setting (Field and Morse, 1985, p. 138).

Further, no information about the role of television as a social or anti-social experience for the elderly has been researched. Does television act to bring the elderly a common experience which they can share in conversation and social interaction, or does it have a tendency to isolate the elderly from each other and other social networks (Marshall, 1970)?

Little and dated information exists concerning the use of other media by the elderly. The reading habits (magazines and newspapers) and listening preferences (radio, audio tapes, and records) have not been examined except in a cursory way. There are little data available to determine if the elderly see television as more important than other forms of activity and social interaction. Do the elderly prefer watching television to engaging in crafts or hobbies or visiting and chatting with friends and acquaintances? Finally, researchers have not examined how the television experience may influence other aspects of the daily lives of the elderly. Can television content influence how the elderly feel about themselves and how they feel others see them?

Statement of the Problem

The elderly are heavy users of television (Atkin, 1977, p. 31), and much of their time is spent watching it during their daily routines. Research seems to indicate that the elderly who are partially confined and socially restricted tend to be even more dependent upon television (Canadian Radio-Television Commission, 1973), yet there is no research that addresses the meaning of television for this group. Community development workers need to have a clearer understanding of the attachment of the elderly to television if they wish to capitalize upon this important channel of communication in reaching the elderly of our communities. Elderly women have been studied extensively while men have been generally ignored. Therefore, this research will examine the following question: What are the viewing patterns, the programme preferences, the level of involvement with, and the significance of television in the daily lives of male residents in an extended care facility?

Definition of Terms

Elderly Resident: In this study this term refers to a male individual over the age of sixty-four who is living in the extended-care facility chosen for the study.

Extended-Care Facility: This is a long-term care unit or institution where an individual is provided with medical, health, and living-related support networks including a live-in arrangement provided.

Grounded Theory: This theoretical approach is a process of creating constructs and categories, through inductive and deductive reasoning emerging from the data, which are grounded in the reality of the observed phenomena and which provide explanations of those events.

Leisure Activities: Leisure activities include a wide variety of activities in which the retired individual engages in such as walking, exercising, reading, shopping, outings to sporting, social, and community events, playing bingo or cards, putting together jig-saw puzzles, painting, doing arts and crafts, visiting with friends and family, listening to the radio, or watching television.

Mobility: This term refers to the resident's ability to get from one location to another by walking to one's destination, riding a bus, or operating a wheelchair along public walkways.

Participant Social Interaction: This is a term that refers to the interpersonal communication processes which occur between two or more individuals within the setting. The interaction may take place between two or more residents, between residents and care-giver staff, domestic staff, family and friends external to the setting, and the researcher.

Personal Care Residents: This includes residents who require nursing care and supervision to some degree. These individuals are not bedridden but may be slightly confused from time-to-time, maybe experiencing physiotherapy recovering from a stroke, or may be unable to be completely independent of care-giver support in their daily regimen.

Primary (Key) Informants: A key informant is the individual from whom the majority of information is obtained and who assists with the interpretation of the setting (Field and Morse, 1985, p. 138).

Quality of Life: The "quality of life" is globally defined as the totality of the conditions of life of an individual. It is a subjective concept which might include sense of well-being, continued productivity, life satisfaction, or overall condition of life (Sibold, 1984, p. 6).

Secondary Informants: These are individuals used by the researcher to confirm or refute the information provided by key informants, or to widen the data base as theory is developed, or to search for negative cases (Field and Morse, 1985, p. 138).

Televiewing: This term is used synonymously with watching television. This includes the time during which the set is with the individual is in the television setting. Research studies have shown that individuals within the television environment tend to internalize various information and messages from the television programming being presented, yet are unaware of its impact upon them.

Television Environment: This term represents the setting in which the television set is located such as a lounge, bedroom, or sunroom.

Television Experience: This phrase refers to the total sensory observation (auditory and visual) of the viewer.

Limitations of the Study

The following limitations were inherent in the research methods:

1. Often interviewees may respond to questions in the way they think the interviewer will want them to respond. This could cause problems in the accuracy of the related experience. Attitudes, emotions, and personal sensitivity of the subjects, participants, and the researcher as well, will greatly affect the spontaneity and openness of each toward the other in the relating of personal ideas and feelings.

2. The results of the study can not be generalized to other elderly populations. However, this is not the purpose of an inductive qualitative study. The purpose is to describe and develop theory pertaining to a phenomenon or a setting (Diers, 1979).

CHAPTER II

REVIEW OF THE LITERATURE

Introduction

Recently there has been a recognition of the emergence of a new sub-culture within North American society. Advances in medical technology, increased awareness of nutrition and health priorities, improved medical care, and a falling birth rate have contributed to the growth of the ageing population. Now a significant portion of the population survives to an older age.

The Elderly in North America

Ageing in North American society lies at the center of much speculation, discussion, and research. Presently the elderly comprise approximately 11% of the population (Statistical Abstracts, 1980) in the United States and 10.6% of the population (Statistics Canada, 1982) in Canada. However, the constant advances in medical technology, coupled with health care improvements and a declining birth rate, have led to the speculation that the elderly might well comprise 15% to 20% of the total population by the year 2030 (Butler, 1975). The growing numbers of aged persons make it imperative that every effort be made to identify and meet the needs of the elderly population. Davis (1980) advises:

> Athough figures may vary from report to report, we can assume that there are at least 23.5 million persons in the United States [and 2.4 million in Canada] today who are over sixty-five (p.5).

"Television is the most pervasive and influential-of the mass media in industrialized societies" (Anderson, 1984, p. 11, Rubin, 1982). Research concerning the influence of television upon the elderly population of North America has been limited, but a number of studies do exist. Even less attention has been given to the use of television by the institutionalized elderly. Therefore, this study will concentrate on the use of television by older adults in an extended-care facility. This study has as its main focus the investigation of the functional uses of the mass medium of television by aged, institutionalized persons using a grounded research methodology.

The review of related literature, therefore, has been limited to the categories that directly relate to television and the institutionalized elderly. Included will be a review, of the elderly's use of television; the importance of television viewing to the elderly; television programme selection by this group; satisfaction of needs; and the functional uses of television.

Media Usage and an Ageing Population

Whereas healthy, mobile, older individuals may assimilate the process of evolving into their elderly lifestyles with more control, in the case of older persons who are institution-bound there is generally little choice. Withdrawal from the larger community is often dramatically thrust upon this group, isolating them from social contact with the outside world. The mass media, especially television, become their lifeline, putting them in touch with society (Anderson, 1984).

Although it has only been in the past decade or so that researchers have given serious attention to the role that television and other mass media play in the lives of older people, it has long been known that the older population are among the heaviest consumers of the media (Anderson, 1984, Chaffee, 1975, Rubin 1980, Rubin and Rubin 1982,). The few investigators in the field of communication who have researched this segment of the population have primarily concentrated on ambulatory older adults or older adults who are institutionalized in retirement homes and lodges. There was a lack of information available about individuals who, because of health conditions or varying degrees of disability, were required to reside in long-term care facilities. A search of the existing literature suggests that the use and meaning of television in the daily lives of the elderly, or the institutionalized elderly has not been a research priority.

Individuals in Total Institutions

Sigman (1984) defined a total institution as a place where a person lives for twenty-four hours a day and everything is done in that setting (p. 1). Most individuals in the community do things in different places with different people. This does not happen in a total-care facility where one does everything with the same people.

When a person enters a total institution, that person can and often does experience a loss of personal property and belongings, or loss of personal history confidentiality. Sometimes foods are alien, the staff may be in a position to "comment" on behaviour, there is little privacy, and often permission to do things that were normally self-directed "outside" suddenly become non-self-directed "inside." These individuals must adapt to a different set of circumstances, and patterns of sensory input. They also must adapt to a different set of values, the group values of the institution. Perhaps as part of this process residents develop an account of themselves which explains and reconciles why they are institutionalized.

The Process of Withdrawal and the Institution Bound

The changes that normally occur to healthy individuals as they advance in age can be compounded by chronic illnesses and disability which may cause further segregation of the older individual from societal contacts and severely alter engagement in social activities. Hirschberg, Lewis, and Vaughan (1980) advises that the social life and social role of the disabled were markedly affected by two factors: the physical limitation imposed by illness and disability, and society's attitude toward the disabled.

Brickner (1978), discussing the isolation of older individuals, related how withdrawal from society was more than a thinning out of the social contacts or the gradual withdrawal from activities engaged in during earlier times. There were imposed restrictions placed upon the institution-bound person's activities that dictated that the person be cut off, to varying degrees, from social interaction and/or activity outside and inside their places of residence.

While older persons who were retired and forced to give up daily contact with the work world could still engage in activities that kept them in contact with society, the institution-bound ageing person was not afforded the frequent opportunity to leave the residence. Brickner speculated the process was complementary to that of all ageing people. When elderly ambulatory adults disengaged, they ordered their lives into a "normal" social pattern using substitutive activities as described above. This withdrawal, planned or unexpected, placed restrictions upon those institutionalized.

Older individuals who became chronically ill or disabled, requiring care in extended-care facilities, often found themselves in such a facility unexpectedly when their condition made self care no longer possible.

Independence, Self-Reliance, Personal Control, and the Elderly

The research literature points to a good deal of social value being placed upon independence and self-reliance in our society. These characteristics are reflected in such phrases as "People should stand up on their own two feet," and "I've never asked anyone for anything." Society points with pride to the "self-made person" who pulled himself up by his boot straps. (Harris and Cole, 1980, p. 71).

North Americans have been taught that dependency is a sign of weakness, a lack of character, or is "unmanly." A dependent person is frequently the object of ridicule and hostility and is sometimes called derogatory terms such as "moocher," "good-for-nothing," "sponge," "leech," "bum," "old fool," or "a crazy." Margaret Mead (1971) argued that we pay a high price for our emphasis on independence and self-reliance. "Old people in this country have been influenced by the American ideal of independence and autonomy. The most important thing in the world is to be independent" (p.74). So old people live alone, or reside "alone" while living among many in striving to be independent, "not like those other people," old and dependent. They isolate themselves within the very social setting where they should be striving to build a network of "friends," or at least "social acquaintances" with whom to interact and share some of the social activities provided by their long-term care facility (p.76).

Clark and Anderson (1967 in Harris and Cole, 1980) found, in their research, that the most frequently-cited source of self-esteem was independence. They noted that one of the striking findings of their research was the singularity of this subject. "This singularity was interpreted by these subjects in, many ways: it was proud independence; it was autonomy prized as befitting a 'good upstanding citizen'; it was the shrinking from others for fear of 'rejection'; . . . or 'the offering of unwanted charity' (p.74). The importance of preserving independence, self-reliance, and autonomy in order to maintain self-esteem (in this study's sample) were expressed in such statements as "I've always been able to take care of myself, but now, I don't know"; "The most

important thing I've learned is to be independent, and not be beholden to anyone"; and " I want to be on my own, but I don't know if I could make it. Even being alone would be better than being here" (p. 63).

When the subjects of Clark and Anderson's study (p. 73) were asked to express their sources of depression and dissatisfaction, dependency (financial, physical, and psychological) ranked first on the list (also in Harris and Cole, p. 72). Other sources of dissatisfaction in order of rank were physical discomfort, loneliness, and boredom. Although other losses could be tolerated, it appeared that the loss of independence was the hardest to bear.

Embracers of Television

Glick and Levy (1962) referred to the elderly as "embracers" of television, and a parallel had been drawn by Davis (1975) between the "captive" and "dependent" status of the aged toward television. Isenberg (1977) found that administrators of numerous senior citizen communities and nursing homes experienced difficulty in promoting participation in organized activities because of the the conflict with television viewing, and some had been forced to schedule activities around the most popular television programmes. Schalinske (1968) and Bower (1973) both noted the elderly's enthusiastic and uncritical attitude toward the content of television programming. Davis (1971) concluded that even the most critical of the institutionalized elderly viewers preferred having a television set to not having one.

Explanations for the Reliance of The Elderly on Television

There are five major explanations for the reliance of the elderly on television. First, research indicates that they withdraw or disengage from active social involvements to more passive observations (viewers) of their environment (Berelson and Steiner, 1964). Second, a more sedentary lifestyle and more leisure time among the elderly was noted by Meyersohn (1961). Third, television provided a common interest for topics of conversation (Marshall, 1970, Steiner, 1963). Fourth, the entertainment element of television was first discussed by Glick and Levy (1962) and it was later reaffirmed by Davis (1975). Lastly, Christenson and McWilliams (1967) noted that television was a tranquilizing agent

for the elderly viewer and a "Godsend for those charged with the care of the elderly" in institutional settings (p. 17).

Davis and Edwards, (1975) found that older persons living in "communal facilities" viewed television on the average of three hours daily, but this increased considerably if the person lived in a convalescent care centre. The more confined and restricted the individual the greater the number of television viewing hours (p. 69-176). Davis and Edwards identified "communal facility" as any organized housing, and their sample ranged from persons in apartments to persons living in total-care facilities. They concluded in their study that television was the most readily accessible channel for communication for the older persons and was equally valued for entertainment, for companionship, and for filling in the time.

In a later study, Davis and Edwards (1976) concluded that few researchers had actually recorded the number of hours a week many of the elderly (those over the age of sixty-five) spent viewing television, and estimates ranged from forty to sixty hours per week (p. 71).

The Functions of Television for the Elderly

Davis (1980), discussed in Anderson (1984, p. 11) advised that there were three general functions of television in our society. The first was a social function, which acted to facilitate the process of socialization of the viewer. It worked as a homogenizing medium, presenting a fairly non-representative, non-concrete, imagined world to a national audience resulting in an unrealistic popular or mass culture.

The second was a personal function. Television acted to facilitate the structuring of values and attitudes that aided the viewer to develop needed strengths. Here Davis included role models, social behaviour, and expectations for the future. He stated that they were incorporated into the social structure of the viewer.

The third was a information function. Television facilitated transmission of facts needed for effecting the social and personal functions and provided the viewer with current knowledge pertinent to his welfare.

In the cited studies, it should be noted that the participants were mobile within the community and accessible to the researchers. It should also be noted that of all the leisure activities which they could possibly have chosen to engage in outside their residence facility, the participants cited television as their major leisure activity. While there were no studies at this time reporting the aged home-bound person's expenditure of leisure time, it would be interesting to see if these individuals would be heavy users of television (Anderson, 1984, p. 20).

All of the available studies concerned with the leisure time activities of older people used subjects who were ambulatory or institutionalized yet able to either leave the long-term-care setting or to engage in arranged activities at the facility in which they were confined (these being retirement homes and lodges).

Media Selection and Use May be Determined by Sensory Capabilities

Kubey (1980) stated that the elderly person's choices among the mass media might be limited due to sensory deterioration. For example, reading might be restricted by failing eyesight, while auditory impairment might limit the use of the radio or phonograph. The medium of television, however, which provided both auditory and visual stimuli, allowed a person to fill in many of the perceptual gaps. Even the visually-handicapped person might prefer television to radio, because ignoring television might further isolate such a person from the popular mainstream of televised information and entertainment shared by potential social contacts (Chaffee, 1973). Doolittle (1979) and Schalinski (1968) found a preference among the elderly, and in particular the visually-impaired, for televised news over radio news.

Television Viewing: Its Importance and Functional Use

Entertainment

Research studies found that the elderly watch television primarily for entertainment, with the elderly preferred "wholesome and happy" programmes rather than "intense" programmes (Korzenny and

Neuendorf, 1980, Schalinski, 1968). Content forms such as variety shows, musical programmes, documentaries, and travelogues were rated highly; detective shows, love stories, commercials, and programmes showing civil disobedience were rated much lower (Adams and Groen, 1974, Bogart, 1965, Bower, 1973, Danowski, 1975, Davis, 1971, Tennant, 1965).

Relief of Boredom

Meyersohn (1961) enumerated three conditions which might particularly predispose the ageing person to television viewing: decreased mobility, increased leisure time, and fewer connections with the "outside" world (p. 264). Television helped to fill the resulting void:

I'm an old man, and the TV brings people and music into my life. Maybe without TV I would be ready to die; but this TV gives me life. It gives me what to look forward to - that tomorrow if I live, I'll watch this and that program (Steiner, 1963, p. 35).

This quotation illustrated this older person's dependency on television; the importance of the medium to him or her; and the scheduling, of the next days activities. "Television therefore . . . serve[d] not only as a time killer but even as time itself" (Meyersohn, 1961, p.33).

Substitution for Social Interaction

Some people seemed to rely heavily on the television to supply them with material for personal conversation. The extent to which it provided this material was documented by Chaffee and McLeod (1973), and Greenberg, (1975).

The use of the media as a substitute for interpersonal interaction was first introduced by Wiebe (1969), a psychologist. His research suggested that in using television in this way, individuals could escape from the demands of interpersonal interaction. In Wiebe's opinion, people who used the media as a substitute for interpersonal interaction might have felt that they were in close touch with the world although they were rarely in touch with others (p.39).

Horton and Wohl (1979), on the other hand, had a slightly different view of the substitutive ability of the media. They referred to the relationship between the user of the media and the substitution concept as a "para-social" relationship, a relationship between the viewer and the "persona"

of the television presentation. The "person" was the typical and indigenous (inherent) figure of the social scene presented by television. This relationship was as close as the relationship between an individual and his chosen friend. They explained this relationship as follows:

> The persona offers . . . a continuing relationship. His appearance is a regular and dependable event, to be counted on, planned for, and integrated into the routines of daily life. His devotees live with him and share the small episodes of his public life . . . their continued association with him acquires a history, and the accumulation of shared past experiences gives additional meaning to the present performance. . . . In time, the devotee -- the "fan" -- comes to believe the he "knows" the persona more intimately and profoundly than others do; that he "understands" and appreciates his character's values and motives (p. 34).

Several researchers suggested that the para-social interaction was one of the reasons for the aged person's heavy use of the mass media. Schramm (1969), for example, proposed that much media exposure is undertaken to combat the loneliness and alienation characteristic of some older persons. The loss of access to local news dissemination on the streets or at work (a form of external personal contact) was compensated for by attention to news content in the media. Further, Davis (1971) found that the majority of the elderly in his study recognized that television provided a moderate to strong degree of companionship.

It appeared that the elderly's heavy use of the mass media, associated with the need for social and interpersonal interaction and the need for information about the environment, was the subject of much interest among researchers (Cassata, 1967, Danowski, 1975, Graney and Graney, 1974, Petersen, 1973). Cassata's study (1977) found:

> A wealth of "impressions" on the role played by the mass media in the lives of individuals with reduced levels of interpersonal interaction. These "impressions" suggested there may be some support for the "substitution hypotheses" (p.3).

Older persons who withdraw or disengage in an interpersonal sense may have substituted for prior interpersonal interaction the consumption of mass media. Substitution for decreased social interaction appeared to be a significant concept in the literature of media and the aged. McQuail (1969) believed that "hypotheses concerning use of media for substitute companionship might focus on those with limited opportunities for social contact" (p. 120).

Information

Chaffee and Wilson (1975), Comstock, et al. (1978), Davis and Edwards (1976), Schalinski

(1968), and Schramm (1969) all reported older people showed a marked preference for news and public affairs programming. Young (1979) suggested, that based on the programming preferences of this group, there appeared to be a need to secure information about their environment. In addition, the older adults appeared to have a desire to "keep up on things" and to "know what is happening in society." Rubin and Rubin (1982) stated, "Information is the most salient mass communication need of these older groups, whose primary reason for watching television is to know about people or events in the world or community" (p. 309).

Many researchers argue that the older viewer preferred television programmes containing information and serious content rather than entertainment (Bower, 1973, Bush, 1966, Danowski, 1975, Davis, 1971, Meyersohn, 1961, Parker and Paisley, 1966, Schalinske, 1968, Steiner, 1963).

Doolittle (1979) also found the news to be the highest form of programming chosen by those elderly who had the least amount of social interaction. Comstock, et al. (1978) found that the disadvantaged elderly (poor, handicapped, confined) were more likely to use television for knowledge and information.

Education

One of the prevailing themes in the available research was the educative function of the media for the older person. This was interrelated with other functions, according to the research. The viewing of television, therefore, may have had an educational value while being substitutive, relieving boredom, being entertaining, and giving information.

Petersen (1973) proposed that television personalities, particularly soap opera characters, may have compensated for lost personal relationships because television allowed the older person to reduce isolation and to feel part of a populated world. This feeling was related to the educative function in-as-much as the viewer participates in learning new ideas. In all television presentations, an element of incidental learning took place. Social problems, for example, were presented in dramatic ways, the viewer became aware, or more aware, of the issues involved in current social situations. Game shows which required answers to questions asked of contestants frequently drew responses from the viewers,

who eventually heard the right answer and learned from the information given. Crime dramas advised the viewer how to identify and protect him/herself from crime.

Graney and Graney (1974) suggested that television may serve a critical role in maintaining socio-psychological satisfaction when older people lose contact with friends and relatives or when churches and voluntary organizations become dominated by new and unfamiliar interests. "In effect," they stated, "television may assume the educative role of those institutions."

Danowski (1975) argued that the primary relationship between mass media use and interpersonal communication was substitutive. This was probably correct; however, he overlooked the value of the media as an educational as well as social substitute, suggested Anderson (1984, p. 34). Danowski stated that media and personal communication are inversely related over the life-span, with greater use of the media at the extremes of youth and age.

The research literature appeared to reflect that older people were watching television randomly or without plan. Young (1979), for example, stated that they were not watching television because they had nothing else to do. On the other hand, Graney and Graney (1974) confirmed that the aged were careful planners of their media time. These researchers stated (pp. 91, 94) that the elderly apparently planned their media activities in such a way as to compensate for the loss of the education that would be afforded them through their association with social institutions.

