INTRODUCTION

AND

REVIEW OF LITERATURE
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More than any other form of mass media, Television is considered to be a potentially strong socializing agent. The moving images of television fascinate everyone, demand attention and eventually influence their thoughts and behaviour.

According to social learning theory, children learn those behaviours and concepts which they observe in models and which have positive response consequences (Bandura 1977). The process of learning from models described by Bandura (1977) includes paying attention to the modeled behaviours, recording the modeled behaviour in either visual image or verbal form, reproducing the behaviour and being motivated by the consequences.

There are various agents which facilitate and gear the socialization; casual unplanned agents could be family members, deliberately planned agent would be the school. In addition, there are other agents which perform socialization function, in an unplanned way. Among these agents, the mass media appear to be playing an increasingly significant role. (DeSlaus and Ball Rokeach, 1987).

Bronfenbrenner (1979), while theorizing the ecology of human development looks at television as part of the child’s exosystem because TV programmes enter the home from external source. It remains at the boundry of the microsystem of an individual, to the extent that the powerful medium exerts
influence on the interaction between family members. It represents an instance of a second order effect.

Sinha (1982) proposed ecological model of two concentric layers of factors to understand the effects of socio-cultural deprivation. He concluded that TV falls into the second layer of an institutional setting. Also, it becomes an amenity resource available to an individual. It is present in a child’s home as part of the physical space and materials and interacts with the child directly.

Bandura’s social cognitive analysis is truly interactional in nature. It is based on his view that human development reflects the interaction of the person (P), the person’s behaviour (B) and the environment (E). Bandura describes this process of interaction as reciprocal determinism.

The reciprocal determinism model forms a triangle of interactions. The person includes the child’s cognitive abilities, physical characteristics, personality beliefs, attitudes and so on. These influence both, the child’s behaviour and the child’s environment. Children choose not only what they want to do (P→B), but also where and with whom to do it (P→E). These influences are reciprocal.

Children’s behaviour can affect their feelings about themselves and their attitudes and beliefs about other things (B→P). Likewise, much of the children’s knowledge about the world and other people result from information they receive
from television, parents, textbooks and other environmental sources ($E \rightarrow P$).

Environment also affects behaviour. The consequences of children's behaviour and the models they observe can powerfully influence what they do ($E \rightarrow B$). But children's behaviour also contributes to creating their environment. A child who shares and cooperates with his classmates is likely to attract many friends, whereas the opposite may be the case for a child who behaves selfishly or aggressively ($B \rightarrow E$).

Mass communication becomes very important while communicating ideas intended to change behaviour of people right from developing awareness to adoption of an innovation. When people are exposed to an increasing flow of information, they find themselves in a position which necessitates a change in their aspirations, attitudes and efforts.

Radio being a convenient form of entertainment caters to a large audience. Kapoor, Director General of AIR (1995) said "Radio is far more interactive and stimulating medium than TV where the viewer is spoonfed. Radio allows you to think, to use your imagination. That's why nobody ever called it the idiot box. Gupta (1995) reported that large number of under privileged people in rural areas still stick to radio. Since radio conveys messages through sound only, it demands a habit of skillful listening which generally people lack."
Mohanty (1992) rightfully pointed out that radio may broadcast a well developed lesson, but cannot develop a lesson with audience. Radio lacks the pictorial quality provided by television or motion pictures.

Print media such as newspapers, magazines, journals etc. also play a role of watch dog and present a true picture of the events to the people many times. Newspapers and magazines offer wider variety of reading material and viewpoints of many people and thus provide better comprehension of the affairs and issues.

Chakravarty (1997) while discussing the impact of newspapers, says, "It is amongst these relatively knowledgeable readers that the newspaper is most likely to influence opinion over a long term period. The newspaper's influence can be very pronounced, the process by which readers' opinion is eased along in its natural direction may not only take the form of very strong reinforcement but may also border on the information of new ideas. This way, it sows seeds and implants suggestions on points to which people have upto now given no thought.

When compared to other news media such as radio and television, buying a newspaper is extremely cheaper and provides a wide variety of information. Also it can be reused i.e. read and reread, at leisure.

Literacy is the prerequisite for reading newspaper which is not the case with radio or TV. Therefore in Indian context radio and TV have become more important.
Discussing the importance of television as mass media, Saxena (1996) says, "Television in India has acquired today newer dimensions, greater popularity and a much wider reach. The moving images of TV fascinate people, demand attention and eventually influence their thoughts and behaviour. The small screen has indeed turned out to be large enough to compress, within itself India's tremendous cultural diversity over a rather broad social spectrum. Television has become part of our cultural life itself.

As pointed out by Bhattacharjea (1997), newspapers are realizing that they cannot compete with TV in impact or glamour. They can however, provide background and informed comments to be read at leisure. And for that they must retain credibility. The TV viewer must continue to turn to his papers to validate what he sees on screen.

