

THE EMOTIONAL CONSEQUENCES OF EXPOSURE TO
SEXUAL ORIENTATION INAPPROPRIATE HUMOR
ON TELEVISION COMEDIES

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APPROVAL SHEET

This thesis is submitted in partial fulfillment of
the requirements for the degree of

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Frederick P. Frieden

DEDICATION

To my parents, who always made sure I learned to read, write, and think,

And to Tim, who never let me give up.

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ABSTRACT

The purpose of the present set of studies was to determine the short-term emotional consequences of exposure to sexual humor incongruent with one's choice of sexual expression. Study 1 (n = 113) examined the emotional impact of televised sexual humor on virgins and nonvirgins, and Study 2 (n = 19) examined the impact of this humor on homosexuals and bisexuals. Results from study 1 were nonsignificant: virgins and nonvirgins did not significantly differ in their report of their experience of any of the emotions of interest. Study 2 revealed that the more same sex behavior participants desired to engage in in the future, the less amused and interested they were with the TV episode. Although the sample size of Study 2 was quite small, analyses revealed large effect sizes for predictors of other emotions.

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Introduction

Sexual humor and sexual situations are pervasive in the comedies and dramas of prime-time television, and, in recent years, there has been a growing public concern over the impact of such programming on the sexual socialization of children and adolescents (Louis Harris and Associates, 1987; 1988). This concern may be valid, given that a survey conducted for Planned Parenthood Federation of America found that teenagers age 12 to 17 rank television and movies as important sources of information regarding sex (Louis Harris and Associates, 1986). In addition, social scientists have presented evidence that television impacts adolescents' sexual decision making and sexual behavior (Brown & Newcomer, 1991; Strouse, Buerkel-Rothfuss, & Long, 1995), and even their expectations and attitudes about sex in the "real world" (Ward & Rivadeneyra, 1999).

Up to this point, media researchers have demonstrated a relationship between sexuality on television and various behavioral outcomes, but have not yet examined how emotion may moderate this relationship, despite the fact that advertising research has consistently underscored the powerful role of affect in persuasion (Agres, Edell, & Dubitsky, 1990). Furthermore, these researchers have solely investigated the relationship between televised sexual content and the behaviors and attitudes of heterosexual adolescents. The humor presented in today's television prime-time sitcoms reflects an assumption of heterosexual activity amongst the college-aged population, and the video clips that researchers have used have likewise reflected this assumption. However, not every member of the audience is sexually active, let alone heterosexually active. What are adolescents and young adults from groups underrepresented on television—such as virgins, homosexuals, and bisexuals—learning about the validity of their choice of sexual

expression? And how might chronic exposure to these messages affect the self-esteem of these individuals? The present studies diverge from previous research on sexual socialization by focusing on the short-term emotional consequences and effects of exposure to sexual humor incongruent with one's choice of sexual expression.

Television's Impact on Adolescent Sexual Behavior and Attitudes

Many educators and social scientists have speculated that adolescents intentionally seek out programming with sexual messages because they are highly concerned about issues of sexuality (Bryant & Rockwell, 1994; Faber, Brown, & McLeod, 1979; Fine, Mortimer, & Roberts, 1990; Katchadourian, 1990). A recent content analysis found that the shows that were most popular with the adolescent audience were indeed the shows that had the highest density of messages about sexuality (Ward, 1995). The majority of research conducted on the impact of TV on adolescent sexuality has examined the relationship between the quantity of hours spent viewing television and specific sexual behavior outcomes. Greater overall exposure to TV has been shown to be associated with stronger endorsements of recreational attitudes about sex (Greeson & Williams, 1987), higher estimates of sexual activity within one's peer group (Ward & Rivadeneyra, 1999), the possession of more traditional gender role attitudes (Morgan, 1982; 1987), and more extensive sexual experience (Stouse, Buerkel-Rothfuss, & Long, 1995).

More recent work has looked at the relationship between media use and adolescent sexual socialization, or the way in which adolescents use media to absorb cultural information about gender roles and romantic/ sexual relationships. These issues become salient during adolescence due to pubertal development and changes in

heterosocial contact, and teens are thought to turn to TV for information relevant to these issues because this source is much less threatening than talking to parents and more informative than talking to peers (Arnett, 1995). Because television is so easily accessible in the privacy of one's home or bedroom, it could also be an attractive tool in sexual socialization because it allows adolescents the opportunity to explore sexual issues without the embarrassment of having to ask questions of another person (Larson, 1995). Ward and Rivadeneyra (1999) found that greater involvement with television, specifically viewing TV to learn about the world and degree of identification with main characters, was a better predictor of sexual outcomes than overall exposure time. In addition, the more realistic participants perceived televised portrayals to be, the more sexually active and experienced they expected their peers to be.

Identity, Emotion, and Self-Esteem

Erikson (1959) believed that the most important task of adolescent development was the consolidation of social roles into a coherent identity. Adolescents struggle to integrate the roles their families have cultivated for them since childhood with the prototypes of their generation. The formation of a sexual identity may be particularly difficult for adolescents because expectations regarding sexuality might greatly differ between one's peer group and one's family. Identity conflict is uncomfortable and, in an effort to defend oneself against this conflict, adolescents temporarily overidentify with a social clique in which individuality becomes standardized and differences are not tolerated. According to Erikson (1959), overidentification with the clique may cause adolescents to acquire an external identity that is inconsistent with their internal identity. They may become bewildered by the discrepancy between internal and external identities

and frequently act out, withdraw, or become emotional. By its very nature identity conflict is intense and thus evokes strong emotion.

In addition to consulting their social clique, teens may navigate their passage through identity conflict by consulting media to learn of other possible selves (Arnett, 1995). The abstract thinking ability that develops during adolescence enables teens to engage in content-stimulated thinking initiated by television viewing (Hawkins & Pingree, 1986). Content-stimulated thinking about the sexual situations presented on television may create identity conflict for two groups of adolescents who are underrepresented on television: virgins and homosexuals. Adolescents in these two groups who are still struggling to understand their sexual identity, be it a heterosexual or homosexual identity, may experience conflict because the messages they are presented with are incongruent with their physical and/ or emotional experiences. An assumption of heterosexual activity by those who do not participate in this activity creates identity conflict in these individuals, and perhaps negative short-term emotional reactions such as sadness, shame, or embarrassment. Perhaps exposure to these messages has long-term effects when frequent negative arousal results in diminished self-esteem.

Television and Virginitv Status

Many researchers examining the cognitive and affective reasons why adolescents and young adults make the transition from virginitv to nonvirginitv (e.g., Christopher & Cate, 1984, 1985; DeLamater & MacCorquodale, 1979; Herold & Goodwin, 1981; Hite, 1981) have independently arrived at essentially the same three or four motives: (a) the perceived arousal of both self and partner, and importantly, the communication of that arousal; (b) affective quality and commitment level of the relationship; (c) external

circumstances that enable intercourse to take place; and (d) cultural motives, such as perceived sexual behavior of peers. Strouse and Fabes (1987) refer to this last motive as “social milieu”, and include such predictor variables as cultural norms, race/ethnicity, geographic location, subcultural setting, and exposure to mass media. Media exposure has been suggested to play a role in sexual transitioning because the mass media frequently overemphasizes the sexual component of social relationships and may lead viewers to perceive that “everyone is doing it” and that something is wrong with those who are not (Ward & Rivadeneyra, 1999). These misperceptions of the sexual behavior of others may create pressure for adolescents to become sexually active, or at least feel negatively about their virginity status. Validating this concern, Howard (1985) found that teens indeed consider television to be their greatest pressure to become sexually active. Sprecher and Regan (1996) suggest that the negative emotional reactions that some virgins have to their virginity status may motivate them to make the transition to nonvirginity.

Self-esteem and transition to nonvirginity. Some researchers have been interested in studying the relationship between self-esteem and the transition to nonvirginity. This relationship is difficult to study, however, because it fluctuates over time as social norms relating to acceptable and unacceptable behaviors change (Walsh, 1991). There has been some evidence from the 1970s to suggest that males experience more pressure from their peer group to engage in intercourse than females do (Carns, 1973). This greater degree of pressure may account for the finding that male virgins exhibit lower self-esteem than male nonvirgins, while no such relationship exists between self-esteem and virginity status in females (Walsh, 1991). Similarly, Sprecher and Regan (1996) found gender

differences in affective responses to one's virginity status. They found that female virgins, more than male virgins, were proud and happy about their status, while males, more than females, felt embarrassed and guilty about their status. Sprecher and Regan (1996) attribute this gender difference to the stereotypical roles that men and women play in sexual relationships: men are supposed to be the sexual aggressor while women are the gate keepers to sexual activity. According to these stereotypical roles, a male who desires intercourse but has not yet experienced it must either be particularly finicky in his choice of partners or, to the contrary, unable to overcome various individual or interpersonal barriers to sexual experience. For the later group of men, virginity status may not be due to personal choice, and such cases could possibly result in negative affect and reduced self-esteem.

When studying virgins and nonvirgins, researchers frequently fail to consider important subgroups (Herold & Goodwin, 1981). D'Augelli and Cross (1975) were able to distinguish between two types of virgins, those who were determined to remain virgins until marriage, and those who could potentially be influenced to engage in premarital intercourse. Similarly, Herold and Goodwin (1981) distinguished between three virginity subgroups: the Adamant Virgin, the Potential Nonvirgin, and the Nonvirgin. Adamant Virgins (AV) were defined as individuals who had not experienced sexual intercourse and were not likely to engage in premarital intercourse. Potential Nonvirgins (PNV) were defined as people who had not yet experienced sexual intercourse but were likely to engage in it given the right person and the right situation. Nonvirgins (NV) were defined as individuals who had experienced sexual intercourse and planned to continue engaging in sexual intercourse. Their research suggested that the Potential Nonvirgin subgroup

had distinctive features that could represent a transition from virginity to nonvirginity. In addition, Herold and Goodwin (1981) and Schechterman (1984, as cited in Schechterman & Hutchinson, 1991) presented evidence of the existence of a fourth virginity status subgroup, the Regretful Nonvirgin (RNV). Schechterman (1984, as cited in Schechterman & Hutchinson, 1991) defined the Regretful Nonvirgin group as those who have experienced sexual intercourse but do not plan to continue engaging in premarital intercourse at the present time.