Summary

A number of researchers have investigated the elderly's use of television. These studies have explored the amount of time the elderly spend with television, as well as their preferences in media programming. Numerous hypotheses have been suggested regarding aged people's need for the media. Through the investigation of media use and gratification researchers have attempted to identify the needs that are met in this way. There are, to date, no available studies that address the use and meaning of television in the lives of the elderly in extended-care facilities using a grounded theory approach to investigate this phenomenon. It is reasonable to suggest that television may play an important role in the lives of these individuals.

CHAPTER III

METHODOLOGY

Research concerning television and the partially-confined and socially-restricted environment of some of the elderly in our communities is almost non-existent. Although quantitative research has contributed to our knowledge of the elderly's use of television, qualitative research has not addressed this problem. This research project used a qualitative inductive approach to obtain a deep and rich description of the television experience of the partially-confined and socially-restricted elderly members of our society.

Choice of the Setting

As the factors attributed to the increased reliance of the elderly on television are extended with their increased immobility, it may be assumed that the house-bound or institutionalized have greater reliance upon television. Therefore, this study was conducted in a long-term care facility which was a partially-confined and socially-restricted shut-in community. Residents in long-term care facilities reside there for extended periods of time, often the remainder of their lives. As their options are reduced, they may be left with little else to do except watch television.

The study took place in Western Canada at an extended-care facility for elderly men. All of the activities of the study were conducted within the facility over a four-month period in the early part of 1986. This extended period of time was used because the researcher found that it was beneficial to the study to allow the participants to gain a sense of ease in talking about the things which were important to them. After a period of time, the topic of television was introduced; this topic was discussed freely and openly by the participants.

Selection of the Participants

An overview of the proposal was presented to the administrative staff of the extended-care facility, and interest in the study was expressed. Official approval was obtained from the institution to

conduct the study. The nursing and care staff discussed the research project at an unofficial staff meeting. As the study was conducted at a residence for elderly men, the research participants were all male.

The sample, those who were invited to participate, consisted of people who were most receptive, who were group leaders, and who were most able to lend insight and depth to the study. Ten of these individuals became primary informants and were major contributors to the study. Less active and unobtrusive contributors, or the secondary informants, were used to confirm the data of the primary participants and the observations of the investigator. These secondary informants were also observed and interacted with to explore different perspectives within the setting. The inclusion of watchers and non-watchers of television presented a depth to the presentation and expression of the ideas, thoughts, and experiences of the use of television by both and provided valuable comparative data. It was the researcher's intent to discover the dominant processes in the social setting with the goal of generating hypotheses that have a generalized applicability (Field and Morse, 1985, p. 111).

Ethical Concerns

It should be noted here that this study was reviewed by a series of ethics committees and met the criteria for ethical standards for research at each level. The researcher was trained in the research methodology and worked under the close guidance of the thesis supervisor, a widely published specialist in grounded theory methodology.

It was recognized that in an institutionalized elderly population, some of the residents may be neurologically impaired. All residents with severe impairments were excluded from the study. Two of the residents who displayed slight impairments (confusion and forgetfulness) were given the opportunity to participate in the study. These impairments did not appear to impede the responses when response time was lengthened and patience was practiced by the researcher. Consent was obtained from each participant in the study, and the principle of ongoing consent was adhered to (the resident was reminded repeatedly of the study and verbal consents were obtained throughout). Furthermore, consideration was given to the fact that this study was low risk in that the information

collected was not considered personally sensitive for the participants. It was important for the interviewer to be aware of the characteristics of the respondents which might cause problems in the interview. Such factors as hearing loss, a slower-paced life style, the need for security and recognition, and reduced mental efficiency were noted upon occasion.

The researcher was careful to structure questions as simply and directly as possible. Upon a number of occasions, a communication problem was evident through defective sentence structure, repetition of phrases, difficulty in discussing abstract topics, and breaking off in the middle of a sentence or being unable to finish a thought.

A number of the participants compensated for this defect by using gesture or pantomime, by making a continued attempt to find the desired word (which sometimes ended in success but often in silence), or by using paraphrases or circumlocution -- that is, for a calendar the person might say "it dates" or for a thimble he might say "something to put over your finger to sew with" (Merriam, 1977, p. 216). The interviewer attempted to assist the interviewee by offering a word, as perhaps the "right word," by the restructuring of a thought, and by keeping abstract questions to a minimum.

The Use of Grounded Theory

Grounded theory (Glaser and Strauss, 1967) originates with observation of a situation or phenomenon without imposing a theoretical structure upon the topic under study. The researcher must be careful not to impose predispositions of conceptual frameworks which might result in the alteration of analytical perceptions of data to some imposed theoretical structure.

As in all qualitative research, the purpose of the study was to identify the properties existing in the real world and to gain a fuller understanding of what constituted reality for the participants in a particular, real-life setting. The understanding gained from this examination was the product of the interaction of the researcher with the phenomena under study (Field and Morse, 1985). As the development of firm grounded theory rests upon the "sensitivity to the researcher's ability to both recognize and present categories for discussion" (p. 111), this study was limited only to the degree of the

researcher's own sensitivity to the participants and the topic under study.

Data Collection Procedures

The research methods consisted of participant observation, semi-structured and unstructured interviews, spot observations, informal interviews with the residents and staff, the use of secondary informants, and secondary data (health records, personal belongings and memorabilia, reading materials, and other environmental objects and belongings). Field notes and observational notes were recorded by the researcher, and a diary was used for recording memos and developing theories (Glaser, 1978).

Participant Observation

The use of participant observation allowed the researcher to observe the setting and residents, thereby gaining a knowledge of key informants. The researcher was also aware of other individuals who provided a different perspective to the study. These subjective observations were recorded in field notes. Subjective feelings, impressions, and hunches were recorded in the diary. Various settings in the institution were used: lounges, sun rooms, sitting rooms, recreational areas, and (only with their permission) the residents' private sleeping rooms. Spot observations (Rogoff, 1978) were also used and participants were observed during interviews, both formal and informal. Although the researcher made scheduled visits during the early stages of the study, visits at randomly-selected times were conducted as the study progressed.

Interviews

Unstructured interviews of varying lengths and duration were conducted with the residents and staff. All tape recorded interviews were conducted in private and at the convenience of the person concerned. Formal interviews with staff were held during work time but conducted during the staff's free time on a voluntary basis.

Interviews were taped using a code number for each participant to protect that individual's anonymity. As expected, data were also derived from discussions, and informal and spontaneous

conversations with residents. The option was kept open for further interviews should additional data be needed for clarification. This occurred upon a number of occasions.

Secondary Informant Data

Data were obtained from a variety of individuals in the setting who were able to help confirm any tentative hypotheses that developed. These people were not interviewed formally but were approached in general conversation to verify data obtained from other individuals.

Demographic Data

Demographic information, gathered from the participants in an informal way, assisted the researcher in creating a biographical profile of the participants in the study. Permission was obtained to use nursing care and social history records from the facility.

Data Analysis

A grounded theory approach was employed using Glaser's analysis, (Glaser and Strauss, 1967, Glaser 1978) which included the use of substantive coding, theoretical coding, theoretical memoing, the emergence of a core variable, and theoretical sorting towards the development of an explanatory theory, formed the basis of the research study. In grounded theory the researcher attempts to discover the dominant processes in the social setting with the goal of generating hypotheses that have a generalized applicability (Field and Morse, 1985, p. 111). Using this approach, each piece of datum was compared with every other piece (in constant comparison) rather than describing only the unit under study (Stern, 1980, p. 21, in Field and Morse, 1985, p. 111). In this respect, grounded theorists use a far more structured analytical approach than other types of qualitative research methodology.

These data were analysized using the following process. First, substantive lists were developed from the data noting all references to particular concepts. These lists, grouped together in clusters by similarities and differences, were collapsed to form manageable groupings; and each grouping or category was then given a label.

Next, the range of variation, the extremes within each category, were coded. "Theoretical notes" were used to explain the thoughts and questions of the researcher in developing these codes. At this point the data was reworked and the codes and categories were adjusted. "Theoretical sampling" was used to enable the researcher to "seek out relevant samples of respondents" (Chenitz and Swanson, 1986, p. 125), and thereby facilitating a fuller description of the categories.

The use of "theoretical codes" (Glaser, 1978) allowed the researcher to look for the relationship between categories, to organize the categories, and to clarify what each category had in relation to the other categories. Memos, hypothesizing relationships, suggested theoretical links between the categories and assisted in the generation of theory.

The Emergent Theory Process

The conceptual categories were developed during the analysis of the information gathered from participant observation, spot observations, taped and untapped interviews, casual conversations, use of secondary informants, and other secondary data (health records, social histories, and personal memorabilia). Data cross-checking followed as a comparative technique which contributed to the emerging theory. The resulting theory and theoretical propositions were derived from these steps.

The principal results of this study were developed from the interrelated conceptual categories. Based upon naturalistic generation, data comparison was used to verify and cross-check the information gathered from the various data collection methods.

By cross-checking the information collected from the interviews and observational field notes, a clearer understanding of the meaning of television was gained. This was then re-checked with the secondary data (informants and other materials).

The integrating framework used in this study was the "stepping stone" toward the emerging theory, searching for the "best fit" (Glaser and Strauss 1967, p.41) between the explanatory model and the real world.

The categories formulated during the analysis of the data, collected in three different ways, were interrelated. These categories included the use of television for orientation, education, entertainment, distraction and relief, and for power and control.

The process of theory building proceeded for the generation of conceptual categories. These categories converged where the information was cross-validated resulting in theory.

Reliability and Validity

Validity is the overall concept referring to how good an answer a study yields, with reliability being a constituent element of validity (Field and Morse, 1985, p. 116). The following elements were of importance in the data sampling for reliability and validity: the data-gathering process itself, the social context in which the data were gathered, the history and maturation of the group being studied, the status of the researcher, the participant mortality, the observer variables; the observer effects, and the data analysis (Le Compte and Goertz, 1982, pp. 31-60). A qualitative study may not be replicated, but as the researcher's purpose is to demonstrate the typicality of the phenomenon observed in a particular situation at a particular time (Field and Morse, 1985, p. 112) this should not be of concern.

To ensure reliability and validity multiple interviews were used to verify the interpretation of statements made by the participants. Collaborating data from secondary informants was also used to verify these interpretations.

To validate the categories that emerged during the data analysis phase of the research there was a long-term biographical and conceptual build-up that gave the researcher insights into the data. Sensitivity was necessarily increased by the researcher being steeped in the literature that dealt with the variables and concepts used (Glaser, 1978, p.3).

Leininger (1985, p. 68) contended that validity in qualitative research refers to gaining knowledge and understanding of the true nature, essence, meanings, attributes, and characteristics of a particular phenomenon under study. Measurement was not the goal; rather, it was knowing and understanding the phenomenon. As always, qualitative validity was concerned with confirming the

with the phenomenon. The emphasis was on establishing the existence and nature of the phenomenon with its meanings, attributes, and contextual features. The qualitative construct validity focuses on identifying and knowing the nature, essence, and underlying attributes of the phenomenon. Concurrent validity refers to the ability to show congruency, meanings, and syntactical relationships of findings with respect to subjective, inferential, intuitive, symbolic, objective (empirical), and other quality factors under consideration. Predictive validity should rest upon the ability of the researcher (including knowledge and skills) to differentiate abstract experimental and empirical phenomena under study in order to predict human lifeways or behaviours (Leininger, p. 69).

With respect to the criterion of reliability in qualitative research, the focus was on identifying and documenting recurrent, accurate, and consistent (homogeneous) or inconsistent (heterogeneous) features, such as patterns, themes, values, world views, experiences, and other phenomena confirmed in similar or different contexts.

At this stage the investigator began to label, hypothesize, and cluster data concept formation by coding, hypothesizing and categorizing data. Concept development was undertaken by reducing categories, by selective sampling of the literature, by selective sampling of the data, and by the emergence of the core variable. The final step, concept modification and integration, was derived through theoretical coding (Glaser, 1978, p. 74). This coding helped to define concepts more precisely. In describing the core variable complex process, the researcher clarified the nature of the variable, its contexts, and the potential consequences by using these codes. Memoing allowed the researcher to constantly compare the data, resulting in emerging patterns and themes.

Use/Storage/Disposal of Data

Data were coded and stored in a locked facility. The identities and details (all information) from the study remained confidential at all times. Tapes were erased at the end of the research project. Confidentiality and anonymity were observed at all levels of the study. Ethical and general written clearances were obtained from the several levels necessary to ensure that all due regard was taken to protect the individual and institution involved.

Photographs were taken only with the permission and written consent of all those involved. These photos of the setting, seating arrangements, styles of television viewing, and patterns of personal interaction aided in the documentation of the setting and lent valuable descriptive detail to the study.

Consent

Written consent was obtained at the onset of the study from the individuals involved in the study including the nursing staff, care givers, domestic staff, and residents in the care facility. With the assistance of the ward clerk and unit staff, the researcher discussed the study with each resident who had agreed to be a participant, answering questions and obtaining written consent at the beginning of the study.

Chapter IV

RESULTS OF THE STUDY

In this chapter the results of the investigation are presented. A demographic group profile of the participants and the uniqueness of the sample are described.

An overview of the categories derived from the data are presented. The categories are labelled orientation, education, entertainment, distraction and relief, and the function or use of television power and control are described and levels of viewing by the members of these categories are explored.

The television genres preferred by these individuals, and their rationale for choosing these programmes, is described. Finally, the inter-relationship of these categories and the participants personality characteristics and behaviours is discussed.

Demographics of the Participant Group

This study took place in Western Canada at an extended-care facility for elderly men. The residence, designed to accommodate 250 men, then housed 146 individuals between the ages of 60 and 100 years old with a mean age of 76.

Ten primary informants, between the ages of 62 and 89, and 14 secon[redacted]nformants (residents) between the ages of 72 and 97 participated in the study.

The ten primary informants to the study represented a younger portion of the age spectrum. Some of the secondary informants were over the age of 75. There were also six staff members who contributed additional data to the study.

Residency

The participants had been in the facility for varying lengths of time: one for less than two years, three from two to five years, three from six to ten years, and three over ten years. The longest term of residence by a participant was 18 years. A number of physical and neurological conditions brought these men to the care facility, but by far the major contributing factor was stroke. High blood pressure, heart disease, diabetes, neurological disorders, alcoholism and its effects, and complications from combined degenerative health conditions all contributed to their admission.

Physical Disabilities

Degree of Mobility: Of the 10 primary informants, two participants were ambulatory and moved about freely without assistance. Two walked with the assistance of a cane or walker. Six of the participants were confined to wheelchairs.

The secondary informant residents reflected a similar pattern. One was ambulatory, two used either a cane or walker, nine were confined to wheelchairs, and two of the sample were confined to bed at the time of the study.

A considerable number of the participants experienced debilitating strokes which left some of them with a decreased ability to use their arms and legs.

Sensory Deficits: Three of the primary participants suffered severe sight problems, and another three possessed substantial hearing losses.

Neurological Impairments: One respondent experienced a mild form of inability to "process" information. Five experienced varying degrees of short-term memory loss. None of these impairments appeared to affect the quality of the data, as most "recalled" experiences when given time to re-establish the context of the forgotten experience.

Educational and Occupational Background

Sixty percent of the participants attended elementary school, grades one through six. Three attended secondary school and one attended two years at a technical school. The mean educational level of this group was 6.8 years. Educational levels as well as sensory deficits may have contributed to the little reading done by members of the sample population.

One participant had not worked for over forty years, due to a disability. One was an unskilled labourer, while two were skilled labourers. Three were involved in agricultural activities. Two were involved in the business sector, and one worked in a service industry.

These men earned their living as truck drivers, loggers, farm labourers, miners, farm owners, security guards, heavy equipment operators, bus drivers, sales representatives, and at a wide range of

service, skilled, and semi-skilled positions in the labour force. Other socio-economic groups might well yield very different results, a consideration for future study.

The combined educational and professional experience of this group would suggest that they may have been, for the most part, members of the blue-collar, upper-lower, lower-middle, or perhaps, the middle-middle class income structure during most of their working years.

Family Ties and Interaction

Three individuals remained single throughout their adult lives. Five men were widowed, and four were divorced. Two of the participants were visited regularly by family members, and eight of the respondents had few, if any visitors at all.

Uniqueness of the Sample

This setting was chosen as it was a partially-confined and socially-restricted, elderly population. A review of the research literature revealed that the existing studies had consisted of either elderly women or a heterogeneous population in retirement communities, drop-in centres, seniors' apartment complexes, lodges, and nursing homes. These choices seemed appropriate considering the larger number of elderly women in the population and the broader-based heterogeneous population studies which often involved married couples.

No studies focussing on men were found in the literature. When the opportunity to study such a group was presented, the researcher felt it would be of value to examine television in the environment with only elderly male residents.

Viewing Styles

Five styles of television viewing and use were identified from interviews and participant observation of primary and secondary informants, institutional records and social histories of the participants. Four categories (styles of viewing) orientation, education, entertainment, and distraction and relief served the needs of a number of individuals in a personal and self-oriented way. A fifth

category, power and control, served more of a social function which influenced the interpersonal and group dynamics of the television experience for some. Each category (or style of viewing) was based upon observational data, interview data derived from informal interviews and discussions held with staff and residents in the role of primary and secondary informants, and field notes. These data showed variations, similarities, and differences which were used to refine the characteristics of the four styles of viewing and the fifth category of power and control.

Observational data allowed the researcher to observe differences in the situations, circumstances and limitations of each type of viewing style showing how, when, where and why each type was evident. Data were noted on the manner, mode of expression, and linguistic aspects of each type. The social context which included visiting with families, friends, and staff as well as interaction and relationships were documented. Further the self-awareness, self-image, the degree of tolerance and flexibility in each situation were noted. With the power and control category the personal space, body language, dominance, and intention of the group were noted.

Although each style of viewing had distinct characteristics it is important to note that one person revealled more than one viewing style depending upon his needs or the type of programme. For example a participant who primarily used television for orientation to the outside world might also use television for entertainment in the evening to relax or for stimulation in meeting the various needs experienced by that person at different times.

The five categories or styles of television watching are organized as follows: first, the category (style) is represented in a figure, showing its four sub-groups which identify the components of the category itself. Next, the "viewing style" of each sub-group, or component of the category, is discussed with supporting data from the field research portion of the study. Third, the television programme genres preferred by each category are explored followed by a review of the interpersonal communication skills of each category are reviewed. Fifth, the importance of television to the viewing style group (category) are discussed and lastly, some of the behavioural characteristics of each category are described.

Orientation as a Function of Television

A number of the residents used television as an orientation mechanism, "keeping up on things, if you will." One of the men was reminded of the importance of television as an orientation tool: "That's what it's all about, keeping up on what's going on in the world, right?" One man, who often read two newspapers a day, listened to a small pocket radio with a head set, and watched a variety of news programmes on television, expressed his need to be aware in the following way:

> You see, things are happening all the time. You got to keep up or it's going to pass you by. You stay alive by knowing what's going on . . . how can you know if the bus fare is going up or the feds will up the tax on cigarettes? You got to watch out for yourself, sure as hell. No one else will. Me, I'm going to know.

The degrees of motivation toward a psychological orientation to television were expressed by different levels of intensity. Figure 1 shows the range of motivation.

Keeeping up on things \ Orientation	+	-
+	Active (pursuer) User of television	Spasmodic (viewer) I catch some
-	Accepting (observer) Watcher of	Lethargic (viewer) see it, I don't care

Figure 1. Television as an orientation function: Levels of involvement.

Several individuals were involved in using television as an orienting device in their daily lives some to a greater degree, some to a lesser. They were identified as the active pursuer "user of television", the accepting observer "watcher of television," the spasmodic viewer "I watch some," and the lethargic viewer "So what?"

Styles of Viewing of the Orientation Group

The active pursuers of television content were actively involved and interested in television programming but tended toward the non-fictional genres of news, weather, and pubic affairs. These individuals were physically involved: getting up to adjust the colour, volume or brightness of the set;

and moving around the television environment (choosing a seat, moving a wheelchair closer to the set, manoeuvering in some way) while watching and listening.

One participant was anxious to express his opinion:

> I want to make a statement. It's vary difficult to get any real television here because you're in a common TV room. You have to watch what other people want to watch. In the morning (you can't find a space) you normally get the news because everybody's interested in the news. . . . I get the news at 6:30 [06:30] and at 6 [18:00]. Other than that I don't bother too much.

He did not have his own television set. "I don't really watch television that much. . . . I always go back down to the lounge to watch in the evenings." One man, who did own his own set, preferred to watch late in the evening:

> Sometimes, after the other fellows have gone to bed . . . there's times when I sit until two or three o'clock in the morning, when I can't sleep. [I] put the sound off and watch different movies.

One man in particular found it hard to accept that adults could and would watch what he referred to as "mundane children's programming and sit-coms," and he found it difficult to contain himself in such an environment:

> I'm concerned with the news, what's going on in the world, because it gives me . . . a chance to keep my mind active. I don't want to . . . go dormant. A lot of people here sit and watch stuff for three-and-four year olds. . . . It annoys me. I go back to my station (his bedroom) . . . scan through the different programmes. . . . If I find anything interesting, I watch it. And it's not like four-and five-year-olds are watching, can't stand that stuff.

Although he described himself as an "active person," he felt it was important to take time to watch the news coverage of "breaking stories." He remarked he would "like to be on television someday. It would be interesting to do that." This would again emphasize the "doing," "going," and "being" aspect of his life. He was continually on the go, as his conversations conveyed. He was not a man to just settle into the life of the residence, "not yet anyway."

