

ADOLESCENTS' PERCEPTIONS AND ATTITUDES / ABOUT
VIOLENCE ON TELEVISION

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Abstract

The idea that television contributes to aggressive behaviour, and the argument that violence on television may instigate aggressive behaviour, has been a heavily debated issue for many years. Most of the research done however, has been done in the area of the role that television violence has on influencing behaviour, rather than on how people who the behaviour is impacting on, perceive the violence on television.

The aim of this study was to look at the perceptions and attitudes adolescents have towards the violence that they are exposed to on television. The present research aimed to find out what adolescents regarded as violence, what their attitudes, perceptions and knowledge was surrounding violence on television; whether they thought that television violence affected their interpersonal behaviour, and what solutions and strategies they imagined would be successful in combating violent behaviour.

This study was done with a convenient sample comprising 25 adolescents who took part in four focus groups comprising 8 participants in 2 groups, 9 in 1 group, and 7 in the other group. The participants were provided with a vignette depicting a violent incident and a discussion was facilitated around what their perceptions were with regards to the vignette and televised violence. The data was then analysed through a process of thematic content analysis to identify the themes that gave an understanding

of the participants' beliefs and perceptions with regards to television violence.

Several possibilities emerged as explanations for the perceived limited effect television violence had on adolescents; among these being their ability to distinguish between fantasy and reality. The other primary reason that participants gave for the limited effect that television violence had on them was the fact that they were exposed to violence in their lives on a daily basis, and that this has minimised the effect that television violence has. Furthermore, the findings revealed that they saw violence as being primarily physical and that the main solution for them was individual responsibility and how the person perceives and interprets what they see. The main reason violence was seen as being primarily physical seemed to be the "graphicness" of violence that participants could *see*, as opposed to more "abstract" emotional or psychological violence which they could not see. To counteract violence, participants felt that the main solution lies in the individual taking responsibility for his/her actions.

The study was limited in that the sample consisted only of Afrikaans speaking adolescents from a poor socio-economic area, as well as limited diversity in cultural and social groups. Further research with these groups would prove useful and enlightening.

DECLARATION

I declare that *Adolescents' Perceptions of Violence on Television* is my own work, that it has not been submitted for any degree or examination in any other university, and that all the sources I have used or quoted have been indicated and acknowledged by complete references

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CHAPTER 1

INTRODUCTION

"Television and other media represent the single most important modifiable-and neglected-influence on children and adolescents in the 1990's" (Strasburger, 1993)

1.1 Introduction

Many people are concerned about media violence as a background to everyday living and the acceptability of it in today's society. Violence on television and the controversy that surrounds it has generated a great deal of research about its affects on our youth, and has been an issue of great concern to parents as well as educators. Experts however, are divided on what the results are of these many studies. Hough and Erwin (1997) contend that at least 1000 research publications have focussed on the **possibility** of a link between TV violence and violence that happens in real life, and that about three quarters of these show that a link does exist, while the rest have concluded that there is no link at all. Romano (1999) also argues that often these studies show a relation between the two, but do not show a causal effect. The fact that experts cannot agree as to what the implications are with regards to television violence, gives us an indication of the difficulty that would be faced by our young people with regards to violence on television. The reason for this might be due to the fact that the causes of violence are complex and multi-faceted, and people

are not just merely reactive beings, but interact with and upon their social environment (Berger & Luckman, 1984).

1.2 Adolescence

The most important period of development, according to most psychologists, is the period of adolescence. This period is characterised by changes in appearance, thought, feelings, and the development of a unique identity (Santrock, 1992). These aspects of adolescence greatly influence the adolescent's search for who they truly are and are, in a sense, a bid to gain autonomy. This in turn requires important changes in the parent-child relationship, as well as the adolescent's relationships with peers. Where in the past parents were the primary source for learning social values and norms, this changes during adolescence so that the peer group often has more influence on the adolescent than anybody else at this stage in their life (Papalia & Olds, 1992). One further important aspect of adolescence is the change in the way they think about things and how they go about understanding things. Adolescents start to think more in terms of what is real as well as more logically, a process called hypothetical deductive reasoning by Piaget (Santrock, 1992). This means that adolescents are able to look at issues in terms of various possibilities, rather than as purely one thing or the other.

Another aspect to consider is media exposure, in which television programmes often take up a large part of adolescent free time, as

well as conversation material (Gunter & McAleer, 1990). Television often also becomes a source of information for the adolescent on values and norms that are different to those with which they grew up, and which is considered acceptable in their society (Halloran, Brown, & Chaney, 1970 and Playfair, 1990). Sheehan (1997) further argues that this has led to a trend in which the role model aspect of family members has been superseded by television, and that because adolescents are the most vulnerable members of the population, they are more susceptible to what television offers. It is therefore important that one considers the role that television plays in the life of adolescents, how it influences their behaviour and what their perceptions of violence is.

1.3 Background and rationale

The emergence of television as a new technology as well as a different medium for communication, has meant that information is more readily available to society. This has also meant that the impact that the influence that this widespread medium has, should be taken into consideration, and this has meant extensive research into television viewing, especially with regards to its portrayal of violence. Most research however, is limited in its scope in that it has focussed on the affects that television has had on **children**, with no real focus on adolescents. Those that do focus on adolescents, concentrate on the way in which television violence impacts on them, rather than their attitudes towards and their perceptions of violence. The rationale for this study was

that there is a huge gap in this area, and it is hoped that this study would go some way towards filling this gap.

1.4 Aim and significance of this study

The aim of this study was to look at the perceptions and attitudes adolescents have towards the violence that they are exposed to on television. The research aimed to find out what they regarded as violence, what their attitudes, perceptions and knowledge was surrounding violence on television; whether they thought that television violence affected their interpersonal behaviour, and what solutions and strategies they imagined would be successful in combating violent behaviour.

1.5 Layout of the Rest of the mini-thesis

In chapter 2, a review of the international literature and theoretical perspectives relevant to the study can be found. Chapter 3 focuses on the role of the media in violence, while Chapter 4 looks at the literature done on the research topic as it pertains to the South African context and the implications and impact it has had on South African youth specifically. Chapter 5 focuses on the methodology employed in this study and includes a description of the aims of the study, the participants in the study, the apparatus/instruments used in the study, the procedure for data collection, and the analysis of the data. Chapter 6 contains the report, as well as limitations of the study and recommendations for future research.

CHAPTER 2

LITERATURE REVIEW

"I think television is also a big problem. I'll do anything to get my way, and that is like another way to promote violence. I'm never going to be like these people (on television), so I'll just push my way through. And if you have this mentality, that you're harder than anyone else, you're definitely not going to do it by education. You're going to do it by force" (Sattler & Shabatay, 1995, p84).

2.1 Introduction

In today's society with all its technological advances, it is not surprising that so much research has been done on the impact that these advances (especially television) have had on societal behaviour. Violence and the mass media have been bundled together in an attempt to better understand behaviour and the impact of one upon the other. To get a better understanding of these two aspects and how they interrelate, one needs to look at them separately in order to get an indication of how they fit together. This chapter focuses on theories of aggression and violence, as well as other factors associated with violence, while Chapter 3 focuses on how violence has been portrayed in the mass media. This chapter attempts to give an understanding of the explanations as to what the causes of violence are, and the contexts in which violence takes place. The focus then narrows in Chapter 3 to the most

widely available and utilised form of communication and entertainment, the television.

2.2 Theories of aggression and violence

The theories regarding violence are varied in that they focus on different factors that cause violent behaviour stemming from aggression. The best known of these theories would probably be the *instinct* theories, which postulate that aggressiveness in human beings is innate.

2.2.1 Instinct theories

The most well known of the instinct theorists is Sigmund Freud who proposed that aggression stemmed mainly from a powerful *death instinct* (called *Thanatos*) which all human beings possessed (Stevenson, 1974). Freud argued that this death instinct was initially directed towards the self, but in order to avoid the total destruction of the self, the death instinct was diverted outward toward others via the process he called displacement (Zillman, 1979). Freud also believed that the impulse driving the death instinct would build up over a period of time and if not released regularly in safe ways, it could lead to serious cases of violence (Baron and Byrne, 1984). The duality of Freud's theory suggests that the death instinct is in direct contrast to the life instinct (*Eros*) and that its main purpose is to "undo connections and destroy things" (Fuller, 1995, p55). In order to control this destructiveness by the death instinct, Freud argued that

destructive impulses could be weakened or eliminated via the process of catharsis in which less destructive or non-destructive behaviour was utilised to reduce tension (Zillman, 1979). On this point, Mackal (1979) argues that if catharsis release mechanisms were blocked, aggression would increase. Thus, it seems as if aggression and violent behaviour are dependent on adequate cathartic mechanisms.

Another view of innate human aggression that uses instinct as its core, is that of Konrad Lorenz (Baron and Byrne, 1984). According to Baron and Byrne (1984), Lorenz believed that aggression was the result of a *fighting instinct* that is shared by all species including humans. Lorenz believed that not all behaviour was conditioned by the environment, but that some behaviour did not need an external stimulus for it to occur (Stevenson, 1974). Like Freud, Lorenz argued that an innate drive to aggressive behaviour was a basic fact of human nature, and that it must find an outlet in one form or another (Stevenson, 1974). For this outlet, similar to Freud, Lorenz suggested catharsis so that aggressive motivation could be discharged in other acceptable ways (Fuller, 1995).

2.2.2 Drive theories

In contrast to the idea that aggression is innate, drive theories have suggested that external conditions provide the motivation for harm-producing behaviour (Baron and Byrne, 1984). The most well known of these, the *frustration-aggression hypothesis*, proposes that the blocking of the attainment of a goal leads to

frustration, which in turn leads to aggression (Mackal, 1979). Things such as pain, loss of image or a threat that could cause these, would be seen as frustration producing mechanisms and ultimately motivating factors eliciting aggression and causing violence (Baron and Byrne, 1984). Thus the argument is that removal of frustration causing mechanisms would reduce or even eliminate acts of aggression and violence (Baron and Byrne, 1984).

2.2.3 Social learning theory

A third theoretical viewpoint of aggression is that of *social learning theory* as proposed by Albert Bandura which postulates that aggression is a learned form of social behaviour (Baron and Byrne, 1984). This theory argues that aggression, like all other behaviour is learnt and that it is contingent upon appropriate rewards or punishment (Zillman, 1979), and that the causes of this behaviour are varied which include learning as well as external factors (Baron and Byrne, 1984). Zillman (1979) further argues that aggression is under the cognitive control of the individual and that *self-reinforcement* or *self-punishment* may be a contributory factor.

2.2.4 Contextual theories of violence

In terms of aggression and violence, and as an alternative explanation for the causes of violence, one cannot overlook the political history and social changes as a contributory factor to violence in South Africa. The fight for freedom has led to a

justification of violence as a means of ending oppression in South Africa. On this account, Frantz Fanon sees violence and aggression as being "in certain cases, a necessary and desirable means for individual and social liberation" (Adele Jinadu, 1986, p65), and as only being justifiable as a means of self-defence by oppressed people (Gordon, Sharpley-Whiting & White, 1996). Fanon believed that violence would take place only as a result of colonialism which served to oppress and exploit people, who in turn resort to violence as the only means to redress the imbalances and social conditions imposed upon them (Adele Jinadu, 1986). The violence that Fanon saw as being important was the physical violence often perpetuated by the coloniser to maintain control in the guise of maintaining social order, structural violence which was the condition of social injustice and exploitation through institutional inequalities, and psychological violence which prevents the colonised from achieving their true potential (Adele Jinadu, 1986). Fanon also argued that colonialism had a negative impact on self-identity and self-esteem and that an attempt to redress the imbalances through structured violence, had a cathartic or cleansing effect (Gordon et al., 1996). From this it seems evident that Fanon believed that violence comes about as a result of social injustice, and that a removal of these social injustices would lead to a reduction of physical, structural and psychological violence (Adele Jinadu, 1986).

One can see these issues impacting on a country such as South Africa which has gone through the process of liberation. It is however not easy to delineate the underlying problems that might

emerge through social change as a process of nation building, as many factors and causes work together to perpetuate violence in any society. To this extent, social constructionists argue that humans actively construct and engage with social reality, thus continually constructing their subjective reality (Berger & Luckman, 1984). This means that social reality is not static, but rather dynamic and always in transition, and that it comes about as a result of context specific social processes (Rosenau, 1992). Individuals are therefore not only acted upon by social reality, but react to it and act upon it, in a sense recreating it. Gergen (1994, p129) further argues that "behavioural events typically occur within and are intimately related to a highly complex network of contingencies". What this means for social constructionists is that the context in which behaviour or social processes takes place determine how it would be interpreted, and as such, there can be no such thing as objective fact (Lea, 2000).

2.3 Factors associated with violence

Many other factors and contexts have been put forward as explanations for violence. Among these are biological reasons, parenting styles, poverty and unemployment, and the use and abuse of alcohol.

2.3.1. Biological factors

Low levels of the neurotransmitter Serotonin has been thought to cause aggressive behaviour and impulsive acts of violence (Crime

Times, 1997), while high levels seem to inhibit aggressive behaviour (Kaplan & Saddock, 1998). Lane (2000) argues that studies done with various animals as well as humans, seem to indicate that low serotonin activity leads to increased aggression, while high serotonin activity decreases aggressive behaviour. In studies done on serotonin activity, there seemed to be a correlation between aggression and low serotonin levels in males, but no similar finding in females, while subjects with higher blood serotonin levels were also rated as being more socially impaired (Crime Times, 1997). This biological explanation seems to offer an insight into how aggression develops and can cause violence, but it must be seen in relation to other factors that also play a role in violence.

2.3.2 Parental styles

Researchers have argued that poor child rearing practices rather than biological factors have a greater role to play in aggressive behaviour leading to violence (Stormshak, 2000). Stormshak (2000) indicates that harsh discipline, low parental involvement with the child, poor monitoring of the child's whereabouts, and punitive parenting appeared to be predictors of aggression. On this point, Miedzian (1995) argues that many children of single parent families are left unattended and emotionally deprived, and that this is a breeding ground for anger and violence. However, Miedzian (1995) argues that it is the responsibility of the whole society to raise children well and that the whole society will benefit if this were

the case. Parental styles can therefore be added to the myriad other factors that contribute to aggression and violence.

2.3.3. Social factors

Miedzian (1995) contends that racism, breakdown in family life, inadequate social support, unemployment, as well as poverty, all play a role in the alarming rates of violence. Greene (1980) argues that violence is largely confined to specific social and economic sectors, and that high levels of poverty in these sectors contribute to violence. Strauss (1980) contends that frustration built into the economic system in the form of poverty, causes high family stress due to the lack of resources, and that this frustration has the potential to increase violence. Hilliard (1993) also argues that socio-economic factors play a big role in violence, and that since the move to democracy, political intolerance and uncertainty have contributed to maintaining violence in South Africa. Hilliard (1993) goes further and argues that violence and social structures are closely related and that there is some correlation between poverty and violence. Hilliard (1993:9) also says that "it is difficult to isolate singular causes of violence" as causes of violence are so closely related.

2.3.3. Alcohol

The use and abuse of alcohol has often been cited as a cause, or at the very least a contributor to violence. Gelles (1972:77) argues that "alcohol is viewed as a 'super-ego solvent' that

releases aggression and violence" and that there seems to be a high association between alcohol and violent acts between family members. Gelles (1972) further contends that conflict arises primarily over the drinking, and secondary over financial problems and the role of the wife, which in many cases leads to violence. Jacob and Seilhamer (1982) mention the suggestion by Gelles and Strauss (cited in Jacob and Seilhamer, 1982) that alcohol provides the drunken husband/father with an excuse for his abusive behaviour, and the argument that his behaviour is the result of a loss of memory and control brought on by the use of alcohol. Gelles (1972) however contends that alcohol, while a contributor, is not a direct causal agent of violence.

It seems as if there are many factors which are in some ways **associated** with violence, but there is no conclusive evidence that they **cause** the violence. What one can deduce from this then, is many factors contribute to violence in different ways and to different degrees.

CHAPTER 3

INFLUENCES OF THE MASS MEDIA

3.1 Introduction

The influence that the mass media has on the youth of today and the role it plays in promoting violence. The concern about the role of the mass media has generated much research and debate with regards to its level of influence.

3.2 Mass media influences

Larsen (1968) argues that mass media influence and violence concerns should be directed at scrutinising the impact of media violence on the levels and form of actual violence in society, and the relationship between public opinion and mass communication as it reflects on public policy. The influence that the mass media has on the public is an area that has also been heavily researched. Having moved from print media to broadcast media, and now to an era where information technology has moved to the computer era, it is advisable to look at the concerns about mass communication and the role it plays in society.

McQuail (1983) proposes that the purposes that media serves in society are to provide information, facilitate innovation, adaptation and change; socialising and providing explanations on meanings of events and information; to express the dominant culture, subcultures, and to identify new cultural developments;

providing entertainment and a relaxation medium; and to mobilise societal objectives in areas relevant to society.

Gunter (1985) argues that one of the important factors about television is the role it plays in learning. Many divergent views have been proposed as to the level of influence that the mass media has. The social learning theory as discussed previously has argued that people are socialised through mass communication, and thus integrate the values and norms predominantly presented in the mass media. The *cultural norms theory* similarly argues that the mass media present common cultural norms in a specific way, and that this can lead to reinforcement of existing stereotypes, create new sentiment with regards to a particular topic of awareness in the public sphere, and can change existing norms and thereby influencing behaviour (De Fleur, 1970). Gerbner (as cited in McQuail, 1983) believes that media moulds society as it offers "uniform and relatively consensual versions of social reality, and their audiences are 'acculturated' accordingly" (McQuail, 1983, p43). Larsen (1968) on the other hand argues that mass communication involves a source and a receiver, and that the mass media does not work in isolation, but rather in conjunction with many other areas of social life. To this extent, social constructionists argue that humans actively construct and engage with social reality, thus continually constructing their subjective reality (Berger & Luckman, 1984). This means that social reality is not static, but rather dynamic and always in transition, and that it comes about as a result of context specific social processes (Rosenau, 1992). Individuals are

therefore not only acted upon by social reality, but react to it, and act upon it, in a sense recreating it. Gergen (1994:129) further argues that "behavioural events typically occur within and are intimately related to a highly complex network of contingencies". What this means for social constructionists is that the context in which behaviour or social processes takes place determine how it would be interpreted, and as such, there can be no such thing as objective fact Lea (2000).

3.3 Television

Watching television for entertainment purposes as well as a source of information and communication, has become so commonplace and acceptable in today's society, that to think of life without it is very difficult. The American Academy of Pediatrics (1995) argues that the single most important medium in the lives of young people is the television. The question that arises however is, "What has been the effect on society of such a widespread and prevalent entertainment and communication medium such as television?".

Studies done in the United States, Canada and South Africa, found that the homicide rate rose steeply about ten to fifteen years after the introduction of television in each country (Kopel, 1995). The implication here is that television has played a significant role in portraying and even glamorising violence. This is very disturbing if one imagines that the people being exposed to the violent images on television are the same people who carry the hope for the future. Even more so if one considers that this

is a global problem, not one restricted to any particular country. Most of the research done in this area has focussed on children and young adolescents, but Josephson (1995) contends that all the effects have also been found in older adolescents and adults. The issue that one has to look at therefore is: "How much influence does the television really have on behaviour, and is this influence positive or negative ?".

3.3.1 Extent of viewing habits

Anderson (1995) argues that television is the greatest source of visual violence for children and adolescents, and that most of today's programming involves violence of some sort. Schramm, Lyle and Parker (1961) and Strasburger (1993), contend that adolescents spend more time watching television than any other activity except sleeping, and that television or newspaper publicity about suicide have been linked to copycat suicides amongst teenagers. Young people reportedly had "witnessed" about 8000 murders by the time they reached high school (Anderson, 1995; Beckman, 1996; Jensen, 1998 & Romano, 1999), and had seen 100,000 acts of violence, which more than doubled by the time they reached the age of 18 (Anderson, 1995). Studies have shown that adolescents watch an average of 28 hours of television a week (Strasburger, 1993; Beckman, 1996 & Murray, 1999), and that on any given night most American adolescents 17 or younger are watching prime-time shows with adult content (Keller, 1997). Jensen (1998) reports that the average teenager watches 1,680 minutes of television a week, while only spending 38,5 minutes in meaningful conversation with a

parent. Murray (1999) contends that viewing patterns follow the trend of steadily increasing in the number of hours viewed during early childhood through young adolescence, culminating in a sharp drop during adolescence. This decrease in television viewing is attributed to the fact that adolescents spend less time at home and more time with peers, and television viewing is also replaced by the preference to listen to the radio (Josephson, 1995).

3.3.2 Theoretical approaches to television violence

Several of the theories of aggression and violence discussed previously have been utilised in an attempt to disparage or justify the violent content on television. It has been argued that television, rather than promoting violence, acts as a medium of release whereby the person can get rid of feelings of violence towards others through fantasy (Sigston, Curran, Labram & Wolfendale, 1996), called the catharsis theory by Van Vuuren (1990) and Kloppers (1994). This argument would thus suggest that viewing violence on television would reduce future aggression, a point of view adopted by Palmer and Dorr (1980, p120) who argue that "viewing television violence can reduce the direct expression of aggressive behaviour". Van Vuuren (1990), Kloppers (1994) and Santa Barbara (1995) also speak about the social learning theory in which exposure to television violence results in the behaviour being learnt and imitated. Fourie (1989) takes it one step further in what he terms the "mimic theory", by arguing that people not only imitate the violence they see on television, but uses it as a sanctioning for their own aggressive and violent behaviour.