Affect and transition to nonvirginity. When studying affective reactions to virginity status, Sprecher & Regan (1996) examined differences among the four virginity groups. They found that Adamant Virgins had the most positive overall response to their virginity status, and that Potential Nonvirgins had the most negative and least positive reactions to their status. Adamant Virgins were prouder about their status than were Potential Nonvirgins, while Potential Nonvirgins felt more guilt, anxiety, and embarrassment than did Adamant Virgins. Although Sprecher and Regan (1996) were not examining these sub-groups' reactions to media, other research suggests that these results might carry over to emotional reactions to television content via priming effects. Courtright and Baran (1980) found that heavy regular consumption of sexually-oriented genres of television was associated with more negative attitudes toward remaining a virgin, and Baran (1976a, b) found evidence that perceiving TV figures as sexual role models was associated with a greater dissatisfaction with one's sexual status and sexual experiences.

Television and Homosexual Identity Formation

Contemporary scholarship in homosexual identity formation emphasizes the social construction of emotional and erotic identities (Cass, 1979; Coleman, 1982; Eliason, 1996; McCarn & Fassinger, 1996; Sophie, 1985/1986; Troiden, 1989). If emotional and erotic identities are in fact socially constructed, and if adolescents really do turn to television to learn about sexuality, then television could very well be an agent in the transmission of cultural beliefs about homosexuality. Although television shows do not typically present blatant homophobic messages, they perhaps transmit an implicit homophobic message by under-representing homosexuals and bisexuals. The television industry's avoidance of this segment of the population perhaps makes television one of the primary transmitters of homophobia in American culture.

Although several models of homosexual identity formation are proposed in the literature, the model that seems the most extensively studied is that of Cass (1979; See Coleman 1981/ 1982; Eliason, 1996; McCarn & Fassinger, 1996; Sophie, 1986; and Troiden, 1989, for descriptions of other models). Cass's (1979) model is based largely upon a model of the identity formation process in members of another devalued minority group, African Americans. Cross's (1971) model of nigrance, or the process of developing a Black identity, details what he calls the "Negro-to-Black conversion experience". Cross hypothesized that Black people progress through a series of four stages and evolve from degrading themselves for being Black to being secure about themselves as Black people.

Like Cross, Cass (1979) describes homosexual identity formation as a process in which the individual and the environment interact and mutually influence each other.

Cass (1979) explains the crisis underlying identity formation through the use of intrapersonal incongruency theory. The crisis underlying homosexual identity formation is one of striving for congruence between perceptions of one's own behavior, the perception of other's attitudes, and self-identity. When heterosexuality is assumed without question, all three components of the intrapersonal matrix are in balance. Labeling one's feelings, thoughts, or behaviors as homosexual results in incongruency between the elements of the intrapersonal matrix. Attempting to resolve the inconsistency between perceptions of the self and the perception of other's attitude toward the self motivates movement through Cass's (1979) six stage linear model.

In the first stage of Cass's (1979) model, Identity Confusion, an individual has experiences or feelings that might be labeled as homosexual and these feelings disrupt the heterosexual self-identity and cause confusion. The individual either rejects the possibility of a homosexual identity, thereby foreclosing future development of this identity, or decides to explore this option and progresses to stage two, Identity Comparison. In this stage, the individual examines his or her behavior and compares it to that of acquaintances or of his/her culturally acquired knowledge of the meaning of the label "homosexual." If the perceptions of a homosexual self are too negative, the individual may terminate the exploration of this possible identity; otherwise he or she may decide to make contact with a homosexual person or community. In stage three, Identity Tolerance, the person makes contact with other homosexuals and tentatively tries out the label "homosexual." During this stage, the individual may lead two separate lives because disclosure of identity to heterosexuals may be very limited. If this initial contact with homosexuals is positive, the person may move rapidly to stage four, Identity

Acceptance, and may begin to selectively disclose identity to friends and family. As a means of achieving congruence between the private and public images of self, the individual may temporarily dichotomize the world into homosexuals and heterosexuals and move into stage five, Identity Pride. This stage is characterized by an “Us versus Them” mentality and the individual develops a sense of pride and loyalty to the homosexual community while rejecting heterosexuals as inferior. Identity Synthesis, the sixth and final stage, is characterized by a full acceptance of the homosexual identity. One’s sexuality is integrated into the total self-identity, and the public and private images of self are merged. Achievement of this stage is characterized by a sense of peace and inner harmony.

Affect and homosexual identity. Lazarus (1991) defines emotion as a “transient reaction to specific encounters with the environment, one that comes and goes depending on particular situations” (p. 47). The specific emotion that is evoked in a given situation depends on the person’s appraisal of the environment. According to Cass, homosexual individuals’ interaction and appraisal of the environment change with each stage in identity formation. Thus, stage of identity formation may moderate homosexuals’ emotional response to heterosexual humor.

Television’s portrayal of gays and lesbians may be crucial in stage two (Identity Comparison) because individuals compare their behavior to their culturally acquired knowledge of the meaning of “gay” or “lesbian.” If an individual does not personally know a homosexual, his perception of this identity will likely be colored by what he has seen on TV. Many television portrayals of gays and lesbians are highly stereotypic, and the individual may reject a gay identity because he does not display characteristics

associated with this stereotype. In stages three and four, Identity Tolerance and Identity Acceptance, homosexuals are still learning to accept their new identity. They may experience sadness, shame, self-consciousness, or embarrassment in reaction to TV exposure because they can not identify with the stereotypic gay characters presented to them. A gay or lesbian individual may also feel dissimilar from characters on television simply because the heterosexual issues presented on the shows are not relevant to him or her. Certain television viewing motivations might moderate the emotional response of individuals in these intermediate stages. The more homosexuals turn to television to learn about the world, the more intense their negative responses might be. Likewise, the more they turn to television to be entertained, the more they might report boredom, lack of interest, or feeling less amused because what they are viewing is not significant to them.

According to Lazarus (1991), anger can be elicited when people experience a demeaning offense that is injurious to either their individual or group identity. Therefore, homosexuals in stage five, Identity Pride, may feel anger and resentment in response to heterosexual humor or the assumptions made by writers and producers that heterosexual issues would be of interest to them. Like those in stage five, homosexuals in stage six, Identity Synthesis, may feel angry in response to what they are viewing. However, it is also possible that they experience amusement similar to heterosexuals because they perceive the humor as “sexual humor” rather than as “heterosexual humor” and are able to incorporate it in their life in the same fashion as heterosexuals.

Cass (1979) originally intended her theoretical model to explain the sexual identity development of both gay men and lesbians, but recent research and discourse

from the lesbian community suggest that it is neither possible nor desirable to describe identity development of both lesbians and gay men using the same theoretical model (Brown, 1995; Diamond, 1998; Eliason, 1996; McCarn & Fassinger, 1996). Although the formation of men's sexual identity is thought to be unidirectional and can thus be adequately represented by a stage model, recent work (Diamond, 1998) has suggested that the sexual identity of women is more fluid and bi-directional. Debate has also risen within the bisexual community about the adequacy of Cass's (1979) model and other unidirectional models to describe the identity development of bisexual men and women (Paul, 1985). Cass's model contains an underlying assumption that bisexuals are in transition between a heterosexual identity and a homosexual identity. Her model represents bisexuals as "confused" rather than as possessing a valid sexual identity. Despite the recent debate surrounding lesbian and bisexual identity formation, there is at least general agreement that gay male identity formation can be represented by a stage model and that Cass's (1979) model does this best. The previously mentioned hypotheses regarding homosexuals' emotional response to television are based upon Cass's (1979) model. Given the controversy surrounding the applicability of this model to the experiences of lesbians and bisexuals, members of these groups may or may not experience the same emotional response as gay men when viewing heterosexual humor.

Self-esteem and homosexual identity. In addition to stage of identity formation, self-esteem may moderate homosexuals' emotional responses to media messages. As with any group of minority status, there is a large body of research concerned with the self-esteem of gay men. Social scientists typically assume that membership in a culturally stigmatized social group results in lower self-esteem, lower well-being, and

higher psychological distress (Allport, 1954; Lewin, 1948). However, most empirical data contradict this conclusion (Crocker & Major, 1989). Theory and research on most stigmatized groups now focus on how people belonging to these groups interpret social events to protect their mental health and how members of such groups teach other members to cope with the majority group. However, unlike race, homosexual identity is a concealable stigma. African-American children are typically raised in African-American families and African-American communities in which they are socialized into their Blackness throughout their life. Because homosexual identity is both a concealable stigma and not an identity that one's family prepares one for throughout childhood, there may still be reason to continue research in the area of psychological distress in this particular minority group. In keeping with the concept of a visible or concealable stigma, Frable, Wortman, and Joseph (1997) found that gay visibility was negatively related to positive self-perceptions.

Although many researchers have looked at the self-esteem of gay men, few have taken into account their participants' stage of homosexual identity formation. Greenberg (1973; 1976), Jacobs & Tedford (1980), and Savin-Williams (1995) have all found that homosexual and heterosexual males did not differ in their level of self-esteem. However, the manner in which participants were recruited or the method in which data were collected in each of these studies confounds these results. Greenberg (1973; 1976) and Jacobs & Tedford (1980) both obtained their participants from an organization for gay men, and Savin-Williams (1995) collected his data from structured interviews with participants who responded to an advertisement about "growing up as a gay or bisexual male in the 1980s." In accordance with Cass's (1979) model, one would expect

participants in gay organizations to be in stages 3, 4, and 5 (Identity Tolerance, Identity Acceptance, and Identity Pride), and men who volunteer to be interviewed about their sexual orientation are probably more secure in their identity than men who do not volunteer. Cass's (1979) description of the emotional experience of these stages leads one to expect moderate to high self-esteem scores.

Other than a study by Walters and Simoni (1993), no research has formally examined the relationship between self-esteem and gay or lesbian identity as it changes over time. Walters and Simoni (1993) used the Rosenberg Self-Esteem Inventory and adapted Helms and Parham's (1985) Racial Identity Attitudes Scale (RIAS) to examine this relationship. The RIAS is based on Cross's (1971, 1978) nigrescence model of the "Negro-to-black conversion" and identifies four stages of identity formation.¹ Walters and Simoni found that degrading oneself for being homosexual was associated with low self-esteem, and self-acceptance and pride in one's identity were associated with high self-esteem. Attitudes from neither of the middle two stages of Walters and Simoni's scale significantly contributed to the prediction of self-esteem, but there was some evidence that both sets of attitudes were inversely related to self-esteem.

Emotional response to heterosexual humor may be more a function of self-esteem than of stage of identity formation. As Walters and Simoni's (1993) results suggest, self-esteem may be lowest during early stages of identity formation, but gradually increases as one becomes more secure with the homosexual label. If, as has been suggested, Cass's (1979) model does not describe the experiences of lesbians and bisexuals, it may be more beneficial to look at their emotional responses as a function of self-esteem rather than

stage of identity formation. At the least, it would be beneficial to examine the relationship between self-esteem and gay identity.