These active pursuers tended to supplement their television experience with other media:

> I like magazines and newspapers when I can get them. On Sunday I like the Gazette (the local tabloid). It's easy to read . . . It's the size, you can open and close the pages. The other papers are so large that I couldn't even hold it in my wheelchair.

He was also an avid reader of news magazines and got, " wider picture of things" by reading the weekly issues, Maclean's, Newsweek, and Time were among his favorites. "You can't help but get a

bigger picture of things if you read something. You know, what we hear (and see) is too narrow, and we got to offset that, if we can." These alternative media were often used to compare television content and presentation with the details in written media formats.

Another person led a structured life of which television was only a small part:

> I do not like to sit around and watch television. I have a schedule . . can't be bothered by things as unimportant as that . . . I go out front for an hour and exercise; I come in and continue my exercise while I watch part of a programme or a ball game. I never do sit through a whole programme. That's my way.

There was much discussion in the coffee room, but seldom other places, over current news stories. Several of the men expressed an excellent level of recall from these stories. One discussed "the problems with the 'O' rings of the space shuttle Challenger." Another knew "things about the train crash." This one could summarize the weather, and that one could quote the hockey scores: "Just ask me." Such discussion and interactions with peers were common among those who were actively motivated to use television as part of their daily regimens.

The accepting observers were actively involved in viewing the same types of television programming but did not pursue the use of other media to verify or "enrich" television coverage of an event. They often accepted things as reported and did not question television content. Much of what they viewed they felt was true. "They [referring to the media] wouldn't lie to us, I don't think," said one. "I'm always willing to take it as it comes; that's good enough for me." These viewers did not read other news media. They seemed to "trust" newscasters and several mentioned they "still missed Walter Cronkite," whom they considered to be " . . . the most honest man in television." You could believe anything he said," and "he didn't try to fool you" they reported.

These people discussed with others a topic given television coverage if the opportunity presented itself, or if they wanted to ask a question about the event; but this was not done on a regular basis. "Did you see that special the other night? I missed it. When was it on?" "Did you see where the tax went up again on cigs?" . . . [T] hey just keep putting it [the price] up there."

The spasmodic viewers of news and public affairs programming watched only upon occasion. There appeared to be a mild interest when a story caught their attention or fancy. One man's attention

had to be aroused by some of his fellow residents:

> [I think I] had better watch and find out what everyone was talking about. I can't see what all of the fuss is about . . . but I guess I better know what they're [the other residents] talking about if I'm going to have an opinion.

A number of the viewers felt it was important to have an opinion and that "you'd better have your story straight, or they'll [the others] catch you every time." Others felt is wasn't important: "What the hell, it don't matter," "They don't care what I think," and "I keep my opinion to myself, it's none of their . . . business." There were occasional comments of "Wow, look at that!", "Come and see this," and sometimes they would point to the television screen and motion for someone to "come and see." They clearly expressed interest in certain things, but it was experienced in a haphazard way with no real plan or organization to their viewing patterns or preferences.

The lethargic viewers, and there appeared to be many in the general population of the residence, passively watched news and weather programming. It can not be determined to what degree the programme content may have been internalized beyond their initial exposure to it. Several men found it difficult to comment on a news item they had just seen: "I can't remember. When was that on?"; "I can't rightly say"; "Hell, I don't know"; and "O' yeah, but that was a long time back, wasn't it?" Such responses might suggest a lack of attention, interest, or perhaps ability to understand the content being presented. These viewers appeared to be more passive in their viewing of television for orientation and for the structuring and organizing of daily life then any of the other three sub-groups.

Orientation Viewers' Preferred Genres

News, weather, current events, and a variety of nonfiction programming were preferred by the orientation group. Viewers selected programmes which they considered "important" to them, and they closely followed communication channels for current information about special and informative programming. In the selection of current news and topics, international events were mentioned as being the most important. National coverage of events was not as important, and provincial news was not as important as either international or national topics. Local events were mentioned as being important, but they were limited to a few categories; murders, robberies, accidents (a major train

wreak), and hockey scores. Public affairs broadcasting was also popular with some of the men. "I liked Face the Nation and those other news commentaries." "I also liked to hear those good interviews that Dick Cavette and David Frost used to do."

In the selection of weather forecasts the men felt that the local forecast was the most important but there was some interest expressed in national coverage. For two of the participants this was because of the weather forecaster's "presentation style" rather than an actual interest in the national weather scene.

Several events of interest to these individuals were television coverage of; important people such as Prince Charles and Princess Diana's trip to Canada, hearings and investigations, a train wreck, murder trials, drug busts, lottery results, government scandals, terrorist bombings, and hijackings.

Most of these men expressed a general dislike for television commercials saying that they "interfered," "took up time," "disrupted" the programme they were watching," "were repetitious," and "didn't think they were of much social value."

One viewer expressed some interesting views on commercials:

> I like commercials where . . . kids get up, . . . advertise something. It puts a new pitch into what your're watching and some of these kids are better than some of our adults.

He liked the "kids" in commercials because they were "open and had an uninhibited approach to things." He also enjoyed what he expressed as a Ukrainian sense of humour that occurred in some of the local television ads:

> Because all you hear . . . is all those stupid advertisements. Enough of that is enough. With Uncle Lenny . . . it's humour . . . He's sitting in a sleigh behind a horse and there's no snow [in the ad] . . . humour in the sales pitch.

He disliked adults in commercials who were condescending to the viewer, and he was sceptical of testimonials:

> This Cosby business . . . there's the Coke advertisement. . . . It's the worst advertisement on TV. . . . He likely never even drinks a Coke. And then he gets up and does a sales pitch. . . . He's getting the dollars for it. Now that's phoney.

The interest in public affairs was seen as important if it "applied to" or would "affect" them. Several discussions centered around the possibility of the Light Rail Transit coming to their part of the city. Some wondered if they would be "able to use it." Others didn't care if it "did come by where they lived," and yet others "didn't even know about it." When they did find out about it, they still weren't concerned. The more mobile the individual was, the more concern was expressed about the LRT. Those who were less mobile and were restricted to the residence, seemed to have little or no interest in the topic.

Documentaries were considered very important by several men. The topics which proved popular in this category were shown from an historical point-of-view; public figures, nuclear war, the "race for space," and historical events which they all remembered were popular.

War movies on television and film footage of the European theatre of World War Two were of interest to one man who wanted to see what others [soldiers] went through and how they were presented in historical films:

> I like to watch some of these playbacks of the war years. . . . There was only one theatre of the war that I was part of. We were on the retreat [he spent three years as a German prisoner of war] , getting away from the Russians. . . . I'm interested to see what the other soldiers went through.

He was interested in the way they, the war veterans, were presented and portrayed in films, as well. He was not so interested in the majority of Hollywood's ideas of war films. "They're the men," he said, referring to the soldiers, "a lot of them, who should be compensated. We [referring to his peers] get compensated for prison years." He didn't like the way Hollywood created instant heroes. "They were [the] real soldiers. They should be remembered, not stereotyped."

Sports were always a topic of interest; and because of the "ongoing" hockey season, it could be supposed that sports coverage would continue to be of interest to this group. Not everyone agreed with this:

> Sports it's consistently sports, day and night. You know, after awhile it gets so annoying sitting and watching something that you don't want to watch. . . . I get turned off. . . . When I see wrestling, especially here on television in Western Canada, it makes me sick. Their fighting is so phoney. If you go [went] back to Quebec and watched wrestling, they'd kill these guys here. . . . My God, it is for real.

Emergency coverage of natural disasters such as fires, floods, volcanic eruptions, and earthquakes drew a lot of attention and discussion from this group. They often talked about these "awful," "bad," "miserable," and "terrible" things.

Medical discoveries and developments were of interest and importance. They were interested in new treatments for strokes and heart disease, perhaps because these things "affected" them in their daily lives. "If it's going to affect me, I want to know about it." Several of the participants who were aware that things "affected" them expressed that these things were important. Many did not express that things that "affected" them were important. This may have been from a lack of awareness, a general disinterest, or a disbelief that "things were affecting them." A number of times, when a topic was mentioned, they remarked that they were "not aware of i[redacted]When they were told about the topic [i.e. a rise in the cost of cigarettes] they were very interested. [redacted]might suggest that there was a lack of awareness among them about some topics in which th[redacted]herwise have expressed an interest.

This may have been the result of a lack of television programming information being supplied to them. Several of these men expressed a disappointment in not knowing about a programme that they would have liked to have seen. "If I had known, I would would have made time for it," remarked one resident, when he found he had missed a programme dealing with one of his favourite topics, wild animals. Nature shows and programmes concerning the natural sciences also interest the active participant:

> I like to watch . . . New Wilderness. . . . It's fantastic what they are able to show . . . bring you close up to a wilderness that man has never been able to get close to. . . . It makes a man feel a lot of wonder . . . about the Wild Kingdom.

Some of the orientation group also enjoyed the entertainment aspects of television. Most said they "found" some films and mini-series interesting but that they "didn't really have much time" for that sort of thing. "No, not very likely. I'd get to see one part and miss the rest. I'd rather see just one." Another responded, ". . . If it's a good film, you know, something with John Wayne, I like his programmes. They've got some style."

One of the younger viewers preferred watching by himself:

> After the men go to bed [most retire early] I turn on these programmes like Riptide, Night Rider, and James Bond. I enjoy something like that's got a background to it. When you've got a bunch of junk, that don't amount to nothing, I . . . like using your [my] imagination as to who was the one who 'did it.' It makes it interesting trying to be a Sherlock Holmes.

Interpersonal Communication Skills of Orientation Viewers

For some, communication patterns and skills were a matter of personal choice in that they chose not to communicate with their peers:

> First man: We don't talk about anything, so why would we talk about TV?
>
> Second man: No, I don't talk to other people about what I see on TV. Well, maybe we'd talk about Wild Kingdom or something like that. I don't discuss it.

For others, their chatting was not limited to television programmes. They talked about things they had read, what they had experienced when they "went out," or what they had seen and heard while at some social function. One man described himself as an "out person," one who was not about to let the "system" get him down. He wanted to be "out" and "doing"; it appeared that a few others wanted the same thing:

> First man: If I could walk, I'd be out of here today.
>
> Second man; All I find to do here is watch TV, but if I were at home I'd at least have to fix my own meals.
>
> Third man: I had TV in my apartment, had it on all the time, I'd do that again at the drop of a hat.

Importance of Television to the Orientation Viewers

A number of the participants discussed what importance television had for them. One of the more "highly organized" participants (his own expression) said he had very definite ideas about the role of television in his life:

> . . . It kills time. . . . when you're . . . waiting to go to supper. . . . It's mostly game shows. . . . I can spend some time looking at them, waiting for something else to happen. I still think it's a way to kill time, and that I don't like to do.

Another man felt that for certain people "television was important":

> . . . It is important. Certain men have their [mental faculties] together, they watch sports. Some men have different capabilities. . . . They watch other things. . . . I watch TV and I get out every day. I enjoy sitting and talking to people . . . I can have a conversation with, . . . not someone . . . mumbling about something that happened . . . years ago.

For this man, it was very important to be "out" as much as possible. The result of this was that his present life experience was somewhat different from the majority of the other participants. He was free to leave the building at any time he chose. He spent as much time out of the building as he did inside. He said he was "seldom in for meals" and stayed out as "late as he could manage" and not be locked out. "Being out" was important:

> It gets to the point that even to walk down the street and get out on the bus, . . . to be among people [is good].' It's a lost world [here, for] a lot of them. Get out where there's traffic moving and the world is moving, not standing still like it is here.

"Sometimes it get lonely when you're sitting around waiting for something to happen," declared one man. "Television [can be important] when you don't want to be alone":

> I . . . watch movies [on television] at times, . . . [I] don't want to sit in the room alone. . . . That's one of the reasons I walk in the morning, the afternoon, and again at night. . . . You got to keep active in this place.

An active orientation viewer mentioned he:

> Was thinking of buying and getting in on it [pay television] but I don't watch it that much . . . no benefit to me. I'm going to buy into something that I'm trying to stay away from? No way!

Characteristics of Orientation Viewer Behaviour

The orientation users of television appeared to be self-directed in their approach to their own lives. They displayed a degree of independence; some were assertive (active pursuers), while others (accepting observers) were somewhat outgoing in their interactions with other people. A small portion of this population (spasmodic viewers) could be referred to as friendly yet somewhat reserved. They were not as "free and easy" as some of the men when they interacted with each other. The lethargic viewers did not use television for any "observable" orientation functions within their lives.

The active pursuers referred to themselves as "doers." One man claimed to be a "user of television." These data suggested that the more these viewers were oriented in their television experience the greater the possibility that they were also "up and going" and "doers" in other aspects of

their lives. To them, time was important; being informed quickly and directly was "paramount." They could be described as outward-thinking, as much of their time was spent interacting with others. They suggested that they liked to "change things" and that they wanted to "control" their lives. Most of them enjoyed a higher level of health and sensory abilities than those in any of the other groups. They each appeared to have a positive sense-of-self. Although some of them were "quiet for longer periods of time," when there was "something to say" they did so.

Summary

The data suggested that the most salient use of television by the participants was to obtain up to date information quickly and efficiently about other people and events in the larger community. Television was expressed as being important with news, weather, and other nonfiction programming being the most popular with this group of viewers.

The degree to which it was used as an orientation or "directed information" channel was dependent upon the individual using it. Even for individuals who claimed they did not use television to get "information," the data of this study showed that they did indeed "gain information." All television presents information for consumption. Some informants described their experiences and motivations in different terms, but it was not unrealistic to think that information from television did perform the function of "orientation" for many.

Education as a Function of Television

By watching and experiencing television, individuals learn. The degree to which people are conscious that they remember and recall information from their television experience and the levels of awareness among the participants is of interest here.

Although several of the residents used television as an educational vehicle, few seemed to understand that there was an educational component to their television viewing experience. Figure 2 suggests several levels of awareness as experienced by the participants.

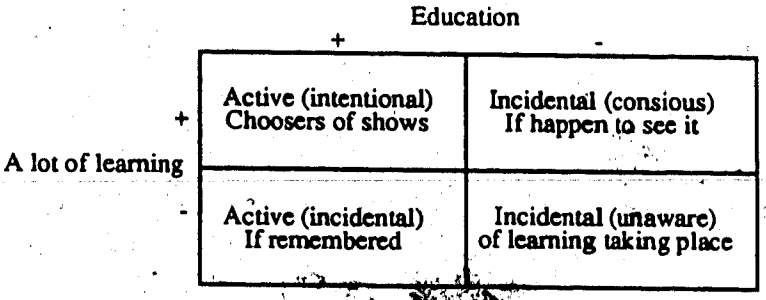

Figure 2. Viewer awareness levels of television's education.

Styles of Viewing of the Educational Group

Active intentional viewers were individuals who viewed by intent and choice. The educational experience was central to their television viewing strategy. Surprise was expressed by several viewers that someone was interested in why they watched television. "I didn't think anyone would ever ask me that." One man described his strategy for choosing "educational" programmes in the following

The paper, the one with the TV schedule inside, it comes [out] on Friday.
. . . I go through it. I started drawing a circle around what I wanted to see.
I do other things and that planning got me a chance to decide what I could see,
. . . then I'd plan stuff around it . . .

Another viewer described how he was confronted with conflicting programme schedules. Two different programmes, airing during the same time period, required him to "choose" one over the other:

I try to figure out which one I want to see most. Can't see them both at the same time, you know. I've had that happen to me, its hard to make choices.

Choosing programmes caused some anxiety among several of the viewers:

First man: I feel cheated when I can't watch both.

Second man: I wish I could get someone to record it [one of the programmes] for me. Then I could see it later.

Third man: How do you know if you've chosen the right one?

Some viewers were organized in selecting educational programmes ahead of time:

> I try to do it for the whole week because when I did it every day I'd forget, . . . I'd miss it. I'm getting better.

One participant explained that certain educational programmes were important to him as a vicarious experience. He expressed an interest in a variety of programmes, some of which he couldn't "pick up on." He expressed it in the following terms, "Just because I can't cook up the stuff doesn't mean I don't like it [the programme] ." He was referring to the American Broadcasting Systems' programme We're Cookin' Now. "I sure like that fellow . . . He's pretty good . . . . He's got a lot of showmanship, that one." He also expressed an interest in other types of "doing" shows. "Oh, I like stuff on woodworking, crafts; you can always learn something.

Active incidental viewers were also observed among the study participants and the resident population. These individuals were active television viewers but they were less direct in their choices of programmes:

> First man: I watch some things you could call educational stuff like nature shows and that American programme, Nova.
>
> Second Man: It's fun to see things you've heard about [Ripley's Believe It or Not] . I think that's an educational programme.
>
> Third man: I like the show about stuff that's going on now [public affairs] . It gives you . . . details about the things the news programmes just skim over.

These individuals enjoyed watching "their" programmes when they "remembered" or "planned" to see them. They differed from the active intentional viewers in that they did not have any planned or organized strategy for organizing their viewing schedule. As one responded, "I suppose I should plan when I want to see something. I got a TV guide over there, but I don't remember to use it."

Interest was expressed and viewers were willing to watch programmes for their educational value. Some individuals felt entertainment programming was educational:

> First man: You can even learn from those quiz shows, those questions get you thinking.
>
> Second man: I learn stuff all the time. I don't believe them commercials, but I think some [of them] can let you know about new things in the stores.

Third man: You can learn something from any programme. Even a cop show will tell you something about keeping the lid on things.

Several viewers of educational programming referred to it as entertainment.

First man: That's entertaining to see those animals do those things.

Second man: I really like to see those travel films. They're interesting.

Third man: They're entertaining [the programmes] . They might be educational, too, but they're entertaining.

Fourth man: I like . . . Family Court, that judge. You can learn a lot by watching about courts and people.

One man was interested in how television programmes were put together:

There's such a thing as the way they put them [the programmes] on, . . . It's marvellous how they can make things do that [special effects and stunt men] , like cars jumping over each other and landing on top of things. It's just an act, I think, but I don't think it's happening. They got to make it up and do it in order to get the picture. There's lots of funny works on that, . . . interesting and educational.

Incidental conscious viewers were also aware that some of the programmes they watched were both interesting and educational:

First man: I enjoyed it . . . I got something out of it. It was pretty good.

Second man: Those programmes about the guy who takes that ship around the world [Jacques Cousteau] and them nature things, [National Geographic Specials] , they're OK. I like them.

These incidental conscious viewers differed from the active intentional and the active incidental viewers in two ways. First, the programming seen was randomly and haphazardly selected. No effort was observed in the choosing or selecting of programmes. Secondly, these television viewers displayed little awareness of the educational "aspect" of television. Most seemed only vaguely aware that there were ideas and information in the content of the programme that could be considered educational to the viewer.

Incidental unaware viewers did not appear to have an awareness of any educational aspect of television. These men, the largest number of viewers in this category, could say they enjoyed a programme but were unable to say what it was that they liked about it. They had trouble remembering the content of the programme within an hour after they had viewed it. Very few could remember

it as something they liked:

First man: All them animal shows, real good.

Second man: See all . . . sorts of things you can't see with your [own] eyes [in real life] . . . . they get in real close and take pictures up close. You can't see that with your eye.

Educational Viewers' Preferred Genres

A variety of programming was mentioned as being entertaining and educational by these viewers. Nature programmes were perhaps the most popular; Jacques Cousteau, National Geographic, Nova, The Nature of Things, and New Wilderness being among those that were most mentioned. Programmes dealing with cooking, arts and crafts, woodworking, and travel were also watched. A number of public affairs programmes were mentioned: W-5, 20-20, 60 Minutes, Take 30, and Man Alive. Some specials and current issues (AIDS, Lybia, and Star Wars) were all considered as "interesting" and "educational" by these viewers. Documentaries were watched but did not appear to be as popular as other programmes. Some interest was expressed in programmes concerning history, science, and biology. The interest in drama was limited mainly to "period pieces" such as those that appear on Masterpiece Theatre. This series, aired by the American Public Broadcasting System, contains many British productions. Several viewers expressed a "soft spot" for, "a liking for," and a "bent toward" these stories about the "old country." Most of these individuals did not usually refer to the networks over which the programmes were aired by name, but they knew the names of the programmes and were able to find them using the television channel selector.

Interpersonal Communication Skills of Educational Viewers

The educational viewers, including those belonging to the sub-categories of active intentional, active incidental, and incidental conscious, were more sociable in their behaviour than those in all portions of the orientation group. Interpersonal communication patterns of these three sub-groups reflected a wider use of conversation and time spent interacting with peers and staff. The educational viewers were the most "social" of all of the four categories (styles of viewing), with the sub-groups of

active intentional and the active incidental being the most socially interactive. The incidental conscious viewers were less socially interactive with their peers.

Importance of Television to the Educational Group

Three of the sub-groups of this category; active intentional, active incidental, and the incidental conscious viewers used television as a learning experience and were aware of the educational value. "Sure, I learn things."

" . . . Yes, even this old dog (himself) can still learn a trick or two" (by watching television). The incidental unaware viewers watched what their peers referred to as "educational television"; but this group did not express, in any way, that they were aware of any "educational value" to what they viewed.

Characteristics of Educational Viewer Behaviour

In each of these categories (viewing styles) the range of viewer behaviour traits was broad. Individuals who relied upon television to varying degrees for educational purposes were described in the following terms: they were quite alert, somewhat selective, and purposeful in their choices. They were individuals who were interested in "seeing things of interest" to themselves. Some were more interested than others, as this discussion points out. They tended to be somewhat motivated to "watch" educational programmes. They were talkative and social interaction was an important part of the viewing experience for this group. Not all viewers were overly interested in people as part of their programme viewing. Many tended toward an interest in animals, history, stories, and current events but not in their peers or each other.