Other theories such as the disinhibition theory which asserts that viewing a great deal of violence desensitises a person and lowers the inhibitions and internal controls to aggressive behaviour, and the arousal theory which argues that physiological arousal resulting from viewing of violence leads to increased aggression and anti-social acts (Van Vuuren 1990 & Kloppers 1994), have also been put forward as explanations for the possible effects that television violence could have on behaviour.

3.3.3 Effects of television violence

Social scientists have, since the 1950's, been looking at the role that television has had on influencing behaviour (Santa Barbara, 1995), especially of young people. Much of the research done has indicated a link between violent television, increased physical aggression amongst adolescents, and criminal activity (Kopel, 1995). Huesman, Eron Lefkowitz, and Walder (cited in Santa Barbara, 1995), have argued that children who watched television at 8 years old, were more likely to be involved in delinquent behaviour involving aggression at age 18, and criminal activity at age 30. Halloran et al. (1970) however, argue that television will likely only affect those people who are already maladjusted and prone to delinquency, and as such, television merely contributes to maladaptive behaviour rather than causing it. Murray (1999) however, indicates that programs designed especially for children and young adolescents, such as cartoons, are the most violent of all and that influence gained in these programs carry

on into adolescence. This is emphasised in a study done by Stein and Friedrich (cited in Murray, 1999), where youngsters who watched a prosocial programme of Mister Rogers Neighbourhood were less aggressive, more co-operative and more willing to share with others than those viewing Batman and Superman cartoons. Added to this, studies have indicated that young people may, as a result of viewing violent content on television as they grow up into adolescence: become desensitised to violence, gradually accept violence as a way to solve problems, imitate the violence they observe on television (Santa Barbara, 1995), and that most of them developed a sense of fear and mistrust of the outside world (Anderson, 1995). Palmer and Dorr (1980) also found that television could influence adolescents' attitudes towards minorities, foreigners and people who were in other ways different from themselves, and that violence is a component of social relationships, and as such could influence their social interaction during their adolescent years. The reason for this seems to be that adolescents integrate stereotypes on television into their own lives (Josephson, 1995). Chandler (1997) further argues that watching television may help youngsters develop concepts of reality and fantasy, and that cartoons have a special role to play with this in that, as children grow up, they move away from the unrealistic (that they are exposed to as children, such as cartoons), to the more realistic (real-life characters that they relate to more as adolescents). Josephson (1995) adds to this by saying that adolescents are more likely to doubt the reality of television content, and that they use their developing ability to reason abstractly either to dismiss as unrealistic what

they see on television, or to improve on a crime they have seen on television and are thinking of committing. Josephson (1995) further argues that adolescents new found ability to distinguish between right and wrong, coupled with their tendency to challenge authority and identification with the wrongdoer, makes them more susceptible to the messages that the role models send out on television.

From this it seems evident that not only does violence on television impact on the way our young people behave, but also on the way they perceive the outside world and how it impacts on their freedom as members of a violent society. However, there is also strong evidence that adolescents are not passive objects but have an interactive role with the media as well (Chandler, 1995). Poor parental control, as well as other factors such as the use and abuse of alcohol, also plays a role in violence, pointing to the multifaceted nature of violence.

3.4 Proposed solutions to violence

To counteract the prevalence and effects of violence, Gamache and Snapp (1995) propose strategies such as helping children recognise and deal with feelings; skills education such as assertiveness, self-control and conflict resolution; family life education; and violence education. They further argue that the aim of these strategies should focus on skills education such as building self-esteem, as well as focussing on preventative measures which would highlight the fact that there are alternatives to violence. This

would be done based on the idea that violence is learned behaviour and can be unlearned (Gamache & Snapp, 1995). Hilliard (1993) also proposes that a programme focusing on community-based education could be useful in combating the upsurge of violence in today's society, and this could be especially relevant to South Africa where community based violence is a huge problem.



CHAPTER 4

SOUTH AFRICAN CONTEXT

"A spate of copycat rapes and assaults in SA followed the explicit violence shown in the TV drama Yizo-Yizo" (Ncube, 1999)

4.1 Introduction

As all other countries have been impacted on with the arrival of television, so too has South Africa, even though television was introduced many years after Canada and the United States because of government fears that it would have a destabilising effect (Kopel, 1995). Kopel also indicated that after the introduction of television in South Africa "the homicide rate rose sharply after the first generation of television children grew up" (Kopel, 1995, p17). This is an oversimplification of the problem, but the indication seems to be that violence has increased with the advent of television, and that the significant role that television has played in South Africa in shaping behaviour and attitudes is consequently too great to be ignored. One also needs to determine whether television violence causes violent behaviour, and if not, whether there is some relation between the two.

4.2 Television violence in South Africa

With all the socio-political changes in South Africa, and the progression to democracy, today's generations have grown up being exposed to a type of violence during the political struggle as

portrayed on both television and in the newspapers, violence in most cases being seen as both fictional as well as real violence (Kloppers, 1994). Some of the very people advocating an end to violence have themselves in the past been involved in violence, and have indeed been the victims of violence as well. Because the mass media is seen as society's channels of communication (Kloppers, 1994), and because "communication is the prime medium for influencing people" (Engelbrecht, 1989, p84), it is not surprising that the role that television has played in influencing opinion and affecting behaviour during the political struggle with regards to shaping views and affecting opinion, especially in its portrayal of violence and violent issues, has been a hotly debated topic. With the change in the political situation in South Africa, and the restrictions of what can and cannot be portrayed on television changing as well, the type of violence changed from a political sense, to violence more in the sense of crime (Claassen, 1996). Violence on television thus became less politicised and became a feature more of what seems to be wrong in a fledgling democratic society, rather than as a portrayal of a fight for political freedom, thus becoming more destructive to society.

4.3 The portrayal of violence

The way that violence is depicted on television is significant in the way that young people in South Africa have perceived the effect that violence has had on their lives, and the restrictions it has placed on them.

In an experiment done by the Human Sciences Research Council as cited in Botha and Van Vuuren (1993) and Claassen (1996), it was found that children who were exposed to violence were emotionally more affected by real life violence (such as portrayed in the news) than those who were not exposed to this type of violence, and that real-life violent incidents were generally rated as being more violent than when presented in a fictional setting (Gunter & McAleer, 1990). They also found that those viewers who did not experience real life violence, were more affected by fictional violence as depicted in action programs. This is due largely to the fact that people's life experiences differ, and hence the way they perceive violence would also differ. This is born out by Engelbrecht (1989: 56) who says that "part of the 'life space' of each individual is the prevalent circumstances as he or she perceives and interprets it". Young people's experiences of violence would therefore influence their attitudes to violence, and the way they perceive violence (as to whether it is justified or not).

Jordaan (1993), in a magazine article on children and television, posits the possibility that under certain circumstances, regular exposure to violent programmes increases the chances that children would try to resolve their problems by using aggression, not only as children but as adults as well, due to the fact that they are emotionally more susceptible when they are exposed to the violent programmes. It is not surprising then, that the SA Film and Publication board has put into motion a process which would have all videos classified according to their suitability for

particular ages, the aim being to curb the amount of violence that children are exposed to (Sunday Argus, 1999-03-13/14: 6). One could argue for a similar classification system for television programmes, as recent controversy surrounding a television programme called "Yizo-Yizo" emphasised, when what was being portrayed on television, seemed to be acted out in the schools (Cape Argus, 1999-06-09:8).

Touted as an educational program, the violence portrayed in Yizo-Yizo was very graphic and disturbing, and raised a lot of concerns. Many people felt that the program was giving youngsters ideas, while others felt that it was just portraying a true reflection of what was happening in the schools and that it was bringing to the awareness of the general public what was really happening. Teachers felt it was an accurate portrayal of the reality of their everyday experiences at township schools, while parents felt that the program was the cause of the behaviour in the classrooms and consequently did not want their children to watch it (Ncube, 1999). Yizo-Yizo was not the first programme that caused so much controversy however. A 1994 programme "The Line" (Claassen, 1996) caused a similar controversy when some killings in the community were linked to the screening of the programme. Classification of programmes has already been implemented in South Africa, as well as an electronic parental guidance system by the pay television channel M-net (Hull, 1998) as a way of controlling what children have access to and are exposed to on television. Van der Merwe (1994) has argued that the South African Broadcasting Corporation (SABC), as an added measure, needs to use its

discretion when obtaining and screening programmes for family viewing.

4.4 Implications for South African youth

The significance this has for the future are disturbing if one considers the fact that television is the one communication medium with which all adolescents are familiar, and which most have access to (Hull, 1998). Taking into account the fact that in a survey done in America on violent male felons, 22-34% of them had copied crime techniques they had watched on television programmes (Kopel, 1995), and that since South Africa seems to follow a more westernised trend, we should take a serious look at how the behaviours and perceptions of violence by our young people are influenced by television. It is however, very difficult to monitor the amount of violence that is screened and the exposure that our young people have to it. Hull (1998) puts forward that even though parents are concerned about what their children are exposed to by watching television, they often use the television set as a babysitter. What this indicates is that not only is television harmful in terms of its violent content, but that it also imposes a barrier to everyday family communication and interaction, as adolescents tend to attach more value to the role models on television than to their parents (Jensen, 1998). It is therefore imperative that we find a way that will facilitate the education of our young people in order for them to make better choices and interpretations of what they see on television.

4.5 Theoretical framework

Many of the theories discussed previously show a **correlation** between violence and other factors. Levy (1997:59) argues that "cause-and-effect can't be proven simply by virtue of a correlation". It does appear as if there are many contributing factors to violence, not only violent television programmes, and therefore it is not possible to say what is a definitive cause of violence.

It is the view of this researcher that "reality is the result of social processes accepted as normal in a specific context" (Rosenau, 1991:111), and humans are not passive in social processes but react to it and create it as well, and that one cannot "underestimate the power of the situation" (Levy, 1997:89). Humans interpret and react to their social realities in different ways depending on the context that they find themselves in, and a correlation between two events does not prove that there is a causal relationship between them, but rather that there are multiple possible causes with varying levels of causality.

Berger and Luckman (1984) also argue that new experiences that are internalised must be superimposed over existing reality, and since existing reality for the participants in this study include the pervasiveness of violence, poverty, unemployment, and other social factors, every area should be explored. The context in which violence takes place is therefore very important in terms of

understanding causality, and this is the broad framework in which the study is placed.

Within the context of the present study then, the impact of mediums like television needs to be located within this social constructionist framework. It suggests people are not passive but active constructors of reality, be it real life or television. Exposure to violence on television may have different consequences depending on how it is mediated. Different theories also propose different outcomes, such as the social learning theory which argues that behaviour is learnt and imitated from watching television (Santa Barbara, 1995), whereas the catharsis theory argues that violence on television acts as a form of release for the individual (Sigston et al, 1996).

Any study of violence also needs to be located within the broader context of violence. Contextual theories highlight how violent outcomes are related to both micro factors such as alcohol and television, and macro factors such as economic and political inequality. Addressing the imbalances in these macro structures would, according to Fanon, lead to an increase in self-identity and self-esteem (Adele Jinadu, 1986), thus leading to a lessening of violence.

Based on these ideas and previous research done, the premise for this study is based on the following:

- violence on television could be harmful as proposed by the social learning theory, or helpful as proposed by the catharsis theory
- violence serves as a way of counteracting social injustice created by socio-economic factors
- the causes of violence and violent conduct are multifaceted and depend on the context in which they occur, and
- people actively engage in social reality, they are not passive, but are creators of social reality as well.



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CHAPTER 5

PRESENT STUDY

5.1 Introduction

The complexity in research can be seen in the varying views as to the value that quantitative (or positivist) research has as opposed to qualitative or (post-positivist) research. The quantitative paradigm has been the most prominent due to its perceived reliability and statistical validity. The reason for this is in its apparent strength in replicability and clinical generalisability (Marshall & Powell, 1996), the assumption that social reality is relatively constant across time and settings (Smith-Sebasto, 2000). This model takes a causal-comparative view approach (Smith-Sebasto, 2000), but is seen as being too reductionist, leading to the loss of meaningful data through oversimplification and the breaking down of data into smaller parts (Marshall & Powell, 1996). Hoff and Witt (2000) argue that quantitative methods work best at identifying variables and correlates at specific moments in time, but it is limited in answering questions about human interaction and how people interpret this interaction (Pope & Mays, 1995).

In contrast to the quantitative approach, the qualitative approach is seen as being more natural in that it takes place in natural settings and attempts to gain an understanding of the views and experiences of all participants (Pope & Mays, 1995), and enables researchers to explore the why, what and how of human behaviour

(Murray, 1998). Pope and Mays (1995: 43) also contend that "the reasoning implicit in qualitative work is held to be inductive (moving from observation to hypothesis) rather than hypothesis testing or deductive". This type of research would then be best suited to a social context as rigid experimental control is difficult to apply to humans (Smith-Sebasto, 2000). The qualitative method approaches people as social beings who are able to attach meanings to their actions and experiences through reflection and interaction (Marshall & Powell, 1996). Marshall and Powell (1996) also argue that the emphasis is on gaining an understanding of perceptions, opinions, beliefs and meanings people ascribe to the phenomena being researched, and that the researcher inductively tries to understand the subjectivity of the meaning that the person attaches to the phenomena. The main argument against qualitative research though, seems to be that it is not generalisable due to some of the methods that it employs and as such, its reliability is questioned.

As it was the aim of the researcher to understand the experiences and beliefs of the participants rather than to quantify and enumerate variables (Murray, 1998), it was felt that a qualitative approach would be best suited to this study. Focus groups were the preferred method of data collection. Saulnier (2000) contends that focus groups are a useful tool to capture ideas and are well suited to the study of attitudes and opinions. Smith, Horne & Van Langenhove (1995) argue that small inquiry groups run well with between six and eight members and that less than six will not give an adequate range of experience, while more than eight members

might generally be more difficult to facilitate. Focus groups were used to "get high quality data in a social context where people can consider their own views in the context of the views of others" (Patton, 1990, p335).

5.2 Methodology

5.2.1 Aims of research

As most of the studies done on the effects of televised violence have focused on observed behaviour in reaction to violence on television, this study was concerned with television violence and its effect on the way adolescents *perceive* violence. The research aimed to:

- determine what adolescents understood as being violence
- understand how violence on television affected adolescents
- explain adolescents solutions and strategies for intervening with violent behaviour

The purpose of this study was to, in relation to previous research, gain an understanding of the subjective experiences of young people as to how they perceive violence on television and how it impacts on their relationships with others.

5.2.2 Participants

The participants were a group of 32 adolescents drawn from Uitsig High, a school in a poor socio-economic area, to take part in the study. Groups were made up of two groups of 8 participants per group, one group with 9 participants, and one group with 7 participants. The sample comprised both boys and girls chosen on the basis of their availability and willingness to participate in the study. Five focus groups were intended initially, but this had to be reviewed as only 4 and 3 participants presented for one of the groups on two separate occasions. Several schools in poor and middle socio-economic areas where violence is a regular occurrence were approached to partake in the study, but only the one school from a poor socio-economic area consented to take part in the study.

5.2.3 Data collection

This was a study which was exploratory in nature and was qualitative rather than quantitative, with the instruments of data collection being focus groups. The main method of data capturing was done by means of a tape recorder, the sessions being audio taped in their entirety, and later transcribed verbatim and translated from Afrikaans to English. Brief field notes made by the researcher at the end of each group, as well as notes from the co-facilitator to capture the mood and group dynamics were also utilised. The focus groups were self-contained and no further data collection was thought necessary as the results were expected to

stand on their own (Saulnier, 2000). All four of the usual options for focus group data analysis were used: transcript based, taped based, note based and memory based (Krueger, 1994 as cited in Saulnier, 2000).

5.2.4 Procedure

Focus groups were done with participants drawn from a convenient sample. The participants were presented with a short Afrikaans vignette depicting a violent incident and were required to answer questions with regards to their experiences and perceptions of violence as they understood it, the aim being to gain a comprehensive understanding of their experiences with regards to violence on television. A vignette was used as the equipment for showing a short video was not readily available to the researcher, and arranging to get participants to a venue where these facilities were available was problematic. The focus group discussions were based largely on the themes that the researcher wished to investigate (main issues identified from previous research), and participants were assured of the confidentiality of their responses in order to facilitate a more accurate capturing of data. The facilitator also tried to create a permissive environment in which different perspectives and points of view could be freely expressed, and encouraged participation by all in the group.

5.2.5 Analysis of data

The data was analysed through the process of thematic analysis in which the aim was to understand the content of the themes and the meanings attached to them by the participants. Bannister, Burman, Parker, Taylor and Tindall (1994) contend that the aim of thematic analysis is to draw connections and contrasts between themes. Consequently, themes in this study were organised in such a way as to facilitate this, and to investigate and gain an understanding of the participants' beliefs and perceptions with regards to television violence.

The audiotape of each focus group was listened to carefully and transcripts were prepared verbatim. Verbal sounds such as "um" or "er" signifying "yes" or "no" were replaced where appropriate, and all others not relevant to the context were excluded. In the few places where responses were difficult to hear either due to a soft voice or more than one person speaking simultaneously, the response was listened to carefully in an attempt to capture the essence of what the participants were saying. These transcripts were then translated by the researcher into English for the purpose of this study, and are included in the mini-thesis as Appendix C. The transcripts were then subjected to an analysis based on a model suggested by Marshall and Rossman (1989). Data analysis consisted of the following four steps: organising the data; generating categories, themes and patterns; testing the emergent hypothesis against the data; and searching for alternative explanations of the data.

The data was first organised by collecting all available materials and finalising the minor editing that was required for the final transcripts and field notes. Multiple copies of the transcripts were made to make coding of the data easier. Listening and re-listening to the audio tapes, as well as reading and re-reading the transcripts served to facilitate the development of a detailed knowledge of the data and to capture any subtle interactions and nuances that might have escaped the researcher in previous preparatory work. All available data (transcripts and field notes) were then integrated in order to simplify the generating of themes. This entailed careful reading through the transcripts and highlighting (with a marker) and then cutting out (with a pair of scissors) the basic units of data. Each statement of each participant was considered as a unit of data and sentences that fit together were coded as paragraphs to make later scrutiny easier (Riley, 1990).

Categories, themes and patterns were then generated from the scrutinising of the data so as to establish internal consistency, as well as to distinguish between patterns, themes and categories that emerged. The units of data were then categorised into themes. Where one piece of data was thought to be relevant to more than one theme, copies were made and it was included in all the relevant categories. The themes were then grouped together to gauge their frequency, and to ensure that all appropriate data was analysed and that the links and overlaps between data was consistent across all categories. The

emerging hypotheses were then tested against the data in order to "challenge the hypotheses, searching for negative instances of patterns and incorporating these into the larger constructs if necessary" (Marshall & Rossman, 1989, p118).

The final step was then to further scrutinise the data to look for alternative explanations of the data so as to scrutinise patterns that seem to be apparent, and to check for any variation between groups. This was done by re-reading all available data as they were arranged and checking the themes as they related to the hypotheses. The themes were also scrutinised for any variation or alternative explanations that the researcher might have missed in the organisation and themes generation phases of analysis. Steps 3 and 4 were done in order to ensure the reliability and to test the validity of the data and the themes that were generated so as to ensure accurate results, as well as accurate interpretation. The themes that emerged from this process constitute the "Report" of this study which are discussed in Chapter 6.

CHAPTER 6

REPORT

6.1 Introduction

The themes identified from previous research and which were the aim of investigation of this study are presented below. The focus group discussions revolved around three main issues: determining what adolescents preferred to watch on television and what about it they enjoyed, how television violence affected adolescents, and an explanation of adolescents' solutions and strategies for intervening with violent behaviour. The discussion relates to findings **across all four** focus groups unless otherwise stated in the text. The findings provide confirmation for a number of key issues argued in previous research, as well as providing contrasts to some of them.

6.2 Social context of the study

The backdrop to this study is firmly linked to particular historical and cultural circumstances and is essential in understanding the way the participants in this study have orientated themselves to their social reality. The legacy of apartheid left behind it many social problems which in turn impacted on the communities it was designed to marginalise. Poverty, unemployment and inadequate social structures are just a few of the main issues that victims of apartheid are still

struggling with today, not to mention how these issues impacted on their lives.

Christopher (1994:9) argues that "the development of apartheid was firmly rooted in the colonial era", and that its origins can be traced back to the establishment of a colony by the Dutch East India company in 1652 (Simons, 1997). The coming to power of the National Party in 1948, saw them build on the segregation policies of colonialism and heralded the implementation of apartheid (Christopher, 1994). Under apartheid laws, people were classified into different racial groups, with the privileged economic and political position of the white minority being protected through the enforcement of laws that were constantly amended to maintain white privilege (Christopher, 1994).