Overview of Empirical Strategy and Hypotheses

The present set of studies examined the short-term emotional consequences and effects of exposure to televised sexual humor as a function of virginity status, sexual orientation, gender, self-esteem, and TV viewing motivations. Participants watched a 21-minute episode of Friends and responded to a battery of questionnaires. These questionnaires probed participants' baseline mood, emotions experienced while watching the television episode, television viewing motivations, social self-esteem, and relationship and sexual history. In the second study, homosexual and bisexual participants were given an additional questionnaire that assessed stage of gay identity formation.

Virginity status

Sexual experience was used as an independent variable in the present study using Herold and Goodwin's (1981) and Schechterman's (1984) distinctions of the four virginity subgroups: Adamant Virgins (AV), Potential Nonvirgins (PNV), Nonvirgins (NV), and Regretful Nonvirgins (RNV). Sprecher and Regan (1996) found that AVs were prouder about their status than were PNVs, while PNVs felt more guilt, anxiety, and embarrassment than did AVs. These researchers also found that these effects were stronger for male than for female participants. Although Sprecher and Regan (1996) were not examining these subgroups' reactions to media, it seems likely that the effects would still apply.

Adamant Virgins. By definition, AVs are virgins by choice whereas PNVs are virgins by circumstance. Because they are more comfortable with their status, AVs were predicted to experience more positive emotions and fewer negative emotions than PNVs in response to the video. Specifically, when comparing AVs to PNVs, AVs were expected to report experiencing more amusement and more contentment. According to Lazarus (1991), individuals experience guilt and shame when they fail to live up to the moral imperatives established by others or when they have failed to live up to ideals they have established for themselves. Thus, AVs were expected to report experiencing less shame, less embarrassment, and less self-consciousness than PNVs because the video reminded them that they continued to live up to the sexual standards they had set for themselves, whereas PNVs were reminded that they continued to fall short of their goals. Because AVs and Nonvirgins (NVs) are both supposedly comfortable with their status, the two groups were not expected to report experiencing differences in amusement, contentment, shame, embarrassment, or self-consciousness.

Potential Nonvirgins. As described above, PNVs were predicted to experience less positive emotion and more negative emotion than AVs because they are less comfortable with their status. Likewise, PNVs were expected to experience less positive and more negative emotion than Nonvirgins (NVs) in response to the film due to the same rationale. Thus, PNVs were expected to report experiencing less amusement, less contentment, more shame, more embarrassment, and more self-consciousness.

Regretful Nonvirgins. Regretful Nonvirgins (RNVs) have experienced sexual intercourse, but now do not anticipate experiencing it again prior to marriage. Because of their regret over experiencing sexual intercourse outside of marriage, RNVs were

predicted to report experiencing less amusement, more shame, more embarrassment, and more self-consciousness than NVs in response to the film.

Moderating variables. Several variables may be important moderators of these effects. Sprecher and Regan (1996) found that gender was an important moderator in their study of virgins' and nonvirgins' emotional reaction to their virginity status, with males experiencing more negative emotion than females. Given these results, PNV males were predicted to experience more embarrassment, shame, and self-consciousness in response to the film than PNV females.

PNV effects may also depend on why a person is a PNV. If PNVs are still virgins because they are finicky in their selection of a partner, they should feel more positively about their status, and thus feel more positive when watching the film, than would those who are PNVs because they are inadequate or insecure.

Degree of involvement with television may be a moderating variable in all the predicted effects. If watching television impacts individuals' perceptions of their own sexuality, those who watch TV to learn about the world may be more likely to evaluate themselves negatively, and thus react to the film negatively, if their present mode of sexual expression is different from what they are viewing.

Sexual orientation

Homosexual and bisexual participants were expected to report feeling less amused and interested in the television episode and also report more negative affect (i.e. self-consciousness, anger, contempt, embarrassment) in response to the show than heterosexual participants, because the sexual humor and situations presented in the episode diverge from what they experience in their own life. Specifically, homosexual

and bisexual participants were predicted to report experiencing less amusement and interest in the show and more boredom, sadness, anger, shame, contempt, self-consciousness, and embarrassment, the more they had participated in or desired to participate in same sex behavior in the future.

Study 1

Method

Participants

One hundred and thirteen students (70 females, 43 males) enrolled in introductory psychology courses participated in this study in exchange for credit towards a course research requirement. Participants ranged in age from 18- 28 ($M_{Age} = 19.000$, $SD = 1.476$) and were recruited for this sample by two different methods. First, sign-up sheets were posted in the psychology department, allowing any interested students in the research pool to sign up. The sign-up sheets stated that participants in the present study would be asked to watch an episode of a popular television program and respond to some questionnaires. Second, some students in the research pool were contacted about the study via electronic mail.

At the beginning of the semester, students in the introductory psychology courses participated in mass testing and responded to an item similar to the Kinsey scale (Kinsey, Pomeroy, & Martin, 1948). The original Kinsey scale asked participants to rate their feelings of sexual attraction on a scale of 0-6 in which a score of zero represented exclusive heterosexuality and a score of six represented exclusive homosexuality. The scale used in the mass testing questionnaire packet had a range of 1-5, but the end units were the same as those of the Kinsey scale. Students who labeled their sexual attraction

as other than exclusively heterosexual were contacted via electronic mail and were asked to participate in a study about college students and television. These students were informed that they were selected to participate in the present study based on their responses to several questions used in the mass testing questionnaire packet, but were not told of the specific item. The electronic mail message gave an identical description of the study as the one on the sign-up sheets posted in the psychology department. These students were asked to indicate their interest in participating in the present study by either replying to the electronic mail or by adding their name to the sign-up sheet posted in the psychology department.

Materials

The television episode used in the study, episode number 403 of Friends, was selected based on the series' popularity with college students and because of the high frequency of heterosexual jokes in this specific episode. The episode featured three separate plot lines. The plot line of particular interest involved Chandler's sexual escapades with Rachel's boss, Joanna. The majority of this plot line took place in Joanna's office, but one scene took place in Chandler and Joey's apartment. The other plot lines involved an encyclopedia salesman attempting to sell a set of encyclopedias to Joey, and Monica and Phoebe catering a party for Monica's mother. This episode was viewed on a movie screen in a large auditorium (capacity 300) with the aid of a projection device. After projection, the screened image was approximately 8' X 10'.

Each participants received a questionnaire packet consisting of a demographic information sheet and the following measures.

Mood inventory. The mood inventory contained words that described 11 different moods. Participants were asked to indicate on a 9-point Likert scale how much of that mood they had experienced on the day of their participation in the study. A “0” indicated that the participant had not felt that emotion at all that day, while an “8” indicated that participants had felt as much of that emotion on that day as they had ever felt in their life. See Appendix A for a copy of this measure.

Emotional reaction. On the emotion rating form (Rosenberg & Ekman, 1994), participants were asked to indicate on a 9-point Likert scale the greatest intensity of their experience of 14 emotions during the course of the television episode (See Appendix B). On this scale, a “0” indicated that the participant had not experienced the emotion even the slightest bit, while an “8” indicated that the participant had felt as much of the emotion during the episode as he or she had ever experienced in his or her life.

Television viewing motivations. A measure designed by Ward and Rivadeneyra (1999) was used in the present study to examine the degree to which viewers watch TV to learn about the world versus the degree to which they watch TV strictly for entertainment purposes (See Appendix C). In this measure, participants were asked to rate their agreement with each of 22 possible motivations for why they watch television comedies and dramas using a six-point Likert scale ranging from 1 (“strongly disagree”) to 6 (“strongly agree”). Ratings of agreement with the eleven learning motives were summed to produce one Learning Motive score for each participant. Likewise, ratings of agreement with the eleven entertainment motives were summed to produce one Entertainment score for each participant. Examples of learning motivation statements include “because they help me learn about myself and others” and “to help me understand

the world”; examples of entertainment motivation statements include “because it’s something fun to do with my friends” and “because they are exciting to watch.”

Social self-esteem. The construct of social self-esteem, or the ways in which one thinks about oneself in social situations, was assessed by the short form of the Texas Social Behavior Inventory (Helmreich & Stapp, 1974). Each participant was asked to rate how characteristic each of 16 statements is of him or her using a 5-point Likert scale ranging from 1 (“Not at all characteristic of me”) to 5 (“Very much characteristic of me”). Items include such statements as “When in a group of people, I have trouble thinking of the right things to say,” and “I have no doubts about my social competence”. Several items needed to be reverse scored before summing the items to create a composite score. Lower composite scores represent lower self-esteem. See Appendix D for a copy of this measure.

Sexual orientation. Sexual orientation was assessed using a modified version of Coleman’s (1987) Assessment of Sexual Orientation (See Appendix E). Originally designed for use in a clinical setting, this assessment is based upon a model of sexual orientation that is a synthesis of the components model offered by Shively and De Cecco (1977), the Klein Sexual Orientation Grid (Klein, Sepekoff, & Wolf, 1985), and the Bell and Weinberg (1978) typologies. Coleman’s (1987) model measures many dimensions of sexual orientation: lifestyle or current relationship status; current sexual orientation identity; ideal future sexual orientation identity; self-acceptance of present sexual orientation identity; four components of gender and sex-role identity; current and idealized future sexual behavior, fantasies, and emotional attachments. Rather than using Kinsey-type (0-6) ratings, Coleman (1987) presented individuals with circle graphs and

asked them to indicate the portion of each circle they attribute to male and female elements. Coleman adopted the use of these circles because they offered a graphic illustration of his patients' sexual orientation.

In the present study, Coleman's (1987) assessment was modified in two ways: the gender and sex-role identity items were removed, and the circle graphs were divided into 16 slices. The circle graphs were divided into 16 slices as a means of imposing more structure on the graphs so that the portion of each circle attributed to each gender could be conceptualized as a continuous variable. Participants were asked to shade in the portion of the circle that corresponded to the male element (i.e. the proportion of the circle that best represents their sexual behavior with men), and to leave blank the portion of the circle that corresponded to the female element. If participants wished to indicate that all of their sexual behavior had been with men, they were instructed to shade the entire circle; if all of their sexual behavior had been with women, participants were instructed to place an X over the circle and write "F" or "female". These circles were later recoded with respect to participants' gender in order to indicate same sex behavior, fantasies, and emotional attachments. If male participants indicated that their sexual behavior had been exclusively with females, they were given a score of "0"; male participants who indicated any sexual behavior with other males were assigned a score corresponding to the number of slices they had shaded in the circle. If female participants indicated that their sexual behavior had been exclusively with males, they were given a score of "0"; female participants who indicated any sexual behavior with other females were assigned a score corresponding to the number of slices they had left unshaded in the circle.