Presently, TV has become a very powerful medium of mass communication which at once educates and entertains people. Its impact is determined by how it is used. In other words, what is expected from TV transmission is decided on the basis of two elements, what is being telecast and how is it received by the viewers.

Further, the access of TV viewing in each home compells the media people to think about the effects of TV, than rest of the kinds of mass media. It is essential because of the nature of media, as it is easily accessible, needs no efforts and has become an essential part of the daily routine.
The effects, use and interpretations of TV will vary with age and one needs to find out its differential effects across ages.

This will serve two purposes; firstly, it will inform us the way in which TV can act as a socialization agent and secondly, it will inform media people to understand the effects and improve the production.

Though TV is equally popular among all age groups, the younger viewers are always fascinated by it. In this study the focussed age group is adolescence—a bridge between the periods of childhood and adulthood. Before proceeding, let us understand more about this phase.

**ADOLESCENCE**

Adolescence is challenging and sometimes difficult stage of life due to physical, sexual, psychological and cognitive changes as well as changes in social demands and expectations.

Adolescents, in addition to developing “formal operational thinking”, are more likely than younger children to be aware of the distinction between simply perceiving and storing in memory. They are also more likely to use sophisticated strategies as aids to memory (Flavell, 1977). Cognitive changes play a critical role in helping adolescents deal with increasingly complex educational and vocational demands. Many other aspects of adolescent development also depend on the cognitive advances of this period. Ginsberg and Opper (1979), stated that
the individual who uses wider variety of cognitive operations and strategies in solving problems, highly versatile and flexible thoughts and reasoning and can see things from a number of perspectives and points of view.

Changes in the nature of parent–child relationships, emerging personality characteristics, planning for future educational and vocational goals, mounting concern with social, political and personal values and developing sense of personal identity are all strongly influenced by cognitive changes (Conger and Peterson, 1984).

In the process of meeting the challenges of adolescence, a youth gradually develops a philosophy of life and a sense of identity. In the Erikson’s theory, the core concept is the acquisition of an ego-identity and the identity crisis is the most essential characteristics of adolescence. According to him, ego-identity is never “established” as an “achievement”, as something static or unchangeable but is a forever to be revised sense of relaity (Erikson, 1963).

“Identification” viewed by Bandura and Walter (1963) as a more general way of modelling the behaviour of another person even without his presence. Identification includes the incorporation of the models values, beliefs, roles and attitudes, the process by which the individual’s beliefs, values, attitudes and behaviours are shaped and shared by the different socialization groups.
During adolescence, it is the peer group and selected entertainment-heroes who become increasingly important as models. During this period, the peer group is particularly influential as a model in the use of verbal expression, hairstyles, clothing, food, music and entertainment preferences, as well as in regard to decisions related to rapidly changing social values (Brittain, 1963).

In India, lots of changes have come in the field of socialization due to industrialization, nucleation and changes in family setup and interactions.

Sinha (1979) has noted that young students tend to be extremely vacillating, indecisive and prove to suspend their judgement. It was considered as indicative of value contradictions and inner conflicts that characterise the Indian psyche.

Under this changing social scenerio, an individual has to struggle due to increased demands in academics, increased parental expectations, uncertainty of future vocational career and limited resources to cater to the needs of proper development.

In the changed practices of socialization, Mohanty (1987) had rightly emphasized the fact that TV has emerged as the third parent of the children. In addition, TV constitutes a relatively new and potent force in shaping attitudes, wants and behaviours of the developing individuals.
In the case of adolescents many of them, particularly those from poor and minority families, use TV deliberately to find out how to act in social situations. The glamorous, adventurous life of many people on TV looks attractive and many young people consider it a better guide for themselves than the everyday existence of their parents (Comstock and Cobby, 1978).

In Indian situations though the TV is a late comer, the above findings may be true because of changing family types, parental employment and increasing stress in all the fields. In India children of all the age groups form the largest number of viewers, in urban as well as in rural areas (Aghi, 1980). They sit glued to the set for a larger part of their evenings. No wonder that TV is expected to make the greatest impact on children.

Till today, very little research has been done to assess the overall impact of television on adolescents in India. Therefore the investigations are required to understand the impact of TV, needs and preferences of these age groups, in the light of present milieu.

Prior to understanding the effects of television viewing, it is essential to understand the time, duration and content viewed by adolescents, since television viewing patterns could be important determinants of perception of television content.
TELEVISION VIEWING PATTERN

International Trends

People watch TV according to their liking of programmes. Every age group, because of its specific characteristics shows a definite pattern of viewing TV, with regard to duration and preference.

Duration

Though measuring TV viewing time to any degree of accuracy is a difficult task, many researches in the past have tried it and shown a definite pattern for it.