A number of them were "surprized" at the amount of incidental learning that took place when

First man: A put on. I don't like to watch any of that stuff. It's garbage, that's all it is.

Second man: It's fake, it's not real. These guys are actors, bad ones at that.

Other sports programmes held only limited interest for them; basketball, soccer, rugby, and baseball were described as "foreign" or not "Canadian games." Another area of sports programming

that disturbed the educational viewers was the "staging" of sporting events. Many of the participants expressed "displeasure" and a dislike for "staged" events in which sports commentators "hyped" the event:

> First man: It's like a stage play. They have a special name for it . . . media event, that's it. When it reaches that point, it's no longer sports.
>
> Second man: They sure like the sound of their own voices. . . . They keep talking about nothing like the football games, talk, talk, talk.
>
> Third man: It's almost as if they were making up the story [event] as they went along.

Several participants who viewed television for educational purposes owned and preferred using their own head sets to listen to programmes:

> First man: It cuts out the noise and I can concentrate. . . . You have to be able to think if you're going to learn something, right?
>
> Second man: It's my world then, and I can hear the noises [sounds] the animals make. It's like being right out there [where the animals are] .
>
> Third man: Who can hear with the noise my roommates,make? I want to hear it. I miss too much when I don't use the ear plug.

Summary

These viewers were, for the most part, alert, interested, and aware of television. The orientation and educational categories of television viewing styles were the two groups in which viewers were most aware of the role that television played in their lives. They were not just users of television but they tended to be aware that they were users of it and expressed that: "It's [television] entertaining and it's educational. I've learned a lot from TV," and that television was a "good thing in their lives."

Entertainment as a Function of Television

To the casual observer of those who viewed television programming for entertainment purposes, it might appear that their viewing practices were not very different from the orientation viewers' group. There were several differences.

The orientation viewers structured television viewing into their daily routines in a systematic way, choosing programmes which met their need for up-to-date information concerning news and current events, news specials, public affairs programming, and weather reports (which might have affected some of their planned activities). For the orientation viewers, television often received a lower priority than a commitment or activity in the daily life experience. The planning of television viewing was almost always subject to the "other pressures of daily life" for these people. One participant referred to television as the "punctuation" in his daily routine which "sharpened up" his thinking and "gave events" a "clearer meaning." Without the news and weather to "clear his head" to the "events of the day," everything seemed to "blur together" from day to day.

Entertainment viewers had no such daily structure or routine with which to deal. Television programming, although chosen by some of them, for the most part was approached with a relaxed and unpressured attitude. Programmes were either chosen as a regular viewer might "watch from habit" or as a randomly selected choice at the time of the viewing experience.

Because the motivational factors for watching television as entertainment were different than the motivations of orientation and education viewers, the attention to television and the behaviours displayed by the viewers were also somewhat different. Figure 3 describes the different types of entertainment viewer involvement and behaviour.

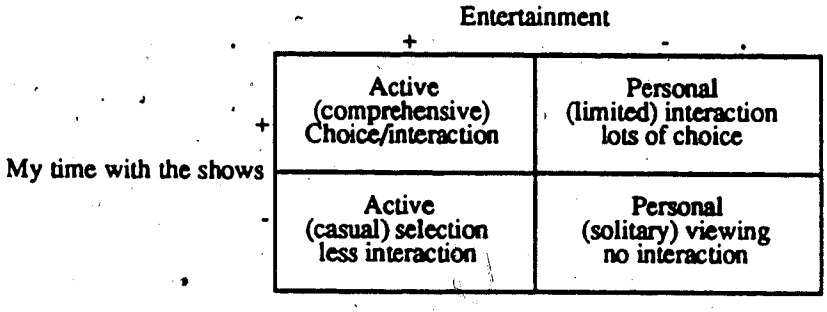

Figure 3. Levels of involvement by viewers who use television as an entertainment medium.

Most of the television programming these viewers experienced was considered to be entertainment. They watched more total hours of television than did the orientation or the educational viewing groups.

Styles of Viewing of the Entertainment Group

Active comprehensive viewers watched a wide variety of programming in social settings (lounges and sunrooms) and were socially interactive with other residents. Certain programmes appeared to promote this group entertainment aspect of television.

An example of a televised sporting activity that enhanced and encouraged social interaction between the entertainment viewers in the television environment was wrestling. This, one of the most popular programme types, for this group, drew large gatherings of viewers to most of the communal viewing locations in the residence whenever it was aired. Without exception it prompted the most conversation among the entertainment viewers and prompted the most physical activity during the viewing experience:

> They like wrestling, . . . get a big laugh out of it. It's interesting to them because . . . there's nobody that can take the punishment that they think they're giving out. They talk about it and even push each other around a bit, in a playful way. . . . It's only extension of watching the Flintstones. . . . It's phoney but you get a laugh out of it, anyway. It's entertainment.

Many of the comments were made and active discussion took place while the wrestling matches were in progress:

> First man: Look at the way those guys dress it up! Sure wouldn't want to be caught looking like that.
>
> Second man: Get over here [comment made to a co-viewer] , I can't reach you from here, I want to try out that hammer lock on, . . . you old goat.

Other than hockey, this was the only programming that prompted social interaction before the programme was actually scheduled to come on; "let's go watch it together," "It's the Flames tonight, I'll bet you on that one," and "You going to watch the game?"

The interest in televised wrestling programmes, and the personalities that "performed" on them, manifested itself in yet another way. A number of the "wrestling fans" were also devoted followers of a Saturday morning cartoon programme named after one of the syndicated wrestling "real life" heroes, Hulk Hogan's Rock 'N' Wrestling on the Columbia Broadcasting System from the United States. Hulk Hogan appeared regularly on the Saturday afternoon real life wrestling programmes. The morning "spin-off" (a programme developed directly as a result of the occurrence of another) provided additional "entertainment" for this devoted group of viewers.

Many of the residents who were hockey fans watched this sport in a variety of settings. Although there was some social interaction it was not as animated as the "discussions" that occurred during the wrestling bouts:

> First man: The hockey games on Saturday night, you don't know who's playing. You just know there's going to be a game so you just wait and watch. You congregate to that area, or watch it on your own set. It's a popular evening's entertainment.
>
> Second man: I watch . . . a bit of hockey, but I got this remote control unit. If the score's 8-2, I turn it off and just check back to see if the score has changed from time-to-time. That's why I like this "remote" so much, it makes it easy.

Action adventure and drama programming were also an important component of the active comprehensive entertainment viewing group.

> First man: I enjoy that kind of show, something with action. Dallas, Hotel, and Loveboat are fun, but then I like Nightrider and that other one, Fall Guy, with Lee Majors.
>
> Second man: One show that I do like on TV is Hotel. . . . Each story is different.
>
> Third man: There's some hour shows that I watched last winter a lot. One was Dallas, . . . J. R., he's a pretty rough guy. He seems to get all the women, all the money . . . pretty good stories there.
>
> Fourth man: I like those detective shows, something like the Rockford Files. That's fabulous. When it's in my daily routine, I'm tickled to death to watch it. It's probably one of the best programmes to ever start.

Active casual viewers tended to watch many of the same types of programmes watched by active comprehensive viewers, but they were less self-directed in their choices. They did not always actively seek the programme out:

> First man: If it's on, I'll probably watch it.
>
> Second man: If I remember it, I'll see it.
>
> Third man: Whatever anybody else is watching. I don't bother much about picking and choosing.
>
> Fourth man: After you live here for awhile you get to know who's watching and who isn't. When the Big Deal comes on at 4:30 [Let's Make a Deal] they're all there. . . . We just seem to head that way. It's an important programme for them.
>
> Fifth man: Then I'd stay for The Price is Right until I go in to eat supper. There's a lot of people who sit around and watch that. Everybody in here pretty well follows that big TV [the large console in the central lounge] .

These individuals tended to be less socially active. They were open and friendly with each other and interacted with others some of the time. This communication tended to be with the person sitting next to them in the viewing environment and not with a number of people in the setting. It was almost always a person that they talked to in other social settings (coffee room, sun rooms, or the lounges). He was also usually one of their "friends," or a "casual friend" (if not a close friend), and it appeared that they almost never talked to someone they didn't talk to in other places or didn't regard as a "friend":

> First man: Sure, we come in here [the coffee room] and talk about the TV. He and I discuss something we've seen every now and then.
>
> Second man: That man . . . sits there all day, don't talk to anyone, . . . haven't heard him say anything in weeks.

The conversations they chose to share with each other did not seem as spontaneous and open as were the remarks made by the active comprehensive viewers. This group tended to be somewhat more reserved in their interpersonal communication with their peers. They were also less structured in their choice of viewing times and programme choices.

Personal limited viewers of entertainment television considered television to be a personal experience. These were individuals who remained in the social setting, the television environment, if at all possible. Although they seemed to prefer it, they were limited in their interaction with others. Their presence in the communal television viewing setting did little to prompt their social interactions with others.

One participant liked to watch television with others and would go from one location to another, looking for others who were watching the programme he wanted to see. He enjoyed being in the company of others but did not socially interact with them very often. As a last resort, he would return to his own room and watch the programme alone, often having missed part of the content of the programme in his search for "someone to watch it with":

> First man: It isn't that I have to talk to people. I just like to be with them. I don't like to watch television alone if I don't have to.

Second man: It's not so much that you want to talk to someone, it's that you just like being around where they are.

There were a number of these individuals. They did not initiate as much peer interaction as the active comprehensive or the active casual, but upon rare occasions they would make a comment to themselves, or as an aside, or just "into the air" while they were watching. Some of the programmes during which these types of interaction were observed were Cheers, Gimme' A Break, Family Ties, Diffrent Strokes, Bill Cosby Show, Three's Company, and Highway to Heaven. These programmes, which represent some of the most watched sit-coms and dramatic serials, were favourites with this faithful viewing audience:

First man: I like Three's Company, and I watch it every day except Saturday and Sunday.

Second man: There's nothing that goes on on TV in the wintertime that keeps you occupied, except crazy programmes like Different Strokes [Diffrent Strokes] and soap operas. I used to go down at four o'clock in the afternoon, at the other end, and watch Gimme' A Break.

These viewers displayed behaviours that suggested that they did not care about verbal social interaction with their peers, yet they enjoyed the physical "company of" the other viewers when they were watching their own favourite programmes.

Personal solitary viewers appeared to enjoy seeing a broad selection of programmes, which they chose and watched with great regularity, by themselves. For these individuals television viewing was a solitary experience. They watched television alone, either in their own rooms or at a television set where no one was watching. They would "settle in" to "find" their programme:

First man: It would be long days if you didn't have any. After being in here for two weeks [the residence] I found out that . . . when you were watching the company TV's [large sets in the lounges] that you had no privacy. . . . That's what made me go down and buy another one. For privacy.

Second man: When you have TV set on and you can't hear it, it's confusing. . . . Television is important to me. . . . It's a good pastime. For an old man in here it's ideal. It could be better. . . .You get along with what's on. It's like living at home [with] it. [You] get used to living with it.

Third man: I expect a good deal of privacy. It's important if it's a good programme. If you can't hear it, how can you decide to watch it or not?

Fourth man: I don't go to cinemas, I watch it on the TV. . . . It doesn't take them very long from the theatre to the set.

There was mild interest by some and a passing interest by others in news programming:

> First man: I like some news, . . . If you didn't listen to it [the news] you wouldn't know . . . what's going on.
>
> Second man: I'm interested in watching recent developments about the space shuttle. But if you ask me what's going on, I couldn't tell you. It doesn't sink in that good. I try to know what's going on.
>
> Third man: In the morning, after breakfast, I go down there and I watch Canada A. M. When it's over, I sit there and watch the traffic go by. It makes you think that you're living in the real world, to see the cars go by.
>
> Fourth man: I watch the 6 o'clock news, sometimes. I watch the people that are on it and what they are doing. There's always something cooking around the country someplace. Other than that I wouldn't care about watching it, believe me.

Several of the participants had sight disabilities that influenced their viewing habits. One personal solitary viewer, with a severe sight disability, always sat on the edge of his bed and watched the programmes he enjoyed:

> First man: At noontime, I come in here and I pick up . . . the Flintstones. It's always good for a laugh, even if I can't see it too good.
>
> Second man: My eyes are going blurry that's why I don't read much. I watch more television. I have to concentrate too much, it takes too much energy. So I watch television and relax, enjoy it. It's my entertainment.
>
> Third man: My biggest problem is watching with my eyes. The TV's all blurry. I can tell what's on. I've grown accustomed to it.
>
> Fourth man: I can't hear the talking [audio portion] on any programme and my sight's getting bad, I sit real close.

This choice of solitary viewing was, for a number of the men, a necessary choice if they were to be able to "hear" the programme. Hearing problems were numerous, and several of the residents relied upon head sets or "ear plugs." Without them, it was almost impossible for them to hear when they were in the larger social settings.

The "choice" to view by one's self was expressed in three behaviours. First, the residents who experienced hearing loss tended to view in quiet areas (where only one or two other individuals were located); to view in their own bedroom areas, with or without hearing assistive devices (headsets or ear plugs) depending upon the degree of hearing loss; or to stay in their own rooms for most of their

viewing experience. Second, some viewers preferred to be alone when they viewed because of a desired lack of social contact with peers: "I don't want to sit next to anybody when I watch TV," and "It's something I want to do by myself, not with a lot of . . . guys around making a fuss."

Third, several viewers experienced solitary viewing because others did not seem to "come to the area" where they went to view television. This solitary viewing behaviour was imposed upon these individuals as others chose not to view television with them:

> First man: There's no sharing the TV set in the daytime. It's [a] lost affair. If you turn on that big TV set [in the central lounge] you wouldn't live. They get something going. . . . They all pick soap operas, and that's that. They actually watch that from day to day, and follow it pretty closely. That one, . . . he never misses a TV programme. But he'll get up and move if I go by there to watch something.
>
> First man: You'll find that when a person gets interested in TV in here, he's got nothing else to do. Now, that's my opinion. Yes, it can isolate people. . . I think it does. You'll see people sitting there and staring at the TV set. You'll walk by and ask them, what do you think of TV. They can't answer you. They weren't even watching it. It's just something for them to see.
>
> Second man: Old people that are in here ,most of them, are like me. They can't see it. We see images and hear sound, but a lot of us can't really focus on it. Yes, I think it isolates people. I know it isolates me. When you're watching, you're not talking.

Entertainment Viewers' Preferred Genres

While some viewers tended to be very selective of the programmes they chose to be entertained by, most of them watched a wide variety of programmes including game shows, situation comedies (sit-coms), action adventures, dramas, fantasy fictions, police detectives (cop shows), and most other prime time programming occurring between seven and ten p.m.

Humour was considered to be an important feature of television for some of the entertainment viewing group. Often this humour was found in television commercials:

> Well, some of them [commercials] are a pretty good laugh. . . . That car dealer out on the highway. He's Ukrainian, and he writes letters to his uncle. . . . It's funny the way he comes out with it. Commercials with humor are great; we all need comic relief.

More often than not, these viewers were not overly concerned with the process of programme selection but tended toward watching any programme they felt was "entertaining." These data showed

that their interpretation of what was "entertainment" was subject to the mood, personality and mental state of the viewers.

Interpersonal Communication Skills of Entertainment Viewers

The active comprehensive group were socially interactive with their peers and enjoyed talking and discussing entertainment programming. The active casual group were less socially active, and their personal interaction was almost always limited to a one-on-one experience. The personal limited group treated television as a personal activity, and they remained distant even in social settings. The personal solitary group did not socially interact with their peers.

The importance of television to the entertainment viewing group was expressed in these remarks:

> First man: I think it is. They sure watch it lots and lots. . . . A lot of men who watch a lot of sports. They always tell you they are 'just glancing,' but try to turn the station or turn the set off and you hear about how they're watching the game.
>
> Second man: A lot [of the men] you'd swear were interested quite deeply in TV. [I think] all they are doing is passing the time of day. . . . They sit all day in there the same way. In an old folks home, it's a pastime; and it's entertainment, too. . . . It's something they never had time to do when they were out [outside].
>
> Third man: There's a fellow who sits right in the window, in a wheelchair. . . . There's three or four of them down there. They're staring at the TV; but if you ask them what they seen they couldn't tell you.

Characteristics of Entertainment Viewer Behaviour

These viewers were characterized as being somewhat less serious than the orientation and education groups and less retrospective than the distraction and relief reminiscence group. Some of these men, because of health reasons, found themselves in a more restricted environment. They were confined to wheelchairs in addition to other health problems which further limited their ability to "get around." Several of them, restricted to the residence and "going out" only upon occasion, talked about "getting out" (leaving the facility entirely). "I don't know how realistic it is, . . . but I'm thinking I'll get out and have my own place again. If I could do that, I'd watch the programmes I want to see. That would be part of my freedom watching a lot of television."

Another resident who had adjusted to the life style of the residence suggested that his choices of television programming allowed him a "good deal of freedom" even though he was in an institutional setting. "I want to be entertained nothing too serious, stuff that won't keep you awake at night. I watch a lot of movies and stuff like that. I have pay TV and I can get stuff all night if I want."

These viewers, more restricted and confined, tended to be more dependent upon the services and the support network offered by the residence staff and health care givers;

> First man: I have to have help with some of my personal care [bathing and dressing] , but I can do a lot of other things myself. I couldn't do it out on my own, so I'm thinking this isn't such a tough place to be. I've managed to find a place for myself [in the residence] pretty good.
>
> Second man: I try to do a lot of it myself, but I have to have help with certain things.

This acceptance of confining and restrictive situations in their life style may be reflected in their television viewing behaviour. They appeared to be "accepters" of situations and events and not so much "doers" of things. In this way they were quite different from the orientation viewing group and somewhat different from the educational viewing group.

One participant, who played cards, attended bingos, enjoyed happy hours, worked at woodworking projects, and attended social functions at the residence, also enjoyed watching television to be entertained. He watched during the late evening hours:

> Most of the programmes I watch are after 9 p.m. Mostly movies and the late night shows. . . I don't care very much for talk shows. I like to be entertained and that means a good movie with a good story to it.

During the daytime hours, this individual was actively involved in the physical and social "daily life" of the residence. After most of the residents had retired he turned to television for entertainment. This viewing pattern often lasted until two or three o'clock in the morning:

> I have this thing [remote control unit] in my hand. I use it when I'm in bed. I watch while I'm getting ready for bed. I don't lose the storyline. I wouldn't be without my remote control. I don't think some of the other men here know just what they're missing.

This participant, like many, was not as selective in his viewing choices as the members of the orientation group. He did use a television programme guide to "check out" the films he wanted to watch during his "late viewing time."

Another participant suggested that watching television was a good way " to relax and unwind from the day." He thought television was a "good source of entertainment," and he enjoyed his "time with the shows" he liked.

Other residents enjoyed a variety of programmes including some drama, action adventure, "cop" shows, and shows that were fast paced with snappy formats. These programmes were referred to as "going and doing" shows: Miami Vice, Rockford Files, Night Rider, Equalizer, Night Heat, and CHIPS.

Several researchers (Comstock, et al. 1978, Gerbner et al. 1980), have suggested that attention spans were altered during the ageing process. The attention span of older television viewers may wander during low paced programming. Perhaps it was the fast pace and rapid cuts of Magnum P.I., Fall Guy, and Nightrider that appealed to and kept their interest up for a number of the more elderly entertainment viewers.

Some participants expressed dislike for a number of sit-coms, soap operas and police detective programmes. Hill Street Blues was singled out by several viewers as a "fast-moving" programme that they did not particularly like: "The story was too heavy, mentally exhausting"; "There were too many things going on at one time too many subplots, and it was too confusing"; and "I had to think too much when I watched that. I watch to be entertained, not to have to think it all through."

These viewers tended to watch and endorse programme themes they felt "had more of an entertainment" value to them. Some programmes were considered; "too heavy" or "too violent" contained "too much realism," or were "too involved" for them to follow as entertainment:

> First man: I never did care for . . . M.A.S.H. Too much was on how could they be conned into doing everything. There was too much of that stuff all the time. It never caught my ego.
>
> Second man: Soap operas I don't care for them. I'm not happy with them. They're all mild-mannered, and for me I don't play them [watch them] unless someone gets into a fight. I sure like to see them mix it up. Soap operas I'm not interested in.
>
> Third man: Those women cop shows I sure get tired of them. They talk too much. That Cagney really hollers and screams and goes at it. Cagney and Lacey, they're quite the pair. I don't think they are believable characters. I don't think you'd ever see a couple of police women like that, working together. A show I do like is Barney Miller. They're in the office all the time, . . . Just natural and stuff, not like that Cagney and Lacey.

A number of commercials were disliked by some of the entertainment viewers:

First man: I don't watch commercials any more. That's something you get used to, . . . and you don't buy it anyway so what's the use of watching it?

Second man: I don't like those ads for pills, over the counter stuff. They sure like to advertise those things. No, I don't care for them at all. . . . a lot of sales pitch, there, I think.

Summary

The only programme choices these entertainment viewers shared with the orientation group were the news and weather. Data reflected that most of the viewers watched some form of news and many "sat through" the weather, even if they did not select it to watch specifically. Choices were also different from those of the distraction and relief group which follows. It appeared that the entertainment viewers had fairly well-defined ideas of what they perceived as entertainment television, and they made selections and tailored their viewing style to these ideas.