Sexual experience. Rather than defining virginity status in terms of a dichotomous variable, sexual experience was defined in the present study by Herold and Goodwin's (1981) and Schechterman and Hutchinson's (1991) four virginity status subgroups (See Appendix E). Participants were asked to select one of four descriptors that best identified their sexual experience. These four descriptors were: "I have not experienced sexual intercourse and am not likely to experience premarital intercourse"; "I have not yet experienced sexual intercourse but am likely to engage in it given the right person and the right situation"; "I have had sexual intercourse and plan to continue engaging in sexual intercourse"; and "I have experienced sexual intercourse but I do not plan to continue engaging in premarital intercourse at the present time."

Procedure

Data were collected from many participants simultaneously in one of two large experimental sessions. The first session had 47 participants, and the second had 66 participants. Upon arrival to the session, each participant received a consent form and a manila envelope containing questionnaires. Participants were asked not to open their envelopes until they received instructions from the experimenter. Participants were reminded of the voluntary nature of participating in the study and were assured the anonymity of their responses. To provide further anonymity of responses, participants were asked to sit in the auditorium with two seats between them and the person next to them. This seating arrangement provided participants with more privacy during the study than might otherwise have been available in the auditorium.

After providing demographic information and completing the baseline mood inventory, participants viewed the selected television episode. Upon completion of the

video, participants responded to the emotional reaction measure, and then waited for further instructions. After receiving instructions, participants completed the television viewing motivation measure and the Texas Social Behavior Inventory. Directions for the sexual experience and orientation questionnaire were then given, and participants were reminded again of the anonymity of their responses. They were also reminded that they were allowed to skip any questions they were uncomfortable answering. Participants then responded to the remaining questions and waited until all other participants finished. Once all participants completed the questionnaire packet, the group was debriefed as to the nature of the study and excused.

Results and Discussion

Virginity Status

Four virginity status subgroups were identified using Herold and Goodwin's (1981) and Schechterman's (1984) distinctions between Adamant Virgins ($n = 29$), Potential Nonvirgins ($n = 35$), Nonvirgins ($n = 42$), and Regretful Nonvirgins ($n = 7$). The original hypotheses for this study predicted differences in the emotional responses of each of these groups. However, preliminary analyses revealed that participants' emotional reactions were notably homogenous, regardless of virginity status subgroup. All participants generally found the episode amusing ($F < 1$) and felt content while watching it ($F < 1$), and were void of feelings of embarrassment ($F < 1$), shame ($F = 1.305$, n.s.), or self-consciousness ($F < 1$). Because so little variability in emotion could be detected between groups, it no longer seemed worthwhile to pursue the original hypotheses. Consequently, the four virginity status subgroups were collapsed into two groups, virgins (57%) and nonvirgins (43%), and differences between the two groups

were examined strictly for exploratory purposes. Descriptive statistics of the key variables are arranged by virginity status and are provided in Table 1 for male participants and Table 2 for female participants.

Preliminary analyses were conducted to examine the relationship between certain baseline mood ratings and corresponding emotions in both the virgin and nonvirgin groups. Pearson's bivariate correlations revealed statistically significant relationships between baseline moods and three of the five emotions of interest: amusement ($r = .320$, $p < .001$), contentment ($r = .414$, $p < .001$), and self-consciousness ($r = .204$, $p < .05$). Because these relationships were statistically significant, the baseline mood ratings corresponding to these three emotions were used as covariates in regression analyses.

Hierarchical multiple regression was used to examine group differences because baseline mood was a continuous variable and traditional analysis of variance approaches can not accommodate this type of covariate. Emotion experienced during the show was used as the dependent variable, and baseline mood was entered as the first step in a hierarchical analysis. Gender was entered as the next step and the central predictor variable, virginity status (coded dichotomously), was entered last. Although baseline mood accounted for a significant amount of variance in amusement, contentment, and self-consciousness, neither gender nor virginity status accounted for a significant amount of variance beyond baseline mood in any of these emotions. Relevant statistics from these analyses are provided in Table 3.

The baseline measure of embarrassment was not significantly correlated with feeling embarrassed during the television episode, and a baseline measure of shame was not collected. Consequently, there were no covariates to account for any variance in

participants' reports of feeling embarrassed or ashamed during the episode. Therefore, two one-way ANOVAs were conducted to test differences in virgins' and nonvirgins' ratings of feeling embarrassed and ashamed. In these analyses, virginity status was used as the independent variable and either embarrassment or shame were used as the dependent variable. No significant differences were found in ratings of embarrassment between virgins and nonvirgins, $F = 1.416$, n.s., nor in ratings of shame, $F < 1$.

When participants were divided into Herold and Goodwin's (1981) and Schechterman's (1984) four virginity status subgroups—Adamant Virgins, Potential Nonvirgins, Nonvirgins, and Regretful Nonvirgins—no significant differences could be found in subgroups' reports of their experience of any of the emotions of interest. Likewise, significant differences between groups were not detected on any emotion when virginity status was used as a dichotomous variable. The hypotheses regarding group differences relied heavily upon the premise that the TV episode would stimulate thought about sexuality and impact viewers' perceptions of their own sexuality. Perhaps the TV episode did not stimulate such thought because the sexual humor presented in the episode was not salient to viewers, or perhaps sexuality was not a salient issue in the lives of participants.

Sexual Orientation

Homosexual and bisexual participants were predicted to report feeling less positively and more negatively during the video than heterosexuals, because the sexual humor and situations presented in the episode differ from what they experience in their own lives. Because a measure of sexual behavior up to the present time could potentially include experimental behavior that will not be continued in the future, the measure of

desired future same sex behavior was chosen as the most appropriate indicator of sexual identity. The more same sex behavior individuals desire in the future, the more they were expected to report experiencing less amusement and interest and to report more boredom, sadness, anger, shame, contempt, self-consciousness, and embarrassment. In order to answer these research questions regarding sexual orientation, the original sample of 113 participants was narrowed down to a subset of eight participants who indicated on the circle graphs a desire for future same sex behavior, $M_{\text{F.S.S. Behavior}} = 9.500$, $SD = 7.031$. See Table 4 for frequency data on this variable. Inferential statistics were not conducted on data from this subset due to the small sample size, but descriptive statistics of the key variables are provided in Table 5 for male participants and Table 6 for female participants.

Upon inspection of Table 5, the means of male participants appear almost identical to those of their heterosexual counterparts on the emotions of boredom, sadness, anger, shame, contempt, self-consciousness, and embarrassment. The Likert scale items used to measure intensity of emotion allowed participants a range of intensities from 0-8. The similarity in the mean ratings of emotions reported by each group appears to be mostly due to floor effects, as most of these emotions have means less than 1.0.

However, the men from the gay/ bisexual subset appear quite a bit less amused than their heterosexual counterparts, $M_{\text{Males indicating F. S. S. Behavior}} = 4.250$, $SD = 1.500$; $M_{\text{Exclusively Heterosexual Males}} = 5.308$, $SD = 1.281$. They also appear to be less interested in the show than the heterosexual men, $M_{\text{Males in F. S. S. Behavior}} = 3.750$, $SD = 2.217$; $M_{\text{Exclusively Heterosexual Males}} = 4.666$, $SD = 1.826$.

The means for women in this subset also appear, upon inspection of Table 6, to be

almost identical to those of heterosexual women on every emotion examined except self-consciousness: exclusively heterosexual women indicated feeling more self-conscious than did the women of the lesbian/ bisexual subset, $M_{\text{Females indicating F. S. S. Behavior}} = 0.000$, $SD = 0.000$; $M_{\text{Exclusively Heterosexual Females}} = 0.818$, $SD = 1.300$. However, as previously explained, much of the similarity between these groups may be due to floor effects on seven of the nine variables examined.

Although inferential statistics could not be conducted on the data from the homosexual/bisexual subset due to the small sample size, the descriptive statistics suggest that homosexuals and bisexuals may experience different emotional reactions than heterosexuals when exposed to heterosexual humor. Study 2 was conducted in an attempt to attain a larger sample of homosexuals and bisexuals so that the effect of sexual orientation on emotional reactions to televised sexual humor could be studied more in depth.

Study 2

Method

Participants

Nineteen sexual minority students recruited from two campus organizations for such students participated in this study on a strictly voluntary basis. Fifteen of these participants were members of a campus social organization and participated in the study after one of two organization meetings. Four other participants were recruited from a campus lesbian support group and participated in the study during a specially scheduled session. The resulting sample consisted of 13 females and 6 males ranging in age from 18- 23, $M_{\text{Age}} = 20.350$, $SD = 1.424$. In terms of sexual orientation, 8 participants labeled

themselves as “exclusively homosexual”, 4 as “predominately homosexual”, 5 as “bisexual”, and 2 as “predominately heterosexual”.

Materials

The episode of Friends shown in the previous study was again used in Study 2. This study took place in a meeting room in a campus center or in the dormitory room of a participant, and thus the viewing instruments used in the previous study were not available for Study 2. Participants in all three sessions viewed the videotape of the television episode on a 27-inch television.

The written materials used in Study 2 were identical to those used in Study 1, except that one additional inventory was added to the questionnaire packet to assess homosexual identity formation.

Homosexual Identity Formation. The Gay Identity Questionnaire (Brady & Busse, 1994) was used to assess participants’ stage of homosexual identity formation within the framework of Cass’s (1979) theoretical model (see Appendix F). On this 45-item true-false questionnaire, participants are instructed to circle true only if the entire statement is true. Of the 45 items, 42 items are used to determine stage of identity formation and three are used as a validity check.

The 42 items used to determine stage of identity formation can be broken down into six subsets of seven questions. Each subset represents one stage designation of Cass’s model (see Appendix G to determine which items correspond to each stage). For each item a participant marks true, he or she receives one point for the stage that item represents. The subset in which a participant receives the most points is determined to be

his or her stage designation. If a participant receives an equal number of points in two or more stages, he or she is given a dual-stage designation.

Inter-item consistency scores for the GIQ were obtained using the Kuder-Richardson formula, but only for stages 3-6 because Brady and Busse (1994) were not able to identify enough participants in the lowest two stages to assess the reliability of the items representing these stages. For stage three (Identity Tolerance), $r = .76$; for stage four (Identity Acceptance), $r = .71$; for stage five (Identity Pride), $r = .44$; and for stage six (Identity Synthesis), $r = .78$.

Procedure

The procedure employed in this study was identical to that of the first study except that participants were allowed to sit wherever they would be comfortable and would be able to see the television screen.