A Japanese study “The time budget survey” conducted by NHK (Japan Broadcasting Corporation) in 1960, seven years after the introduction of television, revealed that boys of 10-15 years old spend on an average around 1 hour and 45 minutes in watching TV on Sundays. This figure later rose to 3 hours, 54 minutes, but no appreciable change has taken place in the amount of viewing, since that time till 1989 (Kodaria, 1990).

Children begin watching TV in infancy, around age 2 to $2^{1/2}$ years and begin to show consistent attention to TV programming and become aware of the people and events being portrayed. (Hollenback and Slaby, 1979). By the age of 4 to 5 years, the average child watches television for over 2 hours a day. The amount of viewing increases until late childhood, then declines during adolescence, probably because adolescents are more mobile and can be away from home for more time.
Mussen et al (1984) concluded from the data that on average, American adults have 41 work free hours each week. Of these, TV viewing consumes the maximum time than any other activity. By the time adolescents have graduated from high school in America they have spent more time viewing TV than performing any other activity except sleeping.

Lyle (1972), also studied the amount of viewing, which increases gradually from age 3 to approximately the beginning of adolescence. Total number of hours then declines among high school age adolescents. Boys and girls watch approximately equal amount of TV during childhood but girls watch slightly more than boys in adolescence.

A Japanese researcher Tokeo Furu (1996) concluded that televiewing time increases with the increase in age, reaching a peak around the fifth and sixth grade of primary school, followed by a decline in junior high school, to reach a low point in high school and later teenage years. Then it starts rising once again.

Roper organization data (Morgan, 1984) indicated the adults viewing television for $2.59 \pm 1.86$ hours per day and NORC (Natural Opinion Research Centre) data indicated similar duration ($2.29$ hrs./day) for three consecutive years, (Hirsh, 1981). Rubin (1985) measuring levels of television viewing of young adults found that they viewed for 2 hours a day. Gender difference indicates that at all ages except in adolescence, women watch TV for more time.
than men for all hours of the day or night. Only for sporting events, the hours of viewing favour men (Condry, 1989). With reference to family size and number of children, western review indicates that larger families generally watched longer hours of TV than small families (Condry, 1989).

The main finding in all researches seem to indicate that TV viewing is a major activity for children of all age groups. The general pattern that emerges is a slow increase in viewing through early, middle and late childhood and a drop during adolescence.

Content

Study of programme preferences is found to be a difficult area of research since in most societies multitudes of channels are available simultaneously for the viewers. As Condry (1989) points out that with the sheer magnitude of programmes available for the audience with varied characteristics, programme by population category analysis was an extremely difficult task.

Lyle (1972), studied that the proportion of viewing violent programmes increases with age. Lyle and Hoffman (1972) further reported that male adolescents like violent programmes more than females. Thus although female adolescents view a little more TV than males do, but they view less violence.

Japanese researcher Kodaira, (1986) investigated the programme preferences and found that children on the whole liked programmes that would
make them laugh and provide them with some interesting topics to talk about among themselves. On the other hand, sometimes the children look to certain TV programme as a source of cultural knowledge and information.

In general, situational comedies, suspense, mystery drama and feature films were most popular, while news and informational programmes were least popular with the American audience. A.E. Neilson data, (cited in Condry 1989).

**Indian Research Trends**

In India, since the last few years a wide range of channels is available which has made the study of television pattern more complex.

Earlier, Pathak and Singh (1986) reported the total viewing time for all the weak days together. It was five to seven hours and on Sundays it was four to five hours. According to Balasubramanya and Kiranmai (1990), the 13-15 years age group watches TV for 60 minutes or more per day.

Manrow (1990) stated that in Baroda, children of 6-12 years spent 15 hours per week in TV viewing and found out that most popular programmes among 6-12 years were cartoons, serials, films, songs and commercial where as teleplays were least popular.

Mayuri and Mohite (1992) found the average time was close to nine hours and thirty minutes per week among the 8-12 years age children of Baroda. The
programmes preferred were film based, followed by sponsored serials and Sunday morning children's programmes.

Khurana (1987) found that besides films and film based programmes, drama, adventures and thrillers are also popular with children of Delhi. A study by More (1988) states that irrespective of age, feature films and serials are hot favourites.

Shastri (1992) in Baroda studied the preschool children and found that children on an average viewed TV for 10 to 19 hours per week with Sunday viewing for maximum hours. She also found that a large majority of children view programme during the prime-time slot. The programme preferences among preschoolers indicated that the 9 o'clock serial and film related programmes were most popular in children where as educational and children's programmes were viewed by a very small percentage. The study showed that the film based programmes were more popular with girls than boys.

About the content and preferences, Aghi (1987) reported that children due to non availability of children's programmes, mainly view adult programmes.

Shah (1996) and Mushtaq (1997) studied the preschoolers of Baroda city, and concluded that average viewing time was 10.10 hrs./week and 9.42 hrs./week respectively. The most preferred programme was cartoons only.
Chaudhary (1996) studied the adolescents (15-18 yrs) of Baroda city and found that the average time for viewing was 19.50 hrs / week. The preference of programmes was for serials, film based programmes and cricket matches.