Distraction and Relief as a Function of Television

The participants and residents who used television as a form of "distraction" and "relief" from their everyday experience formed the largest group in this study. The five distraction and relief motivations realized were; "thinking back" (a form of reminiscence), "he's my buddy" (friendship), "it's my high" (arousal and excitement), "something to talk about" (a pseudo-social function), and "I see myself" (a form of self-comparison by the viewer with a character or characters in the television programming). Figure 4 shows the components of the distraction and relief category.

Needs expressed	Distraction/Relief +	Distraction/Relief -
+	Thinking Back (Reminiscence)	Something to talk about (Pseudo-social)
-	He's my buddy It's my high (Arousal/Exitement)	I see myself (Self-comparison)

Figure 4. The uses of television by the distraction and relief television viewing group.

Viewing Styles of the Distraction and Relief Group

"Thinking back" viewers described reminiscences as "things I know," "Stuff I sometimes remember," and "They are memories I can keep thinking of." Two participants and one secondary informant were identified as people who often remembered past experiences while watching television programming. These viewers were mostly positive in their recall of happy and sad personal memories and discussed them in an accepting way. Even memories which tended to be of unhappy experiences were spoken of openly and seemed to be part of the "richness" of the person's overall experience:

> First man: Where would we be without memories? I don't think I could stand it if I couldn't remember some of the nicer things that have happened to me in my lifetime.
>
> Second man: It's all I got. I never see any of my family any more. They're out there but they don't come around. I save up some of the good ones [memories] and think of them when I feel down.
>
> Third man: I heard someone refer to life as being like a quilt, . . . an old patchwork quilt. Sort of a whole lot of little bits and pieces put together to make up your memory blanket. I didn't used to think of it that way, but I know now those things [memories] are pretty important to me.

An 82-year-old, long-time resident of the facility was a regular watcher of television. Other individuals did not "see" him as a person who liked television; "I don't see him sit in front of the TV for a long [period of] time, but he watches different things. I just don't think he watches very much," and "Why has [he] been chosen to be a participant in the study? He doesn't like television."

His own observations about his viewing patterns were sketchy:

> I watch some TV. I think I watch less than most of the men in here, but I like some things. It [television watching] eats up your time. . . . You end up watching more than you think you do.

His degree of interest in news and weather was about the same as for those individuals who were interested in television as entertainment. His interest in other types of programming (situation comedies, dramas, and action/adventures) tended toward things which allowed him to recall things about his own past and some of the events that took place in his family:

> When I see fast cars [on television] it reminds me of times when my kids were young and they were into cars and stuff. I can almost see them . . . [with] some of their friends talking about cars. Some of those comedy shows [Happy Days], even some of those old ones [reruns of Father Knows Best, and My Three Sons] sure bring back memories.

At times he was aware that he was "thinking back," while at other times he was not aware of "remembering":

> I didn't know that I did that. . . . I guess I do it sometimes. . . . I don't always stop to think about it. I talk about things and after find I feel pretty good.

Situation comedies, action adventures, documentaries, animal themes, and travel type programmes were the genres which prompted the most frequent occurrence of "remembering things":

> I sure wouldn't want to be on that airplane [watching a chase scene during an A-Team segment] . My wife and I used to fly in airplanes like that. We went to England a lot of times. One time we hit this air pocket. . . . The pilot told us there was going to be some rough [air]. I fell out of my seat, everything went flying. . . . We dropped almost 500 feet. Holy smokes, was I scared. That was awful. You think you're going to die.

Upon another occasion, this same man recalled:

> That's a terrible thing [during a news report of a skyjacking] . . . and to think that my wife and I took all those trips and nothing ever happened to us. I don't know what we would have done.

> Second man: I like dogs, to see what they can do [referring to sheepdog and herding dog trials on television]. I like to see animal acts, like the circus, on TV. I used to watch that one . . . they used to have in Madison, Wisconsin [winter quarters of one of the large circus companies]. We used to go and watch that one a lot.

> Third man: I like to see pictures [programmes] about traveling. That can be interesting. There's lot of things to see. Going for a nice car ride, seeing the scenes.

Some memories were more painful:

> First man: I've watched World War II, both real [documentary, or historical] and movies . . . quite often, but I don't care for them . . . I was there. It's something I would like to leave behind. I have lots of memories; especially this shoulder of mine is memory enough, I don't need movies to remind me.

> Second man: So many people were murdered, it's not right for the world at all. There are so many programmes on television about people dying. In movies and in war films, there's too much of it. I don't like to see it.

> Third man: I don't like these war stories, ... I think,they [should] stop that business, making a man a hero out of a war. I don't go for that, not anymore. It isn't good for the country. I think we should just try to forget that, about the war.

Although the latter man said that he did not "care for war films, "he continued to watch a number of graphic films about prisoners of war and the Allied Forces in the European theatre.

Another man, a four-year resident, viewed about the same amount of television, three to four hours a day, but preferred to watch nature programmes (New Wilderness, and Wild Kingdom) :

> I like those nature shows a lot. I used to see all sorts of game when I was working up north. I miss that. . . . It's nice to see it on TV. I used to get as close to some of those animals as they do with the cameras on TV. I used to be able to reach out and touch a deer and one time even sat and stared down a coyote.

His other preference was for programmes about family life years ago (The Waltons and Little House on the Prairie) :

> Those two shows there's a lot of things that happen in those shows that remind me of my family. After supper we'd sit on the porch and watch the sun go down. . . . That's the time I miss the most. We were all together then and we had some grand times.

Westerns (films and serials) were popular with this man and other residents of the facility who reminisced. A number of them expressed how they liked to watch because it made them think of things they had done (raising cattle, wheat and mixed farming, hunting, trapping and handling firearms) back when Western Canada was a ranching, farming, and hunting economy. These western stories contained characters that were homesteaders, farmers, sheep herders, cattlemen, men working from horseback, trappers, and hunters. A Walt Disney story about a pony brought back memories:

> I had forgotten all about how I used to ride bare-back on a pony I had when I was about eight. It was so long ago. I saw a show on Disney the other night and I saw this kid riding a pony. I don't know where it came from but I remembered that, God, how I loved that pony.

For another man, it was Westerns that evoked reminiscence:

> I used to watch Gunsmoke when I was at home. We all used to watch that. . . . Bonanza when that was on we all used to watch it, all the time. It was a favorite of mine and the kids. I'd watch it again. . . . I sure wish some of the old ones [programmes] would come back again.

Sports on television also evoked memories:

> First man: I like boxing. There's some fighters from home who are into boxing. I like to watch and see if I know any of them. I often think I will see someone I know, the son of someone I knew from up North. I can remember how my own boy was into boxing when he was little. The boxing gloves looked so big on his hands, it made him look so tiny.

> Second man: I like to watch skiing. That's something I've always wanted to do. . . . Programmes like that I watch. We used to try to ski as boys. We'd get a couple of slats from a barrel. I think you call them barrel staves. We'd tie moose hide straps over our feet and away we'd go.

"The something to talk about," pseudo-social group used television programming to gain information from television content and to "have something to say to someone else." Several

programme genres (daytime soap operas, evening soap operas [called the "suds", coming after the soaps] , dramas, mini-series, action adventure, and police detective shows) provided the content, "events," and "characters" as substance for interpersonal communication among the residents;. "Documentaries and mini-series, I like them all. I especially like things that deal with Canada, good for talking."

Another man who liked to read books and watch television programmes with the same historical themes expressed problems with remembering what he saw and read:

> I can't seem to keep nothing in my head right now. I used to be able to, but since the stroke nothing seems to stay in there anymore. I read a book about the Riel Rebellion. They had a thing on Riel the other night on TV. It was noisy . . . and I didn't stay. . . . I would like to see the whole thing sometime when I can sit down and think about what I'm seeing.

Several of the residents remarked that they "didn't talk to anyone" because they felt they "had nothing to say":

> I don't talk to other people about what I watch on TV. Got no friends here. They're all crazy, most of them. There is one person I talk to. The guy across the room [hall] . . . . When he comes over, we talk about sports, and the soaps.

The attitudes of some of them were positive but guarded. If they "felt they had nothing to say, " they would exhibit retiring behaviour:

> First man: If I don't have something to say, I don't just say anything. It makes me feel foolish.
>
> Second man: How can you talk to someone with nothing to say? . . . makes no sense, so I watch [television] . . . I got things I can talk about. So maybe I start a conversation . . . the weather, or something in the news.

The activity of viewing television, being exposed to new and different ideas and content, helped some men bridge this communication gap:

> First man: We watch the soaps. . . . We really get into it sometimes. We get a laugh out of it, . . . it's fun. They're so far-fetched you can't believe them, but they sure help keep the witch's brew [plots] going. We talk. I got plenty of guys to fill me in.
>
> Second man: Got to do something. You could go crazy in a place like this. I see stuff on TV I can at least talk to somebody else [about] , if there's anyone who wants to talk. I don't have much trouble finding someone who wants to talk. . . . Sometimes talking about TV will get us talking about something else. Sports are good for that.

> Third man: I don't talk to other people about what I see on TV, but I think television is important to me. I think it is a good pastime. It has a role in my life, my daily routine.

The "he's my buddy" companion/friend viewing group turned to television programming for companionship and friendship. None of the participants or other residents described this phenomenon in these terms, but several residents experienced a "he's my buddy" attachment to a character on television:

> There's a comedy show, Alice, about that fellow. He's a chef, . . . heavy-set person. He reminds me of a guy I used to work with on the boats. He's just an ordinary person, the type you'd like for a friend. I like that programme. It's funny and I like the cook.

Several "he's my buddy" viewers expressed a dislike for what they felt was "excessive violence" and "too much blood and guts" displayed by some characters in the content of these programmes:

> First man: Hill Street Blues God, that's a violent programme. I'm getting so I can't take that stuff anymore. The cops, the guys you look to protect you, are every bit as violent as the guys they're after.

> Second man: Night Heat that's the one I'm trying to think of. It's a good thing it's not on earlier. It could upset people. Those guys care. I care. I watch it until I have to turn it off, if I see one of them getting hurt.

Knowing this, they described some overtly violent characters in programmes among their favorite friends:

> First man: There's this new show. . . . An English actor, he plays the Equalizer. He goes around helping people who don't have anyone else to turn to. He . . . could have gotten me out of a scrape or two. This guy is no spring chicken sort of an older hero to the rescue, you might say. He'd make a good friend.

> Second man: I watch those planes [Airwolf] and wonder how they do all that stuff. . . . It's exciting, but what I really like is the friendship the older guy has with the young, hot-shot kid. I find myself talking to them and treating them like I really knew them as friends. . . . Not the part he's playing, the real person.

The companion/friend viewers were heavier users of television programming than any other group in the four categories of this study including the "it's my high" group. This group watched television programmes with western, action adventure, and police detective themes, as well as movie films with similar themes:

> I watch movies . . . with John Wayne, Bruster Cockrine [Rooster Cogburn]. I've seen him in other films; I like them. Clint Eastwood, Steve McQueen, too. I used to see

them in a lot of westerns. They're all what you might call good guys. I wouldn't mind being the sidekick of any one of them.

John Wayne, Clint Eastwood, and Gary Cooper were mentioned as "friends":

First man: It's not that they are just heroes or something they're good men, they mean to do right.

Second man: They set it out [square it] . When that guy [John Wayne] plays a sheriff, puts a badge on, you know everything's going to be all right.

Third man: You don't mess with them. They got it together, and I'm sure they'd be great to have as friends.

This man was referring to the actor, not the part the actor was portraying. Three viewers felt these people "must be good people" because they "wouldn't take those parts," "have to be good to play parts like that," and "probably took those parts because they knew people liked them as people and looked up to them." This latter statement not only expressed the friendship aspect of this man's attachment to the actor but implied that others were looking to him (the actor) as a role model. This was the only instance in the study of a participant referring to an actor on television or in films being a role model for television viewers.

By far the most popular friend on television was Lorne Greene, who appeared on Bonanza for over 15 years (including re-runs), New Wilderness (a nature series), and countless westerns and other television programmes:

First man: He's Canadian, you know, good man.

Second man: He sure knows animals. We think alike he's like a, . . . buddy.

Third man: Good father [referring to him as the father of the Cartwright brothers on Bonanza], looked after his boys. I even find myself talking to him on TV sometimes.

Fourth man: He cared about people. Yes, I would choose him as a friend before anyone else that I know of.

Fifth man: Sort of person I'd like for a friend. I've been watching his stuff for years. Well, he is my best friend. I feel like I've known him a long time.

Sixth man: I watch that New Wilderness. I like that. I really do. It's with Lorne Greene . . seeing different animals. He cares about animals. I like him in that show.

Another man, one of the heaviest viewers of television (10 to 11 hours a day), felt that some of the soap opera characters were friends:

> Yes, I think you could say that some of them are friends of mine. I've certainly been watching them for a long time and I think that they are so familiar to me now they're like ol' shoes you're comfortable with them.

Another group of viewers used television for excitement/arousal motivations. "it's my high" viewers watched television to put "some excitement into an otherwise very dull life," ". . . to get my jollies," and for "the sex I can't get." Some of these viewers watched television for the "pleasant feeling of excitement". Sports, (wrestling, hockey, football, soccer, baseball, and horse racing), soap operas (16 popular series fell into this grouping), game shows, action adventures, police detective shows, and situation comedies were all discussed as containing elements of excitement:

> First man: I'll watch every game [hockey] that's televised. . . . Don't like listening to them on the radio; I have to see them play. That's exciting.
>
> Second man: I like hockey games. I watch quite a bit of hockey. Any time there's a game on, I watch it. Yes, I watch all the hockey I can. I get excited, for sure.
>
> Third man: I like game shows, Wheel of Fortune: I watch it twice a day. The Price is Right I always watch, because things are happening there, people are living.
>
> Fourth man: I like some of those comedy shows [situation comedies] , Happy Days and Three's Company. They're funny, but its like being excited, too. Something is always going wrong. You get involved.
>
> First man: I don't know what I could say about it except that it's exciting to watch some of that stuff, and I wouldn't miss it for the world.
>
> Second man: This place is dead. Sometimes it gets so bad I think I'll die. You either sit back and become a vegetable or you feel like climbing the walls. . . . It [TV] takes my mind off being here until I have to come back into this world. Then I get up [upset] again. I don't want to be in here. . . . At least the TV [world] is exciting.
>
> Third man: I used to like to watch that, . . . the one made up of all the parts, all electric, his legs, arms . . . Six Million Dollar Man. Then . . . that guy that would turn green, the Hulk. . . . always something going on in those shows. They keep me wondering what's going to happen next, . . .exciting.
>
> Fourth man: When they used to put the videos on down there [on Friday mornings] , she [a staff member] used to bring it down here for me to see. Those westerns were exciting, gun fights, horses and all that and even a bit of smooching here and there.

Some residents became sexually aroused while viewing certain television programming. A few were aware of this motivation and discussed it openly:

> First man: It's not that I like the news show itself that much. I like the announcer in the evening news. She's getting better. I watch because of the attractive newscaster. I'd take her any day.
>
> Second man: I have to watch the soap operas: Another World, Days of Our Lives, As the World Turns, and All My Children. they're exciting and sexy, my kind of stuff.
>
> Third man: There's no such thing as sex in here. I didn't turn off just because I came in [here] , so,what's to do? I like the soaps. They get you started, so where does it go? I'm not going to spell it out for you.
>
> Fourth man: When I want to get on with it, I watch Three's Company. It's on every day; it's almost like a fix. There's a lot of stuff in that programme, you know, jokes and stuff, it gets me off. . . . WKRP's Loni Anderson's OK, too, but that show is only once a week. I got my system worked out.

One man enjoyed some of the "more suggestive" late night films:

> Well, some of them are a bit heavy, but they're good. I can always turn it off, if I don't like it. Some of them have good story lines, honest. I get a few fixes out of it.

Staff members did not elaborate a great deal but supported the observations that television was sexually arousing to a number of the residents, "It happens," " Oh. . . I see it from time to time." and "I guess masturbating is the most common form of sexual activity, but then I've seen men get hard without resorting to that."

There was a certain acceptance of these sexual behaviours observed among the residents. When men saw one of their peers involved in sexual activity, they; "looked away," "ignored it," or "said nothing." Some sexually-aroused men did not display any behaviour which would suggest they knew of the others' awareness of their activity. Soap operas, certain sit-coms, and sexually-oriented films were the prime motivators of this type of sexual behaviour. Observations support the existence of these behaviours.

The final group, "I see myself," self-comparison within the distraction and relief category, was a small one. Two residents displayed behaviours which were expressed as a comparison of self to a television character. This character identity was expressed in both positive and negative terms.

One of the residents found several characters from soap operas that he associated himself with:

> I can see myself 30 years ago. This guy is falling for the same damn line [referring to a relationship with a female character] . Shit, I fell for it; . . . that could be me.

And, at another time:

> I let my father down, just like this kid [referring to a youth in a televised drama] . He was disappointed in me ,and I was never able to set it right. I could tell that kid [in the TV drama] a thing or two if he could only step into my shoes for just a bit. It's like looking in the mirror.

Another man had a more positive experience in his self-comparison behaviour:

> I don't see as things change very much over the years. People today are going through the same kinds of experiences. I watch a lot of television, and I see myself in so many of these characters. We didn't have so many pictures, . . . films [visual portrayals] to look at when I was young. There is so much to see now, you can't help but see yourself in some of those shows. It doesn't bother me. I don't . . . feel ashamed of it, just tells me we must be like.

Observation and some discussion with these men confirmed they did not relate these self-comparisons to their peers. These self-realizations seemed to have surfaced when they were explaining how they "saw themselves in others." The only observable television content that evoked these comparisons were programmes containing young men experiencing "growing up," "going through a crisis," or "trying to resolve a love affair." The prime difference between this group of people and the "thinking back" [reminiscence] group was that these people were often more negative in their assessment of their own behaviour.

The Importance of Television to the Distraction and Relief Viewers

This category of television viewers represents the largest portion of the participants and residents who were part of this study. Three of the participants and fourteen of the twenty observed and secondary informants exhibited such behaviours.

Many of them experienced physical and neurological impairments which restricted their use of most media. Television, containing both an audio and visual component, offered these individuals a multi-sensory medium which allowed them to maximize their media experience despite their multi-sensory loss. Hearing and sight losses, along with confinement to wheelchairs (and on a larger scale,

confinement to the residence) left these individuals with few options. The following comments reflect some of these restrictions and losses:

> First man: I can't see good enough to read newspapers, not with my eyes. I got a problem with cataracts. I got glasses, but my eyes get swollen when I use them and I can't see. So, with television you can sit as close as you need to. It's not so hard on the eyes [as reading].
>
> Second man: I just sit at the table there and smoke and watch what's on the TV, because I can't go up there, can't turn it on. I can't stand up. I just sit out there, watch whatever is on the tube.
>
> Third man: I think television is important to most of the people that are here. A lot of people watch it. Most of them like it, all right. As a general pastime, I don't think too many of them fully know they are watching all the time [referring to heavy viewers]. Most of them watch it to escape, and the rest of the time I don't think they understand what they are seeing.
>
> Fourth man: I don't think most of the people around me think about TV. Some of these old guys just sit here. They don't even know it's on, but they're watching, anyway.
>
> Fifth man: I watch television from my [wheelchair] . . . in my room. . . . If I'm on the bed, I can't see it; the angle's no good. I don't have a remote control or a head set. I'm not good at moving around, with my legs swelled up. If I'm in my chair, I can wheel up there and change it.
>
> Sixth man: There aren't any programmes I really dislike. I like them all. I just like to watch TV. It's a good pastime; there's nothing else to do here.
>
> Seventh man: Television is a good pastime. So I guess that makes it important. If we didn't have TV in here, we'd be lost, wouldn't we? There wouldn't be nothing to do here.

Summary

Although the term "pastime" was mentioned by a few individuals, it was expressed in different terms and in combination with other terms. "It was a good way to pass some time." The term "relaxation" was mentioned as "relax and unwind." Again only one participant used this term, and it was used in the larger context of entertainment. The term "habit" did not appear in the data except as in the disguised phrase, "I watch a lot, nothing else to do." So it may be assumed that the use of television as a "pastime" or for "relaxation" was not a function of that medium, at least in the perceptions of the participants and observed population of the residence.

The "I see myself" (self-comparison) individuals were recorded with the lowest amount of viewing time (six to seven hours). The "thinking back" (reminiscence) group watched the second least

amount of television of the four groups within the distraction and relief category, about eight to nine hours. The "something to talk about" (pseudo-social) group watched between 10 to 11 hours per day for the second highest amount of viewing hours. The "he's my buddy" and "it's my high," (excitement/arousal) group were recorded as having the most hours of television viewing per day, watching between 12 and 14 hours. Table 1. describes some of the attributes of the viewing style categories.

VH - VERY HIGH H - HIGH M - MEDIUM L - LOW VL - VERY LOW (D) - DISORIENTED	Orientation	Education	Entertainment	Distraction and Relief				
				Self-comparison	Reminiscence	Pseudo-social	Freindship/ Companionship	Exitement/ Arousal
Degree of Independence	VH	H	M	M-L	L	L	VL	VL
Physical Limitations	L	M	M	H	H	VH	VH	VH
Walker/Cane Hearing/Sight	VL	VL	M	M	M	H	H	H
Mental Status (Degree of Orientation)	VL	L	M	M	M	H	H	H (D)
# of Hours of Viewing	1-2	3-4	5-6	6-7	6-7	8-9	8-10	11-14
Degrees of Discrimination Selction Awareness Purpose	VH	H	M	M-L	L	L	VL	L-VL
Degree of Structure	VH	H	M	L	L	L	VL	VL
Viewing Daily Activities	VH	H	M	L	L	L	VL	VL
Loss of Sense of Control	VL	L	M	M-H	H	H	VH	VH

Table 1. Category Development Grid.