Results and Discussion

Preliminary Analyses

As with the homosexual/ bisexual subset of the previous study, homosexual and bisexual participants were expected to report feeling less positively and more negatively during the episode than heterosexuals, because the sexual humor and situations presented to them differ from what they have experienced or desire to experience in their own life. Because a measure of sexual behavior up to the present time is likely to include experimental behavior that will not be continued in the future, the measure of desired future same sex behavior was chosen as the most appropriate indicator of sexual orientation, $M = 11.8$, $SD = 5.03$. See Table 7 for frequency data on this variable. The more same sex behavior participants indicated desiring in the future, the more they were

predicted to report experiencing boredom, sadness, anger, shame, contempt, self-consciousness, and embarrassment, and also to report less amusement and interest. Descriptives of the key variables of interest appear in Table 8 for males and Table 9 for females. Upon inspection of these tables, it appears that female participants reported more extreme scores than their male peers on every emotion, and were more likely to use a larger range of responses on the Likert scale than were males.

Preliminary analyses were conducted to examine the relationship between baseline mood measures and their corresponding emotional response measures. Only two of these relationships were statistically significant: sad (mood)/ sad (emotion), $r = .698$, $p < .001$, and embarrassed (mood)/ shameful (emotion), $r = .664$, $p < .01$. The baseline mood ratings for these two emotions were later used as covariates in regression analyses.

Testing of the Main Research Questions

Hierarchical multiple regression was used to test all of the emotion hypotheses in this study. Because correlations between baseline moods and their corresponding emotions were nonsignificant in seven of the nine emotions tested (Amusement, Interest, Boredom, Anger, Contempt, Self-Consciousness, and Embarrassment), baseline mood was not used as a covariate in the analyses of these emotions. This finding simplifies the reporting of analyses because the same hierarchical model could subsequently be used to analyze each of the seven emotions. Amusement will be used as an example here, but note that the hierarchy used to predict amusement was used in the other seven emotions as well. In order to test the predictions about amusement, setwise hierarchical multiple regression was conducted using the emotional response “amusement” as the outcome variable. The personal characteristics of gender and social self-esteem were entered in

the first block, entertainment and learning motives for watching television were entered in the second block, and future same sex behavior was entered in the third block.

Results of this and the other analyses can be found in Tables 10 and 11.

Future same sex behavior was a significant predictor of only one of these seven emotions: interest (see Table 10). Future same sex behavior predicted 38% of the variance in this emotion, $R^2_{\text{Change}} = .378$, $p < .01$. In fact, interest was the only emotion in which any of the predictors in this hierarchical model could account for a statistically significant amount of variance. The hierarchical model was particularly poor in accounting for variability in anger and contempt. Combined, all of the predictors only accounted for a total of 7.5% of the variability in contempt, $R^2 = .075$, $p < 1$, and 9.2% of the variability in anger, $R^2 = .092$, $p < 1$. The inability of each of the predictors in the model to significantly predict variability in any of the emotions may be attributed to a lack of power due to sample size. Due to this limitation of the present study, it seems worthwhile to examine the effect sizes of the predictor variables. Effect sizes larger than .10 are displayed in Table 9 for four of these emotions: amusement, boredom, embarrassment, and self-consciousness.

Future same sex behavior predicted 13% of the variability in amusement, $R^2_{\text{Change}} = .130$, $p < 1$. Interestingly, participants in both Study 2 and the homosexual/bisexual subset of Study 1 indicated feeling less interested and less amused the more they desired future same sex behavior. Although desired future same sex behavior did not account for much variability in the remaining emotions, personal characteristics and TV viewing motivations each accounted for some variability in reported boredom, embarrassment, and self-consciousness. Interestingly, all three of these emotions seem to

be best predicted by the same three variables: gender, social self-esteem, and motivation to watch TV to learn about the world. Women reported feeling more embarrassed, self-conscious, and bored while watching the episode than did men. Social self-esteem was inversely related to all three of these emotions: lower self-esteem predicted greater intensity of embarrassment, self-consciousness, and boredom while watching the episode. Contrary to hypotheses, watching television to learn about the world was also inversely related to these emotions. The less participants watched TV to learn about the world, the more they reported feeling embarrassed, self-conscious, and bored while they watched the episode.

The correlation between baseline mood and its corresponding emotion was statistically significant in two cases, shamefulness and sadness. Because these correlations were statistically significant, the baseline mood was included as a covariate in the hierarchical models used to test each emotion. The personal characteristics of gender and social self-esteem were entered in the first block, followed by baseline mood in the second block, television viewing motivations in the third block, and future same sex behavior in the final block. Results of these analyses can be found in Tables 12 and 13.

Baseline mood accounted for 36% of the variance in shamefulness, $R^2_{\text{Change}} = .356$, $p < .01$, and TV viewing motivations accounted for 20% of the variance in emotion above and beyond mood, $R^2_{\text{Change}} = .20$, $p < .05$. Watching television simply to be entertained was predictive of feeling ashamed while watching the episode, while watching TV to learn about the world was inversely related to shamefulness.

Being in a sad mood prior to watching the episode accounted for 40% of the variance in sadness experienced during the show, $R^2_{\text{Change}} = .407$, $p < .01$, and television viewing motivations accounted for 16 % of the variance in sadness above and beyond mood, $R^2_{\text{Change}} = .155$, $p < .10$. Both television viewing motivations, entertainment and learning, were inversely related to sadness: the more participants watched TV to be entertained and/ or to learn about the world, the less sad they felt while watching the episode.

Stage of gay identity formation, as determined by Brady and Busse's (1994) Gay Identity Questionnaire, was originally hypothesized to account for variability in emotional response to the television episode. However, these analyses were not conducted because the sample size was not sufficiently large to classify people in each of the six stages described in Cass's (1979) model. Only 15 of the 19 participants could be classified into a stage. Of these participants, one person could be classified into each of the first three stages, two in the fourth stage, four in the fifth stage, and six in the sixth stage.

General Discussion

The goal of the present set of studies was to examine the short-term emotional consequences and effects of exposure to sexual humor on television, as a function of virginity status, sexual orientation, gender, self-esteem, and TV viewing motivations. The underlying assumption behind this study was that the sexuality in the episode would prime participants to think about sexuality and perhaps elicit emotion in those whose sexual expression differs from what is typically presented on television. However, hypotheses regarding virginity status were clearly not supported in Study 1: virginity

status did not significantly account for variability in any of the emotions of interest. Perhaps this lack of significant results can be attributed to possible biases in the self-reporting behavior of participants. The dependent variable in the present set of studies was a self-report measure of emotion, and perhaps participants were either unaware of their emotional experience or were simply reluctant to report it. The lack of significant results can perhaps also be explained by a lack of salience of sexuality, either in the episode itself or in the lives of the participants.

Although this episode was loaded with sexual humor, perhaps the show simply did not elicit cognition regarding sexuality for some reason. Participants were grouped according to their virginity status, but perhaps status is the only way these groups differ. Sexuality may actually be a highly emotional topic for members of one virginity subgroup or another, but if members of that group do not perceive the sexual humor and situations on the show as “sexual,” the emotions that surround sexuality are not going to be elicited.

Why might the sexual humor on the show not have been perceived as “sexual”? The episode of Friends that participants watched during the study featured three subplots, only one of which was sexual. Sexuality may have become less salient over the course of the episode because participants were distracted by the story lines of the other two subplots. Media researchers often control for the outside influence of other subplots by showing video clips rather than entire episodes of a given television show. Video clips allow researchers the freedom to manipulate exactly what is seen by the audience so that they can provide causal explanations for various behavioral outcomes. However, media research conducted in this fashion is frequently criticized for lacking external validity;

therefore, I chose to use an entire episode in these studies as a means of avoiding these criticisms. Perhaps a compromise could be found between the concerns for external and internal validity if participants are overtly primed to think about sexuality before they watch an entire episode. Researchers could easily prime participants to think about sex if they asked them to respond to a questionnaire about their sexual behavior prior to watching the show, rather than after the fact.

In addition, sexuality in the episode might not have been perceived as “sexual” because the assumption within the television industry that every member of the audience is sexually active is so prevalent that viewers may take it for granted. Chronic exposure to this assumption may desensitize viewers to it.

Several reasons have been suggested as to why participants may not have perceived the sexual humor and situations on the episode of Friends as “sexual,” but another possibility is that they did actually perceive it as sexual but were not particularly affected by it. Carns (1973) found evidence that males experience more peer pressure regarding sexual activity than females do, and perhaps sexuality is more salient to male adolescents than to female adolescents. The sample used in Study 1 was approximately 62% female, so maybe one reason why the emotional reactions of viewers were so homogenous is that there were so few men in the study.

Second, sexuality may not be as salient of an issue to older adolescents as was originally hypothesized. Older adolescents may have already resolved their identity conflicts over sexuality, and thus we no longer see emotional turmoil surrounding sexuality issues. Perhaps this study should be conducted with younger adolescents for whom sexuality is still a “hot” topic. As Erikson (1959) described, adolescence is a

period in which individuals struggle to define their identities, and yet appear to temporarily overidentify with a social clique. Because they are so vulnerable during adolescence to the normative influences of society, younger adolescents may be more vulnerable to the influences of media. One might expect to find more variability in emotional reactions to television when identity is still fragile and sexual attitudes are still malleable.

Perhaps effects were found amongst homosexual and bisexual participants because sexuality *is* more salient in their lives as a function of their membership in a social outgroup defined by their sexuality. Even if they do not desire membership in the in-group, features of the environment that are semantically linked to the sole characteristic defining the outgroup—in this case sexual behavior—may serve to perpetually remind people of their membership in the outgroup. Similarly, sexuality was perhaps more salient to participants in Study 2 than to those in Study 1 because of the way in which they were recruited for the study. Participants in Study 2 may have been primed to think about their sexuality because they were aware that they were recruited specifically because of their sexual orientation. In addition, the struggle to discern one's sexual identity was very real for many of the gay/ bisexual participants in Study 2. Many of these participants had recently “come out” or were currently in the process of doing so, and for those actively struggling to define a sexual identity, sexuality may be a particularly uncomfortable topic. It is perhaps not *heterosexual* humor per se that is impacting them, but rather *sexual* humor. Future research should examine the impact of homosexual humor on the emotions of members of this group to help clarify this possible distinction.

This study is a first step in examining the impact of televised sexual humor on emotion. Although Study 2 had a small sample size, and thus low power, semipartial correlations allowed us to see the effect sizes of variables, even if they did not achieve statistical significance. The small sample size also limits the present results because it makes correlational data particularly vulnerable to outliers. The reliability of the data may also be questionable because data collection spanned several weeks, potentially allowing enough time for the study to become a topic of conversation amongst members of the relatively small gay community on campus.