We have seen from the review of televiewing pattern that TV viewing occupies a big chunk of time from our daily routine. Any activity that occupies such a large portion of children's time will have some discernible outcome upon behaviour. The specific effects of television viewing are complex and often difficult to accurately isolate and measure. Behaviour effects varies depending upon the viewers' age, programme quality duration and balance of viewing patterns' and degree of parental supervision.

Television influences work-leisure relations, aesthetic interests and values, consumer behaviour patterns, parent-child attitudes and socialization practices. As an accepted, approved and readily accessible source of information, television both creates and reinforces models of social behaviour (Style of dress, ideomatic language, attitudes toward sexuality and gender, parent behaviour) that define not only individual behaviour, but also family behaviour.

Since its development as a commercial vehicle, families have come to accept television as a valuable member of the family (Libert & Sprafkin, 1988).

Along with the television programmes, commercials are telecast during the breaks regularly. Today, more than ever before, people are being bombarded
with advertising signals exhorting them to become defiantly consumption oriented. Therefore, advertisements these days are an inevitable part of TV viewing.

TELEVISION AND ADVERTISING

TV advertising by virtue of its brevity and repetitiveness is the ideal medium to reach especially children. From 1976 (when the first commercial TV spots appeared) and 1980 (when the first advertisement sponsors were allowed) and now after 20 years, the picture has changed significantly.

Advertising plays a vital role in setting standards in the society. The social effects of advertising are that it informs consumers, builds up good taste, adds value systems and alters life styles. The fastest achievement of advertising is the creation of class consumer in addition to mass consumer.

Psychological Aspects of Advertising

"Long repetitive exposure causes familiarity. In mass communication, familiarity is rightly considered a prerequisite for persuasion. Control and repetition is a cardinal principle of persuasion. Further, in advertising and marketing the role of repetition and reinforcement is to create and strengthen habits.

Children are fascinated by TV commercials, so are most adults, was revealed by Unnikrishnan and Bajpai (1996) after studying their sample of Delhi.
Greater discrimination and stronger likes and dislikes were reflected in their reactions to different kinds of advertising, indicating that children's appreciation of and attitude to, TV advertising do change as they grow up. The data further suggests that the younger the child, the greater the attraction to TV ads. As the child grows older, the interest in advertising appears to wane and alters in favour of searching for information and relevance within advertising. Simultaneously, children begin to enjoy longer, story-based programmes.

Parents of the youngest set-of respondents confirmed this saying that of all TV programmes it was ads which drew their children almost magnetically, to the TV set. The parents said that the moment an advertisement appeared on TV, their little ones would interrupt meals, stop talking or playing, rush to the TV set and stand stock-still in front-of it, watching intently (Unnikrishnan and Bajpai, 1996).

The above extensive study further revealed that the children who do not like ads were from the older age groups, conforming that as children become more discerning they look for a different kind of entertainment from television.

Greer et al (1982) conducted the study to explore the effects of television commercials form and commercial placement on preschool children social behaviour and attention. The results had shown that the preschool children maintained attention throughout commercials better than non salient features.
Preschoolers' visual attention to television is influenced not only by the comprehensibility of the material (Anderson, Lorch, Field & Sanders, 1981) but also by visual and auditory attributes (Alwitt, Anderson, Lorch & Le'win, 1980).

The studies are available for the younger children attention towards the commercials, preferences for the commercials and their perception and understanding of TV commercials. The elder age group is relatively neglected in this regard. The studies available for adolescents are meagre. Their understanding of advertising, views about it, their awareness regarding consumer products and the utilization of the information received through advertising in TV. Prior to that another aspect is, their viewing behaviour, how do they react to the commercials? What do they do while watching the commercials in between the programmes? How far the jingles and slogans fascinate them? Do they retain the punch line of various commercials? etc. The present study attempts to unfold the above queries under the major headings; Advertisements Viewing Behaviour of Adolescents, their Consumer Behaviour which includes their Awareness, Decision Making and Purchasing Behaviour.

ADVERTISEMENTS VIEWING BEHAVIOUR

Children are influenced by television advertising as soon as they begin watching TV. They are the easiest, most vulnerable audience for television advertising.
All children, irrespective of their economic or social status, are influenced by what they see and hear on TV, although the meanings and messages are understood and absorbed differently by them.

Advertising powerfully promotes a consumer culture and values associated with it. Given their short attention spans and ability to pick up information in short, concentrated bursts, children watch the 30 second commercial with more interest than the 30 minute serial learning an ad verbatim without understanding its content, though this varies with age, SES gender and many other variables. Gupta (1997) studied the children at Jaipur and concluded that the desire for advertised products was seen more (92%) in low income group families as compared to high and middle income group families (68%).

Unnikrishan and Bajpai (1996) reported that children below eight see advertisements only as pictures with story lines. Only older children understood the ad's intention to sell.