Power and Control as a Social Function of Television

Although the sets were located in "commons areas," sunrooms, and lounges, giving access to all, a number of the residents sat beside or in front of the set, limiting the access to the set, by blockading with wheelchairs, or by removing a remote control device from the television environment.

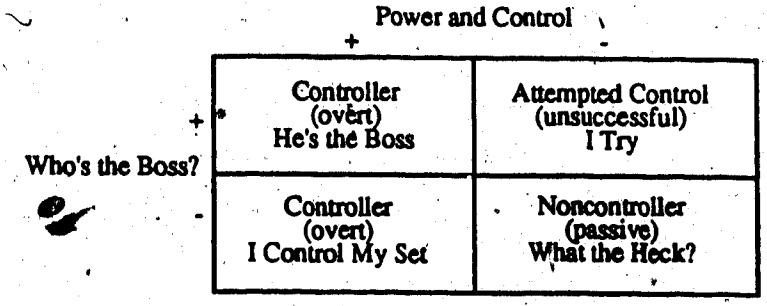

Figure 5. Degree of pressure used in exerting power to control over television programming.

A number of individuals, staff and residents, were involved in the control of the selection of television programming in the television viewing environments. Four styles of control were identified: the overt controller, (who controlled the television experience by openly displaying such behaviours); the covert controller, (who exerted control of the viewing experience but in an unobtrusive way); the unsuccessful controller, (who attempted to gain some measure of control but did not succeed); and the non-controller passive viewer, (who did not exhibit any control behaviours).

The "he's the boss" overt controllers of the television environment used several strategies to control the television viewing situations. Their behaviour appeared to be socially motivated: their interest in the television content was limited, and they placed more emphasis upon using the television set as a form of control within the television environment. One form of control was in "hovering over" the set:

> He comes in here. He doesn't even sit down . . . . He stands there [next to the set] , and just keeps his hand near the dial . . . He twists the . . . knob every few minutes. Now what the hell does he do that for? . . . He sure keeps us all riled up.

Because of overt controller behaviour, other residents found it "hard to find other places to watch" television. "Haven't got my own set, you know," and "it's not as easy as you think to move to another set all the time." "Some times you can't get near the set you want to see something on; too many people around it."

Another viewer found it hard to get to a (certain) television set before the controller arrived:

> I got down there, as fast as I could, right from the [dinner] table and he was already there. I asked him to put on the news. He didn't answer. . . . I could tell he wasn't going to change it for me. . . . He didn't either. . . . So you sit and you watch his news.

A controller devised a simple and what he thought might be an unobtrusive way to regulate the programming:

> We never get to see Happy Days. If it's on, he, [the controller] turns it off or to another station. He "owns" the TV, that's what he thinks. He stays there, won't let you near it, then turns and goes to sleep. He doesn't watch it. He sleeps during the programme and prevents other people from seeing [things they want to see] . Sits right in front of it. You can't go up . . . and turn it.

Such incidents caused a certain amount of frustration among the viewers. Some controllers sought to maintain control in a more active way:

> He comes in there at any old time, walks right up to the TV and changes the channel. . . . Never [so much as] says howdy or by your leave, just changes it.

This caused the men already in the viewing area to become upset. Remarks reflecting this anger and frustration found expression in their conversations: "He can't do that," and "What the hell does he think he's doing, anyway?" Others commented to themselves or made "grumbling" noises, such as" . . . got no business." Reaching for and lighting a cigarette in times of stress was a common response for a number of the residents, who commented, "When I don't know what to do, I light up." "It helps I don't know why, it just does." "I just like to have something in my hand; it helps keep me from hitting someone." Other viewers retreated from the setting:

> First man: I get out when it happens. . . . Don't want to listen to the name-calling that goes on. God forbid ,I don't need that crap. I go down to the other place and see what they got on.
>
> Second man: I head for my place [his room] and I watch there, just like I always do, . . . when that starts.

Not wanting a confrontation, they chose to leave the setting:

> I'd go back again later and see if things had quieted down. Some times they do and sometimes they don't. Come back two hours later and he's the same way, still sitting there fast asleep.

These less assertive men sought out local self-control of their television viewing experience only when pressured to do so. Others did not leave the setting and exchanges took place. This "venting" of feelings satisfied those who felt they needed to say something. The situations did not

"get out of hand." The controller maintained dominance during these encounters, and did not leave the setting "because of comments" or reactions from other viewers.

A second group of overt controllers were several staff members who congregated at one location to "see the soaps." During the afternoon coffee breaks, individuals would gather (alone, in pairs, and upon occasion a threesome) to watch one of "their programmes".

> First man: We do this every now and then. Have to keep up on it, or I lose the storyline.
>
> Second man: I know it's silly, but I get involved and I get hooked. There's always three or four sub-plots to keep things juicy.
>
> Third man: It's a chance to relax, have a pop, and see some gorgeous clothes.

During these "soap breaks," two or three men would remain near the set; but the viewers, who normally sat along the walls, drifted off [illegible] room", into the arts and crafts area, or to the long couches along the windows. The res[illegible]emained did not exercise control over the set but assumed the role of non-controller, as pass[illegible]ers in the setting.

A different social dynamic was evident in one of the sunrooms. A staff member joined the setting a[illegible]ame a covert controller (of her own television viewing experience). The overt controller (a resident) was already established in the viewing environment. By foregoing coffee breaks and combining that time with her lunch hour, she was able to "enjoy" her "soa[illegible]om a covert control position, it being her choice to be there.

The large television sets, situated at the nursing stations, also reflected an overt control situation. These were set high up on the wall and men in wheelchairs found the controls were hard to reach, so that the staff controlled most of the programme selection. Although consideration was taken of the viewing likes and dislikes of the group of 15 or 20 men who spent most of their day at this location for the most part staff controlled when the sets were on and decided what was suitable for viewing:

> First man: We're able to catch a glimpse of a soap now and then.
>
> Second man: We try to put things on the men will want to watch, but sometimes it's hard to know what they would like to see. . . . We made many of those decisions.

> Third man: The sets are turned off during meal time. It's too distracting for the men when we're trying to get them to eat.Some notice this and complain, . . . others don't seem to notice.

"I control my set," covert contollers reacted differently fnom the reactions the active controller whose presence was seen as an "intrusion" by other viewers. Covert viewers chose to stay with "their own sets" by choice and maintained control over these sets by engaging in solitary viewing "in their personal space," their bedrooms:

> First man: I don't bother with them, It's too much trouble.
>
> Second man: I got my own [set] so why should I get into that mess?
>
> Third man: Can't hear a damn thing down there. Here [his room] , it's better. I'm happy the way it is.

Others sought out social settings but maintained their solitary viewing style. They stayed in the setting as long as they were alone. When another person arrived, they left the setting and returned to their own rooms if they were inclined to continue viewing a programme:

> First man: I like the bigger screen, . . . can see things better. . . . Mine's so tiny . . . . I leave when someone else comes along. . . . Can't sit and hear . . . [with] all that yapping going on around me.
>
> Second man: I like seeing the [hockey] puck. . . . [I] can't see it so good, on my twelve inch. . . . I sit near the set [in the lounge] and I can really see it [the puck] . . . . If you don't get near the set right away, too many people crowd around. . . . Then you can't see nothing. That's when I leave, . . . [back] to my own set.

These individuals liked viewing television if they could "control" their viewing on their own terms, by choosing to view in empty sunrooms or lounges or by choosing their "own viewing place," their rooms, for certain programmes. The residents who viewed television later at night, usually alone, were in control of their viewing choices and the environment they chose to be in, where it was "quiet" and they "could be alone." This television viewing behaviour, viewing late at night, was not common among the residents; but two men "enjoyed" and found it "a way to relax and unwind." Living in different areas of the same section of the residence, they each sought out their "own place" (one of the commons areas of the wing) in which to "watch late night television":

> First man: I don't want to have problems with the others, so I wait and come down here. Then [at that time of the evening] it's all mine.

Second man: It eliminates all the problems of some guy trying to control the set when there's something I been waiting to see. Then I call the shots.

By limiting their viewing experience to a solitary setting, they were avoiding what they perceived as "challenges" to their control of viewing choices.

The "I try," attempted controllers were those who were involved in unsuccessful attempts to gain control of a viewing experience. These two individuals were considered heavy viewers, watching between seven and eight hours a day. One resident from one section of the building met with opposition when he tried to "join" several men already watching television in another area of the residence. When he asked if he might "turn the station," the responses were not too kind:

> First man: How come you come down here and expect to take over the set? I can't see why you can't see it in your own place.
>
> Second man: He's just wants to see the end of that match [wrestling] ; he doesn't mean anything by it. It's ok.
>
> First man: No, it isn't. I want to see the end of this show and he can go someplace else and look at it.

In this instance the man withdrew, expressing his disappointment, "Fine bunch you turned out to be. I'm going."

The "what the heck" non-controller passive viewer portion of the overall category was the largest group. At least 68% of the resident population fit into this classification. Many did not exert any control over the viewing environment and as non-controllers viewed television in a non-assertive way. They were passive toward the control of programme selection or the act of viewing itself. Many appeared to display a similar passivity in their life experience within the residence.

Upon occasion, some staff members attempted to control the television viewing environments of these residents. A few of the men were aware of this as their comments reflect:

> First man; Television sets are always turned off in the areas where people are eating, at meal times. But, they [the nurses] forget to turn them off sometimes and we watch while we eat, anyway. Somehow they don't seem to notice, . . . most of the time. It's hard not to show you are watching. . . . If they see you, they turn it off.
>
> Second man: Controlling the set [illegible] what was taking place. They [the residents] turn the set on and somebody cuts it off. [illegible] nurse in here who does that. As soon as she walks in, she shuts it off. She doesn't [illegible] the picture on, she turns the whole thing off, even

> when there are people in there. The guys, they're all in limbo. They're all missing something, so they don't really say much and she gets away with it.

Power and Control Viewers' Preferred Genres

Although the overt controllers of television were interested in selecting some television programmes, their behaviour would suggest they perceived their primary function was to be assertive in their "control" over the television set in that setting:

> First man: I'm doing it for them. They don't know what they want, so I help them along.
>
> Second man: Most of these guys are "out to lunch" and they don't understand what's going on; I do and I'm looking out for this [television] set.
>
> Third man: I don't take no guff from nobody. I choose what I want to see. They don't object most of the time. If they don't like it, they can go somewhere else.

Interpersonal Communication Skills of the Power and Control Group

Once in a while verbal confrontations occurred between the controllers and the non-controllers. When this occurred, the interpersonal communication skills used by those involved were most "successful" (effective) for the controller and less than satisfactory for the non-controller. These encounters reflected a high degree of communication skills among the residents, which were manifested in the behaviours already described. Staff did not witness many of these situations, and when they did, they tried to allow the viewers to resolve their own differences whenever possible. Only rarely did they intervene when a confrontation turned from words to physical expression.

The Importance of Television to the Power and Control Group

Television was important to overt controllers who were interested in programme selection. For other controllers, it was the aspect of control per se and not content that made "seeing television" an important part of their daily experience.

Summary

In conclusion, although some of the residents tried to be accommodating to each other in their viewing requests, the more outspoken and assertive peer viewers managed to keep "control" of the programme choices or the handling of the set during much of the time. Television was actively used as a form of control by a few men over a larger number of residents. These less assertive individuals were physically and psychologically unable to respond to the assertive and sometimes aggressive behaviour of a few of their peers.

Additional Findings

During the data-gathering procedures, two other types of television viewing patterns were noted. The first was a form of sensory stimulation and the second (but with limited occurrence) a form of reality orientation.

Several residents experiencing neurological deficits were observed engaging in certain physical actions and behaviours such as tapping their feet or fingers to the beat of some piece of music, moving their heads back and forth to the beat of a country western song, or humming the tune of a hymn. Occasionally a "few words" to an old song could be heard coming from one of these individuals.

Certain types of television programming seemed to elicit some of these behaviours; sporting events (wrestling and boxing); music programmes (Tommy Hunter and Hymn Sing); and the rare programme which displayed certain types of attributes (loud, flashy, fast-paced shows, or music with a "beat") that the viewer "seemed to recognize." Action, bright colours, stirring band music, and the sounds of dogs "barking" evoked some of these sensory stimulating behaviours among the residents. The occurrence rate was low and scattered, although the behaviour was predicable with two residents. In other words, if certain types of stimulation attributes were sensed or experienced by these individuals, the behavioural response, more often than not, followed.

Occasionally a viewer would be observed experiencing a reality orientation activity while watching television. Again, this occurred with neurologically-impaired residents. A news item

reported; a weather forecast, or an animal activity in a nature programme were observed evoking verbal responses from some of the residents.

Special programmes with seasonal themes (Easter, St. Patrick's Day, first day of spring, and Veterans Day) evoked responses. The residents did not seem to be aware of, or have concern for, religious holidays (Passover and Saints days).

A person would be observed walking past the television viewing area where he would look at the set, stop, turn around and sit down. This did not appear to be so much a random choice but an awareness of, or an "alerting" to, the programme which prompted the person to stop and see it. This pattern of behaviour was repeated over a series of weeks. While these individuals were often unaware of their environment in their day-to-day experiences, they would seem to become aware of, or alerted to, certain programmes when some stimulus prompted them to experience them. They were oriented to watch. The programmes appeared to bring them in touch with reality, if just for the fleeting moment. The investigator did not find any references to this or the sensory orientation [redacted] in other research literature.

CHAPTER V

DISCUSSION

A number of limitations to the study were experienced; the choice and number of participants, the accuracy of responses, the mental capacities of the participants, the sensory losses, the gender-related perceptions, and the generalizability of the study. Several categories emerged form the data. The orientation category which represented the most structured viewer behaviours was presented first. These viewers watched the least amount of television and experienced a "good deal" of independence. This group was followed by those who watch for educational purposes. These viewers were selective but less structured in their choices and viewing hours. The entertainment group watched more television, were the most socially oriented, and seemed to be the most well adjusted to their circumstances. The largest portion of the viewing audience used television for distraction and relief (for reminiscence, a pseudo-social function, companionship and friendship, for self-comparison, and for excitement and arousal). They viewed the most television and were most dependent upon it. A number of resident used television to exert "power and control" over others in the television environment. The loss of independence and control over one's self, life, and environment emerged as an important factor in determining the use of television by these groups. The data led to the generation of a number of theoretical propositions which are presented for further investigation.

Limitations of the Study

Various limitations were evident in the study. Many of them were, for the most part, predictable and somewhat inherent to the study. The inclusion of watchers and non-watchers of television presented a richer, fuller, and hopefully more complete picture of the ideas, thoughts, and experiences of the use of television by these individuals.

It was impossible to ensure accuracy of data because subjects may have given socially-desirable responses. Defense mechanisms such as denial may have inhibited participants from responding to some questions put to them by the interviewer, with personally sensitive questions being problematic. On a number of occasions the participants responded to questions in a way they felt the interviewer

wanted them to respond. This could have caused problems in the accuracy of the related experience. Attitudes, emotions, and personal sensitivity to the subjects (by participants and the researcher) greatly affected the spontaneity and openness of each toward the other in the relating of personal ideas and feelings. This did not appear to be a major problem.

The involvement of relatives and friends would have yielded a much richer source of data; the inclusion of others was beyond the scope of this study. Because a purposeful sample of participants was utilized, it was possible that they had different characteristics than other observed residents who were unwilling to participate in the study.

As each individual possessed different mental capacities and cognitive styles, there may have been some problems associated with the past. This study, using several data-gathering methodologies with each of the ten participants, was limited in number and scope of data coverage. One could not be certain of how these individuals would have reported experiencing television in the years prior to the study.

Even though the participants were reassured that the investigator was not in any way connected with the staff of the residence, they shared a good deal of information concerning their health-related problems. This did not appear to cause a major dilemma between the participants and the investigator, as most felt at ease during the course of the study.

Some predictable difficulties were the direct results of the participants' sensory deficits. Extreme age, loss of sight, language and literary limitations were evident among a number of the participants. Several participants were hard-of-hearing and required special consideration in regard to the interview setting, a quiet location in which the interviewer used a slower pace in questioning and clarification of questions which were not understood by the interviewee.

From time-to-time, dialogue needed to be diplomatically redirected to the topic under discussion. It was at times difficult to obtain clarification to comments made at previous interviews because the respondent could not recall making the comment even when reminded of the context in which the comment had been made.

For some, conversations brought back unhappy memories that resulted in feelings of distress. The researcher was sensitive to these emotions and remained with the interviewee and provided support. Two participants expressed some difficulty in sharing their personal experiences. Others did not have this difficulty and were open and direct in their expressions and responses.

It must be noted here that the researcher was aware that the differences in gender of the investigator and the participants may well have been an inhibiting factor in the collection of data. However, the degree of openness and the directness of many of the participants surprized the interviewer a number of times.

Because of the larger number of participants, double that of the research proposal, the time frame for collecting field data had to be adjusted to three months. This schedule was not only extended because of the larger number of participants but because the investigator discovered that "waiting," "watching," and "rapport building" time was needed for both the participants and the investigator. In other words, the participants were willing to talk about television when they had discussed, to their own satisfaction, what they wanted to talk about. It was necessary for the researcher to allow the participants to experience her willingness to listen to what they "felt was important" before moving into areas they had not "talked much about before."

The interviewer discovered that the participants did not know how to talk about television, as the following remark indicates. "What is it you want to talk about television? I just watch it, . . . don't know as it means much to anybody."

It was hoped that by allowing the participants to talk about the things which were important to them, they would believe the researcher was familiar with their feelings and ideas. In this way the investigator was able, over a period of several weeks, to introduce the topic of television. It was hoped that this gentle guidance into the topic would allow for a more open and relaxed flow of information from the participants in expressing their "ideas about television."

Upon completion of the study, the researcher asked several of the participants if they then felt any different about their ability to "talk about television." Their comments reflected a new awareness: "I didn't know what to say at first, didn't think I had ideas about me and TV. I know now that that's

not so, I can say what I like and don't [like]"; "How did you get me to do that? I never talked about TV to anybody. I think things sometimes, but I never said anything [about TV] ."

The increased time it took to gather data was worth the effort; it yielded a range of responses that added a depth and richness for the researcher and the participants. "It's different now. I know things," remarked one man. "I learned something."

Photographs were used to document the various seating configurations, the social interaction patterns, and the television viewing body postures of the participants. These visual images proved most useful in confirming these behaviours, when brought into question by conflicting data from either a secondary source (staff or other residents) or from the participants themselves. A number of comments confirm the surprise and disbelief of several of the participants, "That can't be me, I don't do that, do I?" "Unless I saw it it, I wouldn't believe it." "You mean I sit like that. No wonder I don't talk to anyone, I just sit there like a blob." Photographs proved to be a helpful research tool in lending descriptive detail to the study.

It must be emphasized here that the study dealt with 10 primary informants and 20 secondary informants. The comments and discussion of the findings that follow in this section can not be generalized to other portions of the resident population. The comments refer only to those observed in the study and was not intended to present the impression that the percentages, or group size were in any way representative of the entire resident population.

Finally, the results of the study can not be generalized to other elderly populations, as this is not the purpose of an inductive qualitative study. Its purpose is rather to describe and develop theory pertaining to a phenomenon of a setting (Diers, 1979). The propositions developed in this descriptive research should be subsequently tested on a larger, representative population.

The Orientation Function of Television

The term "orientation" may indeed be interchangeable with the often used terms "structured" and "organized" of other researchers (Anderson, 1984, Davis and Edwards, 1975, Katz and Blumler, 1974, Rubin, 1980, Rubin and Rubin 1982, Sibold, 1984), making the findings of this study compatible with

their findings. Over ten years ago Davis and Edwards (1975) recognized the orientation value of television, ". . . Television programming provides a means by which to structure and bracket the time of day" (p. 74). About the same time, Katz and Blumler, (1974) suggested the need for elderly people to "be connected," "in touch," and "linked to their world" (p.23). Anderson (1984) later described this connectedness as "being in touch with" and "being informed about" the "larger world" (p. 23). Rubin (1980) endorsed the orientation function of television by discussing the importance of a "daily record of events" and as "an instrumental tool for living" (p.544). That same year Rubin and Rubin (1982) suggested television viewing motivations included the use of television to "structure" daily activities, and to present a way of approaching and "acquainting one's self with each new day." Sibold's most recent research (1984) found that some of her respondents were more "structured" in their approach to "organizing" their leisure activities (p.77). These terms present interesting possibilities for future research.

Two of the participants used television as an orientation mechanism in their daily lives. They watched between one and two hours per day, preferring news, weather and current events programming which they considered "important." For them, television was used to gain information with which to orient their daily lives. Television scheduling provided a means by which to structure or bracket the time of day. Television also provided a "window to the world," or a "link with the surrounding environment." This function of television was supported by both the orientation and educational groups of this study.

These two participants and the other observed orientation viewers showed a marked preference for news and public affairs programming. In addition to this, they had a desire to "keep up on things" and to "know what was happening in society." They felt they belonged to this "outside world." "Information" was their most salient mass communication need; it was their tie with the community. These findings supported the work of other researchers (Chaffee and Wilson, 1975, Comstock, et al., 1978, Doolittle, 1979, Rubin and Rubin, 1982, Schanlinski, 1968, Schramm, 1969, and Young, 1979).