The enactment in 1950 of the Group Areas Act and the Population Registration Act segregated communities and required that all South Africans had to register their race with the government (Christopher, 1994). The privileges of white South Africans were further enforced by the Separate Amenities Act of 1953 which aimed to "create separate social environments for the white and other population groups" (Christopher, 1994:143). Western (1981) argues that the group areas plan was therefore implemented not for the sake of segregation, but for the advantage of whites. This resulted in race becoming the dominant element in determining political and legal rights, and led to the forced removal of large communities, which in turn resulted in social,

economic and political inequalities between whites and the rest of the population (Christopher, 1994).

Stevens (1995:75) contends that "In the Western Cape, various factors have contributed to the emergence of a very specific socio-historical context". On this point, Western (1981) argues that Cape Town was the least segregated city in Southern Africa before the implementation of apartheid in 1948, but this changed after the implementation of apartheid.

The policies instituted by the government and the forced removal of communities to the Cape Flats, resulted in many communities having to live in areas where poverty, unemployment and the lack of adequate community and social structures were the norm. Dissatisfaction with the dominant social structures would result in people resorting to violence as a means of redressing the imbalances and social conditions imposed upon them according to Fanon (Adele Jinadu, 1986).

Van Aardweg (1987) also argues that for many children growing up in disadvantaged communities, violence is a way of life that is very real, and for them to cope with it is to survive. Disadvantaged communities, according to van Aardweg (1987), are offering more indifference, reluctance, anger and violence to its children due to feelings of dissatisfaction and helplessness. All these issues have in some way been addressed by the move to democracy and equality, but the social and economic inequalities are too deeply rooted to be eradicated

overnight, and this is the context in which the participants in this study find themselves, one in which violence is an everyday part of life and survival.

The way in which people engage with their social reality also plays an important role in how they interpret and react to what they are exposed to (Lea, 2000). The subjective reality of the individual is therefore very important, and the way in which reality is interpreted and internalised is dependent on the context in which that reality occurs. In the case of the participants of this study, the context involves issues of violence, poverty, unemployment, and many other social issues that arose during the apartheid years.

As discussed in chapter 4, several key issues are important when doing research relating to violence in the South African context. It has been proposed that television violence can be helpful as argued by the catharsis theory or harmful as argued by the social learning theory. Violence has also been seen as a way of counteracting social injustice created by socio-economic factors, and that the context in which violence occurs determines how it is interpreted. Added to this, is the fact that humans are seen as actively engaging in and with their social environment, thus creating different interpretations and different outcomes. As such, these issues form the theoretical underpinnings for this report.

It is therefore the premise of the researcher that television violence can be either helpful or harmful depending on how it is interpreted by the individual who is exposed to it. The researcher further postulates that the way violence is interpreted is also dependent on the social context in which the individual finds himself, as well as the way in which the individual interacts and reacts to this exposure. Violence is also understood to be multifaceted, and as such, television violence should be viewed as one part of a larger context.

6.3 Discussion of findings

6.3.1 Violence as physical harm

It emerged that most of the participants viewed violence as physical, and that verbal abuse was not considered as violence but was seen as a cause of violence. The following excerpts are informative when asked about what they perceived as violence:

"Fighting" (participant 4)
"stabbing" (participant 1)
"people that hurt each other, kill each other, fight with each other" (participant 4) (**group 1**)

"People that are shot; they don't even use blood, if they show blood then it is violence" (participant 8) (**group 2**)

"Shooting gun" (participant 5)
"killing, such things" (participant 6)
"rape" (participant 5)
"murder" (participant 8)
"fighting" (participant 2)
"threatening someone with a gun" (participant 7) (**group 3**)
"Robberies" (participant 6)
"shooting gun" (participant 2)
"stabbing with a knife" (participant 1) (**group 4**)

In contrast however, the participants in group 1 saw verbal abuse as both being violence and in itself causing violence as well:

"But that is also violence" (participant 3)
"it is violence, I will say it is violence" (participant 1)
"it hurts people" (participant 2)
"you hurt the other persons feelings" (participant 2)
(group 1).

The majority of the participants stated that they considered violence to be primarily physical and involving some form of bodily harm: "fighting, stabbing" (group 1); "people that are shot, seeing blood" (group 2); "shooting gun, killing, murder" (group 3); "robberies, shooting gun, stabbing with a knife" (group 4). This seems to be a confirmation of the findings of Potter and Smith (2000) in which the "graphicness" of the portrayal of violence would determine how violent a particular behaviour would be considered. Verbal abuse, because of the fact that it is not considered graphic, would then not be considered as violence, and this could possibly be why the majority of the participants would not view it as violence. One possible explanation for this could be that the participants had grown up with the threat of violence, and through social learning, could have learnt that emotional abuse and well-being was not considered important, a convention that could have been reinforced through the media. They also seem to be exposed more to physical violence or the threat of physical violence in their everyday life, and could possibly see this as the only form of violence, the type that one can physically see. This could be due to the way violence is portrayed in the media as being primarily physical, or something involving the **threat** of

physical force, seeming to further support the findings of Potter and Smith (2000). Physical violence such as killing is real in poorer communities, leading to the possibility that violence that is not life threatening is considered low priority.

Noteworthy however, would be the fact that these adolescents, because of the lifestage they find themselves in and their developing ability to conceptualise differently and to make complex moral judgements, would reasonably have been expected to display the ability to think beyond the obvious, something evidenced only by members of focus group 1 who felt that verbal abuse could cause emotional harm.

Bulhan (1985) argues that social controls and internal prohibitions condition us to view violence too selectively and narrowly. This argument, and their exposure to physical violence, could point to a possible explanation for the view of the participants in this study seeing violence as primarily physical. Bulhan (1985) also contends that the media controls our perception of violence by reinforcing selective and sensational news, thus creating a particular perception of violence. On this point Rosier (1997:99) also argues that "information is not given, it is socially created and distributed through the media", thus reinforcing the prevailing perceptions of violence. Bulhan (1985) further adds that this creation of a selective perception of violence serves an adaptive function for the individual as well as for society by

shaping our ideas of a particular social reality, one in which certain types of violence are ignored or dismissed as irrelevant.

The fact that violence has also been individualised by behavioural scientists as having **observable** antecedents and consequences (Bulhan, 1985), and that "professional views percolate back into popular culture" (Parker, Georgaca, Harper, McLaughlin and Stowell-Smith, 1995:67), implies that physical violence is given priority to the exclusion of other types of violence. Indeed, Bulhan (1985:134) argues that: "the narrow view of physical injury or damage often neglect the long-term somatic, psychological and social consequences of systemic violence". The argument seems to be that the notion of violence as being primarily physical has become saturated in everyday culture during the years of oppression, and as a result, it would not be unusual for the participants in this study to take the view they have.

6.3.2 Emotional desensitisation

One of the strongest issues that came through was that all of the participants felt that they had been "desensitised" to violence and that they were not affected by it as it was an "everyday thing" (group 1, participant 7), pointing to the prevalence of violence in their community and the impact this has on them. The respondents' explanations for their reaction to violence seemed to be based on: (a) their overexposure to

violence in real life, and (b) their ability to distinguish between reality and fantasy.

6.3.2.1 Overexposure in real life

The following extracts prove enlightening with regard to participants' responses when asked about the affect that television violence had on them:

"oh that is an everyday thing" (participant 7)
"they see it everyday" (participant 1)
"they see it, everyday, then it happens outside between friends, they will not worry, it is everyday life"
(participant 7) (group 1)

"it does not touch anything inside us because we are used to it" (participant 1)
"but if you see it you feel it, so face to face, person to person, then you feel it, but if you see it on TV then you don't feel it, because you know it is not real"
(participant 3)
"if you see it on TV that is nothing, but if you see it then I feel it, but not like that, TV is boring"
(participant 1) (group 2)

"there is so much violence the people are used to it already, every Saturday they shoot gun, here amongst themselves in the flats, they are used to that already"
(participant 3)
"that has no effect, but look if it happened in real life"
(participant 8)
"I will look" (participant 2)
"(I will) feel bad, could have been you as well"
(participant 5) (group 3)

"happens in everyday life" (participant 6)
"and it teaches you a lot of things, for example those things that happen there happens in daily school life"
(participant 3)
"like the western movies, violence was happening there as well (and it was those years) and it was those years, they just made it more popular, like that now, in today's life it is just more" (participant 7) (group 4)

Participants stated that: (1) violence was for them an everyday thing, (2) that they were not affected by televised violence, and (3) affected by violence only if it happens to them on a personal level and face to face.

The social reality of participants in this study involves them living with the constant threat of violence: "oh that is an everyday thing" (group 1, Participant 5), "happens in everyday life" (group 4, participant 6); and they seem to have developed a "distancing" attitude to violence if it does not involve them personally: "it does not touch anything inside us because we are used to it" (group 1, participant 1). This is consistent with the findings of Santa Barbara (1995), Sheehan (1997) and Potter and Smith (2000) in which they argue that violence causes desensitisation in those watching it on television. Jensen (1998) argues this point further by saying that adolescents often develop an emotional immunity to violence, a thought which is very disturbing if one considers the prevalence of violence in today's society, the difference here being that the participants felt that they were desensitised not because of what they saw on television, but rather of what they have been exposed to in real life via their social environment. The reason for this could be that the television is an inanimate object and interaction with it involves one way communication, while face to face interactions are reciprocal and involves two way communication, supporting the proposal by social constructionists that people affect and are affected by their interactions.

6.3.2.2 Distinguishing between fantasy and reality

Some of the respondents felt that if they were to see violence "face to face, person to person" (group 2, participant 3) or in real life (group 3), they would be affected by it, but that it does not affect them emotionally when they see it on TV as they

had enough awareness to know that most of the violence on television was "fiction" (group 3, participant 5). Their explanations for this is informative:

"look, if you think logically, then here 16/17 then you know that they don't really stab each other, he does not really rob the teacher, he watches the movie and takes it as real" (participant 1) (group 1)

"if you see it on TV then you don't feel it, because you know it is not real" (participant 3)

"on TV you know he is just pretending to be dead" (1)

"from my side, if you are 19 then you do not have a desire for such funny things" (participant 1) (group 2)

"that is just an act" (participant 5)

"that is just to make the movie interesting" (participant 6)

"if you are watching cartoons and they fight, then we do not think of violence, because those things are different from what they do in real life, because they will hit someone and he will get up again, even without a head" (participant 4)

"no that is fiction" (participant 5)

"yes it is all fiction" (participant 7) (group3)

"they are just showing you, it is not reality" (participant 7) (group 4)

Real life violence as portrayed on the news also had no effect on them as they felt people needed to be informed of what is happening in the world (group 2). The program Yizo-Yizo was one they reportedly enjoyed watching as they felt it gave an accurate indicator of what happens in reality, and they felt that kids were not necessarily influenced by it as it was just a *portrayal* of what happens in real life.

An alternative explanation for participants becoming "desensitised" could be the fact that they are just dealing with it in a mature manner as befitting their developmental level and

the cognitive changes taking place, thus resulting in them being able to view issues from different angles. Their ability to distinguish between reality and fiction and to deal with violence more realistically and responsibly, could therefore be a better explanation as to the reason why they are not as emotionally affected by television violence as one would expect.

The above findings regarding overexposure to violence in real life and ability to distinguish between fantasy and reality however, are in contrast to the findings of the HSRC (as cited in Botha and Van Vuuren, 1993 and Claassen, 1996) who reported that those who were exposed to violence were more affected by real life violence (such as portrayed in the news) than those who were not exposed to it. The participants in the present study were unanimous in their assertion that they were **not** affected by this type of violence as portrayed in actuality programs such as the news, although participants in group 4 indicated that it should touch people on an emotional level. The belief amongst them was however, that those not exposed to violence on a face to face basis would be more prone to be affected by televised violence. This is in concord with the findings of the HSRC as cited in Botha and Van Vuuren (1993), and Claassen (1996), in which people who lived in areas where violence was relatively low were more affected by televised violence. These findings may however, be different in a more affluent area where violence is less prevalent and less of a social issue.

The participants from this study effectively grew up in a culture of violence as evidenced from their responses regarding how violence affects them, and it would be reasonable to assume that they were socialised into accepting a culture where to a large extent physical violence and to a limited extent emotional violence became an acceptable cultural norm. The cultural-norms theory (De Fleur, 1970), would argue that this could be as a result of the reinforcement of the prevalent existing stereotypes with regards to violence. The frustration-aggression hypothesis would also reason that people in poorer communities have been frustrated in achieving their goals and that the culture of violence is a symptom of this, a view that would be supported by Frantz Fanon (Bulhan, 1985). Fanon would argue that history and culture should also be looked at in an attempt to explain the prevalence of violence in today's society (Bulhan, 1985), as previously disadvantaged communities would struggle more with social issues because of past discrimination.

The fact that violence has a numbing effect on adolescents, whether it is because they are able to distinguish between reality and fantasy or because they have been desensitised by overexposure to real life violence, should be taken seriously as it has implications for society as a whole. The fact is that the prevalence of violence in their community means that violence for them is real and not fantasy, and thus would affect the way they integrate what they see on television. The acceptance of violence as a cultural norm could have wide ranging effects in that it will propagate a society where violence becomes an

essential to everyday life, whether it be as entertainment or as a problem solving mechanism. A case in point is the program Yizo-Yizo, which are on our screens again, where the participants felt it was an enjoyable and even acceptable way of staying entertained. The "normality" of violence should therefore be of great concern to all social scientists as it could impact on other areas of social and emotional well being not only of the adolescent, but of society as a whole.

6.3.3 Personal responsibility

The main solution proposed by all groups is that of personal responsibility in which it is up to the individual's capacity to distinguish between right and wrong. They felt that the best way to resolve conflicts was to talk things through, but that there were not enough programs that show how to do this and solve problems. The following excerpts are informative with this regard:

"you can't blame the TV for what you do, you must decide for yourself you are going to rob the teacher"
(participant 1)

"you can take the right things, you can't take things and do wrong" (participant 1)

"can't take the wrong things yes" (participant 6)

"teenagers must think for themselves" (participant 1)

"because you should not do that, he will not do that, for example with violence, if he should not do that then he should not do it, with violence" (participant 7)

"but it depends on you,.....you are alone at home, your thoughts are dirty, if your thoughts are not dirty then you will not do such things" (participant 7) **(group 1)**

"you must work on your own frustrations, for example, with music, it makes me feel good if I am angry or so, then I listen to loud music" (participant 1)

"the people must distinguish" (participant 8)

"there is no solution, it starts with yourself"
(participant 1) **(group 2)**

"it depends on how you as an individual understand the program" (participant 8) (group 3)

Group 4 was especially emphatic in their assertions with regards to personal responsibility:

"basically it depends on yourself because each person has a will of their own, you choose a better life than that they show on TV, I mean, you've got your own will in you, if you choose to be like them then it is your own case, it is you that will suffer at the end" (participant 7)
"it is their own will, they must know for themselves" (participant 5)

"they have a will of their own" (participant 6)

"but it depends on the child if he wants to do the drugs or not, look you've got a will of your own, it comes from inside" (participant 2)

"as I can think, many people say television plays a negative role, the thing is that everyone has their own ideas and as it appears in the Bible, God says in his word "my thoughts are not your thoughts" (not your thoughts yes), you have your own thoughts, for example many people maybe watch sexual films and now it plays in their thoughts and they go to sleep with that, it is a sin and we must not bother ourselves about that, that is what the Bible said "my thoughts are not your thoughts", you have your own thoughts, you have a will of your own" (participant 6)

"if their children go off and do their own thing then it is their own fault" (participant 1)

"that is their own ideas that they use (yes) the TV does not tell them to be a gangster, the TV (it is their own thing) actually shows them that to teach them" (participant 4)

"it depends on yourself, it starts with you" (participant 3) (group 4)

The participants in the sample felt that personal responsibility is the primary solution to the problem of televised violence, feeling that more educational programs that teach life-skills and specifically conflict resolution skills would make it easier for adolescents to negotiate the issue of the influence of violent television. Paradoxically however, this mature view of

problem solving does not detract from the fact that they still enjoy violent programs and viewed it as acceptable entertainment. They indicated that they would not watch these educational programs because they tended to be too boring, but that they preferred to watch more "interesting" action programs. The reason for this is possibly that young people want to be entertained (group 2), and television provides an easy, cheap and accessible source. Not only is television accessible, but it is also an essential part of everyday life as indicated by a participant in group 2 who said: "you can't live without television". Also, the fact that educational programmes are seen as an extension to school (group 4) and by association not much fun, kids would rather watch something they felt was more entertaining.

Ravn (in Steier, 1991:99) contends that "many different positions that people hold in the world all represent different perspectives of the same, single world", and this could possibly account for programmes affecting people in different ways. This is contradictory to what the respondents in this study felt, that individual responsibility is important in curbing violent behaviour, as well as giving an indication that violence and perceptions of violence often are individualised.

Group 4 also emphasised the fact that individual perceptions and beliefs is the most important factor in determining how things such as violent programmes would be understood and integrated into everyday life. This fits in with the social constructionist

view which argues that people engage with and construct their social reality (Lea, 2000), thus determining how they interpret and react to what they are exposed to. Lea (2000) further argues that in social constructionism, objectivity is not feasible in understanding social phenomena, an assertion that seems to be confirmed by the participants who felt that what is taken in by the individual is based on and interpreted through the individual's subjective reality.

It seems then as if the primary solution is the notion that "Individual responsibility cannot be negated and individuals should be held responsible for their behaviour" (Van Aardweg, 1987, p174), a sentiment agreed with by several participants in group 4 who emphasised that "each person has their own will". This points to the perceived individual nature of violence, while at the same time indicating the role of the individual in curbing violence. This idea of individualising responsibility is supported by the social constructionists who contend that individuals interact with and shape their social world. What this means however, is that the participants ignore the effect that broader social solutions could provide, rather reducing it to solutions focussed on the individual.

Murray (1999) asserts that young adolescents can learn either prosocial or aggressive behaviour depending on what type of program they watch, a view agreed with by the participants in this study. Although they felt that individuals were responsible for their own actions and interpretations of what they see. This

would again appear to confirm the premise of the social-learning theory which argues that all behaviour is learned behaviour. Participants in group 4 though, felt that even though it is a source of learning, what is learnt and applied is determined by the individual. What this would in effect mean then is that the context in which violence is seen would have an effect on how desirable adolescents would view it as an effective problem solving mechanism. Moreover, the social and cultural context that the person finds himself or herself in, would also influence the way television violence is interpreted and integrated into their everyday understanding and social interactions. On this point, Ibanez (1997:30) argues that "What is social is neither to be found *in* people, nor *outside* them, but is rather shared *among* people", suggesting that individual problems and broader social problems are not mutually exclusive. Indeed Parker, Georgaca, Harper, McLaughlin and Stowell-Smith (1995), argue that the core of the individual which is the unconscious, is both individual and collective, having developed out of the socialisation process.

Parker et al. (1995) also argue that the media is one of the agents which reproduces social representations and serves to individualise problems, thus removing responsibility for these problems from society. The individual is part of society and contributes to society, and is therefore only one part of the problem, but is often seen as the root of the problem. Parker et al. (1995:63) argue this point by saying that one needs to "avoid individualising the problem by stressing the

interpersonal and systemic context of the problem". Solutions should ideally therefore be directed at various levels which include the individual and broader social and contextual issues.

Parker et al. (1995) also suggest that personal experiences are overshadowed by media presentations, leading to the minimisation of the role that the broader social context plays. They further contend that even though the individual is the locus of change, "the individual exists against the background of society" (Parker et al, 1995:61), something which the participants in this study seemed to ignore.

6.4 Conclusion

There seems to be strong evidence that television plays an important part in the life of the adolescent, but the affect of television violence seems to be limited. Perhaps the most significant was the fact that real life violence seems to have a greater impact than that of television violence and has created a sort of emotional barrier against television violence, to the extent that it has minimised and maybe even negated the effect that televised violence has. It seems as if watching television violence helps adolescents cope better with the real life violence that they are exposed to, and that television is not really as negative as we are led to believe. This real life violence effect might be the remnants of colonial and apartheid eras which had limited the growth and development of certain population groups, and as such, it seems clear that no one

factor is responsible for violence, and this applies to television violence as well. Television violence therefore, while a contributing factor, cannot be seen in isolation as causing violence, but can be seen as one of many significant factors.

A striking finding was that of violence being seen as primarily physical. To most adolescents in this study, violence had to be observable physical harm in order to be classified as violence, with verbal and psychological abuse not generally being recognised as violence. Noteworthy as well, was the proposal of individual responsibility as the main solution in dealing with television violence and influence, as well as an increased role by the parents in the lives of their adolescent children. Other possible solutions that were alluded to by the participants but not comprehensively investigated in this study included the need for more structured leisure activities in poorer areas, social skills training to deal with conflict and to counteract previous modelling of poor conflict resolution skills, and the increased role of family members in supporting adolescents and teaching acceptable social values and attitudes.