Besides being an informative and persuasive medium, advertising as mass media also has sensory inputs. As individual differ so do their interests in advertisements and their viewing behaviour which can range from "Glancing to scanning to concentrating or totally ignoring advertisements. Many a times, a person sees an advertisement but does not comprehend its meaning or he may
come across it but may not retain it or he may integrate it so well that he starts mirroring himself through it. One may treat advertisement as a serious business while another may take them as an excuse to relax or gossip or finished tasks.

The range and depth of advertisements viewing behaviour is related to the adolescent's understanding of them. The quality and quantity of his interest in advertisement may influence his knowledge, awareness, reaction and responses towards advertisement, therefore it was taken as an aspect to be explored through the present study.

Consumer Awareness

Creating awareness is function of mass media. Creating awareness regarding products, ideas and services is the job of advertising.

For an average consumer, advertising acts as a source of information, a time saver and an assurance of quality.

Kanan (1993) in his study on TV “commercials and viewer's perception: An Indian experience” found that majority of the respondents watched TV advertisements daily. In the younger age groups (15-24 & 25-34) the incidence of daily exposure was higher than other categories. Adolescents constituted a bulk of the category with higher exposure as for them almost every advertisement appears a novelty. On the reasons assigned by the respondents for preferences of advertisements were factors like good songs, enchanting voice, dialogues, cricket
players-beautiful models, photography and humour more than genuineness, usefulness or quality of the products.

Advertising disseminates information that indicates differences between brands of products and types of services as also the distinguishing characteristics of institutions and manufacturers. Advertising serves as a powerful persuasive tool for the manufacturer creating a demand for his product.

Advertising contains an element of persuasion. It communicates a wide range of choices and facilitates the selection process. Advertising also contributes substantially to consumer education. It educates with the help of illustration, comparisons, literature, demonstration etc. It has become an important medium of mass education and therefore the role it plays should be taken seriously.

If advertising merely sold products, it would cause less critical concern than it does, but it sells images, dreams and ideal ways of life. It sells, then reinforces time and again values those of consumerism and class consciousness and it trades in stereotypes. Advertising creates and sustains an ideology of consumption and it is a social force affecting Indian homes today. Therefore, its impact should be analysed.

Sethi (1977) said that advertising is one of the functions of mass communication. In an article on "Children and Advertising", Dr. Yadava, Director, IIMC (1989) described how advertising influences behavioural patterns.
TV advertising familiarises the young ones with the world outside and helps them to pick up its mode of expression, its mannerism and ways of facing it when they grow up. Stimulated feelings of needs and desire tend to occur in the form of powerful imperatives. The intensity with which children experience desire and their inability to assign priorities and accept delays in satisfying them is the common experience of most parents. When these urges remain unfulfilled, such children may grow up with lots of resentment against their parents and the existing social set up.

**Decision Making**

For the TV advertisers, children are a very attractive target group to be cultivated. They become a pressure group on parents and parents often succumb to children's demands. Sometimes, it takes a form of emotional black-mail. They are not buyers. According to Wadwalkar (1990). "Children are parasite consumers". But children are potential buyers. They have grownup- watching certain brands and kinds of products on television. Long repetitive exposure causes familiarity. In mass communication familiarity is rightly considered a prerequisite for persuasion, control and repetition a principle of persuasion.

TV advertising, for children is an investment for the future too. When they turn into buyers they are already oriented towards buying certain brands and kinds of products.
Wadwalkar (1990) said that by taking messages to children, the TV advertiser, at one stroke, has widened the decision making base in the family. Adults can no more dictate their choices and children cannot be kept entirely out of such decision making. This concerns not so much the quantum of the planned purchase but the occasional repeat and impulsive purchases. Kanan (1993) reported about adolescents that T.V. advertisements tempt them to try different kinds of products, go in for interior decoration, to save money and make them indecisive also. It was concluded in the study that commercials are performing a talent function in the Indian setting than merely selling.

Srikandth (1991) in content analysis study, criticized the Indian television advertisements to be encouraging cultural values of high technology modernization and consumerism.

According to Gupta, (1996) Director, Sales and Marketing, Videocon, "the under 16 age group is extremely important for the consumer durable business as they have major influence in deciding the product as well as the brand. Children of this age group are more knowledgeable about product benefits than the parents".

A study, conducted in Delhi by Unnikrishnan and Bajpai (1996), revealed that among the group 63.90% of children under eight admit that they enjoy the commercials, more than the programmes themselves.
A study by Singhal et al (1989) revealed that about 53% of survey respondents said that they had purchased commercial products after seeing them advertised on television. About 76% of respondents are in favour of commercial advertising. They also found that younger people are heavy viewers and those with high levels of mass media exposure showed higher level of consumerism.