The participants used television for its information function when it acted to facilitate transmission of facts needed for effecting the social and personal functions of their lives, providing them with current knowledge pertinent to their welfare. Davis and Edwards (1975) concurred with this finding. The preferences of television programmes containing information and serious content rather than entertainment by some individuals also confirms the findings of previous researchers (Bower, 1973, Bush, 1966, Danowski, 1975, Davis, 1971, Meyersohn, 1961, Parker and Paisley, 1966, Schalinske, 1968, and Steiner, 1963).

Television "contact" was seen as a way to ward off being "isolated," "out of touch," and "not part of the bigger picture." It gave the residents a sense of belonging to that larger community. Schramm (1969) referred to this as being "in touch with the environment," which he also felt "combated progressive disengagement."

Orientation viewers were "users" (they referred to themselves as that) of television and were interested in information, which to them was a tool. It gave them access to events and the "state of affairs" in other settings. They limited their contacts in the residence and were more self-directed toward their own "perception of the structure of their social world." They tended to see themselves as "not belonging" inside but really belonging "outside" in the "community." These participants placed great importance upon being independent. Schalinske (1968) described similar viewers as:

> The discriminate elder viewer, more selective television use was integrated into a range of social and communication activities. In other words, television use was not a substitution for other communication activities, but only one of a number of them (p. 18).

Based on the research findings of this study, it may be stated that the aged institution-bound, who may be alienated from social interaction and interpersonal communication channels, may have an even greater need for the informational content of news programmes on television. The converse of this argument may also be valid for certain populations. Wright (1986) suggested that alienated individuals "don't need information from the outside would since it may have no bearing on their current confined life." The orientation viewers in this population did seem to rely upon television for their "contact for information" with the outside world.

The orientation viewers in this study tended to watch alone so they could "maximize" their information intake. Television was only one of their daily activities, done in the early morning and late evening. The daytime hours were reserved for other activities. Television was considered a "tool" to be "used," and they enriched this knowledge by using other media. They described themselves as "out people" with their interests centered in the "wider community" outside of the residence in which they found themselves. They did not feel they "belonged" or "would stay" in that more restrictive environment for long.

The Educational Function of Television

Three primary participants used television for educational purposes. Their selection of programme content was by choice and with some intent. These viewers spent between three and four hours watching programmes which they considered to be "of educational value."

These participants expressed an interest in "learning" from television and that "many interesting things took place." They felt television "can even tell you how to act." This related to the educative function in-as-much as the viewer participated in learning new ideas. As in all television presentation, there is the element of "incidental learning" (Schramm, 1969) which presents an opportunity to the viewer to "learn" even at this low level of consciousness. These viewers were often observed "taking advantage of this opportunity," as one individual remarked. Social problems were presented in dramatic presentations, and a number of times the participants became aware of some of the issues involved in current social situations.

The participants found that game shows were interesting and responded to the questions asked of contestants. Eventually the participants heard the correct answer and appeared to learn from the information given. Crime dramas advised the viewers how to identify and protect themselves from crime. Similar findings resulted from Anderson's work (1984) in which the viewers "gained knowledge" and "found things out" from a variety of public affairs, magazine and theme shows, and some international programming.

Only the educational and orientation viewers in this study expressed their awareness of the educative function of all media for the older person. This activity was interrelated with other purposes of the medium. Some participants felt there were entertainment programmes which were educational, for example National Geographic Specials were cited.

The educational viewers also felt television may have "other functions for them," although they were not always quite sure "what they might be." A number felt educational programmes were also "entertaining." It could be that it was a matter of interpretation of the "educational" or "entertaining" aspects of television for some of these individuals.

The participants also felt that while they were learning television was also performing a "social activity" function, facilitating the process of socialization by "learning how to respond" and "how to act" at times . These men felt they were "always learning something." This would concur with Davis's (1980) "continual socialization process" through the television viewing experience.

Those who watched television for behavioural guidance mainly viewed dramas, action-adventure programmes, and daytime serials. The participants of this study did express a major interest in drama and some serials (daytime drama, "the soaps"), but these were not as important to them as the evening drama ("the suds"), game shows, or magazine and theme programmes. They did watch commercials during these periods as well, always interested in "different" and "good new stuff" that might be advertised during the "breaks." This finding is supported by Rubin and Rubin (1982), who found daytime action-adventure, and soap opera viewers to be interested in "learning about products" advertised during commercial breaks.

The education viewers watched during prime time and interacted with their peers. They did not like talk shows "of no substance", senseless violence in programming, "dry" business and industrial programming, and commercials that had "limited social value." The more limited social environment and physically-restricted surroundings of these men fostered the use of television as an interactive learning and "maintaining" medium in their daily lives.

The participants in this group had indeed turned to television as a substitute for loss of social contact. They did not "leave" the residence as often and did not express the same degree of

independence as the orientation group. The education group turned more to their peers in the residence for social interaction. This would support Graney and Graney's (1974) suggestion that television served a critical role in maintaining socio-psychological satisfaction when older people lost contact with friends and relatives and when they no longer attended the "community" of some church or voluntary organization. In effect, television may have assumed a role of social interaction as well as an educative role for these individuals in this institutional setting.

However, the results did not indicate that these older individuals were watching television randomly or without plan. Rather, these men did "plan viewing time," but were not as rigid or structured as the orientation group. Young (1979) stated that the elderly were not watching "because they had nothing else to do," while Graney and Graney (1974) confirmed that some of the elderly were careful planners of their media time. This investigation suggests that perhaps some of the participants may have planned their media activities in such a way as to compensate for the loss of the wider educational setting that would be afforded them through their association with other social institutions.

Danowski (1975) argued that the primary relationship between mass media use and interpersonal communication was substitutive. This was probably correct; but he overlooked the value of the medium as an educational as well as a social substitute, as this investigator and Anderson (1984) have suggested. Anderson stated that media and personal communication were inversely related over the life-span, with greater use of television being made by the young and the elderly.

The Entertainment Function of Television

Two men of the sample viewed television to be entertained, and both were unstructured and relaxed in their approach toward programming. A number of other individuals in the population also enjoyed entertainment television. Some watched from "habit," others by "happenstance." Most television programming, regardless of its origin, was considered to be entertainment by this group. Some of these viewers were socially interactive with their peers, others did not interact with each other by choice. This group was the most socially active of all the other groups in the study.

Neither of the participants read print materials and they preferred to view television alone. For them it was a personal experience, but this did not prevent them from being very socially active with their peers outside of the viewing experience, as the research literature suggested for entertainment viewers. Perhaps the solitary viewing patterns observed in this study functioned as "private time," a rare commodity in the setting. Perhaps it may have been the result of some behaviour pattern established years before.

The only stipulation which appeared to be placed upon programme content by these individuals was that it "had to be entertaining" for them. Talk shows, current events, and religious programming were not included. The research did suggest television was more important to this group than the orientation or education groups.

Data from this study (observations, interviews, and secondary informants and sources) supported the finding that some of the very old (average age 80 years) were not attracted to documentaries, public affairs, or other "serious content" programming. According to their comments they felt that they were "beyond all that stuff" and didn't "need to be concerned about things" that didn't affect them directly. They wanted the things they viewed to be "entertaining" and "lighter" in mood. This is similar to the findings of Glick and Levy (1962) and Schalinske (1968), who found the elderly had a preference for "wholesome and happy" programmes rather than "intense" programmes. Similarly Korzenny and Neuendorf (1980) found the elderly watched television primarily for entertainment and not to be "set upon " by issues and "heavy subjects."

The "happy" choices of programmes were reflected in the sample of this study. These viewers were less serious and looked to television as an entertainment medium. Physical disabilities that confined them to wheelchairs and sensory losses greatly limited their freedom of movement. They seldom left the residence and had only a few contacts outside the facility. As in Hess's (1978) findings, television's entertainment content permitted these confined individuals to reduce feelings of isolation by maintaining "the illusion of being in a populated world," the television world.

Variety shows, musical programmes, and travelogues were highly rated by the elderly. Detective shows expressing excessive violence, programming showing civil disobedience, and

commercials were generally disliked. This finding support the earlier research of Adams and Groen (1974), Bogart (1956), Bower (1973), Danowski (1975), Davis (1971) and Tennant (1965).

The sample in this group also viewed more hours than the orientation or education groups, between five and six hours each day. Although this points to a dependence upon television, it did not represent the longer hours of viewing which Rubin and Rubin reported (1982). They found that entertainment was a "primary communication need of the elderly" populations [redacted]ese viewers watched many hours of television, particularly during prime time, and indicated [redacted]egree of television affinity. The entertainment motivation was related to game shows, adventure programmes, general comedies, and music programmes. This study showed a slight variation from Rubin and Rubin's with the finding that the entertainment viewing group was not as large as the distraction and relief participants and observed residents which made up a large portion of the total viewing audience of the extended-care facility. The entertainment group did not watch for the longer periods of time, which the distraction and relief group did, doubling the amount of time of the entertainment group to 10 to 14 hours per day. In other words, while Rubin and Rubin (1982) found that their heaviest viewers were the entertainment groups, in this study the distraction and relief groups watched double that amount of television.

It became apparent to the investigator at this time that the more these individuals were relying upon television, the more they seemed to be disengaged from their present social setting. A close look revealed that they had experienced a greater degree of disengagement from the "outside world" and from others. The findings support that they had become more "dependent" upon television for the social interaction that they missed from a variety of other sources.

One finding in particular stands out about the entertainment group. Of all four groups, this one appeared to be the most socially interactive. The orientation group was directed toward their own goals, and most of their time was spent trying to realize those goals. The educational group were really interested in" learning"; although friendly and open to most, they still directed their attention toward television with a different need or set of needs, the need to "gain information and knowledge" and to "learn." Other limitations, problems, and disabilities appeared to inhibit the distraction and

relief group from realizing this type of approach to television as well. Those who used television as entertainment were more accepting of living in an extended-care facility and perhaps with some personal limitations. These individuals appeared, for the most part, well-adjusted and willing to accept "their lot in life." They gained from social interaction and the use of television to keep them "happy" and thinking "about the good things out there."

The Distraction and Relief Function of Television

The observed television viewers (overall resident population) made up a good portion of the total audience, along with the three participants who watched television for distraction and relief. Within this category there were five sub-groups or elements: reminiscence, pseudo-social (replacing content for experience), companionship and friendship, self-comparison, and excitement and arousal.

The association between ageing and television use was obviously affected by a host of communication and social factors. This large body of viewers could be referred to as "indiscriminate" elderly television viewers because of the many hours they spent viewing and the indiscriminate choices of programme content. The more these individuals relied upon television for distraction and relief, the less discriminating they appeared to be. For example, the excitement and arousal group watched long hours of television with little or no choice involved. Schalinske (1968) referred to these indiscriminate viewers in this way:

> [They] stemmed from a passive role in life, isolation from social contacts, and a sense of dependence; for the indiscriminate elderly viewer uses television as a principal means of gratifying needs and interests to fill time (p.142).

The reminiscence group used television to recall or to remember previous experiences, which they discussed in an accepting way. These viewers often viewed in small groups. Very few were socially interactive, and most of their television viewing experience was a solitary activity. Reminiscences were not often shared with their peers, although some were shared with the investigator. They viewed between six and seven hours of television each day; they viewed for general distraction and relief, "with nothing else to do" and "it helps to pass the time." The research literature did not suggest reminiscence as a function of television viewing by the elderly.

The companion and friend group of the distraction and relief category watched between eight and eleven hours of programming each day. As in this study the research literature indicated that few of them seemed to be aware of what they were viewing or how much time they spent in viewing "anything and everything."

Companionship and relaxation viewers along with excitement and arousal viewing seemed to correlate with a number of programme preferences, perhaps providing an indication of the variety of viewing behaviours which would gratify an older person's needs. The medium, its content, and its personalities "provided a sense of companionship" for these viewers, reinforcing the concept for a number of viewers in several of the sub-groups of this category. Davis and Edwards (1975) referred to this as the "companionship model."

This study found that the distraction and relief group, older persons living in "communal facilities" (defined as persons in a total-care facility), viewed television on the average of 10 to 14 hours each day, far more than previous research would indicate. Television appeared to be the most readily-accessible channel for communication and was equally valued for "entertainment," for "companionship," for "filling time," for "friendship" and for replacement of the loss of social interaction.

Another function of television was to provide a feeling of "doing something" or "keeping occupied." This function served a number of people. Persons viewing to "pass the time" of day watched game shows and daytime serials. Interestingly enough, the only highly-significant programme correlate of the topic of communication motivation was daytime serials, which provided these viewers with topics to discuss with their peers.

Another function was the more personal one of facilitating the structuring of values and attitudes that aided the viewer in developing needed strength. Included would be role models, models of social behaviour, and expectations for the future. Based on the observations and other data of this study, it is felt some of these "learned" behaviours were incorporated into the social structure of the viewer. "Friendship," companionship," social interaction," and influence to "viewer behaviour" were found to be functions of the television setting. This finding was also discussed by Davis (1980), who

based his work upon the earlier work of Petersen (1973). Davis proposed that television personalities, particularly soap opera characters, may compensate for lost personal relationships between individuals, with television allowing the older person to reduce isolation and to feel a part of the "larger community" (p. 570).

Some of the participants seemed to rely heavily on television for a pseudo-social function, to supply them with material for personal conversation. The extent to which television provided this material is well documented (Chaffee and McLeod, 1973; Greenberg, 1975, and Meyersohn, 1961). The participants, who were institution-bound, had severely-reduced opportunities to engage in personal conversation. Although they used television to supply them with information for conversational purposes, they rarely, if ever, did use this information for social interaction with others. It just did not occur. With this particular group there was almost no social interaction.

These people were rarely with others. They used television as a substitute for interpersonal interaction, which they said put them in "close touch with the world." It is possible that these individuals avoided interpersonal contact and used television to create this avoidance. Several participants remarked how they preferred television to the "crazies" or "different ones" who lived beside them in the residence. They stated they were different from "all of those other people."

Wiebe (1969) spoke of the amount of effort involved in interpersonal communication and interaction on a social level and suggested that this effort could be avoided through the use of television as a substitute. In using television in this way, the person could escape the demands of interpersonal interaction. The study found that individuals preferred television to each other.

The use of television as a substitutive function had another interesting facet. This referred to the relationship between the user of the media and the substitution concept as a "para-social" relationship. This function can be explained as the relationship between the viewer and the "persona" of the television presentation. The "person" was the typical and indigenous (i.e. inherent) figure of the social scene presented in the programme content. This relationship was as close as the relationship between an individual and a chosen "friend." Horton and Wohl (1979) explained this relationship in the following way:

> The persona offers . . . a continuing relationship. [the] . . . appearance of [a character] is a regular and dependable event, to be counted on, planned for, and integrated into the routines of daily life. The devotee lives with the character and share[s] the small episodes of that person's public life. . . . [T]heir continued association acquires a history, and the accumulation of shared past experiences gives additional meaning to the present performance. . . . In time, the devotee -- the "fan" -- comes to believe that he "knows" the persona more intimately and profoundly than others do; understands his character and appreciates his values and motives (p.34).

A number of other researchers suggested that the para-social interaction was one of the reasons for the elderly person's heavy use of television. It is the finding of this investigator that much of the television exposure was undertaken to combat the loneliness and alienation characteristic of some older persons.

It appeared the elderly's heavy use of television, associated with the need for social and interpersonal interaction and the need for information about the environment, were the subject of much interest among researchers (Cassata, 1967; Danowski, 1975, Graney and Graney, 1974, and Petersen, 1973). Cassata (1967) found:

> There may be some support for the "substitution hypotheses," i.e., older persons disengaging in an interpersonal sense substitute for prior interpersonal interaction with consumption of television (p. 3).

Substitution for decreased social interaction was one of the more apparent findings in this study and was a significant correlate to the literature of media use and the elderly.

Another group, excitement and arousal, were the least socially interactive and represented some of the most confined and restricted members of the sample; they had the greatest number of disengagement experiences and viewed the most hours of television each day, between eleven and fourteen hours. Excitement and arousal viewers, for example, viewed daytime serials, dramas, game shows, and action-adventure programmes. Arousal motivation was also related to situation comedy viewing, while the excitement motivation was also associated with movie-watching. This is supported by these data and by a number of the participants who used situation comedies, soap operas, "soap suds," and movies for sexual arousal.

Institution-bound persons found themselves in a situation that was severely reduced in social interaction. Because of their disabilities and immobility, these individuals may have been forced to

disengage from society. In most cases, it could be said that these individuals did not wish to be disengaged or separated from personal interaction, and many made every attempt to remain in contact with society. For some, withdrawing was "easier," "caused the least fuss," and "was the expected thing to do." It could be expected that the institution-bound individuals used the media as a substitute "for a lack of personal interaction afforded them." Television was perhaps the major form of accessible media to the sample population, and that other factors (sensory loss and confinement) also contributed to the heavy use of television in that setting.

The Social Function of Power and Control of Television

An interesting finding was the use by some of the residents of the television sets, and the programme schedule, as a means of exerting power and control over the other residents. Their interest in the programme content appeared to be limited. They placed more emphasis upon controlling the television set itself, to exerting control over it and others in the setting. This was accomplished by various tactics, manoeuverings, positionings, and techniques employed by the controllers to prevent other viewers from making choices or decisions concerning programme content. The interpersonal communication skills of this select group were highly developed; they were "successful" and "efficient" controllers. It was interesting to note that the investigator was unable to find any other reference to the exertion of power and the use of control as a social function of television among institutionalized elderly populations.

The Loss of Independence and Control

A perceived loss of independence and control over one's self, life, and environment, whether or not the individual is actually experiencing a continuous erosion of his independence and control, was significant. The functions of television viewing, and their companion behaviours, were the key factors in this discovery. This model would suggest that the hypotheses are theoretically coded as a "process" with many stages of, or degrees of, loss of independence and control which change over time. For some, the loss of independence and control was more "perceived than real." For others, the process was

very real, and indeed they have experienced a gradual "slipping away" of their independence of self and control over their environment.

As the individual perceived an increase in the loss of independence and control, a number of behaviours were observable. These included an increase in the number of viewing hours, less social interaction with peers and staff, less mobility, a reduced use of other media, fewer conscious programme choices, and less discrimination between programmes, an increase in the number of programmes, and a more passive approach to viewing. It should be noted, these individuals also experienced a decrease in sensory acuity, reported poorer general health, and had lived in the residence longer than had those who felt a greater degree of freedom.

According to this study the more the individual felt a loss of control, a sense of dependence, and a "slipping away" of the power to make personal decisions, the more that individual "felt" or "knew" he had experienced a loss of these attributes. For example, the orientation group expressed the highest degree of independence and control over their own lives, while the excitement and arousal group experienced (whether real or only perceived) the greatest loss of independence and control.

Theoretical Propositions

The process of theory building arose from the formulation of conceptual categories. These conceptual categories converged where the information from one data collection method cross-validated with the data from another gathering process. The final conclusions arising from the theory of the meaning and function of television among a socially-confined and physically-restricted population of elderly men is a set of theoretical propositions which may be further investigated through additional qualitative research methods. These propositions are directly related to the relationship between emergent categories.

Proposition 1: The more directed, purposeful, and positive an institutional-bound individual is in his approach toward his daily life, the less he will rely upon television for needs gratification.

Proposition 2: .An institution-bound individual with more limited contact with the outside world, is more likely to turn to television viewing for a sense of belonging to that outside world, than his counterparts in the larger community.

Proposition 3: The more mentally active the institution-bound individual is, despite some sensory or physical disability, the more he will rely upon television to meet his educational needs.

Proposition 4: The greater the number and severity of physical disabilities an institution-bound individual possesses, the more likely he is to rely upon television for entertainment.

Proposition 5: The institution-bound individual who has lost meaningful relationships with others is more likely to use television to reminisce and recall earlier life experiences.

Proposition 6: The more socially limited and isolated the institution bound individual perceives himself to be, the more likely it is that he will turn to television for friendship and companionship.

Proposition 7: The institution-bound individual who is socially-confined and physically-restricted is more likely to use television in a pseudo-social way to gain information from the content as something to share with others in social interaction.

Proposition 8: The institution-bound individual who lacks mental and sensory stimulus in his daily experience is more likely to turn to television for excitement.

Proposition 9: The institution-bound individual whose perceived sexual needs are not met through personal interaction behaviours is more likely to use television for sexual arousal and satisfaction.

Proposition 10: An institution-bound individual who has a low sense of self-worth is more likely to use television in a self-comparative function, identifying with a television character in which he perceives some of his own personal characteristics.

Proposition 11: The institution-bound individual with an assertive personality, who has experienced a loss of control over his own life, through the successive process of disengagement, is

more likely to attempt to control the operation and content of a television viewing environment.

Proposition 12: As the institution-bound individual experiences advancing age, he is more likely to increase his use of television as a relief from his daily routine until physical or neurological impairments cause him to decrease his television experience.

Proposition 13: The more physically dependent an institution-bound individual is upon others for personal care and life skills, the more likely he will tend to use television for diversion and distraction.

Proposition 14: The more isolated the institution-bound male resident perceives his role, place, and identity within the residential setting the more likely he will turn to television for distraction and relief and the higher the number of television viewing hours will be.

Proposition 15: The unintended and inadvertent lack of interpersonal communication on a social level among peers and staff within a residential setting is more likely to cause an institution-bound individual to feel alienated, and he will to turn to television to relieve this feeling of alienation.

Proposition 16: Health care employees in long term care insitutions who have had training in community development principles will have an increased awareness of the social and educational needs of the male residents and will seek innovative ways to meet those need.

CHAPTER VI

CONCLUSIONS

This study, conducted in a long-term care facility for elderly men, brought together the ideas, impressions, dialogues, and observations of 10 primary informants and 20 secondary informants, who expressed their thoughts about the meaning that television had for them in their daily lives. The men were found to be heavy users of television, to gratify needs, to "have something to do," and to replace social interaction. Some of the participants had limited contact with the "outside" world, and used television in an attempt to "stay in touch" with that part of the larger community.