6.5 The Researcher: Self-reflective issues

Steier (1991:1-2) argues that "the research process itself must be seen as socially constructing a world or worlds, with the researchers included in, rather than outside, the body of their

own research", and that research is a circular process guided by reflexivity. Upon reflecting on the role of the researcher in this research process, it is possible that the participants, in response to the researcher as an outsider and creator of social processes and responses that would typically not have occurred (Miles & Huberman, 1984), might have switched "into an on-stage persona" (Miles & Huberman, 1984:233) in an attempt to present themselves in an amenable light to the researcher. This could have meant that in some instances the researcher was "misled" in his data gathering, something that could have been avoided or circumvented by the researcher being more investigative, as well as focussing on the research questions being investigated. The result of this is that the effects on the participants by the presence of the facilitator had not adequately been minimised, and that this "reactivity limits the extent to which investigators can confidently generalise, apply, or relate their findings to other populations and settings." (Levy, 1997:127).

The fact that some of the participants were at times also reluctant to respond, made data gathering difficult and meant that the facilitator often had to resort to closed ended questions to further facilitate discussion. This could possibly be due to the researcher not adequately pursuing contradictions and paradoxes emerging from the data. On this point, Levy (1997) argues that we often tend to search for evidence that will confirm what we already believe rather than evidence that could refute our beliefs. The closed ended questions could possibly be seen as an indication of this process, and this could be

attributed to the facilitator finding it difficult at coming to grips with the complexity of doing focus group research. The result of this might have been that the facilitator approached the groups in too structured a manner, and had not allowed the 'richness' of the data to flow.

6.6 Limitations of the study

Several limitations associated with this study must be pointed out. Firstly, this study was limited to Afrikaans speaking adolescents from a poor socio-economic background, which limits the generalisibility of the findings of this study. More pertinent data would have been useful if schools from a broad range of socio-economic areas had been utilised, and would have yielded data that would have been more reflective of the South African context.

Secondly, the study was limited in the extent that not all cultural, language and social groups were sampled and thus rich data may have been excluded. Data gathered from different cultural, language and social groups would have enhanced this study and would have contributed a diverse range of experiences to the understanding of violence in South African society.

Thirdly, crucial aspects of the data may also have been lost through the process of data collection, the transcription process, the translation process, as well as the process of data analysis. The quality of data collected, resulting in an

inadequate analysis of data due to a lack of 'richness', may have added to the limitation of this study in that it affected the research process as a result of the researcher not coming to grips with the process of data collection and data analysis that is central to qualitative research. This research process could possibly also have been enhanced by the use of a short questionnaire to supplement and enhance the data gathered in the focus groups, thus limiting the effects of inadequate data collection and analysis.

6.7 Recommendations

Diverse cultural and socio-economic groups interpret social reality in different ways, and as such, research with groups not covered in this study could prove invaluable. The paradox arose with regards to one of the solutions as proposed by the participants, more educational programs but less interest from them to watch, is an area that could also add further value to ongoing research with regards to the affect that televised violence has on the youth of today. It would therefore be feasible for future research to focus on adolescents not covered in this study in an attempt to get a broader understanding of the role that television violence plays in society. The participants also alluded to religious teaching and connotations as a way of understanding and making sense of violence, and research in this area might provide some interesting findings. The role that the family plays, especially the parents, in the acquisition of adequate conflict resolution skills and social

values and attitudes, also seems to be an area that would yield fruitful information.



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APPENDIX A

VIGNETTE

The teacher was invigilating a test in a classroom when four boys entered and demanded her bag, threatening to stab her if she refused them. She gave it to them and they ran off. The traumatised teacher left after the incident. (Cape Argus, Wednesday, June 9, 1999)

Themba has managed to maintain a close relationship with his students which has resulted in a reasonable working environment for him. Themba is an understanding kind of guy and because of this, his students befriended him and treated him with respect. And he trusted his pupils as much as they trusted him. But one fateful day, while Themba was writing notes on the blackboard, he was shocked to suddenly hear screams from the class seated behind him.

“When I turned around to see what the noise was all about, two pupils had stabbed each other in front of the other students” he says. “I was absolutely shocked” Since that day, Themba has not felt safe in his class. (Drum, 1999)



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APPENDIX B

GUIDELINE QUESTIONS

How often do you watch television?

What are your favourite type of programmes?

How would you describe violence?

Some people say that there is a lot of violence on television, what do you think?

What do you think is the purpose of violence in television programmes?

People have said that violence on TV leads to people your age becoming more violent. What do you think about that?

It has been argued that violence on TV leads to people your age becoming used to violence and not being affected by it. How do you feel about that?

What are the ways of dealing with problems and solving violence?

How does what you see on television affect the way you are with other people?

What do you think about people saying that what happens on TV happens in real life and that people copy what they see on television?

What do you think about the violence in cartoons?

Are there times when you feel that you can understand why somebody is using violence, and in which situations?

Is there anything that I have not covered that you feel can be important?

APPENDIX C - TRANSCRIPTS

FOCUS GROUP 1 (Grade 10) 5 Boys, 3 Girls

I- How often do you watch television?

participant 1- we watch a lot of television

participant 2- every day

participant 3- every day

participant 4- every day can't wait to get home to watch, when I sit in the taxi then I think about what is on TV

I- Other people?

participant 5- every day

participant 6- every day

I- What type of programs do you watch on TV?

participant 7- take five and pokemon

participant 4- dramas, everything

participant 3- soaps (*I – yes, days of our lives and Bold*)

participant 8- even the news

participant 2- egoli and the news

participant 1- grownups

participant 4- vetkoek paleis, everything

I- What do you think about the programs on television?

(No response)

I- What do you think there should be more of, what do you think there should be less of?

participant 4- there must be more programs that teach you something

participant 6- the right thing

participant 1- here must be less violence

participant 4- less violence, there is too much violence

I- And in what type of programs do is there a lot of violence?

participant 4- films that are late on television, there is a lot of violence, and guys learn from the television, how to grab a handbag, how to steal a car, they show everything

I- So there are people who watch television and learn what they see on TV?

participant 1- yes

participant 4- then they learn what they see on TV

I- What about the violence, how do you understand violence, if you say violence, what do you think?

participant 4- fighting

participant 1- stabbing

participant 6- can't really hit

participant 1- people that hurt each other, (4-kill each other), fighting with each other

participant 8- they stab each other unnecessarily

participant 1- people shoot each other unnecessarily

participant 3- then they shoot him

participant 4- like when two guys argue, then the one pulls out a knife, then the other one pulls out a gun, then they shoot him, that is violence

I- And what else?

(No response)

I- If the people argue, do you think that is violence? If they argue with each other?

participant 3- but that is also violence

participant 7- some people argue with you, then they get angry, then they stab you

participant 1- that is violence, I will say it is violence

participant 5- that is violence yes

participant 2- it hurts people yes

I- What do the other people think? When somebody argues, is that violence?

participant 2- yes

participant 1- you hurt the other person's feelings

participant 7- sometimes somebody says something that someone else does not like, then he takes a knife and stabs him

I- So the feelings, if you hurt someone else's feelings?

participant 2- yes

participant 4- for example my mother is dead, and you say "your mother's...", then I will want to get back at you because how can you say that?

participant 3- with a Panga

I- And if that happens and you see it on television, then what do you think?

participant 7- oh that is an everyday thing

participant 4- people who first...tomorrow or the next day I go to him and say "hey this and this and this" then he says "you are not going to tell me", then we fight

I- And the other people, what do you think?

(No response)

I- Don't be shy people, as I said there is no wrong answer

participant 3- he spoke about (Unclear)

I- And what do you think is the purpose of violence on television?

participant 8- when people (make a film) make a film about the dangers of violence, you go to jail, like that

I- And if you watch a movie like Rambo or something like that and you see violence, then what do you think?

participant 4- no but Rambo is somebody who defends, he is the hero

I- So Rambo is the hero and he defends the people?

yes

yes

yes

yes

I- And the things he does, is that violence?

participant 7- yes that is violence

participant 1- it is violence, he could have done it in another manner, now he stabs with the knife

participant 2- young people are not going to watch that, they will watch something like Yizo-Yizo

participant 4- that watch yes, because everything happens there

participant 3- yes

participant 7- yes that's the thing, maybe gangster things on TV, then the people like that

participant 1- they like to see that, the things that happen on TV, the funny things, they like that

I- Why do you think people like a program like Yizo-Yizo?

participant 7- because they show everyday things

participant 3- yes

participant 8- about the schools

participant 6- and there they can

participant 7- what happens in the schools, because the youngsters come to school with guns, guns and knives

participant 4- those that come to the schools learn about that, tomorrow or the day after then he also comes to school with a gun, then he says "no", then he also fetches a gun

I- Do you think that what you saw in Yizo-Yizo happens in the schools?

yes (all together)

participant 6- it happens a lot

participant 2- here it still happens

I- The story is taken from a newspaper and it reportedly happened after kids saw what happened on Yizo-Yizo. The people say that children imitate what they see on TV and then do it in real life. Other people say that what they showed in Yizo-Yizo is what is really happening in the schools. Now I want to know what do you think about that? Do you think that the people do it because it happens in Yizo-Yizo or Yizo-Yizo shows what is really happening?

participant 7- Yizo-Yizo shows what really happens

participant 2- yes

participant 5- yes

participant 3- before that movie came on, some of those things had happened at some schools, so one cannot say it is because of that that those things happened. That movie is mostly about young people and...

participant 1- yes, is yes, because I watch it as well, I also watched it but I did not come rob a teacher, come to school with a gun, it depends on you what you are going to do

participant 2- yes

participant 1- look, if you think logically, then here 16, 17 then you know that they don't really stab each other, he does not really rob the teacher, he watches the movie and takes it as real.

I- And other people?

participant 1- you can't blame the TV for what you do, you must decide yourself you are going to rob the teacher

I- But earlier you said that TV gives you ideas about how to do it

participant 1- you can take the right things, you can't take things and do wrong

participant 6- can't take the wrong thing yes

I- And the people that take the wrong thing?

participant 1- they must go to jail

participant 6- (unclear)

I- And what do you think about the fact that some people thought that the people in Yizo-Yizo were real? They attacked the actor that played 'papa action' because they thought he was real, what do you think about that?

participant 1- those were the people

I- Other people?

(No response)

I- Do you think it often happens that people think that what they see on TV is real?

participant 1- it often happens yes

participant 6- yes

I- And what do you think about that?

participant 1- people do not understand that an actor does those things, like a lot of people think that Sammy in Days, if they see her in the road they will kill her or smack her, you see, because they do not understand

participant 7- they do not catch that it is a role that they play

participant 8- yes it is a role that they play

participant 1- look I am now maybe not a gangster, now I am an actor then I am a gangster, if I come here again then he will tell me "you raped that child", such things they will tell you

I- Do you think they can't distinguish between what happens on TV and what happens in real life?

participant 1- yes

participant 4- I will say they can't

I- How do you think it is for teenagers to do that, to distinguish between what is real and what is not real?

participant 1- teenagers must think for themselves

participant 4- yes

participant 1- look we can't tell other people what to do

I- Other people, he is talking a bit much. I'm not hearing from much the other people. What do you think?

(No response)

I- Do you think violence on television influences young people, people you age to be more violent?

participant 1- not really

I- I hear some people saying yes as well

participant 7- because you should not do that, he will not do that

I- I don't understand

participant 7- for example with violence, if he should not do that then he should not do it, with violence

I- And other people?

participant 8- some of the people that, for example watch Yizo-Yizo, they enjoy it, then they come to school with the same ideas that they can also do that and then they will maybe cause problems

I- Do you think it is the message that the program gives them, that it is ok to do that and that nothing will happen to them?

participant 1- but the program also shows that they go to jail, like that one was punished, then they know that they will also be punished

participant 8- (unclear)

I- But why do you think it is difficult for people to distinguish between what is right and what is wrong?

participant 1- because people take the movie as real, like in my road, now you watch the movie then you see the auntie cry, she feels sad because of that

I- Why do you think that they take it as real? Is it because they watch too much TV or do you think there are other reasons?

participant 1- there are probably other reasons

I- Like what?

participant 1- maybe she had problems when she grew up, she was maybe abused as a child now she feels sorry for that child

participant 4- things that maybe happened to her

participant 7- maybe she thinks back on how she was

I- So it brings back memories?

participant 1- yes

participant 5- some people are stupid, they really believe what happens on TV then it's not even real, it is almost as if they also feel it and then they cry

participant 1- that guy gets a lot of money there to act like that

participant 7- some people just cry

I- Do you think that violence on television makes people used to violence?

participant 8- yes

participant 1- they see it everyday

participant 7- then they fear

participant 6- (unclear)

participant 7- they see it everyday, then it happens outside between friends, they will not worry

it is everyday life

I- What do you think they think when they see violence on television, and it does not affect them, they just sit there?

participant 1- can't people make other movies, everything is just violence, violence

I- What kind of movies must they make?

participant 1- like take 5, such things, that you like

participant 7- like romance, adventures, such movies

participant 4- such movies

participant 7- movies that teach you something

participant 1- that warns you about aids, such things

participant 3- some movies are just right to keep youngsters at home, they watch every night, maybe he wants to go stand on the corner, then he would have robbed that guy, then he says "no, are you not going to watch Yizo-Yizo", then he goes home and watches Yizo-Yizo, then he forgets about that

I- So the TV program keeps kids from the streets?

participant 2- yes

participant 8- (unclear)

participant 7- (unclear) then I also want to (unclear)

participant 1- look such movies, everybody likes that, children, big people, everybody likes it

I- Does it make a difference what type of movie keeps people off the streets?

participant 1- yes, look like Vetkoek paleis, you laugh all the time from when it starts, you laugh at Worsie, you laugh at aunt Poppie, but now you watch a movie where they slash the people's heads off, then the mother says "no", the kids become scared and say "daddy look there", then the father switches the TV off, then the people do not pay TV licence because they go to bed early

I- Do you think that television programs should bring the family together, is that what you are saying?

yes

yes

yes

yes (all affirmative)

I- Do you think there are enough of those programs on television?

participant 5- no

participant 1- there is not enough
(silence)

participant 1- there is a lot of movies that kids may not watch, like on e-TV

participant 8- like on weekends, then they do not even worry about kids

participant 6- they must keep sex from television

participant 7- they must play from about twelve at night

participant 1- no, it must not even be there, like on weekends my parents do not worry if I watch TV until a bit later, now everybody is enjoying watching TV (can't tell you to go sleep), then there is sex, then the mother must tell the children to go and sleep (or keep your eyes closed), it's not going to be nice

participant 4- and a lot of young people watch, then tomorrow or the day after then they want to do the same

participant 1- or he maybe sees that man buying tablets at the chemist, then he hears what the name of the tablet is, then he throws it in her tee, then he also goes to the chemist and looks for those tablets, then he also does it and rapes that women

participant 7- such things that they are doing at the dance now

participant 1- yes, at the dances

participant 7- so TV is good on the one hand

I- So at the moment what do you think, is it mostly good or mostly bad?

(unclear – all talking at the same time)

participant 1- it must be good or it must be bad

participant 7- (unclear) such people

I- Do you think that when people use violence on television it is the only way to solve problems?

participant 6- no it is not the only way

participant 1- if you hit a child then he becomes hard, but if you talk to him, tell him nicely that he must not steal, if you are older one day and you steal then the police will arrest you and you will go to jail, now you hit him then he thinks "you hit me now I will show you"

participant 6- then he stabs people

participant 7- he steals more

participant 4- then he does it again yes

participant 5- then he stabs

participant 7- then he steals your (unclear)

participant 1- he has been hit already

participant 7- yes, these are the hits my father gave me when I threw a stone at that guy, that is probably right

participant 6- stabs his father

participant 1- can't talk reasonably with me

participant 7- but some people do not understand if you talk nicely to them

participant 6- (unclear)

I- *And here on television, if the guy talks nonsense to the hero and the hero smacks him?*

participant 4- if I talk nicely to you and you smack me then I am going to get back at you

I- *But what if they argue?*

participant 1- they could have sorted it out nicely yes, "ok wait, listen here, where did we begin, who was wrong", like that then they talk nicely then just now they will be laughing again, now he smacks him then he pulls out a gun (4-then he kills you) and kills you

I- *Do you think that there are other ways of solving difficulties?*

participant 1- yes there are a lot of other ways

participant 8- yes

participant 1- talk and everything

participant 4- for example, now they shoot each other where they could have sorted it out without fighting

I- *Do you think that there is enough of that on TV, to show people how to solve problems?*

participant 1- there is not enough of that

participant 4- there is not enough programs

I- *Other people?*

(No response)

I- *What do you think can be done to make it better?*

participant 4- better programs maybe

participant 6- more children's programs

I- *What do the girls think, you seem a bit quiet?*

participant 1- look like maybe, I am not a girl but self defence for the girls and such things, if the guy grabs you then you must not just stand still, then you must at least be able to do something

participant 4- not just scream for help

I- *What do the girls think?*

(No response)

yes

I- *Do you think you can learn Karate by watching television?*

participant 1- Jackie Chan is too fast

participant 4- the action is too fast, you can't see what is going on

participant 3- there is not just TV, there are books as well

I- *Do you think people watch too much television?*

participant 8- yes

I- I heard someone say there are books as well, because people say that children do not read as much anymore

participant 1- yes

participant 7- yes

participant 4- that is the truth

participant 1- look with a book you must sit, with TV you just watch because you understand Afrikaans and some English

participant 2- but sometimes (unclear), but with a book you can read about everything

participant 4- sometimes you understand wrong also

I- What do other people think about that?

participant 5- (unclear)

participant 1- people will become violent, because if I take up karate and he has a knife, then he is going to win, if I want to catch his arm then he will stab me, I'm not going to use a knife, I will go fetch a gun, if you want to rob me and take out a knife then I will shoot you, now I don't kill him then tomorrow he brings his gangsters, then my brother comes with his group then it is a big thing

I- So it builds up?

participant 1- yes it builds up, then innocent people get hurt, I maybe shoot him, then I accidentally hit him, then his brother comes

participant 7- then the problem just becomes bigger

participant 8- and bigger

I- Do you think that the things that you see on television influences your relationships with other people around you?

participant 1- look your neighbour is maybe a good man, now they think "hey my mother is alone at home" then I won't leave the house, the guy just now comes with dirty thoughts {girls laughing}

participant 6- that is logical

participant 7- but it depends on you, now you are alone then you time such and such a time you are alone at home, your thoughts are dirty, if your thoughts are not dirty then you will not do such things

participant 1- yes

I- What do the other people think?

participant 5- but if you do not listen and he hits you, then you will listen, then you won't do it again

participant 4- one day, say he tells her not to go to the dance but she does not want to listen, then he hits her (or she comes out with a lovebite)

participant 1- he thinks why must he struggle

I- Do you think there is another way to deal with that situation?

participant 1- yes, he could perhaps have told her nicely "look here, that what you are doing is not right and it is dangerous at the dance, they just now start shooting at each other then you are standing there, your parents thought you are with me"

I- And what if she does not listen?

participant 2- well if she doesn't listen

participant 6- leave her

participant 8- leave her then

participant 3- then she must feel

participant 5- tell her "if you want to go then go"

participant 6- you do not want to worry anymore

participant 1- that is why I say "I trust my daughter with you but she gets hurt", see

participant 4- then her father comes to you and argues with you

participant 1- then her father says "you can't look after my child"

participant 6- then more violence starts

I- And do you think things like that happen a lot on television?

participant 1- it happens on TV sometimes

participant 4- happens sometimes

I- And then what happens?

participant 3- (unclear)

participant 7- these days men go mad over women as well

I- And if you watch television programs like Bold and Days how the men go mad over the women, what do you think about the things that happen there?

participant 7- (unclear)

participant 4- that is everyday life

I- Do you think those things happen in real life?

participant 7- yes

participant 4- yes

participant 6- they play with the men

participant 3- in the movie, I want her

participant 1- I want both of them

participant 4- he does not feel happy with one partner, that is where aids comes in as well

I- And what are your thoughts on that?

participant 4- they make out and things

participant 1- we are maybe eating at that time then my brother asks "what are they doing", now the mother is shy to see what's happening, then what do you do, then you say "go ask mom", but the mother is to shy to say they are making out, now he goes and says "now mom how does one make out, show me", such things

participant 4- (unclear)

participant 1- yes

participant 4- then the mother says go to sleep

participant 1- so he says "they made out and mom did nothing to them" see, he is still dumb, he does not know {girls giggling}

I- So are you saying that it starts when the kids are small?

participant 1- yes, when they are small they see James bond does that, then he also takes a suitcase, let me also steal, where is moms money, I will steal her money {girls giggling}

I- So what you are saying is that they imitate what they see on television?

participant 1- it influences you, if I am a burglar then he sees how James Bond goes through a window, then he goes to the back door then he climbs in through you window, there I also learn something, tomorrow I go to the whites then they shoot me dead.

I- What do the rest of you think?

(No response)

I- What do the girls think, what do you think about the violence on television, do you think it is a problem, do you think it is a big problem, do you think it is a small problem?

participant 1- it is a big problem

participant 2- it is a problem

participant 4- I would say it is a big problem

Side B.