A research on housewives by Bhatt and Khanna (1996) at Pantnagar (H.P.) showed that the TV was the best medium for advertising the product for majority of the respondents, as advertisement was thought to be the means of making consumers aware of new products available in the market. It was also found from the study that TV advertisements satisfied various social needs of consumer.

Decision making for the items to be purchased for themselves or for the family leads to the next component of consumer behaviour i.e. purchasing behaviour.

**Purchasing Behaviour**

This includes planning marketing, going to the market, selecting the various items among the available brands, bargaining and marketing schedule to be completed.

Bhatt and Khanna at Pant Nagar (1996) studied the housewives and revealed that the purchasing behaviour of most of the respondents is influenced by the scheme of economy pack. The study also revealed that TV advertising
influenced the purchasing behaviour of housewives regarding food and drinks and income of the family was one of the major variables which affected the purchasing behaviour.

Gupta (1998) studied the children at Jaipur city and reported that from the sample, 76% of children demanded all possible advertised products.

Unnikrishnan and Bajpai’s (1996) study had shown no doubt about the success of TV ads with children a fact that emerges from their high level of desire to own commodities, they see in commercials. When asked if they would like to own some of the products, advertised on television, children from the three groups replied in the affirmative was as follows - 5 to 8 yrs; 63.93%, 8 to 12 yrs, 73.69%, 13 to 15 yrs; 75%.

Evidently, the ambition to own advertised products increases with age. This is partly explained by the fact that as children approach an age of active consumerism, they already have more money of their own to spend (be it pocket money or monetary gifts received on various occasions). The data show, the children also develop, a greater interest in products that represent the adult world - cars, scooters, motor cycles, credit cards, clothes and more importantly, they begin to see themselves as miniature versions of the consuming adult who invariably has a list of "I want" and "I will have".

In the same study, Unnikrishnan and Bajpai (1996) found that with the exception of children from very affluent families who only visit markets when
they are on shopping spree. The most children in Delhi have a very active association with the market place. By and large, the children know the market quite well. Many contribute to household duties by doing the daily shopping for milk, bread, eggs, biscuits, cold drinks and so on. Some accompany their mothers to the shops fairly regularly.

During adolescence, the children become quite independent go to market on their own and buy the items of their requirements. How far TV advertising influences their decision making and purchasing behaviour is the main concern to explore through the present study.

Television effects research implies that the person viewing television need not be only a recipient of information but should process the viewing of television content. Newman (1982) found that while a quarter of the viewers he studied did view television in a passive, thoughtless state of mind, most others had found something thought provoking in the programmes they viewed, such as relevance of the programmes for personal life, realism of the programme and so on. Similarly Livingstone found that viewing led to cognitive-affective involvement with television characters, helped viewers take sides and interpret the narrative in different ways.

Effects of television viewing have been described from different perspectives by researchers and communication and other social science theorists. Bachr (1980) commented that media provides the majority of the
population with their dominant leisure activity, it constitutes a major source of information about and explanation of social and political processes. They help establish an order of priorities about a society's problems and objectives.

Condry (1989) classifies media effects as indirect and direct effects. According to him, indirect effects of television relate to the displacement of other activities and changing life styles of people due to time and duration of television, on the other side, imply the effects caused due to the differential perception of the content of television. The direct effects of television includes the perception of the individual with special reference to the family role portrayed in the various serials of all the channels. The three aspects of exploring the perception on among adolescent are described below.

PERCEPTION OF PORTRAYALS OF TELEVISED SERIALS

The perception of various portrayals on television programmes affects the viewers behaviour. The following few studies report the interrelationship of these two aspects.

Morgan (1984) studying television viewing in relation to overall perception of life, found that heavy viewers felt that their life was bad when compared to light viewers.

Affinity to television was found to be related to roles, trails and feelings, viewers attributed to themselves. (Newton & Buck, 1985). Perception of elderly
portrayed as assets and useful citizens was found to be related to elderly positive self concept (Korgemy & Neumdory, 1980) and emphasis on physical attractiveness of female portrayals affected young female viewers' conception of their own body images (Myer & Bioca, 1992).

**Perceived Reality**

Researchers have found that children are especially vulnerable to perceptions of stereotypical nature of roles and occupations of television characters, children's conceptions of six occupations, doctors, psychologists, paramedics, judges, lawyer and police coincided with their stereotypical portrayals on television (Jeffery-Fox & Signorilli, 1979).

Adult viewers too found stereotypical images of male and female characters, in terms of roles performed and occupations held. Female characters occupations included classical and teaching and their roles indicated housework, child care and shopping for food. While males were more often found to hold a wider variety of occupations and their roles included money management, decision making for major spending and providing for the family, (Zemach & Cohen, 1986).

Age effects indicates that children (Reeve & Miller, 1978, Jeffery-Fox & Signorilli, 1979), adolescents (Myers & Bioca, 1992) as well as adults (Zemach & Colren, 1992) were equally susceptible to stereotypical perceptions of televised portrayals.
Older viewers perceived sexual content to be too explicit and totally unsuitable for child audience and most often detrimental to teen-age audience (Sprafkin, Silverman & Rubuistein, 1980). Viewing of sexual content on television was related to satisfaction of their own sex life among adolescent viewers (Baran, 1976).