The study has a number of implications for both the professionals who care for these individuals and for community development workers. These implications are discussed and a number of recommendations for further study are presented which could enrich, refine, and perhaps redefine the theory which emerged from the data of this study.

Implications for Those Who Care for Institutionalized Elderly

This study took an important first step in examining an unexplored area; the meaning of television to the resident population. Because television was important to the residents, an understanding of how they used television enabled staff to gain an awareness of how they tried to "organize," "structure," and "bring some added meaning" to their daily routines. The ways in which the television experiences were used by them shed light on some of the feelings and needs of the viewers.

The elderly need to preserve and improve mental capacity and emotional potential within conducive environments, which will result in giving meaning and a sense of personal control for the elderly individuals who might, in many ways, feel things "slipping away."

Because of decreased sensory perception in the elderly, they may tend to shy away from other forms of media, such as reading and radio, and rely upon television, a multi-sensory medium, for needs gratification despite their visual, aural, and sometimes neurological deficits.

For some, television is a private and personal activity. For others it provides the companionship and activity which attempts to replace the personal interaction these individuals would

like to experience but find unavailable to them. Perhaps they would like to "talk" about television programmes they have experienced. If some opportunity could be presented for the sharing of ideas, some of these people wanting to "chat" might be more socially interactive. Television viewing is not done in isolation; it is done in the context of the social environment. Perhaps it would be beneficial for some to experience it as part of that environment in such a way that it would not be just "something to do" when there was perceived to be nothing within the institutional setting to do.

The Recreation Director for this residence has already taken steps in this direction by using a VCR to record "old westerns" which are shown once a week. This application of the television medium was experienced in a positive way, resulting in an increase in social interaction among the viewers after watching the films. These films were popular and a variety of positive comments were made about "the old Western shows."

Some interest was expressed in current events and sports during the study. Perhaps some videotape coverage of some event could be the basis for a discussion group. Fostering interaction is important to get people talking to each other and to get their minds working. This is an area where staff could be observant in seeing which things interest the residents and then try using these areas of interest and developing activities and events from that point. The staff could help some of the "would be interactives" if they had just a bit of encouragement to do so.

A printed or verbal notice, to let potentially interested individuals know when a special programme or event is going to be televised, would be helpful. One of the major concerns for the residents was that they were not aware when something was going to be on, and then they felt as though they had missed it by not "catching it." In addition, videotaping shows would give residents more control over their viewing time.

It is evident from this study that there are a number of areas where those concerned with the care of the elderly could help to foster the positive side of television.

Implications for the Community Development Field

Community development, a means by which to bring about social change, must begin as a

means of bringing about social awareness. It is the opinion of this investigator that change comes only after social awareness is created, and this is an educational process. This education awareness building must occur on a number of fronts: with ourselves, with the general public (children and adults), with the health care staff responsible for the well-being of the individuals under their charge, and with the target group of individuals who are experiencing television.

In this context community development is perceived as an effort to help people obtain greater direction over their environment by ensuring satisfactory patterns of social interaction, interpersonal communication, a sense of well being, a feeling of belonging, and a sense of self-regard. Individuals who experience a gradual process of disengaging from society may suffer a sense of loss of independence and control over their lives and their environment. In order to foster citizen participation, the change, the awareness agent must select those techniques or tools which can best serve the community development process in leading to the objectives set down. Television, and the use of television by the elderly, can play a major role in the process of awareness building with the public and special interest groups who are concerned with the health and well-being of these individuals.

Community development, explained Zolf (1973), presupposes that community change (through education and involvement) may be pursued through the broad participation of a wide spectrum of people at the local community level in determining the community needs, their goals, and their course of action. Face-to-face participation and interchange are vital in the process of decision-making, educational planning, and the clarification and implementation of community goals (p.13). If the goal is to redirect television programming to meet the needs of the elderly, then strategies toward that goal are needed, involving input from groups within the community.

Growing Up with Television

The elderly now in care facilities grew up in a time when television was not a household appliance. It became part of their lives well into their adult experience. These people remember what it was like to be without television. Its accessibility and economic feasibility make it an attractive medium for institution-bound individuals of this group.

The next group of ageing individuals will be those who do not know what it is to be without television. For them, television will be even more important. Because this group represents an important portion of the consumer public, it is important for community development professionals to alert the broadcast industry to paying serious attention to their needs and expectations. It is important to understand the concerns, needs, and interests of this group and others within this audience (such as cultural minorities, the disabled, and those confined to their own home or institutions) in attempting to present programming addressing these needs. There is a need for information concerning matters of health and welfare, information about consumer products with special appeal for this group, educational programmes to meet needs and interests and, perhaps of greatest importance, realistic and positive character presentations of mature and ageing adults in television programming. The population that is now maturing toward this age group are far better educated than the group presently under consideration. These articulate, discriminating, and highly-selective audiences will demand something better of the broadcast industry in the quality and quantity of future television programming presented for their consumption.

There have been recent developments and innovations in the electronic media field (such as: VCR's, small format video recording equipment, video cassette rentals and purchases, cable, pay, and subscription television, satellite dishes, and soon some of this portion of the population will experience interactive television. The television broadcast industry can not afford to ignore their elderly "loyal viewers" who experience a great degree of "affinity" for the medium. It should be the mandate of community development workers to help the elderly population to realize these goals.

The Role of Community Development

Those concerned with community development must come to realize the functions, roles, and meaning of television in our overall experience. It affects all of us, and it changes us. We must be aware of these basic factors before we can set about examining the structure and functions of television for others. Even individuals who are aware of their own interest in television consistently underestimate how many hours they view or how dependent they are upon the medium for information

and all of the functions discussed earlier in this study. Television is not a passive medium; it acts upon us whenever we experience it. Understanding television and being aware of its impact upon us, a form of television literacy, is a necessary and major factor in bringing about this awareness. The articulation of this awareness to others is the work of the community development professional.

The central problem facing community development workers, in rural areas or in large urban settings, is communication. Any and all communication techniques that will assist in communicating information more effectively and in assisting groups or individuals in the community to adapt to a world of rapid social change should be utilized. Our modern age demands an intensification of efforts to inform and educate citizens for living in a complicated environment. The need is for a better information flow and an improved access to both information and communication facilities. Public education is one approach; the use of television as a vehicle to present this information would be helpful. Cable television offers just such a communication channel to the public. It certainly could reach those bound to their homes, the less mobile, and those in institutions. The use of volunteers in working with the elderly at home and in institutions to "chat" about television and to discuss in a relaxed and reassuring way the things about television that are liked and disliked is needed. Understanding the needs and expectations of elderly television viewers could assist the broadcast industry, particularly community cable, and provincial educational television looking for innovative ways to address these needs.

There have been over the past decade a number of television programmes developed and produced by members of the retired community. This is an avenue which has only been touched upon in Canada. Two years ago, the Edmonton Social Planning Council conducted a series of four segments on cable television called Seniors Reaching Seniors, in which elderly members of the community discussed topics (such as housing, illness, wills, and social service programmes for the elderly) and then a phone-in portion of the programme provided an opportunity for interested parties to ask questions and make comments. It has been the only attempt made in Western Canada to reach out to this portion of the community in order to meet some of their "needs".

But there is much more to television than just its use as a communication channel in reaching out to the community. It is necessary to understand the functions of television for this segment of the community. The acquisition of a kind of "civic literacy," or an understanding of how the community uses this medium, the expectations they have for it, what importance they place upon it in order to maximize the sharing of information in a positive, constructive, and meaningful way, is required. Television has served as an educational tool from its very beginning. It can certainly help in providing the public awareness and a type of television literacy which is the first step toward change.

The role of the community development worker would be to assist in this process of awareness building and to assist those involved in planning and designing strategies for meeting the needs of this portion of the community. By understanding the meaning of television ourselves, we begin to understand how this medium may be important to others: the confined, the disabled, the elderly. Television has as many meanings as there are viewers. Depending upon any number of economic, social, cultural, physical, and psychological factors in a person's life experience, that individual will be dependent, to a greater or lesser degree upon television.

Television is almost universally accessible in the western world. It is an excellent vehicle for communicating information to the older portion of the population who may have limited access to other media. For those who find themselves less mobile, and unable to get out, the natural response to this would be to bring the information to them through television. This not only includes special programming designed for them but also a form of education for the public.

Recommendations for Further Study

The theoretical propositions in this study have implications for future research. The theory-building process will be served if the propositions presented here are used as the basis for future inquiries which may refine and/or modify this theory.

Such additional research will be particularly valuable if emphasis is placed on those dimensions of the theory which have not been previously explored or explored in a limited way. Several of the propositions which were developed present future researchers with the opportunity to enhance the

"quality of life" and the "meaning" of television for the elderly by studying the dimensions of the elderly's lives and developing programmes to meet their needs or changing policy as needed.

This study illustrates the need for researchers to use grounded theory to tap the interests of the elderly's own perspective. Further observation of the elderly in their natural settings would be beneficial. An investigation of the effects of age and health on a subject's interest and ability to use and understand the function of television in his daily life is also warranted.

Using the results of this study there is a need for survey research into the functions, uses, and meaning of television to elderly populations who are socially-restricted and physically-confined both in long-term care facilities and household settings. The results of such a inquiry would have more generalizability than the qualitative methodology of this study.

Longitudinal studies, examining the use and meaning of television and the role it plays in the daily lives of the elderly ,would be beneficial in examining the changing meanings and functions of television over time for this group and how this may be related to environmental, contextual, home, extended family, and institutional settings. The information would be valuable to professionals and staff workers concerned with the care and welfare of this group.

The television experience took place at different levels of awareness which may have resulted in "different levels of meaning" for some of the viewers. To whatever degree they internalized some elements, content or form of the television presentation, they were experiencing "incidental learning." How much "learning" look place is not measurable here; but it might be suggested that when television was viewed for several hours daily, even incidental learning might accumulate to form lasting impressions, due to the repetition of content, for the viewer. This "aggregation of experience," as the investigator came to call it, might be tailored, sometimes unwittingly by the viewer, to meet needs both conscious and unconscious.

It is suggested that studies be done using grounded theory in researching the use, meaning, roles and functions of television in the lives of other elderly populations such as home-bound individuals over the age of 65 who live alone, ambulatory participants over the age of 65 who live alone, younger, perhaps middle-aged home-bound participants who live alone, both younger and older participants who

do not live alone, and institution-bound men and women over the age of 65 ,to determine how television viewing is structured into their daily activities.

In the future, as the numbers of older people in our society continue to expand and as this population becomes increasingly better educated and more affluent, gerontological research will become even more important. Projections tell us that the numbers of the home-bound elderly will also increase, not only in terms of gross numbers, but also because social policies are already underway to further decrease the institutionalization of older persons in favour of maintaining them in their own homes. It is also reasonable to assume that the media of communication will become even more important to this group. But there again we can expect change, with the media becoming less "mass" and increasingly more personalized. In other words, we might expect media technology to accentuate to an even greater degree the idiosyncratic media consumption patterns of individuals. Video cassette recorders will allow the older person to tape television programmes for delayed viewing; and home computers will provide a communication linkage to older people which few have yet experienced.

Summary

At first the participants found it difficult to "talk about television"; because it was not a "thing people talked about." Over a period of several weeks, they "came around" to talking about their television experience. For many ,it was the first time they had discussed this in depth with anyone and few "confessed" they had not even thought about it.

The viewing audiences watched television for a variety of reasons. The orientation group, few in number, watched to orient themselves in their daily lives, relying upon television to "set the tone" for the day, " to "bring them up to date" on current news and weather, and to "get a handle on the day('s) events." Their viewing was highly structured and limited to one to two hours each day. They expressed a sense of control over their lives.

The education group was not as highly structured in their use of the medium. For them, television was a means of "educating" and gaining "informative" content which most of them

assimilated into their experience and were able to "recall" and "apply" at will. These viewers were the most informed and the most active at an interpersonal level. They watched between three to four hours each day and felt they had reasonable control over their daily experiences.

The entertainment group was more interested in "being entertained" and "occupied". The orientation and educational aspects of television did not play an important role in their viewing experience. The majority did not seem aware that such functions existed. This group was larger than either of the formerly-mentioned groups, and they watched for longer periods of time. They also felt they had a bit of control over their daily routine, if nothing else.

A good sized portion of the viewing audience were heavy users of television. This group was also the most diversified in their reasons for viewing: reminiscence, friendship and companionship, a pseudo-social function (replacing experience with content), an excitement and arousal function, and as a self-comparative activity. These functions, used to meet needs both hidden and realized, consumed many hours of viewing and much of the attention of these individuals, who watched between 9 and 14 hours per day. Many of them felt a loss of control in their lives stating; "I don't make any decisions any more", "I can't do it myself, so it's done for me", and "It's all gone now. Don't matter, I'm too old to care." They explained television as being the "only thing that's left," "I'd find it hard to keep going if I didn't have TV," and "It's hard enough without taking that away, too." Data supported the conclusion that these individuals were dependent upon television and that it played an important role in their lives. A number of individuals used television to exert a form of control over others' viewing by "controlling the operation of the sets."

This study found institutional-bound participants to be heavy users of television, a finding consistently reported in the literature. It found that this age group consumed more television than any other age group. Several researchers reported that watching television occupied more of the older individuals' time than any other single activity, including sleep.

The programme selection of the older, institution-bound adult in this group under study seemed to indicate that although these participants were disengaged from the larger society, some tried to keep in touch with, and to be informed about, the "outside" world through television as their "functional

age" or "informational age" would reflect. Previous research found that, following confinement, people tended to use the media to secure the information they would have received at the work place (Anderson, 1984 p. 82). It may be assumed that this study's group of participants also used the media for information they would have received if they interacted more directly with others in society. In addition, the programmes selected by the respondents seemed to indicate they were possibly attempting to restructure their environment, to the best of their ability, to make it as normal as possible and to compensate for the losses imposed through their inability to leave their place of residence.

The overall findings of this study seemed to indicate that the institution-bound older adult participants were heavy users of television and that they watched television to meet "real" or "perceived" needs which were to a greater-or-lesser degree created by the slow but continual process of disengagement from their families, friends, and community. Despite an unusually attentive Recreation Director and an extensive crafts and activity programme, the resident population continued to spend many hours in front of the television sets. Perhaps, for reasons already discussed, television represented for them the least physically and psychologically-demanding activity which made no demands upon them except that they "be there."

The findings of this study suggest the hypothesis that individuals who perceive a sense of loss of independence in their lives may rely upon television to meet felt needs. The degree of loss of independence may be related, in some way, to the degree of dependence upon television. It is the opinion of this investigator that the loss of interpersonal communication and personal interaction of the elderly socially-confined and physically-restricted may, in some way, have some effect upon the use, function, and meaning of the television experience for them. "We are living among strangers," remarked one man in the study. They are alone, they stay alone, and they isolate themselves further by escaping into television. By watching television they feel that they are "doing something" and do not have to socially interact with their peers. This social isolation may be associated with the process of disengagement and the loss of independence and control.

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APPENDIX A

LETTER OF EXPLANATION TO PARTICIPANTS

LETTER OF EXPLANATION TO PARTICIPANTS

A Research Study on Television Viewing

I would like to invite you to participate in a study on television viewing. During this period I will spend time talking with you and watching television at the _____ Centre.

I am a student at the University of Alberta. I am presently conducting a study which looks at the use and meaning of television. This research is important, because many residents watch a great deal of television yet very little is known about the way it is used.

I will be available to answer any questions you may have. Thank you very much for your help with this very important research project.

Sincerely Yours, ___

Nan MacLeod-Engel
Faculty of Arts, Community Development
Phone 432-2582

APPENDIX B

INFORMED CONSENT TO PARTICIPATE IN RESEARCH

Informed Consent to Participate in Research

This is to certify that I, _____ hereby agree to participate as a volunteer in this research project examining television viewing.

I understand that there will be no risks and no benefits to me from participating in the research.

I give permission to be interviewed and for these interviews to be tape-recorded. I understand that, on the completion of the research, the tapes will be erased. I understand that the information may be published, but my name will not be associated with the research.

I understand that I am free to refuse to answer any questions. I also understand that I am free to withdraw my consent and refuse to continue to participate at any time I desire, without penalty.

I have been given the opportunity to ask whatever questions I choose about the research, and all such questions have been answered to my satisfaction.

_____ _____ _____

Participant Witness Researcher

_____ Date

Researcher: Nan MacLeod-Engel Phone 432-2582
Faculty of Arts, Community Development
Under the supervision of Dr. J. Morse, Phone 432-6250
Faculty of Nursing, University of Alberta

APPENDIX C

PARTICIPANT STAFF INFORMED CONSENT FORM

PARTICIPANT STAFF INFORMED CONSENT FORM

PROJECT: Television Viewing Patterns in an Extended Care Facility and its Relevance to Community Development.

INVESTIGATOR: Nan MacLeod-Engel Phone: 432-6250
SUPERVISOR: Dr. Janice Morse Phone: 432-6250

The purpose of this research study, for a Master's thesis, is to gain an understanding of the uses and meaning of commercial television in the everyday lives of elderly male patients residing in an extended care facility.

An important part of this research data will be the insights and comments of the care givers and the support staff of these elderly male patients.

Interviews may be conducted at least three times and each interview could last from one-half hour upwards to one hour. These interviews will not be conducted during work time for the caregiver/staff member. During these interviews questions will be asked about the use of television by the patients and how they react to these experiences. The interviews will be tape recorded during these sessions. These tapes will not be shared with any other individual except this researcher, but the final copy of the study, containing anonymous quotations, will be available to all at the end of the study. The researcher alone will transcribe the tapes after removing identifying data except for a code number.

There may be no immediate or direct benefits to the participants of this study, but this investigator would hope that the findings could lend themselves to a better awareness of the uses and meaning of television
to long term care patients.

THIS IS TO CERTIFY THAT I, _____
(print name)
HEREBY agree to participate as a volunteer in the above named project.

I understand that there will be no health risks to me resulting from my participation in the research.

I hereby give permission to be interviewed and for these interviews to be tape-recorded. I understand that, at the completion of the research, the tapes will be erased. I understand that the information may be published, but my name will not be associated with the research.

I understand that I am free to deny any answer to specific questions or comments. I also understand that I am free to withdraw my consent and terminate my participation at any time, without penalty.

I have been given the opportunity to ask whatever questions I desire, and all such questions have been answered to my satisfaction.

_____ _____ _____
PARTICIPANT WITNESS RESEARCHER

_____
DATE

APPENDIX D

INFORMED CONSENT TO VIEW NURSING RECORDS

INFORMED CONSENT TO VIEW NURSING RECORDS

This is to certify that I, _____ hereby

AGREE DO NOT AGREE

to allowing Nan MacLeod-Engel, the person conducting the study on television, to have access to my "Nursing Record" kept at the Nursing Station _____ of this facility.

I understand that the purpose of making these records available to the researcher is to provide background information concerning dates and the spellings of names and places.

I also understand that any and all information obtained from this observation will remain confidential and that I will retain my anonymity at all times. I understand that the information obtained will pose no risk to my welfare.

I understand that I am free to refuse the release of any information that I do not wish to be known. I understand that I am free to withdraw my consent to the release of any such information at any time I desire, without penalty.

I have been given the opportunity to ask whatever questions I choose about the research and the "Nursing Record", and that all such questions have been answered to my satisfaction.

PARTICIPANT WITNESS RESEARCHER

_____ _____ _____

Date: _____

Researcher: Nan MacLeod-Engel
Faculty of Arts, Community Development
Under the supervision of Dr. J. Morse, Phone 432-6252
Faculty of Nursing, University of Alberta

APPENDIX E

DEMOGRAPHIC DATA SHEET

DEMOGRAPHIC DATA

This data will be used in describing the sample.

Sex: _____

Age: _____

Ethnic heritage: _____

Rural/suburban/urban upbringing: _____

Profession/career(s) over the years: _____

_____

Marital status: _____

Children: _____

_____

Extended family (brothers, sisters, etc.) _____

_____

Geographic location of extended family: _____

_____

Physical disabilities (hearing, speaking, etc.): _____

_____

Degree of mobility (ambulatory, use of walker/confined to wheelchair, etc.):

_____

Neurological problems (degree of impairment): _____

_____ Number of years at the care facility: _____

Physical activities engaged in (including sedentary): _____

_____

Degree of financial independence (consumer habits):

_____

_____

Other information which may arise during the study: _____

_____

_____

_____

_____

_____

_____

APPENDIX F

AUTHORIZATION, CONSENT, AND RELEASE FOR PHOTOGRAPHING AND RECORDING

UNIVERSITY OF ALBERTA

AUTHORIZATION, CONSENT AND RELEASE FOR PHOTOGRAPHING AND RECORDING.

NAME OF PROJECT: _____

AUTHORIZATION; _____

I hereby authorize the University of Alberta to take or cause to be taken still photographs.

(participant): _____

CONSENT:

I hereby (do / do not) consent to allow the participant's first or given name and (do / do not) consent to allow the participant's surname to be associated with any of these photographs or recordings.

RELEASE:

I hereby waive all rights that I may have to any claims for payment in connection with any presentation of these photographs or records. This release is made with the understanding that these photographs may be used and reused for educational, research, scientific, and other institutional purposes including publication.

DATE _____ PLACE _____

RELATIONSHIP TO PARTICIPANT: _____

WITNESS : _____

IDENTIFY: (photographic codes, code names, code numbers, etc.)

_____

_____

_____

_____

_____