I- And the cartoons that you see on TV?

participant 1- it is for the young ones it helps them, there are always bad guys, then superman comes, then they also learn, when they go out they say "I am superman, you must not steal", such things

participant 4- there is not much making out on cartoons, they just hold hands

participant 7- these days they go mad over pokemon

participant 1- pokemon is a hero, everybody likes him

participant 3- cartoons keep them off the street

I- Do you think there is violence in cartoons?

participant 8- there is

participant 1- there is a bit of violence, but the violence (unclear)

participant 4- they play in the street then you come and say "let's play house, I am the father (unclear)

I- But what about pokemon, must they not compete against each other?

participant 1- yes

participant 4- yes

yes (all)

I- Then what do they do, they fight against each other

participant 2- in our house they fight over the pokemon things

participant 3- they play that game everyday

participant 4- yes

I- But do you think it is violence?

participant 7- no

participant 8- it is violence

I- When the pokemon characters fight against each other, do you not think that is violence?

participant 7- no

participant 3- no

I- Why not, what is the difference?

participant 7- it is almost like a match that you play, like boxing

participant 1- yes, they say come you are pokemon I am the bad guy, pokemon must beat the bad guy, like that he will grow up, I am bigger than the problem

I- So what message do the cartoons send out to them?

participant 1- do not steal, such things, do not play with matches, pokemon plays with matches then he burns himself then pikachoo throws water on his hand

I- So they learn between what is right and what is wrong?

yes (most of them)

I- And other cartoons like superman?

participant 1- all the same

participant 6- the hero

participant 7- he helps

participant 1- like robin hood who steals from the rich and gives to the poor

I- What do you think if somebody does that in real life?

participant 4- that seldom happens

participant 7- yes

participant 1- yes, if you steal from the rich it is for yourself, I am not going to steal and give to him, if I steal a pair of shoes and give it to him he is not going to work because he knows I steal, or he might steal himself thinking "I need a pants so I must go steal one"

participant 3- some steal from the rich and sell to the poor, they don't give, they sell

participant 5- yes they sell

participant 1- that is wrong

I- Do you think there are times that you see violence on television and think you can understand why it is happening?

participant 1- there are times as she said just now, the women does not want to listen, the husband comes home and does not hit her, he talks and talks and talks "you do not want to listen" (you do not want to listen), ok he is a man, "you do not want to listen", now he hits her then I will think "I would have hit her long ago already, killed her, she just does not want to listen"

participant 7- (unclear)

participant 1- if you tell her "do not drink, I am giving you this money to buy food" and he comes home and the kids say they are hungry (2-now where is the food then), "mom is just buying wine you must hit her", then he hits her and they say "you must not hit her"

participant 7- the father comes from work and the kids are not bathed, then they see how the father hits the mother, when he grows older and he has a girlfriend then he thinks "my father told my mother not to do that but she did and so he hit her", then he thinks that is right

participant 1- yes those things

participant 3- or the father buys food then the mother sells the food and he then hits her because of that

participant 1- (unclear) I must get a beating what then

I- What do you think about the fact that some people say that by watching violence on television they work through their frustrations, that sometimes they are frustrated but instead of causing violence they watch it and are then able to better deal with it?

participant 4- to cool off

I- To cool off yes

participant 4- but they also learn from those people

participant 1- they also learn yes, I am maybe angry with my wife then I see that guy hits his wife once and then she listens, then I think "but she can also listen" then he hits her as well

participant 7- then she will listen and he will think it is right

participant 1- like last night on TV those people establish their own organisation, if you rape somebody then he come with his sjambok and I come with my sjambok, hose you, undress you and then we beat you, on Felicia I think, then that guy said he is never going to rape again, because if he goes to jail then he is just there for a year and then comes out for good behaviour, then he rapes again, now if he is beaten then he knows, then that guy was sitting there full of marks and said he is not going to steal again, his hands were broken from the beating, he will not steal again

I- And what do you people think about that, do you think that other people who saw that will also do that?

participant 1- there are many people who will do that, because people always, for example the blacks get away with that, do not pay rent and get their houses, then the people think "I am also going to do that" now they say "those people beat people", now you steal then they say "do not call the police, they will come fetch him and then tomorrow he will get away, we beat him ourselves

I- And what do you think about the news?

participant 1- the news is

participant 4- the news is hundred percent

participant 7- the news is ok, it tells you what is happening around you

participant 1- the news just has a lot of violence

I- Do you think there is a lot of violence in the news?

participant 7- they show a lot yes, the people in Palestine for example (war) making war

I- And what do you think about that, do you think that violence is real?

participant 1- yes

participant 7- yes, they fight for no reason, many people die, innocent people die

participant 5- yes

I- How do you feel about the violence that you see on the news in comparison to that in normal programs?

participant 7- the violence on the news is horrible

participant 6- when the taxis were shooting

I- And what do you think when you watch that?

participant 1- you feel sorry for those people, because they fight about religion, if the say you must not believe in God, you must believe in Allah, then I will say "no what Allah, I pray to God", and afterwards we are going to argue (then I am going to ask him who is Allah) then he is going to ask me who is Allah, then he is going to tell me who Allah is

I- Other people?

(No response)

I- What do you think about the violence on the news?

(No response)

I- Do you think it is enough, do you think it is too little, do you think it is too much?

participant 8- there is too much violence

participant 7- there is too much violence, some people maybe want to cause war, they have a reason why they make war, maybe for their rights, them those people do not want to give their rights to them then they make war

I- Do you think the violence that you see on the news is justified?

participant 1- there is some violence that is justified, for example the taxi fight with the buses, that is not justified

participant 2- yes, where the people fight for their religion and so forth

I- Do you think that if they show it on the news it is justified?

participant 1- it is not justified if they show it on the news

participant 3- it's when (unclear)

participant 1- the reporters just come to see, then they take the video camera, then they take it to the office and they show it

I- So are you saying that they should not show it on the news?

participant 1- no, you must distinguish for yourself, they say taxi violence, then they say what the problem is

participant 7- but sometimes they lie as well

I- What do you think about that, that what you sometimes see on the news is not the truth?

participant 1- yes, as I say, the television lies a lot, those are things that are not true

participant 7- they run against the walls, then if you are there where they make that and you ask them how do they do that

participant 4- how can they (unclear)

participant 7- he will not tell you (I-his tricks) his tricks yes, how they do it because he is afraid that you will do the same

participant 1- or now you come and have a show, you are Jackie Chan, then you run on the rope or so, now the people will not hire movies, they will come to you, they charge seven Rand a film now you charge five Rand here in the hall, you can steal his business, then you come and argue with me

participant 7- throw a petrol bomb on the roof

participant 1- that is where violence begins

participant 2- is there a cure for violence?

I- Do you think there is a cure for violence?

participant 1- yes God

participant 2- I agree with him

I- What do the other people think?

(No response)

I- How do you think television can be used to make it better?

participant 1- they can maybe make adverts, to show the people, like with cigarettes, where they show that cigarettes kill, they can put it on wine bottles as well, wine kills

I- Other people?

(No response)

I- What do you think about the fact that many people are aware of what can happen to them if they take part in violence, they see it on TV, they see what happens to people involved in violence, then they still do it, many young people these days?

participant 1- it is like that yes

participant 7- they will not stop until something happens to them

participant 1- maybe if you rape my daughter, I am not a person for trouble, but it will be difficult for me to get over that, now the only way is for me to kill you, because that guy will go to jail, and my daughters whole life is ruined, she does not want to walk in the streets because she is ashamed, she dreams about it as well, now I think "you will go to jail but come out again", now she will see him again and that will not go away, the

best thing then is that I must kill you, then I rather go to jail, then it is more heartbreaking for my daughter, but then I am happy

I- Anything else from the other people?

I- I'm going to switch off now!



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WESTERN CAPE

FOCUS GROUP 2 (Grade 11) 3 – boys, 5 - Girls

I- How old are you?

(first two missing data)

participant 1- 18

participant 2-17

participant 3-17

participant 4-18

participant 5-18

participant 6-16

I- How often do you watch television?

participant 2- regularly

participant 6- regularly

participant 3- every day

participant 1- regularly

I- How often is regularly?

participant 1- every day

participant 3- every day

participant 7- from the afternoon to the evening

participant 5- I do not watch TV

(unclear)

I- And what are your favourite programs?

participant 8- angel

participant 4- buffy

participant 8- angel is not on anymore

participant 4- buffy

participant 3- Miami sands

participant 1- Pensacola

participant 6- the sopranos, Pensacola

participant 1- days of our lives

participant 2- generations

I- I am surprised that very few people mention the soaps, they often watch bold and days

participant 2- and generations

participant 1- saved by the bell

participant 3- what is that movie's name, that comes on on a Tuesday, buffy

participant 4- buffy?

participant 2- sewende laan?

participant 3- no, on one

participant 5- and jack and Jill

participant 6- saved by the bell

participant 7- and soul buddies also

participant 3- soul buddies that's the one

participant 5- and what about the soaps

I- And what do you think about the programs that they have on TV?

participant 5- it's ok

participant 3- (unclear) is better

participant 4- they must just, when they have the movies with blacks in, the xhosa movies, they must put English subtitles so that we can understand what they are saying
I- So you would like to understand what they are saying?

participant 1- yes

participant 2- especially when they make jokes

participant 4- yes

I- Some people say there is a lot of violence on television, what do you think?

participant 5- no

participant 1- there is not that much

participant 8- they then don't even use blood

participant 8- if they show blood then it is violence

participant 5- you are talking about buffy now {laughing}

I- What do the other people think?

participant 2- no

participant 6- on the sopranos they show blood

participant 7- on the news is where they show it

participant 5- yes

participant 1- on the news yes

participant 7- on the news

I- And what do you think about the violence that they show on the news?

participant 3- it is news that happens

participant 1- what about it?

I- Do you think "What about It"?

participant 1- I am asking what about it?

I- How do you understand the violence?

participant 1- it does not touch anything inside us because we are used to it

I- Other people?

participant 2- yes, it is like that

participant 7- (unclear)

I- So you say that you are used to the violence on the news?

participant 4- yes

participant 6- yes

I- And the violence in the other programs?

participant 5- no

participant 1- no, there is not so that one can say (7-it is violence), it is violence

I- What is your idea of violence, how would you describe it?

participant 2- (unclear)

participant 6- people that are shot

participant 3- in real life or on television?

I- Real life, TV does not matter

participant 1- TV is not so dangerous

participant 3- but if you see it then you feel it, so face to face, person to person, then you feel it, but if you see it on TV then you don't feel it, because you know it is not real

I- Some people say that what people see on TV they think is real

participant 8- yes that is true

participant 1- not always

participant 3- but (unclear)

participant 1- no but I know

participant 7- (unclear) {laughing}

I- What do you think about people who think what they see is real, sometimes they watch hold then they think "if I see that person in the road then I will smack her" because she is like that?

participant 1- I do not watch days because I stress too much

I- Now I want to know why people stress so much when they watch TV?

participant 1- they take too long

participant 8- (unclear)

participant 7- they expand it

participant 1- like that it is boring

participant 3- and hope is just as boring

I- What do you think about people who say, like you said now that you are used to violence, they say that the violence that people see on television makes one used to violence and that when you see it in real life then

participant 1- no, if you see it on TV that is nothing, but if I see it then I feel it, but not like that, TV is boring

participant 8- (unclear)

I- How?

participant 1- if you see someone really stabbing someone else then you feel it, like a chill in you, but on TV you know he is just pretending to be dead

I- And what if you see it on the news?

participant 3- then it is also nothing

I- But then it is real?

participant 3- but

participant 5- it is still nothing

participant 1- sometimes, if for example somebody has raped a baby or a four year old child, then I feel it, I will think "how is he (the perpetrator) feeling now", such things

I- What do you think about the violence they are showing now about Palestine, that where they show where they shoot the people (the soldiers), then they show how they shoot the people?

participant 4- but it happens here as well, and in the US, they do that here as well

I- What do you think about those things that really happen?

participant 1- they are boycotting for a reason

I- But what do you think about the violence?

participant 3- it is unnecessary, too many people die

I- And what do you think about the fact that they show it on TV, they show how a person gets shot, it is not make believe like in the other things?

participant 2- (unclear)

participant 5- I think it is right that they show it because people must (see what is happening) see what is happening in reality

participant 4- they must also know

I- How many of you watched Yizo-Yizo last year?

participant 5- I did

participant 4- I did

participant 6- all of us

I- What did you think about it?

participant 4- I liked it

I- Some people had said that the things that happened in Yizo-Yizo started to happen in the schools, and other people had said that what happened in the schools they were just showing on Yizo-Yizo

participant 1- that is true

participant 7- sometimes that's true

participant 3- sometimes it is the opposite

participant 1- that was a nice soapy

I- How do you understand that, that what happened there started happening in the schools?

participant 3- some of those things had happened in schools before that came on TV, it happened before the time

participant 4- where the children were raped on the school grounds

participant 1- they did that, got information from schools to make that soap

I- What do you think about the fact that it started happening at schools where things had been quiet?

participant 5- it had a bad influence on the kids

I- Do you think that happens when people watch television? That it has a bad influence on kids?

participant 7- yes

participant 1- yes, because then they also just want to be like that

I- And kids your age?

participant 1- no, from my side, if you are 19 then you do not have the desire for such funny things

participant 8- no but everybody is not the same

participant 1- but still man

I- What about the people that are not the same?

participant 1- they will take that for real

participant 5- they will not think

participant 1- yes

I- What about that do you think they take for real?

participant 1- they apply it to their lives

participant 3- like smoking dagga

I- Do you think they get ideas from what they see on television?

participant 2- yes

participant 4- yes

participant 5- yes

participant 1- yes, think it is cool

I- Do you think that television influences young people your age?

participant 2- some young people

participant 3- and films as well

participant 1- they see how cool that guy is, or the rapist, they show there guns and maybe their jewels, then they want that, their friends now have jewellery, then they

know how they will get it. must become a gangster. like that, they see those things on television now they want to be those guys

I- And what do the people think who are so quiet, do you not have an opinion?

(No response)

I- What do you think about the violence on TV?

participant 8- I do not watch violence on TV

I- What do you think about Angel, you said earlier you watched that?

participant 8- that I watched

I- Is that violence?

participant 8- there are no things like vampires and such things

participant 5- sometimes the kids take it as real and then they also want to be like the vampires on TV

participant 3- then they bite love bites {laughing}

I- Do you think that they want to be like the hero or like the other guy?

participant 5- they want to be like the hero

participant 6- like a hero

I- What people do you think influences them more on TV? The hero or the guy that is cool?

participant 1- the guy that is cool

participant 3- the guy that is cool

participant 5- yes

I- Do you think it is a bad influence on children?

participant 2- yes

participant 4- yes

I- Some people say it is a good influence because if you watch violence on TV then it relieves your frustrations, what do you think?

participant 1- no (6-no), you must work on your own frustrations for example with music, it makes me feel good if I am angry or so, then I listen to loud music

I- Do you think it influences young people to be more violent?

participant 2- yes

participant 1- it's no longer people that are violent, it is just the gangsters that are in jail that come but that are the same, that get more people together, as I can see here are no more gangsters

I- And what if you see the gangster going to jail and you see he has all these rings and he has fancy clothes on?

participant 5- (unclear)

participant 8- the people must distinguish

participant 3- they think "I want to be like him"

participant 6- yes

participant 8- then he will also do those things

participant 1- think he lives well because he has rings and he dresses well and he looks cool

I- Do you think people want that?

participant 1- most of the young people, if you maybe don't go to school, you left school early, now there is no work, so it begins like that

participant 8- (unclear)

participant 5- yes
participant 3- (unclear)

I- Do you think that violence affects other people more than it affects you?

participant 2- yes

participant 1- people that are not used to it, but us that are used to it

I- So what type of people are affected by it?

participant 8- (unclear)

participant 2- it depends on yourself, if you grew up in a still area and you come live here, then it will affect you

I- And if you live in a still area and you watch violence on television, on the news, do you think the people will still

participant 2- no

participant 3- if you come live here

participant 4- no

participant 5- it is not the same as on TV

participant 1- (unclear) if you live in a quiet area and you watch it on TV, then you come live here

participant 7- you will be affected yes

participant 4- you saw it on TV, now you see it in real life

I- So the TV is almost as if you are really there, but it is not real?

participant 1- yes

participant 5- everyone knows it is not real, it is just the small children that don't

I- And what about cartoons, do you think there is violence there?

participant 6- those pokemon cartoons

participant 3- no they are not real

participant 2- for most of the kids it is because they think that is real and then they fight with each other, then they also do those things

participant 4- pokemon (unclear)

participant 8- (unclear)

I- Do you think the violence on television, I had asked earlier and you had said you do not think it is too much, do you think it is too little?

participant 1- you can't say it is too much or too little

participant 3- they must just put on nice movies

participant 7- we can't tell them what to play

I- Why?

participant 7- (unclear)

participant 6- (unclear)

participant 4- yes, protest

I- Do you think that children are more affected by violence than young people your age?

participant 5- yes

participant 1- they are clever, the kids

participant 2- they use the kids to do things that they must not do

I- So the people see that the gangsters use the kids to do their things because they can't go to jail, they are too young, so they learn from that?
participant 2- yes

I- What do you think about the story that I gave you?

participant 5- (unclear)

participant 3- that school needs security guards

participant 2- yes

participant 4- (unclear)

I- What would you think if I told you that happened after the children watched Yizo-Yizo?

participant 3- did they really?

I- That came from the newspaper, I just translated it

participant 3- how old were the children, were they our age?

I- Yes

participant 6- (unclear)

participant 1- they just (4-wanted to see if it would work) wanted to see if it would work

participant 3- they are psychos

participant 2- and they attend school there

participant 6- it is not right

participant 5- they are stupid

participant 1- they did not think

participant 8- (unclear)

I- What do you think about the fact that they saw it on TV, they got the idea from television?

participant 1- I can't understand

participant 8- (unclear)

I- What do you think about one of the actors that played the lead character Papa-action was attacked in the road because they thought he was real?

participant 3- did that really happen? {laughing}

I- That really happened.

participant 6- (unclear)

I- What do you think about people believing it was real?

participant 3- that was real to them

participant 5- if they do not have insight then it will be real

participant 2- it is almost like what happens in real life

I- So they thought that was real life?

participant 6- yes

I- Other people?

(No response)

I- What do you think about people not being able to distinguish between what happens on TV and what happens in real life?

(No response)

I- Do you think it is difficult for other people to see what is real and what is not real on TV?

participant 1- yes

participant 3- yes

participant 4- yes

I- Why do you think it is more difficult?

participant 1- because they take it seriously

participant 3- they take it seriously

I- Other people?

(No response)

I- Do you think it is because it happened in their lives?

participant 1- maybe

participant 6- maybe

participant 1- now I think if somebody else can do that, then I also want to try that

I- Do you think that when people watch violence on television it is to help them solve a problem, something that they are angry about, do you think it is a good way to solve problems?

participant 1- no

I- Do you think that is the message that they send out?

participant 1- no, that's not a good message that they are sending out

I- What other messages do they send out?

participant 1- the people see now

participant 2- they always have a plan, now there is not a positive way that they show how to solve problems

participant 3- in Soul Buddies they explain when the movie is finished, or before it begins

I- Do you think they do enough of that on television, that they explain enough?

participant 5- it is only that movie that is like that, that gives positive (1-messages) messages yes

yes

I- Are there other programs that give positive messages?

participant 5- not all

participant 2- no

participant 3- no

participant 4- Take 5

participant 1- they should have more soaps like Ricky Lake on

participant 3- but they must take Felicia off

I- But Ricky Lake is not a soapy

participant 1- but still, Felicia is boring

participant 5- Felicia is enjoyable

participant 1- no, she is boring

I- Why must they have more talk shows on?

participant 1- like Ricky lake

participant 8- (unclear)

participant 3- Ricky lake, they say things as they are, they talk the truth

participant 7- speak the truth

participant 2- what can happen

I- And do you think that is real?

participant 1- that is the truth

I- How do you know it is the truth

participant 1- it is the truth

participant 3- it shows what happens in peoples lives

participant 1- like those two friends, the one comes on stage and says she is just using her friend, she did not know her friend was at the back sitting and listening to her, then they let the friend come out and then they argued about it, then things about boyfriends and things came out

participant 4- they must put Jerry Springer on

participant 1- take Felicia off

I- Did you watch Jerry Springer?

participant 4- yes

participant 2- I watched it

participant 5- they must take that show off

{laughter}

I- Why?

participant 5- there is a lot of violence

participant 4- the people swear

I- What do you think about a show like the Jerry Springer show where they fight and swear and

participant 1- it makes the talk show interesting so that you want to watch it

participant 3- (unclear)

I- Are you saying that a talkshow can't be interesting without violence?

participant 3- yes

participant 1- yes, a talk show like Oprah is ok, but Felicia is boring

participant 3- but people like violence, if a movie does not have violence, then they won't watch it, it must have action

I- What about you saying that Felicia is boring, but she covers things relevant to South Africa?

participant 5- yes

participant 1- it's boring man

participant 6- help the people

participant 1- all her shows are not nice

I- What shows are nice

{laughing} it is boring

I- Do you think that they must have more shows like Jerry Springer?

participant 1- yes {laughing}

participant 3- because people want to watch that

I- I see some people saying yes and others saying no

participant 5- no

participant 3- yes, because small children also do that and they do what they see on TV

participant 1- they must be sent to their rooms

participant 4- the children are not like that these days

participant 6- they pick-up quickly

participant 3- for example that movie Buffy, Willow was a witch, she was not born like that but made herself one, and now the children will also do that

participant 2- yes

participant 3- then they think that is cool, that is funky, I also wish I can do that

participant 8- like Sabrina

participant 3- but like a natural witch, and like in the Craft as well

participant 8- yes

participant 1- yes

I- So the children imitate what they see on TV?

participant 5- yes

participant 6- yes

participant 3- for example I thought they were cool in the Craft, and Willow as well

I- What do you think about a movie like Rambo?