Research studies have pointed out that perceptions of the television messages, images and ideas shape the entire social systems. The present out reach of television has created awareness and appreciation of the socio-cultural ethos of our different regions.

Empirical evidence suggests that there is a curvilinear relationship between degree of perceived reality and age (Potter, 1988). For instance, research conducted on children from 4 through 16 years consistently showed that the reality beliefs gradually decreased as age increased (Greenberg & Reeves, 1976; Hawkins, 1977). While Ostman and Jeffers (1980) reported that reality beliefs increased from age 18 through 87.

Gerbener et al (1986) reported that the amount of exposure to television was an important indicator of the strength of its contribution to ways of thinking and acting. For heavy viewers television virtually monopolizes and subsums other sources of information, ideas and consciousness. The more time is spent, living in the world of television, the more likely is one to report perceptions of
social reality which can be traced to or are in congruence with television most persistent representations of life. People who view the greatest amounts of television have been reported to exhibit the highest levels of perceived reality (Eilot & Slate, 1980; Greenberg et al. 1982; Greenberg & Reevers 1976).

There is a consensus among researchers that perceived reality of television messages is a multi-dimensional concept (Gerbener et al., 1981; Hawkins, 1977). Potter (1986) argues that the different dimensions in the perceived reality concept are independent of each other at the conceptual level for instance a viewer may feel the people in television are not like those in real life (low social reality belief) but she might like to imitate it (high identification) and may feel that the portrayal may teach her how to change her life for better (social expectations role, personal utility). On the other hand, there may be a viewer who might find television characters highly similar to real life people (high social reality) but feel that there is nothing that she can learn from the characterization (low social expectations role low utility). This has a bearing on the construct validation of the concept of social reality (Potter, 1988).

Social Expectation Role of Television

The social expectations role of media assumes that media provide information regarding the rules of social conduct that the individual remembers and that directly shapes the individuals' overt behaviour. Social Expectations
theory portray the media as an agent of unwritten and unplanned instruction that links socialization and the social organization (Defleur & Ball Rokeach, 1989).

Television, in particular has a very powerful role to play in creating knowledge about social expectations among the audiences, since television portrays a wide range of characters belonging to a variety of roles and ranks and indicates in a subtle manner the norms they need to follow and the sanctions they would otherwise receive (Condry, 1939).

Not much researches have looked at social expectations perception as a variable. Therefore, it becomes necessary to look from the research point of view on what uses people perceive from television viewing and whether television has the ability to teach them something about their social world.

It is possible to ask viewers' opinion with reference to certain specific areas projected on television that how educative or useful they find a certain piece of information, whether a certain kind of portrayal provides information on desirable behaviours, what is expected of individuals in a given situation and so on. Since television does project a wide range of characters, story lines, problems, solutions, roles and behaviours, television can further affect the psychological makeup of individuals, provide a great deal of the kind of information that can be used to form attitudes and beliefs (Condry, 1989).
Condry (1989) indicated that violent attitudes and behaviour can be triggered off by repeated viewing of violent content, where the viewer is desensitized to violence and learns to use it in daily life more frequently. With reference to the other areas of portrayals, audience learning is not often studied.

Present study tries to explore this dimension with special reference to the family roles portrayed in the various television programmes.

Identification with Television Portrayals

Social learning theory by Bandura (1977) implies that individual encounters a variety of stimuli in the environment and tends to respond to powerful stimuli. When those responses evoke positive results, the response patterns are reinforced thus ordering the reoccurrence of similar responses which will gradually settle as habit patterns within the individual.

The crux of social learning is behavioural imitation, coupled, with reinforcement (Bandura, 1977). In the earlier part of this chapter, the social learning theory describes the relevance with the present study and its basis of conceptualization.

Television in particular provides innumerable, attractive models of every role, social class and behaviour (Condry, 1989) and elaborate process of behaviour acquisition. Observed television portrayals, tend to be initiated and if these behaviours are reinforced positively, become habit patterns in the long run.
According to social learning theory, 'identification' could be a deliberate, conscious effort on the part of the individual in order to resolve a conflict, improve their situation or derive some kind of satisfaction there may be conscious search for a model and identification with the models behaviour.

Identification is perceived to be "a psychological process that contributes to a sense of who one is and who one wants to be " (Cole & Cole, 1990). It has been found that various demographic variables are related to identification with television portrayals. Age is an important variable as very young children (Bandura, Ross & Ross, 1963) those between 6-12 years (Reeves & Miller, 1978) and adolescents (Fox, 1980, Vijayshree, 1986) do identify with television portrayals.