However, if results of this study can be replicated and prove to be reliable, the results of Study 2 have interesting implications for homosexuals struggling with identity issues. Homosexuals and bisexuals in both the subset of Study 1 and the sample in Study 2 demonstrated less amusement and less interest in the episode than their heterosexual peers. Thus, they may actively avoid television shows that present sexual behavior different from their own. In addition, social self-esteem seems to be an important protective factor in terms of avoiding the experience of negative emotion in response to television's images of sexual behavior. Larson (1995) has suggested that adolescents frequently watch television as a coping mechanism for dealing with the stress of identity development. If true, this suggests that this coping mechanism might actually make identity conflict more painful for gay adolescents. This might be valuable knowledge to those who work with adolescents engaged in the "coming out" process.

For future research, a much larger homosexual/ bisexual sample is needed to test the reliability of the present study. One should also investigate the emotional impact of homosexual humor on this population to determine whether the emotional response found

in the present study was due to heterosexual humor specifically, or just sexual humor in general. Perhaps future research could also include multiple measures of emotion, such as facial expression or level of physiological arousal.

For future research investigating the impact of television on the sexual identity development of heterosexual adolescents, it would be valuable to know if the predicted effects were not found in the present study due to a low salience of sexuality in the specific episode used or due to a low salience of sexuality in late adolescence.

Researchers could start to tease this apart by somehow overtly priming older adolescent participants to think about sexuality before watching the show, or by conducting a study similar to Study 1 with a younger sample. Multiple measures of emotion could also be used so that results are not necessarily dependent on participants' ability to provide an accurate report of their emotional experience.

Footnotes

¹ It is unclear why Walters and Simoni (1993) chose to adapt a scale of racial identity development rather than stay within a theoretical framework of homosexual identity formation, particularly considering that Cross's (1971) model of racial identity inspired Cass's (1979) model of homosexual identity. Regardless, Walters and Simoni (1993) found that "pre-encounter" attitudes were inversely related to self-esteem, and that "internalization" attitudes were positively related to self-esteem. The pre-encounter stage of Walters and Simoni's adapted scale roughly corresponds to stages 1 and 2 in Cass's model, and the internalization stage corresponds to Cass's stage 6.

Appendix A

Mood Rating Form

Listed below are several words that might describe several types of moods. Use these words to describe your mood today. For each word, circle the number that corresponds to how much of that emotion you have felt today so far. “0” means that you haven’t felt that emotion at all, while “8” would say that you have felt as much of that emotion as you have ever felt in your life. The scale is listed below, so please refer to it if you are not sure how to use the numbers. Once again, for each word select the number that best corresponds to how much of that emotion you have felt today so far—including how you feel right now.

| | 0 not at all | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 the most I have ever felt in my life |
|--------------|------------------------|----------|----------|----------|----------|----------|----------|----------|--|
| angry | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| happy | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| sad | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| content | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| disgusted | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| afraid | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| interested | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| embarrassed | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| amused | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| contemptuous | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| anxious | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

Appendix B

Emotion Rating Form

Using the scales below, please rate the emotions that you felt while viewing the previous episode of "Friends". For each emotion word, circle the number on the 0-8 scale that best describes the *greatest amount* of each emotion you felt at any time during the episode you have just seen. On this scale, a "0" means that *you did not even feel the slightest bit* of that emotion, while an "8" indicates that you felt the *most of that emotion that you have ever felt in your life*.

| | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
|----------------|------------|---|---|---|---|---|---|---|--|
| | not at all | | | | | | | | the most I have ever felt in my life |
| angry | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| happy | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| sad | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| content | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| disgusted | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| shameful | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| interested | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| embarrassed | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| bored | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| amused | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| contemptuous | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| surprised | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| self-conscious | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| afraid | 0 | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |

Appendix C

Viewing Motivations

Listed below are a number of reasons that have frequently been given for watching television. Using the scale provided, rate the extent to which you agree or disagree with each reason.

| | | | | | |
|-----------------|-----------------|-----------------|-----------------|--------------|-----------------|
| 1 | 2 | 3 | 4 | 5 | 6 |
| strongly | disagree | disagree | agree | agree | strongly |
| disagree | | a little | a little | | agree |

I like to watch TV comedies and dramas:

- ___ 1. because it's something fun to do with my friends.
- ___ 2. because they help me learn about myself and others.
- ___ 3. so I can learn about what might happen to me in the future.
- ___ 4. to help me understand the world.
- ___ 5. because it is convenient.
- ___ 6. because they are entertaining and enjoyable.
- ___ 7. because it is less expensive than other activities.
- ___ 8. so I can learn how to do things I haven't done before.
- ___ 9. to find out ways to act with others and see how others solve problems.
- ___ 10. because they give me factual information.
- ___ 11. because they keep me company.
- ___ 12. because it helps be to relax and unwind.
- ___ 13. because it helps me to pass the time of day.
- ___ 14. to learn about world events.
- ___ 15. to learn about people from ethnic and cultural backgrounds different from my own.
- ___ 16. so I can get different perspectives on life, lifestyles, or occupations.
- ___ 17. it's like a habit—just one of those things you do.
- ___ 18. because they are exciting to watch.
- ___ 19. because they teach me things not learned in school.
- ___ 20. to find out what happens to people.
- ___ 21. because they help me forget about my problems.
- ___ 22. because they provide topics for conversations with others.

Appendix D

TSBI

The TSBI is designed to gather background and social behavior data. Please circle the number that corresponds to how characteristic the statement is of you. "1" means "not at all characteristic of me", while "5" means "very much characteristic of me". The scale is listed below, so please refer to it if you are not sure how to use the numbers.

| | 1 | 2 | 3 | 4 | 5 | |
|--|---------------------------------------|---|---|---|--------------------------------------|--|
| | Not at all Characteristic Of me | | | | Very much Characteristic Of me | |
| 1.) I am not likely to speak to people until they speak to me. | 1 | 2 | 3 | 4 | 5 | |
| 2.) I would describe myself as self-confident. | 1 | 2 | 3 | 4 | 5 | |
| 3.) I feel confident of my appearance. | 1 | 2 | 3 | 4 | 5 | |
| 4.) I am a good mixer. | 1 | 2 | 3 | 4 | 5 | |
| 5.) When in a group of people, I have trouble thinking of the right things to say. | 1 | 2 | 3 | 4 | 5 | |
| 6.) When in a group of people, I usually do what the others want rather than make suggestions. | 1 | 2 | 3 | 4 | 5 | |
| 7.) When I am in disagreement with other people, my opinion usually prevails. | 1 | 2 | 3 | 4 | 5 | |
| 8.) I would describe myself as one who attempts to master situations. | 1 | 2 | 3 | 4 | 5 | |
| 9.) Other people look up to me. | 1 | 2 | 3 | 4 | 5 | |
| 10.) I enjoy social gatherings just to be with people. | 1 | 2 | 3 | 4 | 5 | |
| 11.) I make a point of looking other people in the eye. | 1 | 2 | 3 | 4 | 5 | |
| 12.) I cannot seem to get others to notice me. | 1 | 2 | 3 | 4 | 5 | |
| 13.) I would rather not have very much responsibility for other people. | 1 | 2 | 3 | 4 | 5 | |
| 14.) I feel comfortable being approached by someone in a position of authority. | 1 | 2 | 3 | 4 | 5 | |
| 15.) I would describe myself as indecisive. | 1 | 2 | 3 | 4 | 5 | |
| 16.) I have no doubts about my social competence. | 1 | 2 | 3 | 4 | 5 | |

Appendix E
Assessment of Relationship and Sexual Experience

1.) What is your current relationship status:

- Single, no sexual/ romantic partners
- Single, one committed sexual partner
- Single, multiple sexual partners
- Coupled, living together (committed to an exclusive sexual/romantic relationship)
- Coupled, living together (relationship permits other sexual partners under certain circumstances)
- Coupled, living apart (Committed to an exclusive sexual/ romantic relationship)
- Coupled, living apart (Relationship permits other sexual partners under certain circumstances)

2.) In terms of my sexual orientation, I identify myself as . . .

- Exclusively homosexual
- Predominately homosexual
- Bisexual
- Predominately heterosexual
- Exclusively heterosexual
- Unsure

3.) In the future, I would like to identify myself as . . .

- Exclusively homosexual
- Predominately homosexual
- Bisexual
- Predominately heterosexual
- Exclusively heterosexual
- Unsure

4.) In terms of comfort with my current sexual orientation, I would say that I am . . .

- Very comfortable
- Mostly comfortable
- Comfortable
- Not very comfortable
- Very uncomfortable

5.) Which of the following descriptors best identifies your sexual experience?

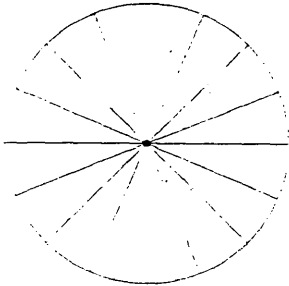
- I have not experienced sexual intercourse and am not likely to experience premarital intercourse.
- I have not yet experienced sexual intercourse but am likely to engage in it given the right person and the right situation.
- I have had sexual intercourse and plan to continue engaging in sexual intercourse.
- I have experienced sexual intercourse but I do not plan to continue engaging in premarital intercourse at the present time.

In the following circles, indicate the portion which corresponds to the male element by shading in the appropriate number of segments. The portion you leave unshaded will represent the female element. If the entire circle should be female, place an X over the circle and write "F" or "Female".

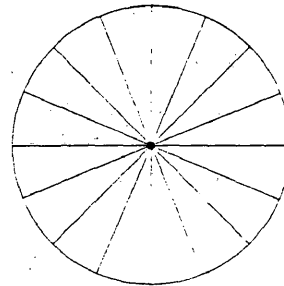
Fill out the circles indicating how it has been up to the present time as well as how you would like to see yourself in the future(ideal).

UP TO PRESENT TIME

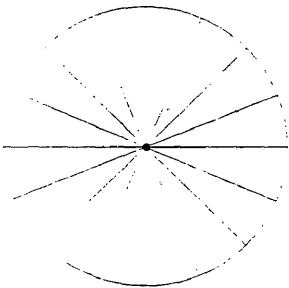
FUTURE (IDEAL)



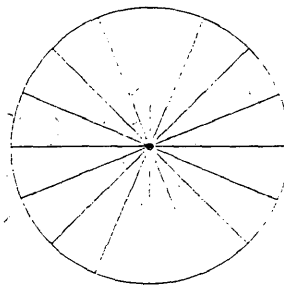
Physical Identity
I was born as a biological. . .



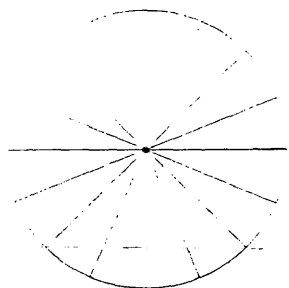
Physical Identity
Ideally, I wish I had been born as a biological. . .