(unclear) {laughter}

I- And what do you think about a movie like Conair (1-that's a good movie), the violence in it?

participant 2- no

participant 3- we enjoy it when he beats them

I- Why do you enjoy it?

{laughing}

participant 1- makes things interesting

participant 3- yes

participant 1- (unclear)

participant 3- if there is no action it will be boring, you will fall asleep

participant 4- yes

I- Do you think it is because he is a good guy?

participant 5- yes

(unclear)

I- How do you think what you see on television affects your relationship with other people?

participant 3- they shout a lot

participant 1- like "you will go down nigger, I will kick your ass"

participant 3- it is like that

I- And what do you think when that happens?

participant 5- (unclear)

participant 1- it depends, if you are an introvert then you won't do that (3-yes), but if you are an extrovert (3-then you will do that) then you will do that

I- So are you saying that all extroverts are violent?

participant 3- not all

participant 1- not all, but most of them {laughing}

I- So are you saying that an introvert will not be violent?

participant 1- he will, but an extrovert will show it outright

participant 2- introverts are secretive

participant 3- like serial killers

participant 4- yes

participant 1- they plan the thing carefully, the extrovert will explode right here, for example that survivor movie, her boyfriend was an introvert, he was very quiet

participant 6- then he killed her by stabbing her

participant 7- yes, he was too quiet

I- And what do you think about that?

participant 1- it is not good to be an introvert

participant 3- (unclear)

participant 1- it is not good

participant 7- you will become a little bit crazy

participant 1- it is not good because you live in your own world (2-you keep everything to yourself) one day you can't cope

participant 4- then you explode

participant 5- and kill yourself as well

I- What about serial killers that you see on TV?

participant 1- they are not real

participant 3- they are really disturbed

participant 1- it is not real

participant 5- not real

participant 1- I do not take that seriously

I- What about when you see heads being chopped off?

participant 7- (unclear)

participant 1- when highlander does that then I think he is cool {laughter}

I- Why?

participant 4- he is the good guy

I- But what if it was the bad guy?

participant 8- he chops your head off and collects your power, that is not real

I- For some people it is real

participant 5- then they do the same

Side B

participant 3- things that happen in peoples lives

I- But he gets influenced by what the television shows

participant 1- no, he is not influenced, it comes from yourself, if you are such a person, then you will take it like that, but if you are not like that, then you won't do that

I- But he still does it

participant 1- maybe something bad happened in his life and it brings back memories

I- What about copy-suicides?

participant 1- sometimes it is the best solution for some people

participant 7- they can't cop with their problems

participant 3- they see you killed yourself like that so I can also do it like that, then they think you do not have a problem it is gone

I- Do you think it is a good thing that people can see that on television and get ideas?

participant 6- many people get ideas from such things

I- What do you think about that?

participant 5- for example a friend that I knew, that movie where she saw the girl was so thin and then she did the same, and she was ill, because of TV, because of watching TV

I- Other people?

(No response)

I- They did a lot of research in America where they said that television influences young people, as you said now with anorexia, they see the models are thin then they also want to be thin, because they think it is cool, do you think the same things happen in South Africa?

participant 5- yes

participant 3- the same things

participant 7- still the same things

I- What do you think is the solution?

participant 5- is there a solution? {laughing}

participant 3- people can't stop watching television

participant 1- there is no solution. it starts with yourself

I- Why can't you stop watching television?

participant 1- if you have nothing to do

participant 2- and you can't live without TV {laughing}

participant 1- then what do you do

participant 2- especially if you do not have a lot of friends

I- But there is a lot to do, Cape Town is big

participant 1- no

participant 4- you need money

participant 3- if you do not have money, and friends

participant 6- (unclear)

I- So do you think there is no solution?

participant 6- no

participant 3- no

I- What do the other people think?

(No response)

I- And what about those people that say that television has taken over their lives and they can't live without television, the same thing with the computer, that kids can't go without the computer and that the games they play involves violence as well?

participant 3- the computer is a bad thing because they do not use their brains, and then everything is just the computer

I- People said the same thing about when television came out, it is a bad thing because you do not use your brain, you just sit there and watch

participant 1- no but the computer, when you have schoolwork then you do it quickly on the computer

participant 7- and then you just want to be on the computer

participant 1- yes

I- What do you think about people saying that the television keeps families apart because families do not spend much time with each other?

participant 1- (unclear)

participant 2- they do not sit together at the table (yes), they do not play games like monopoly, they just sit in front of the TV and eat in front of the TV

participant 7- come home go to the TV

I- What do you think about that?

participant 3- we enjoy it

participant 5- can't do anything without the TV, from breakfast to supper

I- What do you think about the fact that people said that television affected intelligence because people do not read books anymore (2-they do not use their brains) they do not use their brains, in the past if you wanted to learn about something then you read a book, now if you want to do something then you sit in front of the television?

participant 8- (unclear)

participant 7- if people were interested about Angel then they read a book about Angels

participant 1- was Angel a book?

I- I don't know, but at some stage somebody had to right it before it became a movie. A lot of movies they make these days are based on best selling novels

participant 3- like Cry the Beloved country
participant 8- that was banned
participant 7- yes
I- The same with Black Beauty
participant 1- yes
participant 8- yes
participant 4- yes
I- That book was also banned
participant 1- why?
participant 7- because of the name in apartheid
participant 5- that is an enjoyable book

I- Do you think there are enough educational program on TV?

participant 8- no
participant 1- no
participant 3- no
participant 7- no way
participant 6- there is only that on SABC where they show
participant 2- and Take 5
participant 6- that is all
participant 5- and where the children call in, Takalanie sesame
participant 3- that is for kids

I- Do you think there must be more of that?

participant 1- yes
participant 5- yes
participant 3- no, if you have nothing to do then you must sit and watch that
I- You say that they must have more of that during the day, but you are at school that time

participant 3- no, you want cartoons

participant 5- no

participant 7- too little cartoons and too many soaps

participant 3- no (unclear)

participant 8- (unclear)

participant 1- no it is boring

participant 3- they must play nice music on Channel O

I- What do you think about a program like channel O, people have said that sometimes music videos are violent

participant 5- yes

participant 1- yes

participant 8- they complained about it a lot

participant 3- no it is enjoyable for teenagers, when you are at home and Generation is finished, then you can't wait for channel O to start, then it starts then it is boring music, they must play nice music

I- What do you think about the videos that you see?

participant 3- it is funky

participant 2- (unclear)

participant 5- no it has an impact on the children

participant 2- here westside, westside, everywhere westside

participant 6- we are westside {laughing}

I- Do you think that people think it is real that they see there?

(3) (5) (1) yes

participant 3- for them it is real

I- But it is a music video, something he created from his imagination

participant 3- because they hear it on the news, the Hollywood things, Tupac is out of jail again, they really believe those things, so the music video affects them

participant 5- yes

participant 7- Tupac is a gangster

participant 8- yes

participant 2- I think mostly that music videos have an impact

participant 4- more than television, music

participant 1- I can't go without music

(unclear)

participant 1- and what else?

I- And what else?

participant 1- how to solve your problems

participant 3- if you have problems

participant 7- so you have a problem?

I- Do you think television shows how to solve problems?

participant 1- no

participant 3- sometimes

participant 5- no in those movies

participant 6- they just make it worse

I- Do educational programs do that?

participant 3- maybe, but not all

I- Do you think if there are more, people will watch?

participant 1- yes, for example Take 5, the one girl said she does not want to be friends with people if they do not have money, because she does not want to pay for them when they go to the movies, but her friends must pay for her if she does not have money, now I watched that

I- What about Jiga-Jiga?

participant 2- that is also interesting but boring sometimes

I- Do you think you learn things from that program?

participant 1- yes

participant 7- yes

participant 8- yes

participant 1- and who wants to be a millionaire

(unclear)

participant 5- Highlander, Raven is better

I- What about quiz programs like Greed?

(unclear)

participant 1- that is a sin, greed

participant 3- it stops then it continues the following week

participant 8- I will rather win the lotto

participant 5- (unclear) children

I- What do you think, people say that there is too much violence, too much sex, too much swearing in movies, but what happens in the movies often comes to the television?

participant 6- first on video

participant 8- if that is not in the movies then that movie is not nice

participant 1- nobody will watch

I- What about romances that people watch?

participant 1- that is

participant 7- just a small kiss then (unclear)

participant 3- we like that

I- If you have a choice between a movie like that and a movie like Conair what will you watch?

participant 8- Conair

participant 2- no

participant 3- the boys will watch Conair

participant 2- no I won't

participant 1- I don't like to watch movies, when I watch movies I (unclear)

I- Anything else you want to say about television violence

participant 1- no

I- Anything ideas the other people have?

(No response)

participant 8- do aliens exist?

I- If you did not see it on TV, do you think you would have thought there are aliens?

participant 1- yes

participant 8- yes

participant 7- yes

participant 8- are real

participant 3- (unclear) begin to believe

participant 5- now Jessica tells us about the lady with goat feet

participant 3- not me, my namesake

participant 5- a goat is the sign of Satan, so she said (unclear)

participant 2- I am glad I can't see ghosts

participant 4- (unclear) my hair stood on end {laughter}

I- Do you think what they say on television about your hair and you feeling uncomfortable

participant 4- before they showed such movies it happened, and wandering ghosts

I- Then you were aware of it?

participant 4- yes

participant 8- yes

participant 3- where the people do bad things to each other, curse each other, they say it happens here a lot

participant 1- here in Uitsig

participant 2- it is the truth

I- Anything else anybody wants to add?

(No response)

I- Nothing?

END

FOCUS GROUP 3 (Grades 8 & 9) 3-boys, 6 girls

I- Can each of you tell me your age please?

participant 1- 15

participant 2- 13

participant 3- 14

participant 4- 13

participant 5- 15

participant 6- 15

participant 7- 15

participant 8- 14

participant 9- 15

I- How often do you watch television?

participant 3- every day

participant 6- every day

participant 7- every day

participant 2- every day

participant 9- every day {everybody nodding in affirmation}

I- When you say every day what does that mean, how many hours approximately?

participant 5- when we get home from school then we watch Yo-TV, that's at 2'o clock hey, (yes) then that lasts until 4'o clock, then at 5 o'clock we watch days and bold (and sewende laan) yes, (and the news) the news yes and generations

participant 2- and the seven o'clock comedy

I- What else?

participant 2- seven o'clock comedy

participant 8- yes

participant 5- and generations at half past eight

I- So it is practically whole day that you watch television?

participant 5- yes

participant 6- yes

I- And if you watch TV whole day then when do you have time to do your homework?

participant 4- we start as soon as we get homework

participant 5- we do it at school

participant 2- at night

participant 5- and at night

participant 8- yes

I- What type of programs do you watch or enjoy watching?

participant 1- soaps

participant 2- comedies

participant 8- cartoons

participant 5- yes

participant 7- action, drama

participant 8- yes

participant 6- variety

participant 9- talk shows

I- And other people?

participant 3- cartoons

participant 5- educational

I- What kind of educational programs?

participant 6- Takalanie Sesame

participant 5- Take 5

participant 4- Soulbuddies

participant 5- yes

I- Some people say that there is a lot of violence on television, what do you think?

participant 5- yes

participant 7- there is

participant 8- (unclear)

participant 1- yes

I- Other people?

(no response)

I- People you must remember that there is no wrong answer, we are trying to find out what you think, what your perspective is.

(No response)

I- Do most of you think that there is too much violence on TV?

participant 6- there is yes

participant 5- yes

participant 8- I think so

participant 2- yes

participant 1- yes

participant 7- there is not too much, but there is violence

I- In what type of programs is there too much violence?

participant 5- special assignment

participant 3- action

participant 5- yes

participant 4- and horrors

(unclear)

participant 9- some dramas

participant 5- thrillers

(unclear)

participant 9- profiler

I- When people say violence then what do you think, how would you describe violence?

participant 5- shooting gun

participant 6- killing, such things

participant 5- rape

participant 8- murder

participant 7- rape

participant 2- fighting

participant 1- yes

participant 7- threatening

I- What about threatening?

participant 7- threatening someone with a gun

(unclear)

participant 4- gives us schoolchildren dirty ideas as well

I- Gives schoolchildren dirty ideas?

participant 4- yes

I- What do other people think about that?

participant 3- yes

participant 5- it does

I- And other people?

(No response)

I- Do you think that what you see on TV gives you ideas on how to do things?

participant 5- yes, for example that thing "How you do that, sometimes they show things then the children take it seriously and they also want to try that, how to make a bomb or such things

I- And other programs like the soaps?

participant 6- that is just

participant 5- like those movies, about sex and such things, children take that in as well

participant 3- they do drugs

participant 5- and drugs as well, they sometimes show how to do drugs

I- And what about programs like the news, things that you see on the news.

(No response)

I- Do you think that there is a lot of violence?

participant 5- a lot of violence yes, what is happening in other places, such things, like the other time, that on the news now recently, about the police that let the dogs bite the people, that is also violence

participant 8- and the shark that bit people as well

I- Do you think that violence on the news is justified, that they must show such things?

participant 2- yes

participant 8- yes

participant 1- yes

participant 5- they must so that we can know what is happening yes

I- And the violence in other movies, do you think that is justified?

participant 3- (unclear)

participant 5- that is just an act

participant 6- that is just to make the movie interesting

participant 4- yes, it is like that

I- What do the other people think?

(No response)

I- Do you think, as he said earlier that television gives young people ideas, do you think it influences young people your age to be violent?

participant 8- yes

participant 6- yes

I- How?

participant 4- for example if there is a movie with sex in, then they talk about sex and that, then he wants to influence others to do that

participant 9- yes

participant 7- yes

I- Other people?

(No response)

I- Do you agree with what he just said?

participant 6- agree yes

I- Do you think that people your age think who see violence on television think it is the best way to solve problems?

participant 5- no

I- What other ways can you think of?

participant 5- talk it through

participant 2- what else?

I- What other ways can you think of to solve problems

participant 5- if you see someone is going to argue with you, and you know something is going to happen between the two of you, what does it cost you to walk away, then you avoid it

I- Other people?

participant 9- agree with her

participant 6- (unclear) but sometimes

participant 5- people put pressure on you, not really influencing you, your friends for example, they just want you to do something

participant 3- but it depends on you if you want to do it

I- So young people are influenced by their friends?

participant 5- by their friends yes, their friends play an important part

I- What about the things that the friends see on TV, where a lot of friends belong to a gang, do you think that will influence other people to belong to a gang?

participant 6- sometimes it is like that

participant 5- sometimes, I know friends who belong to a gang, if you want to, say you want to be friends with them, then you must do what they do, that, I don't believe in that

I- What do you think the television can show that will make it easier?

participant 9- more programs

participant 5- children's programs

participant 6- soul buddies

I- Somebody earlier said educational programs?

participant 4- medical programs

I- Do you think you will watch more television if they had programs like that on, say they take off bold and days and show an educational program?

participant 6- no
{everybody laughing}

I- Will you watch more TV or less?

participant 7- less

participant 2- less

participant 5- less

I- Why?

participant 6- it is boring

participant 2- (unclear)

participant 1- yes

participant 5- yes, you will not look forward to watching TV because when you are in front of the TV you are just waiting for those programs to come on

I- But you said you watch TV whole day, does it matter what is on?

participant 5- no

participant 1- it does make a difference

I- Other people?

participant 2- if there is not something enjoyable on one channel then you just switch over to another one

participant 5- yes

participant 6- yes

I- And what if there is nothing, say there is an educational program on all the channels?

participant 6- then we listen to music

participant 5- listen to music

participant 1- switch on the radio

I- So there is always something different on?

participant 5- yes

I- What do you think about people saying that television takes up too much of young people's time because they do not have enough time to do other things, they do not have enough time to read, they do not have enough time to do their schoolwork, such things?

participant 1- (unclear)

participant 5- but some people are so used to it they come home, get undressed, they don't still worry to do other things, they just go sit in front of the TV, they forget about those other things, now there is an enjoyable movie, they are so interested in the movie that they forget to do the dishes and such things

I- And what is the result of that?

participant 5- arguing, when their mother comes home and the thing is not done then she nags whole day

I- So it affects the family?

participant 5- yes

I- Other people?

(No response)

I- Some people say that television takes the place of the family these days, what do you think about that?

participant 5- yes

I- That a lot of families do not spend time together, that the time they would have spent together they sit in front of the television and do nothing?

participant 5- for example, the other time they said, it was in the youth yes, they say other times, it was long ago, when it was supper time then they all sat at the table, but now it is not sitting around the table, now it is in the lounge because they want to sit in front of the TV

participant 6- yes

I- How do you feel about that?

(No response)

I- Do you think it is a good thing, do you think it is a bad thing?

participant 5- everybody's circumstances are not the same, some people do not have a table to sit around

I- So it depends on circumstances?

participant 3- yes

I- Other people?

(No response)

I- Do you think it would make a difference if everybody had the same circumstances?

(No response)

I- What do the other people think, do you think you would have spent more time with your family if there was no television?

participant 8- yes

participant 2- yes

participant 6- yes

participant 5- we will yes

I- Do you think that what you see on television affects your relationships with your family and other people?

(No response)

I- Do you think that what happens on television happens in real life?

participant 7- not always

participant 5- not always but sometimes, sometimes there is a program on TV, then you think, that gives you (9-advice), yes, then it seems almost as if that that they show on television is going to make a difference in your life because of your circumstances

I- Other people?

(No response)

I- Some people say what children see on television they imitate in real life, what do you think about that?

(No response)

I- They say that television gives people, gives children ideas on what to do and how to do it. Do you think that is true?

participant 2- yes

participant 8- yes

participant 5- yes

participant 6- yes

participant 1- yes

I- What is the reason for that?

participant 3- the more they see they more interested they become

participant 5- yes

I- What things interest them the most?

participant 3- fighting

I- What else?

(unclear)

participant 9- how to break in at places

participant 5- sometimes when you commit a murder how not to get your fingerprints on things, such things

I- Do you think that kids that see that believe it?

participant 5- especially when you belong to a gang

I- And what do you think about them believing?

participant 3- some kids (unclear)

participant 5- yes

participant 3- to get more experience

I- How many of you watched Yizo-Yizo last year?

participant 6- all of us

participant 5- that was a nice movie

I- And what made that a nice movie?

participant 5- the violence

participant 6- yes

I- And what did you think about the things that happened in that school?

participant 9- mostly violence

participant 5- the principle was strict, but just the children that did not want to hear

I- And do you think that was real, the things that happened in there?

participant 7- no

participant 8- no

I- What will you think if I told you that the stories I gave you were taken from a newspaper, that those things happened after kids watched Yizo-Yizo?

participant 5- that happened, I don't know what school it was, that was also a black school, that was last year yes (6-in Gugulethu) in Gugulethu yes, where there was also something like that

I- And what do you think about that, that people did those things that they saw, how do you understand that?

(No response)

I- Some people said that the children did what they saw on Yizo-Yizo and some people said that the things they showed really happened in the schools and that they just showed what happened. What do you think about that? Do you think those things

participant 7- yes

participant 5- sometimes those things happen in the schools

participant 6- yes

participant 8- (unclear)

I- What they said was that everything they showed was the truth, that is what happens in schools, but then the other people said "no but they gave the children ideas about what to do in the schools

participant 7- no

participant 5- no those are everyday things that happen

participant 7- taxi's that take kids, that rape girls

participant 6- yes

I- What about the people in that program, the person that played Papa action, somebody thought he was real and they attacked him in the road?

participant 5- they are mad

I- What do you think about that, about people that take those things as real, that if they see the people in the road they think they are really like that?

participant 9- it's a drawback for them, the actors

participant 6- but they are doing it for the young people

participant 3- to make them more aware

I- But people believe that the person that plays Papa action, is Papa action

participant 6- but there are some people that do not believe that

I- But what about those that do believe?

participant 7- they must learn from the other kids that it is only a character that he is playing

participant 5- yes

participant 1- yes

I- How will you explain it if you are watching that, and somebody says: "if I see Papa action in the street then I will do this and that"?

participant 6- like they always say about Sammy, if they meet Sammy in the road

participant 5- they are not really like that

I- Some people believe it is true

participant 7- then one person must convince the other person that it is not true

I- And what about the cartoons that you see on TV, do you think that the violence in there is real?

participant 7- no

participant 5- no

participant 3- you kill him, then he gets up again

participant 4- (unclear)

I- Are you saying the children do that?

participant 5- the small ones yes, like now with the Pokemon

participant 2- pokemon

participant 1- yes they do

participant 7- they break him then he becomes alive again, then he throws it in the toilet pot then you see flames come out

participant 5- yes, then they pull the chain

I- So the kids believe then?

participant 6- they believe yes

participant 7- yes

I- Do you think it is a good idea that such a program is on TV?

participant 8- no

participant 5- no

participant 6- no

participant 7- it was first a good thing, but probably because of Satanism the people thought they had to do something, now all the children are afraid of the pokemon things

I- But they still watch it?

participant 7- yes

participant 5- yes

I- And what do you think the parents can do to make it easier?

participant 7- all the parents have to do is say "throw those things away"

I- And with regard to television, the amount of television that children watch?

participant 4- put it on another channel

participant 5- yes

participant 7- then they put it back again

I- And if they put on another channel with violence, what then?

participant 7- then switch again

participant 3- then I don't know

participant 7- switch the TV off

participant 9- go to your friends

participant 7- or on a channel that tells a story

I- And what will you do if your mother switches off the TV?

participant 5- but then I will go to my friends and watch there

I- Do you think that people do enough to reduce violence on television, to have less violence on TV?