Gender differences are pointed out in identification of televised portrayals young boys and girls preferred programmes of characters of their own gender (Spraffin & Liebert, 1978), and tend to identify more with same sex portrayals, (Reeves & Miller, 1978).

Reeves & Miller also found that the traits the boys and girls highlight in the character are different, while boys emphasize physical strength, girls generally are more influenced by physical attractiveness of the televised characters. Vijayashree (1986) and Fox (1980) found that adolescent girls identified more with independent, assertive, intelligent, smart and well educated female characters.
and wished to be like them while equating themselves to less attractive characters.

Identification of behaviour is also observed and learned from appropriate models. Aggressive behaviour has been reported in many studies and correlates highly with the viewing of violent content on television (Gerbner, 1982). Gender role identification is seen as the role models available for men and women are generally stereotypical and research shows that viewers do tend to identify with televised portrayals.

Condry (1989) reported that many other behaviours like health orientation food habits, beautification, career orientation family roles etc. with reference to identification behaviour have not been much studied.

Present study focuses on the identification with family roles portrayed on television among the adolescents.

**Family Roles Portrayals on Television**

These days on the small screen, every second serial is exploring the different facets of human relationships and most of these serials enjoy high rating among viewers. But what kind of stories, these serials show? What kind of characters they portray? Do serials which depicts family quarrels, divorces, illicit relationship influence society? If yes, then up to what extent the adolescents are influenced? Are they (Serials / characters) planting new ideas in their minds?
Nagpal (1998) consulting psychiatrist at Delhi asserted that at the behavioural level these serials provide a role model for the middle class viewers who see their fantasies being fulfilled by the main characters.

Audience perception of specific content of television serials has not received sufficient attention in the Indian context. Brown's (1990) carried on a study on pro-social effects of teleserial 'Humlog', the first Soap Opera of National network of Indian television i.e. on Doordarshan. He conducted the study on a large sample of 1170 respondents. The study indicated encouraging results with regard to the use of pro-development serial format for reaching development goals. The main findings indicate that dramatic entertainment television programmes will more likely to increase viewer's involvement with television characters.

Very few attempts have been made to study the identification with the various portrayals. Singhal & Rogers (1988) report that identification was strong with Badki, the hard working, intelligent and plain looking oldest daughter of the Humlog family by a wide range of viewers, while Vijayashree (1986) studying adolescent girls perception of and identification with female characters in teleserials such as Humlog, Khandaan, Rajani, Yeh jo Hai Zindagi, Trishna, Mr. Ya Mrs. and so on found that adolescent girls readily perceived positive and negative traits and identified with independent well educated, assertive and good looking young women.
Sharma (1999) says, "The serials focussing on bad marriages increase insecurities and suspicion about relationships in children. By showing so much domestic conflicts, these programmes are putting the younger generation off marriage.

Not many studies are available for studying the family roles of television programmes. Parsuram (1998) points out that while several researches have been undertaken to study the impact of TV violence on children and even adults. No attempt has been made to compute the extent to which our day to day behaviour patterns are affected by real life characters.

Present study explores the perception of adolescents and identification among them because of these available role models of televised serials preferred by them.

**RATIONALE**

The review presented, highlights the following points.

1. Television has been a popular and powerful medium of communication among the various mass media.

2. Television researches on the impact of TV images are available mainly on younger children. Adolescence age group is by and large neglected by the researchers.
3. The influence of advertising on the behaviour of adolescents has not been studied in depth as to upto what extent the adolescents’ purchasing behaviour is governed by the watching of commercials.

4. Role of commercials need to be studied for enhancing consumerism among adolescents.

5. The televised serials images influence the adolescents, the kind of role model they provide to them should be studied in depth.

6. The researches on the perception of the content of the teleserials are very few in Indian context which calls for further exploration.

7. Social expectation framework and identification among adolescents has not been studied in detail in the Indian context.
The following is the conceptual framework evolved from the above detailed discussion.

Demographic Variables
1. Gender
2. Ordinal position
3. Type of family
4. Income group

Media Variables
1. Media exposure
2. Television viewing pattern
3. Advertising viewing behaviour

Influences

Perception of family role portrayals
1. Perceived reality
2. Perceived social expectation role
3. Identification

Consumer Behaviour
1. Consumer awareness
2. Decision making
3. Purchasing behaviour

The conceptual framework clearly indicates the interdependence of various variables taken for the analysis in the study. Based upon this framework the objectives of the study are as follows.
Broad Objective

To study the television viewing pattern in relation to perception of family role portrayals and consumer behaviour among adolescents (15-18 yrs).

Specific Objectives

1. To study the television viewing pattern among adolescents.
2. To study the relationship of TV viewing pattern and selected demographic variables.
3. To study the media exposure of adolescents.
4. To study advertisement watching behaviour of adolescents.
5. To find out the perception of family role portrayals of serials among adolescents.
6. To find out the consumer behaviour in relation to TV viewing among adolescents.