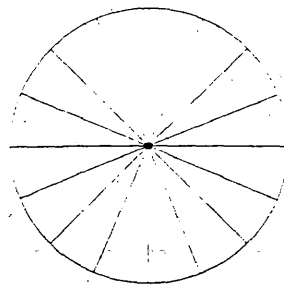
Sexual Orientation Identity
My sexual behavior has been with. . .



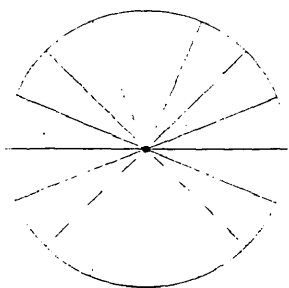
Sexual Orientation Identity
I wish my sexual behavior would be with. . .



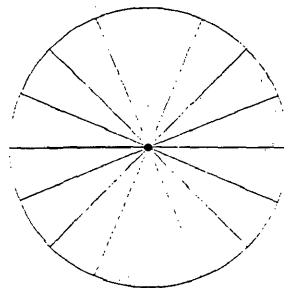
My sexual fantasies have been with. . .



I wish my sexual fantasies would be with. . .



My emotional attachments (not necessarily sexual) have been with. . .



I wish my emotional attachments (not necessarily sexual) would be with. . .

Appendix F
GIQ

Please read each of the follow statements carefully and then circle whether you feel the statements are true (T) or false (F) for you at this point in time. *A statement is circled as true if the entire statement is true, otherwise it is circled false.*

| | TRUE | FALSE |
|---|------|-------|
| 1. I probably am sexually attracted equally to men and women. | T | F |
| 2. I live a homosexual lifestyle at home, while at work/school I do not want others to know about my lifestyle. | T | F |
| 3. My homosexuality is a valid private identity, that I do not want made public. | T | F |
| 4. I have feelings I would label as homosexual. | T | F |
| 5. I have little desire to be around most heterosexuals. | T | F |
| 6. I doubt that I am homosexual, but still am confused about who I am sexually. | T | F |
| 7. I do not want most heterosexuals to know that I am definitely homosexual. | T | F |
| 8. I am very proud to be gay and make it known to everyone around me. | T | F |
| 9. I don't have much contact with heterosexuals and can't say that I miss it. | T | F |
| 10. I generally feel comfortable being the only gay person in a group of heterosexuals. | T | F |

- | | | |
|--|----------|----------|
| 11. I'm probably homosexual, even though I maintain a heterosexual image in both my personal and private life. | T | F |
| 12. I have disclosed to 1 or 2 people (very few) that I have homosexual feelings, although I'm not sure I'm homosexual. | T | F |
| 13. I am not as angry about society's treatments of gays because even though I've told everyone about my gayness, they have responded well. | T | F |
| 14. I am definitely homosexual but I do not share that knowledge with most people. | T | F |
| 15. I don't mind if homosexuals know that I have homosexual thoughts and feelings, but I don't want others to know. | T | F |
| 16. More than likely I'm homosexual, although I'm not positive about it yet. | T | F |
| 17. I don't act like most homosexuals do, so I doubt that I'm homosexual. | T | F |
| 18. I'm probably homosexual, but I'm not sure yet. | T | F |
| 19. I am openly gay and fully integrated into heterosexual society. | T | F |
| 20. I don't think that I'm homosexual. | T | F |
| 21. I don't feel I'm heterosexual or homosexual. | T | F |
| 22. I have thoughts I would label as homosexual. | T | F |

- | | | |
|---|---|---|
| 23. I don't want people to know that I may be homosexual, although I'm not sure if I am homosexual or not. | T | F |
| 24. I may be homosexual and I am upset at the thought of it. | T | F |
| 25. The topic of homosexuality does not relate to me personally. | T | F |
| 26. I frequently confront people about their irrational, homophobic (fear of homosexuality) feelings. | T | F |
| 27. Getting in touch with homosexuals is something I feel I need to do, even though I'm not sure I want to. | T | F |
| 28. I have homosexual thoughts and feelings but I doubt that I'm homosexual. | T | F |
| 29. I dread having to deal with the fact that I may be homosexual. | T | F |
| 30. I am proud and open with everyone about being gay, but it isn't the focus of my life. | T | F |
| 31. I probably am heterosexual or non-sexual. | T | F |
| 32. I am experimenting with my same sex, because I don't know what my sexual preference is. | T | F |
| 33. I feel accepted by homosexual friends and acquaintances, even though I'm not sure I'm homosexual. | T | F |
| 34. I frequently express to others anger over heterosexuals' oppression of me and other gays. | T | F |

- | | | |
|--|----------|----------|
| 35. I have not told most of the people at work that I am definitely homosexual. | T | F |
| 36. I accept but would not say that I am proud of the fact that I am definitely homosexual. | T | F |
| 37. I cannot imagine sharing my homosexual feelings with anyone. | T | F |
| 38. Most heterosexuals are not credible sources of help for me. | T | F |
| 39. I am openly gay around gays and heterosexuals. | T | F |
| 40. I engage in sexual behavior I would label as homosexual. | T | F |
| 41. I am not about to stay hidden as gay for anyone. | T | F |
| 42. I tolerate rather than accept my homosexual thoughts and feelings. | T | F |
| 43. My heterosexual friends, family, and associates think of me as a person who happens to be gay, rather than as a gay person. | T | F |
| 44. Even though I am definitely homosexual, I have not told my family. | T | F |
| 45. I am openly gay with everyone, but it doesn't make me feel all that different from heterosexuals. | T | F |

Appendix G

Gay Identity Questionnaire Items By Stage Designation

Stage 1: items 6, 17, 20, 25, 28, 31, and 37

Stage 2: items 1, 12, 21, 23, 24, 29, and 32

Stage 3: items 11, 15, 16, 18, 27, 33, and 42

Stage 4: items 2, 3, 7, 14, 35, 36, and 44

Stage 5: items 5, 8, 9, 26, 34, 38, and 41

Stage 6: items 10, 13, 19, 30, and 39

Table 1

Descriptive Statistics of Key Variables for Males in Study 1 (n = 43)

| Variable | Mean | Std. Dev. | Minimum | Maximum |
|----------------------------------|-------|-----------|---------|---------|
| <u>Baseline Mood</u> | | | | |
| Amusement, Virgin | 4.833 | 1.341 | 2.0 | 7.0 |
| Amusement, Nonvirgin | 4.368 | 1.832 | 0.0 | 7.0 |
| Contentment, Virgin | 4.958 | 1.805 | 1.0 | 8.0 |
| Contentment, Nonvirgin | 4.105 | 1.997 | 0.0 | 8.0 |
| Embarrassment, Virgin | 1.500 | 1.720 | 0.0 | 5.0 |
| Embarrassment, Nonvirgin | 0.895 | 1.287 | 0.0 | 4.0 |
| <u>Emotional Response</u> | | | | |
| Amusement, Virgin | 5.417 | 1.248 | 2.0 | 7.0 |
| Amusement, Nonvirgin | 4.947 | 1.393 | 3.0 | 7.0 |
| Contentment, Virgin | 4.833 | 1.523 | 2.0 | 7.0 |
| Contentment, Nonvirgin | 4.263 | 2.130 | 0.0 | 8.0 |
| Embarrassment, Virgin | 0.625 | 1.245 | 0.0 | 4.0 |
| Embarrassment, Nonvirgin | 0.158 | 0.502 | 0.0 | 2.0 |
| Self-Consciousness, Virgin | 0.792 | 1.141 | 0.0 | 3.0 |
| Self-Consciousness, Nonvirgin | 0.421 | 0.769 | 0.0 | 2.0 |
| Shame, Virgin | 0.333 | 0.637 | 0.0 | 2.0 |
| Shame, Nonvirgin | 0.368 | 1.012 | 0.0 | 4.0 |

Table 2

Descriptive Statistics of Key Variables for Females in Study 1 (n = 70)

| Variable | Mean | Std. Dev. | Minimum | Maximum |
|----------------------------------|-------|-----------|---------|---------|
| <u>Baseline Mood</u> | | | | |
| Amusement, Virgin | 4.550 | 1.999 | 0.0 | 8.0 |
| Amusement, Nonvirgin | 4.000 | 1.948 | 0.0 | 7.0 |
| Contentment, Virgin | 4.825 | 1.567 | 1.0 | 7.0 |
| Contentment, Nonvirgin | 5.333 | 1.493 | 1.0 | 8.0 |
| Embarrassment, Virgin | 1.275 | 1.519 | 0.0 | 7.0 |
| Embarrassment, Nonvirgin | 1.133 | 1.548 | 0.0 | 6.0 |
| <u>Emotional Response</u> | | | | |
| Amusement, Virgin | 5.175 | 1.412 | 2.0 | 8.0 |
| Amusement, Nonvirgin | 5.300 | 1.317 | 2.0 | 7.0 |
| Contentment, Virgin | 4.825 | 1.708 | 0.0 | 8.0 |
| Contentment, Nonvirgin | 5.000 | 1.203 | 3.0 | 7.0 |
| Embarrassment, Virgin | 0.575 | 1.356 | 0.0 | 6.0 |
| Embarrassment, Nonvirgin | 0.467 | 0.819 | 0.0 | 3.0 |
| Self-Consciousness, Virgin | 0.900 | 1.464 | 0.0 | 5.0 |
| Self-Consciousness, Nonvirgin | 0.600 | 0.969 | 0.0 | 4.0 |
| Shame, Virgin | 0.300 | 0.883 | 0.0 | 5.0 |
| Shame, Nonvirgin | 0.400 | 1.003 | 0.0 | 4.0 |

Table 3

Hierarchical Multiple Regression Predictor Variables for Amusement, Contentment, and Self-Consciousness

| Emotion | R ² Change | F Change | p |
|---------------------------|-----------------------|----------|-----------|
| Amusement | | | |
| Baseline Mood | .102 | 12.625 | < .001*** |
| Gender | .001 | 0.140 | < 1 |
| Virginitiy | .000 | 0.007 | < 1 |
| Contentment | | | |
| Baseline Mood | .171 | 22.941 | < .001*** |
| Gender | .002 | 0.224 | < 1 |
| Virginitiy Status | .001 | 0.136 | < 1 |
| Self-Consciousness | | | |
| Baseline Mood | .042 | 4.825 | < .05* |
| Gender | .004 | 0.425 | < 1 |
| Virginitiy | .014 | 1.607 | < 1 |