(No response)

I- You said you watched a lot of television, do you think violence on television makes people your age used to violence?

participant 2- yes

participant 8- yes

participant 1- yes

participant 3- yes

participant 9- (unclear)

participant 5- especially here in Uitsig, here is so much violence the people are used to it already, every Saturday they shoot gun, here amongst themselves in the flats, they are used to that already

I- And what they see on TV, is that the same?

participant 5- yes

participant 6- yes

I- How do you feel about the violence that you see on television, for example if you see it on the news is it easier to watch or worse? Like that one about where they put the dogs on the people?

participant 8- that has no effect, but look if it happened in real life

participant 5- yes

participant 6- yes

I- And what if you see it in the road?

participant 1- (unclear)

participant 2- I will look

I- Will it be easier for you to look or will you still feel bad?

participant 5- will feel bad, could have been you as well

participant 7- help that person

participant 5- yes

(unclear)

I- How did you feel when you saw that on television, what went through your mind?

participant 1- I did not watch that

participant 5- it's not nice, to think that the police took the law into their own hands, you see, they could have maybe told those people that they do not belong in that place, they can go back to their own country, but was it necessary to do that

participant 9- they tell people not to take the law into their own hands but then they do it

participant 5- yes

I- And what about the thing they showed on the news, I think it was in Langa or Gugulethu, where those guys raped a women, then the community attacked them, the community took the two guys and

participant 5- yes, undressed them en beat them up, they do that, I saw it once, we were in Phillipi, they do that

I- Do you think that people got the idea when they saw it on television?

participant 5- I think it is right what they so, because the community stood together, they did not worry if it was family of yours because it was wrong what they did

I- And do you think that is the way to deal with it, a situation like that?

participant 5- that was probably the only idea that came to mind

participant 6- yes

I- What if they had killed those guys?

(No response)

I- Are there any times that you think you can understand why people use violence if you see it on television?

participant 5- I will say so yes, sometimes circumstance, pressure that is put on you

I- Other people?

participant 4- in the karate movies, you maybe kill my mother or father or brother, then the hero goes to get back at them for revenge

participant 5- yes

participant 4- for revenge, then they think it is a good thing, it is not always a good thing

I- Do you think that happens a lot, where the kids see the hero using violence and then think it is Ok to do that?

participant 2- yes

I- Some people say that if you watch violence on television it helps to relieve frustration. What do you think about that?

participant 5- I don't think so

I- What do the other people think?

(No response)

I- What they say is if you feel like being violent and you watch violence on television it lessen that feeling

participant 3- no, it gives you ideas

participant 7- it's almost as if it encourages you

participant 6- yes

I- Other people?

(No response)

I- Do you think hat the violence on television affects other people more than it affects you?

participant 3- some people are very sensitive

I- Do you think it affects other people more than it affects you?

(No response)

I- What do other people think?

participant 8- it depends on how you as an individual understand the program

I- What about the people that take the programs as facts that they see?

(No response)

I- Do you think that there is more violence on television these days as compared to the past?

Side B.

participant 6- no, she is not saying it rises, for me it will rise and for her it will decrease

participant 4- more cartoons than real life programs have violence, with ever channel there is a lot of violence, or a little violence, but you must decide what you want to watch, but some people choose the one with the most violence

participant 5- yes, like action

participant 1- yes

I- What do you think about people watching mostly action movies, and there is a lot of violence in action movies, even parents that complain that there is a lot of violence on television watch a lot of action, and those are mostly the type of movies they watch with their kids?

(No response)

I- What do you think about what some people say, that there is more violence in cartoons than in real life action movies?

participant 4- if we are watching cartoons and they fight, then we do not think of violence, because those things are different from what we do in real life, because they will hit someone and he will get up again, even without a head

participant 9- throw bombs in the face {laughing}

participant 6- yes, they laugh at such things

participant 5- they just feel excited when they see that

participant 3- they jump through the bombs

participant 5- yes

I- What about the karate movies, cartoons we know are not real, but in the karate movies they run against the trees or he flies

participant 5- no that is fiction

participant 7- yes, it is all fiction

I- All fiction and special effects (3-but kids do not think that) but tomorrow or the next day then the kids

participant 3- yes they want to do the same {laughing}

I- How do you think that can be stopped from happening?

participant 6- have on less movies like that

participant 3- parents must know what they should watch

participant 7- yes

participant 6- but the parents are not always going to be there to tell the kids not to watch that

participant 3- yes

participant 6- don't watch that, maybe they will go watch at a friends place

I- Some parents are not always at home?

participant 6- yes, most parents work nightshift or so

participant 3- then the children can stay up late

I- What about America, where they have a V-chip, a violence chip where the parents can control which programs children can watch, M-net as well where you can set the decoder on parental guidance?

participant 3- no it's not nice that

participant 5- yes, sometimes they put it "no children under sixteen" then it is not like you expected then

participant 6- yes

participant 6- then it is different

participant 7- just action

participant 9- yes

participant 4- some watch days and go mad, "no go there"

participant 9- yes

participant 2- yes, it is like that

(unclear)

participant 2- some people say they are going to write letters

participant 5- but people can't even wait to get from work

I- Some people that know they are not going to make it for days buy a video

participant 5- yes then they record it

participant 6- I know such people, they record everyday

participant 4- and with the rugby

participant 6- yes the rugby and the soccer

participant 7- if the rugby is on then you can't even watch another movie, they all sit there, all the men

participant 9- the wife is at home then she calls her husband on the cellphone then she argues with him

participant 1- yes

participant 8- yes

I- Now do you think such programs like sport where people say there is no violence, there should not be violence, they must have more of that on?

participant 6- yes

participant 5- there was violence at some stage, it was on the news recently, that time when the people in the stadiums (3-threw bottles) yes threw bottles in Zimbabwe

participant 2- yes

participant 1- and in rugby there is a lot of violence

participant 5- yes, many people get hurt

participant 3- (unclear)

participant 5- but rugby is full of violence

I- Do you think that sports people are good role models for young children?

participant 9- some

participant 3- in Golf

participant 5- netball

participant 8- yes

participant 5- and basketball

participant 4- in Basketball they swear a lot

participant 9- he says: "hey nigger come here", they swear a lot in basketball movies, especially in Tupac movies if there is basketball in

I- What do you think about swearing, do you think that is violence?

participant 3- no

participant 5- it can cause violence

participant 6- it is a crime

I- Do you think there is enough swearing in movies, do you think there is too much?

participant 4- too much

participant 6- too much yes

participant 7- too much

I- What about earlier, when we started somebody said they enjoyed talkshows, Jerry Springer

participant 9- yes they fight a lot there

participant 5- Ricky Lake

participant 7- that program, that program is on E (Ricky Lake) yes that about the men, such things

participant 3- especially Jerry Springer there was a man "I hate niggers" then they fought, and that woman who broke the camera, I watch all that, I stay awake, I go to bed late just to watch that program

I- There is a lot of violence in that program

participant 3- they are just showing what happens in their country, some of the movies in America, I do not want to sound racist but the black movies in America has a lot more violence, now you come to the white movies then there is (more romantic) more romantic, then there is almost no swearing, now in the talkshows they show what is happening, the same things that happen in our country happens in that country

participant 5- yes

participant 7- yes

I- So you think it gives you a better idea of what is happening in the world?

participant 3- yes

I- But do you think they must have such a program on, they swear a lot? It is beep here and beep there
(unclear)

participant 3- but they must not delete everything because we also want to hear what they are saying, because we also want to know what is happening, because sometimes you think, like my Aunt said here in South Africa there is racism but America is more racist than South Africa, sometimes the Americans can't come together, the blacks can't communicate with the whites like we do in South Africa, but then they say we are more racist than other countries

I- Do you think the things you see on the news gives you and accurate idea of what is happening in other countries?

participant 5- yes

participant 3- yes

participant 7- yes

participant 4- yes

I- And the things they show about other countries, about how America is when they show basketball (7-no I don't think so) movies
(No response)

I- I think I covered everything, is there anything else that you think is important with regards to violence on television?

participant 6- they must put on an age description

I- Other people?

participant 3- have it on for a long time

participant 9- children they don't see that

participant 1- sometimes sex, violence, nudity, then the parents say the children must not watch that, they already have knowledge of that

participant 5- yes

participant 2- by us it is the worst, there is maybe sex then we have to close our eyes and can't watch

participant 7- there by us again they say "that's reality", it does not matter anymore if you hide it because the children know about it

participant 5- yes they know, the small children know already

participant 7- small children just understand it in the wrong way

participant 4- yes

participant 9- they must actually scare the children

participant 4- for example aids, they make, we can say for example unsafe sex, what it can do on TV, for example if I make a girl pregnant, just say how it can change your life

participant 5- it is not about unsafe sex, sometimes you are so in love with your boyfriend then he says he is not going to use a condom because he loves you, because he wants to show his love to you, but that is not worth it

participant 4- and some women also

participant 6- the attraction is too great

(interruption)

I- Where were we?

participant 7- unsafe sex

participant 4- sometimes a woman makes the man full of desire that he forgets to put a condom in his pocket then she give the condom, but sometimes such women have dirty ideas then they put holes in the condom

participant 2- yes they do that

participant 5- like the other time there were people talking about aids who said that we must carry a condom with us everyday in case we get raped then we must give that condom to the man and tell him to put it on, but when you go to court and you make a case then they are going to say but you wanted it because you gave him the condom

participant 6- yes

participant 2- yes

I- Now what do you think about that when they have such programs on TV and they say that about the condom?

participant 5- and what if your mother finds it?

participant 7- what then?

participant 3- throw it away

participant 5- yes

I- So do you think they give the wrong information?

participant 7- that is wrong yes

participant 5- sometimes they do yes, they can sometimes give wrong information

I- Anything else?

participant 5- as she said about your boyfriend who says "I am not going to use a condom because I love you", that is not love, if he really loved you then he would wait, if you said no then it is no

participant 7- but sex before marriage is a sin, so I don't know why people still do it, probably to please their boyfriends so that he does not go to another girl

I- *What about the things they do in days where they sleep with every second guy?*

participant 6- like Sammy who drugs the men to sleep with them

participant 7- Sammy can be a good role model as well, what she does

participant 6- she is already encouraged what to do yes

participant 4- it won't be a problem for her

I- *Will it be a problem for other people that see that, will they try those things?*

participant 4- yes

participant 7- but other people won't get away with it as she does

participant 2 -STD's

I- *Anything else?*

I- *Nothing?*

END



UNIVERSITY *of the*
WESTERN CAPE

FOCUS GROUP 4 (MIXED GRADES) 2-BOYS, 5-GIRLS

I- Can each of you give me your age please

participant 1- 14 (male)

participant 2- 13 (female)

participant 3- 15 (female)

participant 4- 15 (male)

participant 5- 18 (female)

participant 6- 17 (female)

participant 7- 17 (female)

I- There is a nice spread of ages. What do you do in your free time after school. Remember anyone can talk, everything is confidential so don't be shy. If you disagree with something, then don't be afraid to say that you disagree

participant 3- like on a Friday?

I- Like on a Friday yes

participant 4- I go to my aunt

I- Then what do you do at your aunt's place?

participant 4- we play TV games

I- Other people?

participant 6- sleep (people laughing)

I- Sleep, that sounds nice

participant 2- I go to church

I- go to church

participant 5- oh Andrew

participant 1- I also just sleep

participant 5- walk around

participant 3- yes

participant 7- (unclear)

participant 6- sleep

participant 7- I walk around she sleeps whole day (laughter)

I- and is that all that you do, what do you do on weekends?

participant 3- go to your friends

participant 7- go out

participant 2- I go to church the whole weekend

I- Whole weekend? That is 24 hours a day?

participant 6- no we only go to church on a Sunday morning because we have Sunday school

participant 2- we have Monday and Tuesday and Wednesday evenings

participant 6- we have church after Sunday school and then Sunday evenings we maybe go to church, but Saturday evenings we go out, you can go out or if you have nothing to do then you can go to your friends and talk, us for example, Friday's we go to church and then we have fellowship with the youth

I- And the other people?

participant 4- and in our youth group we go away for a week, maybe for a week, then we go camping or so

I- That sounds nice, do the youths do a lot of that these days?

participant 1- yes

participant 4- and the leader, at the youth leaders house we have stay awakes

participant 7- yes, I like that

participant 1- music

I- Oh the music

participant 3- and the Lappop

participant 5- and Lied van die Lappop

participant 7- and maybe days and

participant 5- generations

participant 6- (unclear) days

participant 3- and Bold

participant 5- yes Bold

I- Bold

participant 6- from seven o'clock onwards

participant 7- yes Bold

participant 5- and the news

participant 7- and maybe on Friday nights when we have nothing to do (6-jam alley)
(unclear)

participant 4- and American chart show

participant 7- yes

participant 3- (unclear) outer limits

participant 5- yes

I-What about Yizo-Yizo do you like, what about it do you like to watch?

participant 4- (unclear)

participant 6- (unclear) happens in everyday life

I- Happens in everyday life?

participant 6- yes

participant 2- (unclear) in the schools

participant 4- and it teaches you to stay out of trouble

I- Many people said that it was violent

participant 6- it was

participant 4- yes but (unclear)

participant 6- rather open the eyes of the young people outside (unclear)

participant 4- yes that (unclear)

participant 7- basically it depends on yourself because each person has a will of their own, you choose a better life than that they show on TV, I mean, you've got your own will in you, if you choose to be like them then it is your own case, it is you that will suffer at the end

I- Other people?

participant 4- it teaches you a lot of things

participant 6- and it teaches you a lot of things (5-yes) for example those things that happen there happens in daily school life

participant 1- and about the schools

participant 6- children that

participant 4- then they rape the children, something like that, like here at Valhalla schools, such things (laughter)

I- The people say when, do you remember when Yizo-Yizo first started, that was last year

participant 1- yes

participant 6- then the people said they did not want it

I- The people said they did not want it because they said that the kids see what happens on Yizo-Yizo then they do the same things in the schools, what do you think about that?

participant 4- it is their own, they must know for themselves (5-yes), they must not take the TV seriously

participant 7- yes

participant 6- they have a will of their own

participant 5- each one has a will

participant 6- I think before Yizo-Yizo, there are schools, the “posh” schools, that is where the drug use is happening (5-yes) and the schools (unclear) there the drugs and the sex is happening, at the school (2-unclear) then the parents also don’t know, then they can see the signs on Yizo-Yizo

participant 7- many people do not want to face reality (6-yes) they do not want to see the things (6-that the kids do), they are too afraid maybe your child is an angel at home, your child sees those things (2-yes), like that maybe, but it is reality people just do not want to face it

participant 4- and a lot of sexual harassment happens at other schools (5-and on Third Degree) then the teachers touch the children, like that, then they have sex with the kids and such things

I- But people said that those things did not happen in the schools before Yizo-Yizo came on, they said that when Yizo-Yizo started, those things started to happen

No (most of them)

participant 6- that has been happening for years as I can think for myself, that has been happening for years, look at (unclear) that happens in Yizo-Yizo

participant 1- guns as well

participant 3- guns also yes

all agreeing

participant 5- it is happening in the schools

participant 7- you can’t, you are nowhere safe any longer, you are not even safe at school, you are not even safe in you own class, not even at home, so

(At this point the cassette got stuck and switched off and had to be replaced with a backup)

Tape 2

I- Where were we?

participant 3- kids in school

participant 2- that show

I- So you think that a programme like Yizo-Yizo shows what is really happening?

participant 6- yes

participant 5- yes

I- Now what do you think about parents that say that they do not want Yizo-Yizo on because it has all those things that you mentioned. That it is very violent and they show sex and those things?

participant 4- it is their kids that turn out like that

participant 7- everyone, like everyone, everyone will, because you smoke now I will as well, everyone has a will of their own and if you are for that then you are just for that, but if you as parent know that your child is in a case like that maybe, then you must get help for your child, you mustn't just, how can I say, argue about everything and say "it is your fault, it is your fault", that is precisely the time that your child uses drugs even more, you must maybe help your child, send them to a clinic or to a place where you know they will get help, or (unclear) come out, and you as parent mustn't just talk, for example, if they ask where do babies come from like that advert (unclear), you must tell your children straight, you must (unclear), because parent and child must not just argue, you must be a parent to your child and have a relationship with your child

participant 6- (unclear) especially girls, you that are the mother, you must speak openly to each other, you must not hide things, otherwise the wrong things happen

I- What do the people think that are so quiet? What do you three think?

(No response)

participant 6- as I can think, many people say television plays a negative role, the thing is that everyone has their own ideas and as it appears in the Bible, God says in his word "my thoughts are not your thoughts" (2-not your thoughts yes), you have your own thoughts, for example many people maybe watch sexual films and now it plays in their thoughts and they go to sleep with that, it is a sin and we must not bother ourselves about that, that is what the Bible said "my thoughts are not your thoughts", you have your own thoughts, you have a will of your own

I- So you like a program like Yizo-Yizo because it shows you what happens in real life, but people say that it is just too violent, and that is what they say about other programs as well, they say that there is too much violence on TV

participant 1- the violence that is shown is the violence that is (4-taking place) happening here and they must teach their children not to do what they see on TV (5-what they see on TV yes), they must teach their children to do better and if their children go off and do their own thing then it is their own fault

participant 2- their own fault yes

participant 7- if you knock your head once then you must learn from your mistake, and they must tell their children that television just teaches what you must not do and what you can do, just say, further on, they must not do the same things, they are just showing you, it is not reality

I- Now what do you think about that that some people think it is reality, as she said now it is not reality, but some people think that what they see on television is reality. When Yizo-Yizo first started, the guy that played Papa-action was attacked in the street because some people thought he was really like that. What do you think about that, that some people think it is reality that they see?

participant 4- because he plays a bad role in that movie they think that he is like that, now they think he is that person, that is why he made himself a singer so that he can show that he is not really a bad person

participant 2- (unclear)

participant 7- before, as I see it, before the people know they are going to release a particular movie, they must advertise to the people that it is not like that but only to make people aware of what is happening, because many movies are just there and then it is in between, they must make the people aware beforehand that the person is not the way they are in the movie

participant 4- and they must let their children watch take-5 as well because that is also a good, they teach you, the person that played Papa-Action is also a presenter on take-5, they must let the kids watch that because it also educates the kids out there

I- What do you think about educational programmes, a programme like take-5?

participant 7- it is good, it is better than, many people say television is negative, but it is, like the education, many children now don't want to watch that then they rather watch the movies, like that

(unclear)

I- Why do you think that happens, that kids don't want to watch that, they will rather watch the movies?

participant 7- because, for me, I don't watch educational because I take it that I am already sitting in the class whole day

participant 6- now you must sit there and watch and pick up what they are saying

participant 7- it is basically not boring and it has a positive role in your life, but for many children it is too much because life today is very fast, like take 5 (5-you will learn there) you must use your brain, with take 5 you won't just be able to, for example I watch Days and take 5, take those two for example, I catch on quicker with days than I do with take 5

participant 3- with take 5 yes

I- But what about Days do you like to watch?

(laughter)

participant 3- it is everyday life

participant 7- I will not say it is everyday life because those people live in another world

I- But what makes it interesting, what makes you choose Days over Take5?

participant 4- they are women they will (5-men as well) no (unclear), they will watch those love programmes and things like that, and they are also going to do what those people do

(laughter)

I- What do the girls think about what he said now?

participant 3- it is not

participant 1- it is yes

participant 6- it is, because Days is about fashion and parents, about how your mother treats you and how your father treats you, so Days is not about, like she said now about your life, it is not like our life

participant 1- that is almost like a fantasy world

participant 5- yes

I- But some people think that is also reality, they say if they meet Sammy in the road then they will

participant 7- it is like that

participant 5- many people do not like Sammy

(unclear)

I- What about that, why do people think like that?