Table 4

Frequency of Desired Future Same Sex Behavior in Study 1

| Proportion of Desired Future Same Sex Behavior to All Future Sexual Behavior | Number of Participants Indicating Desire for Future Same Sex Behavior |
|--|---|
| 0: 16 | 0 |
| 1: 16 | 2 |
| 2: 16 | 0 |
| 3: 16 | 1 |
| 4: 16 | 0 |
| 5: 16 | 0 |
| 6: 16 | 0 |
| 7: 16 | 0 |
| 8: 16 | 1 |
| 9: 16 | 0 |
| 10: 16 | 0 |
| 11: 16 | 0 |
| 12: 16 | 0 |
| 13: 16 | 0 |
| 14: 16 | 0 |
| 15: 16 | 1 |
| 16: 16 | 3 |
| Total: 8 | |

Table 5

Descriptive Statistics of Emotions for Males in Study 1

| <u>Emotion</u> | <u>Males with No Desired Future Same Sex Behavior</u> (n = 39) | | | | | <u>Males with Desired Future Same Sex Behavior (n = 4)</u> | | | | |
|--------------------|---|------------------|-------------|-------------|--|--|------------------|-------------|-------------|--|
| | <u>Mean</u> | <u>Std. Dev.</u> | <u>Min.</u> | <u>Max.</u> | | <u>Mean</u> | <u>Std. Dev.</u> | <u>Min.</u> | <u>Max.</u> | |
| Amusement | 5.308 | 1.281 | 2.0 | 7.0 | | 4.250 | 1.500 | 3.0 | 6.0 | |
| Anger | 0.231 | 0.667 | 0.0 | 3.0 | | 0.000 | 0.000 | 0.0 | 0.0 | |
| Boredom | 1.410 | 1.888 | 0.0 | 7.0 | | 1.500 | 1.915 | 0.0 | 4.0 | |
| Contempt | 0.436 | 0.912 | 0.0 | 4.0 | | 0.000 | 0.000 | 0.0 | 0.0 | |
| Embarrassment | 0.436 | 1.046 | 0.0 | 4.0 | | 0.250 | 0.500 | 0.0 | 1.0 | |
| Interest | 4.666 | 1.826 | 0.0 | 7.0 | | 3.750 | 2.217 | 2.0 | 7.0 | |
| Sadness | 0.590 | 1.251 | 0.0 | 5.0 | | 0.500 | 0.577 | 0.0 | 1.0 | |
| Self-Consciousness | 0.615 | 0.963 | 0.0 | 3.0 | | 0.750 | 1.500 | 0.0 | 3.0 | |
| Shame | 0.385 | 0.847 | 0.0 | 4.0 | | 0.000 | 0.000 | 0.0 | 0.0 | |

Table 6

Descriptive Statistics of Emotions for Females in Study 1

| <u>Emotion</u> | <u>Females with No Desired Future Same Sex Behavior (n = 66)</u> | | | | <u>Females with Desired Future Same Sex Behavior (n = 4)</u> | | | |
|------------------------|--|------------------|-------------|-------------|--|------------------|-------------|-------------|
| | <u>Mean</u> | <u>Std. Dev.</u> | <u>Min.</u> | <u>Max.</u> | <u>Mean</u> | <u>Std. Dev.</u> | <u>Min.</u> | <u>Max.</u> |
| Amusement | 5.212 | 1.353 | 2.0 | 8.0 | 5.500 | 1.732 | 3.0 | 7.0 |
| Anger | 0.364 | 0.987 | 0.0 | 5.0 | 0.750 | 0.957 | 0.0 | 2.0 |
| Boredom | 0.773 | 1.200 | 0.0 | 5.0 | 0.250 | 0.500 | 0.0 | 1.0 |
| Contempt | 0.227 | 0.602 | 0.0 | 3.0 | 0.500 | 1.000 | 0.0 | 2.0 |
| Embarrassment | 0.530 | 1.167 | 0.0 | 6.0 | 0.500 | 1.000 | 0.0 | 2.0 |
| Interest | 4.636 | 1.724 | 0.0 | 8.0 | 4.750 | 1.500 | 3.0 | 6.0 |
| Sadness | 0.561 | 1.097 | 0.0 | 5.0 | 0.500 | 0.577 | 0.0 | 1.0 |
| Self- Consciousness | 0.818 | 1.300 | 0.0 | 5.0 | 0.000 | 0.000 | 0.0 | 0.0 |
| Shame | 0.333 | 0.934 | 0.0 | 5.0 | 0.500 | 1.000 | 0.0 | 2.0 |

Table 7

Frequency of Desired Future Same Sex Behavior in Study 2

| Proportion of Desired Future Same Sex Behavior to All Future Sexual Behavior | Number of Participants Indicating Desire for Future Same Sex Behavior |
|---|--|
| 0: 16 | 1 |
| 1: 16 | 0 |
| 2: 16 | 0 |
| 3: 16 | 1 |
| 4: 16 | 0 |
| 5: 16 | 0 |
| 6: 16 | 0 |
| 7: 16 | 1 |
| 8: 16 | 3 |
| 9: 16 | 1 |
| 10: 16 | 0 |
| 11: 16 | 1 |
| 12: 16 | 0 |
| 13: 16 | 1 |
| 14: 16 | 0 |
| 15: 16 | 2 |
| 16: 16 | 8 |
| Total: 19 | |

Table 8

Descriptive Statistics of Key Variables for Males in Study 2 (n = 6)

| Variable | Mean | Std. Dev. | Minimum | Maximum |
|----------------------------------|--------|-----------|---------|---------|
| <u>Baseline Mood</u> | | | | |
| Amusement | 3.833 | 1.472 | 2.0 | 6.0 |
| Interest | 2.500 | 1.643 | 0.0 | 5.0 |
| Sadness | 2.500 | 1.761 | 0.0 | 5.0 |
| Anger | 2.500 | 1.378 | 0.0 | 4.0 |
| Contempt | 2.500 | 3.2094 | 0.0 | 7.0 |
| Embarrass | 0.667 | 1.211 | 0.0 | 3.0 |
| <u>Emotional Response</u> | | | | |
| Amusement | 5.333 | 1.033 | 4.0 | 7.0 |
| Interest | 4.333 | 1.506 | 3.0 | 7.0 |
| Boredom | 0.333 | 0.516 | 0.0 | 1.0 |
| Sadness | 1.167 | 2.041 | 0.0 | 5.0 |
| Anger | 0.833 | 1.602 | 0.0 | 4.0 |
| Shame | 0.1667 | 0.408 | 0.0 | 1.0 |
| Contempt | 0.667 | 0.816 | 0.0 | 2.0 |
| Self-Conscious | 0.500 | 0.837 | 0.0 | 2.0 |
| Embarrassment | 0.167 | 0.408 | 0.0 | 1.0 |

Table 9

Descriptive Statistics of Key Variables for Females in Study 2 (n = 13)

| Variable | Mean | Std. Dev. | Minimum | Maximum |
|----------------------------------|-------|-----------|---------|---------|
| <u>Baseline Mood</u> | | | | |
| Amusement | 4.231 | 1.423 | 2.0 | 6.0 |
| Interest | 4.769 | 1.739 | 1.0 | 6.0 |
| Sadness | 2.923 | 2.019 | 0.0 | 7.0 |
| Anger | 2.077 | 1.441 | 0.0 | 4.0 |
| Contempt | 2.461 | 1.898 | 0.0 | 5.0 |
| Embarrass | 0.846 | 1.405 | 0.0 | 5.0 |
| <u>Emotional Response</u> | | | | |
| Amusement | 5.692 | 1.109 | 4.0 | 7.0 |
| Interest | 4.692 | 1.751 | 1.0 | 7.0 |
| Boredom | 1.154 | 1.625 | 0.0 | 5.0 |
| Sadness | 2.000 | 2.199 | 0.0 | 7.0 |
| Anger | 1.385 | 2.022 | 0.0 | 6.0 |
| Shame | 0.769 | 1.922 | 0.0 | 6.0 |
| Contempt | 0.917 | 1.564 | 0.0 | 5.0 |
| Self-Consciousness | 1.385 | 2.329 | 0.0 | 7.0 |
| Embarrassment | 1.539 | 2.066 | 0.0 | 6.0 |

Table 10

Setwise Hierarchical Multiple Regression Predictor Variables for Interest

| | R ² Change | p-value |
|--------------------------|-----------------------|---------|
| Step 1: | | |
| Personal Characteristics | .083 | .530 |
| Step 2: | | |
| TV Viewing Motivations | .083 | .530 |
| Step 3: | | |
| Future Same Sex Behavior | .378 ^a | .008** |

^a Inverse relationship.

Table 11
Effect Sizes of Predictor Variables Used in Setwise Hierarchical Multiple Regression for Amusement, Boredom, Embarrassment, and Self-Consciousness

| | Amusement | | | Boredom | | | Embarrassment | | | Self-Consciousness | | |
|-------------------------------------|-----------------------|-----------------|------|-----------------------|-------------------|------|-----------------------|-------------------|------|-----------------------|-------------------|------|
| | R ² Change | sr ² | p | R ² Change | sr ² | p | R ² Change | sr ² | p | R ² Change | sr ² | p |
| Step 1: Personal Characteristics | | | | .131 | | .326 | .212 | | .148 | .180 | | .205 |
| Gender | | | | | .081 | | | .135 | | | .050 | |
| Social S-E | | | | | .053 ^a | | | .083 ^a | | | .135 ^a | |
| Step 2: TV Viewing Motivations | | | | .101 | | .420 | .160 | | .203 | .103 | | .391 |
| Entertain | | | | | .037 | | | .003 | | | .046 | |
| Learning | | | | | .086 ^a | | | .158 ^a | | | .081 ^a | |
| Step 3: Future Same Sex Behavior | .130 ^a | | .152 | | | | | | | | | |

^a Inverse relationship.

Table 12

Setwise Hierarchical Multiple Regression Predictor Variables for Shamefulness

| | R ² change | sr ² | p-value |
|--------------------------|-----------------------|-------------------|---------|
| Step 1: | | | |
| Personal Characteristics | .108 | | .399 |
| Gender | | .035 | |
| Social Self-Esteem | | .077 ^a | |
| Step 2: | | | |
| Baseline Mood | .356 | | .007** |
| Step 3: | | | |
| TV Viewing Motivations | .201 | | .047* |
| Entertainment | | .143 | |
| Learning | | .105 ^a | |
| Step 4: | | | |
| Future Same Sex Behavior | | | |

^a Inverse relationship.

Table 13

Setwise Hierarchical Multiple Regression Predictor Variables for Sadness

| | R ² Change | sr ² | p- value |
|--|-----------------------|-------------------|----------|
| Step 1: Personal Characteristics | | | |
| Step 2: Baseline Mood | .407 | | .003** |
| Step 3: TV Viewing Motivations | .155 | | .087 |
| Entertainment | | .060 ^a | |
| Learning | | .036 ^a | |
| Step 4: Future Same Sex Behavior | | | |

^a Inverse relationship.

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