(unclear)

participant 4- because the role she plays is rude now she is rude, but it is not like that, she can be a beautiful person inside, and in the movie they make her like that, how can you use a TV programme outside

participant 6- like Stefano he is not (3-unclear) he is not really like that

participant 4- they say Stefano is rich, but in the Huisgenoot they had all the rich people and his name was not even there, now look there

I- How do you understand that, the people watch those things on TV, they know it is not reality, but then they still take it as reality

participant 4-they take that, they do, as they see it in the movie so it is outside (3-yes), now they come and, for example I act in the movie and I am a nasty person, now I pass Jo-Anne and she tells me “sis you dirty bugger” (laughter) and such things, then I show her, I stop and talk to her, they must know how to talk with a person, to talk it through with a person (1-unclear) I am better than that person that they show on TV, I am not that person that they show on TV, that is just a part I am playing in the movie, that is not a part I play outside in my life

I-What do the rest of you think about what he said now, he is not that person in the movie but people want to be that person, the people say what the kids see on television they imitate, the same they said about Yizo-Yizo, what they saw they imitated in their lives, what do you think about that?

participant 4- there at the BP garage, there is a book about Yizo-Yizo, Yizo-Yizo how it started and Yizo-Yizo how it ends, so I went to go buy one of those books, not bought, I got one and so I read it, then they said in that book that the way the movie is, they are not really like that, they are not as bad as they are in the movie, and they say what that person looks like outside, his face is not really spoilt like that, it is just the movie that makes him like that, and in the beginning there is a warning, there is a warning, I can't remember what it is

participant 6- and some of the movies have parental guidance, you as parent, if you feel your child must, because it is parental guidance, if you feel your child can't watch, you are the parent

I- But the kids say that their parents are not always at home so they can watch what they want to

participant 4- yes

participant 2- but why do they still buy televisions, they can do without TV (laughter)

I- What do you think about life without TV?

(laughter)

(unclear-many voices)

participant 4- me now, when I see it is 3'o clock then I switch off my tape then I sit in front of the TV and watch cartoons and if I (unclear), on 1 the cartoon ends then I switch over to Craze until 5'o clock, then I switch to 1 and I watch Take 5 and if I am done with that and I know my mother is coming home then I switch off and switch on the TV (2-the tape) the tape I mean (laughter)

I- But when do you do your homework?

participant 4- when the tape plays (3-yes), when the tape plays I do my homework, when I have homework then I get a beat and think then I do my homework

I- And the other people?

(No response)

I- What about cartoons do you like to watch?

participant 1- pokemon

participant 3- the parents did not want the children to watch pokemon
(unclear)

I- Not just pokemon, they said that cartoons in general are violent, they argue that there is more violence in cartoons than in normal programmes

participant 6- but the people are big, they can think, how can a cartoon out of the toilet pot, how can a cartoon on TV

participant 5- no they are funny

participant 1- they say in reality if you take a Tazo (4-break it in four) break it in four
(unclear) three times (unclear)

participant 7- that thing doesn't even have power, it doesn't even have power (unclear)

participant 6- the people are mad
(unclear)

participant 2- like that child that killed himself because of the pokemons as she said now, his head probably went wrong, he probably just had a problem

participant 3- yes

participant 4- my mother told me, it is the same with the music, when that song "Fiesta" was released, so my mother said, that of emminem, so my mother said that she would not buy me a CD like that, then I kept on and I asked her "is he really like that?", so she said "how must I know", so I said now see there, so she bought me the CD's, now see there it is the same with the movies

participant 7- now my mother is not like that, living in a fantasy world

participant 4- it is the same with the movies

participant 6- my mother does not watch TV

participant 3- my mother just watches the news then she goes to sleep

participant 6- my mother will rather keep herself busy around the house, my mother will never watch TV

participant 7- no my mother (unclear)

participant 3- my mother just watches the news (5-the news yes) and maybe Oprah
(unclear-many voices)

participant 6- (unclear) third degree and the news

I- So they mostly watch talk shows?

yes-(most of them)

I- What do you think about the Talk shows?

participant 6- Ricky lake, ooooh I like that

participant 5- yes, that teaches a person

participant 7- she has nice topics, for example the last one (4-like example) like that gay couple, the parents did not know but they (4-but they do not like that) did not know, the two of them were friends the gay guy and the straight guy, no the two gays were friends and then the one gay called the sister and the sister called the mother, and they confronted them, like that is nice, and after that the mother went to her son's wedding and he married a man

participant 5- and Felicia is also something nice to watch

participant 7- yes Felicia is also nice

participant 6- she is a role model for many young children's lives

participant 3- and she plays a very big role (unclear)

I- How many of you watched Jerry Springer

participant 4- Jerry Springer (unclear) on M-Net

participant 5- it is on M-Net yes

participant 4- they talk about gay people, they say how they have sex with each other

I- What do you think about a programme like Jerry Springer, it is a talk show but there is a lot of violence, the people fight and they swear, you just hear beep beep beep

(laughter)

participant 4- that is now, on that show you will not be able to make out what they are saying (unclear)

(unclear-many voices)

participant 6- no I have never watched that so I would not know

participant 4- it is nice I watched it already

I- Don't they fight on Ricky Lake?

(unclear-many speaking)

participant 3- yes

participant 2- they fight over a man and then they hit each other

participant 7- Ricki had a program on violence is never the answer, and after that, I have never seen them fight on Ricki Lake

(unclear-many speaking)

participant 4- he hit that guy with the chair, he was bleeding

I-What do you think about what she said now that she watched Ricki Lake and they had a program on that said "violence is never the answer", now some people say that the violence in television shows the young people that violence is an answer to their problems, what do you think about that, they say that it teaches young people that violence is an option

participant 4- it teaches

participant 6- but I don't understand the people, it is not just on TV, violence happens around you, look for example the schoolgirls, schoolboys, it happens around you

participant 1- they even fight at the school

participant 6- it happens around you, I believe that (2-(unclear) strange things) it is not, because we are living in the last days

participant 4- as I can see it, at every school a child has, any child, because I have friends at many schools, and at each school a child has died because of violence

participant 7- like at our school also a boy

participant 2- now the children want to move but they just don't know

participant 4- they just don't know

I- How do you feel about that, that there is so much violence at the schools

participant 4- because they, they take it like

participant 5- they call the gangsters into the school

participant 4- yes, yes

participant 6- then the gangsters come onto the school grounds then the teachers and pupils' lives are in danger

participant 7- and the other children's lives are in danger as well, like here, that boy that they stabbed to death at our school, when we came to school the Monday, we were standing at the office when three skollies came in and the one said "I just now shoot somebody" (3-shoot and stuff) and that is what scares us because the teachers are afraid, they can be adults but they are afraid

I- Some people say that the children learn that on television, all the movies that they watch, the gangster movies that they get from America then they want to be like that (unclear-many speaking)

participant 7- that is America, this is not America

participant 4- that is their own ideas that they use (7-yes) the TV does not tell them to be a gangster, the TV (2-it is their own thing) actually shows them that to teach them

participant 5- to warn them

participant 3- to bring wisdom

participant 4- yes, about their mistakes, if they want to make that mistake then they must learn from that mistake, if you want to become a gangster then it is your own will that you use, it is not your mother or your teacher's will

participant 6- we were at the court with those two boys then they said (unclear)

participant 7- yes then we went to the high court in Cape Town when they were going to get sentenced, then the one boy's mother said, he was not eighteen yet this Wesley guy, his mother just blamed the other one (5-yes), "no it is him because I kept my child away from him", but you can't always

participant 6- you can't say, my mother can't say that Novey misled me

participant 4- I am going to tell you now, every week that guy Wesley had a blue eye, and it was Adidas, every time he did not want to do things with them then Adidas would hit him, that day they came past our house and I saw how they hit him

participant 6- but the thing is this, why did he (7-in the first place) in the first place he knew what he was getting into (unclear) he is going to knock his head there, why did he get into that in the first place

I- But that is the thing, the people say that what they see on television glamorises the gangsters and the gangster lifestyle (3-no) because they have these rings en they dress smartly and they have lots of money and they can do what they want to

participant 1- like (unclear)

participant 2- no

participant 4- before they had such movies on they just had comedies on, before the violent shows came on the gangsters started already, like the BSKI's gangsters, my brother was one of them but he is not anymore, and they started before the TV started they became gangsters

participant 6- according to me violence started years back already
yes (several of them)

participant 6- like the western movies, violence was happening there as well (5-and it was those years) and it was those years, they just made it more popular, like that now, in today's life it is just more

I- When you speak about violence then what do you mean, what is violence to you?

participant 6- violence can be seen in many different ways, like, it can be, maybe robberies or (2-shooting gun) so

participant 2- shooting gun

participant 3- (unclear)

participant 1- stabbing with a knife

participant 5- yes

participant 4- my friends are now big boys and they were also gangsters, now the other few they are still gangsters, now I don't want to be with them anymore because they do the wrong things

I- But what do you see as violence?

participant 4- I see as violence, violence is something that happens everyday, like that boy that came to school with a gun, I could have just walked against him (2- gun goes off) yes and then the gun goes off and then one of us will get hurt (2-yes by accident) or the person that walked behind us or in front of us will get hurt

participant 7- these days the children, the skollies I don't know they, the thing actually starts, most of the skollies they say "the reason I am a skill is because of circumstances and a stepfather and this and that", that will not always, you can ask, there will be somebody that can help

participant 5- yes

I- Do you think that the television shows enough of that, that there are other ways to
(unclear-several voices)

participant 4- my mother drinks as well but she always tells me if I have a problem and I sit quietly then she asks me what is the problem, then I tell her, then (unclear) even if she has been drinking she tells me "there is a bible, go to the bible, go and pray in your room" or so, my mother can drink as well (2-unclear) but she knows her level

I- Do you think that parents should play a bigger role in the lives of their children

participant 4-yes

participant 7- some of the parents, you can't just blame the kids, some of the parents do not play, they are not always there, like a lot of people here in Uitsig, if you drink, you must know your level as he said now, because some people they have small children, I don't know why they still have children
(unclear)

participant 6- this child with this small small baby here on her shoulder

participant 2- (unclear)

participant 4- as I can see here are women, every week they get a hiding, it is a must that they get a hiding (6-not every week, every day) every day and they must (2-it is a competition) it is a must that they get a hiding every day, then I go to my friends and I see how they (6-in the middle of the road) how the kids get beaten, they are still children but they have children, there is a girl who is nineteen and her child is six

participant 3- sjoe

participant 5- (unclear) a child of thirteen she

participant 6- the whole thing goes way back, like the Lord conquered the world for us and it goes way back and as I understand it the Devil is under our feet and many people know that, the Devil has been let loose on earth, he is here, he is reality, he exists and that, so basically he is looking for more people to take down with him

participant 2- yes

participant 7- because the devil is not going to sit and punish you (6-no) God will punish the Devil with you (6-yes because he is just like that) (unclear), now the Devil is looking for more people to go down with him (unclear)

participant 6- but the people cannot open their eyes and that is what I cannot understand

participant 1- yes

(unclear)

I- What do you think about the fact that the people cannot open their eyes?

participant 6- ooh they are adults (2-they are too covered with sin) there is not a word for them, I mean in my young life I then know what is right and what is wrong, now who is an older person that also knows (unclear)

participant 7- and you as young person, young girl, you want to help them then they do not want to be told because they are older

participant 4- for example my sisters they are big sisters, like the one she turned nineteen now and she has a baby, he will be one in December, she will be one, she also, my mother also spoke to her a lot, but she also did not want to listen, she went with this guy, she knew he cheated and such things, but she still went with him, then he hit her, then my brother and I, he likes me this guy, when we went to him and asked why he hit her he said I must first tell my brother to leave, then he said that he had already told my sister to stay away from him but she does not want to listen, and when my brother wanted to hit him then I told my brother it is her own fault because who told her to go back to the guy (5-they run after the men like that) so I told him “mom already told her to stay away but she did not want to listen”

I- Such things happen on a programme like Yizo-Yizo (7-yes), now do you think they should have such programmes on?

participant 4- yes they must have such programmes on
(unclear-all speaking)

participant 4- that is to show that you must not do the same thing that your mother or, your mother maybe has that problem (2-you must not do the same) you must not do the same things that your parents did, you must (3-be better) get your family on a higher level

I- But you said earlier that the people do not think like that and they take it seriously and still do those things (4-the people have their own ideas), they learn from a programme like Yizo-Yizo, should there then be a programme like that on, if they take mostly the negative things and they do not look at the positive (2-the positive things yes), must there then be such a programme because it gives them ideas about what to do?

participant 1- ideas

participant 7- yes, like America’s dumbest criminals, that is funny

participant 4- how the people get caught, for example you break into my car, you see me sleeping in the car, you break into the car, you walk over me, then I wake up and I catch you, you still try to run away then I hit you unconscious, then they catch you, you see me sleeping in the car, you are just stupid

I- What do you think about a programme like the news?

participant 4- the news, the news is a good thing because (unclear-all speaking)

I- The violence there is real

Yes-all in affirmation

participant 7- like this with Staggie’s brother or

participant 4- yes

I- What do you think about the violence that happens there?

participant 2- anything that happens here they just blame it on Pagad, this is Pagad, everything now (unclear)

participant 7- many adults do not understand, they say the movies influence their children but they watch the news, and those things are reality but why do they not want their children to watch the movies

participant 5- and the news is the truth

participant 6- the news is then basically (unclear)

I- How do you feel when you watch the news and you see those things and you know it is not a movie it is reality?

(unclear)

participant 7- you must feel bad because it happens in your life

participant 6- it happens, like that child that (unclear) it is not far it is in surrounding areas (7-yes, yes) it happens around you

I- How does it affect you, that violence on television?

participant 6- then you just feel you do not want to go in there, like I ask myself, I mean, like the girls that fall pregnant unnecessarily, and such things, or children are abandoned, you must just keep yourself in a, you must just rise above your circumstances, you maybe know that your parents do not have money for you for a bright future, that is why, it depends on yourself what you want to do with your life, if you take it my mother does not have money I am just going to mess it up, no, it depends on yourself, it starts with you and (3-how you feel) and it starts

participant 7- they always say (unclear) respect and discipline begins at home

I- So it comes back to the parents again?

participant 7- to the home yes

participant 4- take the prostitutes, there is a girl opposite us, she came to make a phone call by us one day, she just took my hands and put it on her tits (laughter) I told her just finish and get out of our house

participant 2- then your hands were itching (laughter)

participant 4- she dialled the numbers and then she took my hands and put it on her breasts (laughter)

I- What do you think when you see such things on TV, naked women and sex and such things, people say it is a big problem, what do you think can be done about it

participant 4- you must (2-unclear)

participant 7- it is not a problem, people do that, you must not hide those things (5-you can't hide those things) (unclear-many speaking)

participant 6- but, how can I say, in a bit of an orderly manner (7-yes) and like that

participant 2- not so openly

participant 7- yes it happens, it happens in the street (laughter)

participant 4- like there by us there was a women, her husband was rich then he lost his job, she went on with a House shop and when she saw that the business was not going too well then she left those things and went to work on the streets (3-unclear) then she became a prostitute

participant 2- (unclear) a girl in their street, but that women oh no, today she has another man, now she has another man like that it is (unclear)

participant 6- and the "moffies"

participant 7- and the "moffies are just as bad

participant 6- (unclear) then they get dressed up, ooh the short dresses that they wear (laughter) and the hair that is done, the people make fun of them (unclear)

participant 7- then white men in trucks bring them home

participant 6- yes

participant 4- once, I was driving with my grandfather, then there was first a women so my grandfather asked her how much, my cousin and my grandfather and myself were driving, then she told my grandfather ten Rand (sounds of disbelief from others) then my grandfather said “you are a cheap bitch” (raucous laughter) but then my grandfather went on the back of the bakkie and (indicating sex) (laughter) and then my grandfather gave me and my cousin each a twenty Rand (laughter) and the other time my grandfather got a man-wife (*transvestite*) then he did the same (sounds of disbelief and laughter) then my grandfather paid us (laughter)

participant 6- his grandfather is now like a bad example for them

participant 1- yes

I- What do you think about people that say that the violence they see on television relieves frustration, that if you are frustrated and you will go out and be violent and you see it on TV then it relieves your frustration then you will not go out and do it?

participant 1- yes

participant 3- go out yes

participant 7- you do not have to, oooh when I am stressed then I eat (laughter) I am only telling the truth, no I don't understand, when I am stressed I eat

participant 3- or sleep

participant 7- or sleep yes, but now the people they watch it on TV, maybe they see those things then (unclear), all the stress now disappears (*I-yes that is what they say*) that is maybe an example there, I am not those people that say, look at Yizo-Yizo, I sit there stressed and then when the movie is finished then the stress is gone, maybe I got an example from that

participant 1- yes

participant 4- and those people maybe know, they see that on TV, now they know that they also did those things that those programmes present and they also did that, then they don't want their children to watch that

participant 5- yes

participant 3- it is just like that

participant 4- that their children will do that but then the children do it as well behind the mother's back

participant 7- following the movie (unclear-several speaking) I can do that

participant 4- then the children hear about the movie at school then they do that, because the mother does not let them watch that (2-unclear) the mother hides it (unclear)

participant 6- the mother, for example the three of us are sisters and our mother for example brings a different man home every night, we are maybe not (unclear) and the mother allows it, and afterwards she wants to

participant 2- and when you are older, and when you are older

I- What about a person in Days where this one sleeps with that one's husband and that one sleeps with this one's husband

(unclear-many speaking)

participant 1- that is almost like a fantasy world, that does not really happen

participant 5- adults (unclear) it is not really like that, it is not

participant 4- they, as I see the movie, they are making out then I see again here the women is pregnant, they only made out, they didn't even have sex (unclear)

participant 7- they go to bed then it is the next morning (4=yes) then in a couple of days (unclear)

I- *But the people are sensible, they can think what is happening*

(unclear)

(laughter)

participant 7- that, like my cousin, Days now, all the sayings, he says no it helps him a lot, that is why he watches days so that he can tell his girlfriend

I- *So he learns from what he watches?*

participant 7- yes, the words maybe, or he says, now I ask him “why do you watch Days”, no he told us “come we go watch Days”, then I said “why do you want to watch Days, I stress too much I am not going to watch Days”, I ask him why he then watches Days, no then he said that the words that Austin says to (unclear), those weak words I still said, he can say it to his girlfriend, or another girl

participant 4- but that is true, like I had a girlfriend, I watched the comedies, then I see how the people in the comedies charm the women like Martin and Will Smith, Fresh Prince, then I watch such movies then I see how they charm, then I go do the same but just in Afrikaans, because I don’t charm in English

I- *That is what the people say, that is exactly what happens, the kids see what happens on television then they come and do exactly the same*

participant 6- exactly the same

participant 4- but it is not a wrong thing that I am doing

I- *You might not be doing the wrong thing but they say that other kids, the violence and things they do, like in Yizo-Yizo, if you read that story I gave you, that came out of the newspaper and the people said that it happened after the children had watched Yizo-Yizo, then they started doing those things because those schools were quiet, then Yizo-Yizo started and they watched it then they did those things*

participant 7- but if Yizo-Yizo is such a problem then they must give the parents a chance, some of the parents, to vote maybe, like they do on is e-TV, how many viewers vote that it must and the most then Yizo-Yizo must

participant 2- but most people like it, most people like it

participant 7- go to Seapoint with your ID or call in with your ID number

participant 1- but I can take my mother’s ID number

participant 7- that is also true yes

participant 4- but

participant 6- (unclear)

I- *I think I covered everything that I wanted, is there anything that you can think of the could be important in connection with television violence?*

participant 4- before the show begins they must say (2-parental guidance) and they must show that that person is not really as bad as in the movie

participant 1- what does parental guidance stand for, what does it actually stand for

participant 6- parental guidance, you cannot watch without your mothers permission

participant 5- yes

participant 1- is it actually the parents must explain to you

participant 7- yes PG, PG is actually that you must not without your mothers guidance (3-permission) watch

I- *But the children still watch without the*

Yes (all affirmative)

participant 7- I watch

participant 4- at night when I maybe watch Yizo-Yizo or comedies, then I sit like this and if I have a page and I watch the movie then the page falls out of my hand, or the book falls out of my hand, then I don't worry about that because I am just watching the movie (laughter)

participant 6- you just keep on watching

participant 7- I don't worry what my mother is shouting I just watch the movie (unclear-several speaking) then my mother says she is going to switch the TV off because we are not taking note

participant 2- then you only wake up

participant 6- sometimes when you are doing schoolwork and you watch TV (unclear-several voices)

I- That is what people say that television rules people's lives

participant 7- yes, sometimes

participant 5- if I have to do the dishes I rather watch Days, I will do the dishes tomorrow morning, I must watch now

I- Must watch now, why must you watch now?

(laughter)

participant 7- because at school they talk about it and you have to be able to talk with

participant 6- (unclear)

participant 5- that was my movie that

I- So it is important for your relationship with your friends at school?

participant 1- yes, so that you can participate

participant 7- yes

participant 6- for example I tell my friend "I am not going to watch Miami Sands, you watch it and then you come tell me what happens"

participant 3- yes

participant 7- then later the whole class comes and we sit and talk

participant 6- we sit and talk yes

participant 4- that guy, we talk about Yizo-Yizo then he says how they, that time that they had sex in prison (laughter), but I also watched it, I also watched it, it is nice to

participant 2- how he understands it

participant 5- it is nice if other people can tell it back to you

(unclear)

participant 7- now the kids know what happens if you go to jail, they make an eight out of you

participant 3- the people were shocked when they saw that

participant 1- but that happens in the jails

participant 2- the jail is always full

participant 5- and the church is empty

participant 4- yes

I- Anything else? Nothing?

END