CHAPTER-3
LITERATURE REVIEWS

3.1 Introduction

The present study focuses on mass mediated influence and effects on the family interpersonal communication. The researcher has chosen the city of Faridabad for research work and adopted survey based studies about the present media effects on the different families and observed the changes being caused due to various media issues in family system. The various mass media communications daily come out with issues or contents that become the topic of discussion and as a result interface interpersonal communication between the family members is enhanced. The researcher also tries to observe and interpret the changes in –knowledge, belief, attitude, opinion, affects and behaviour caused due to mass media contents and its effect on the interface interpersonal communication in Indian family system.

The review of literature and the studies carried out on the subject are numerous as they study the public characteristics and changes being caused in the society due to mass media effects such as psychological changes in – habits, arousal and reinforcement ,the cognitive changes due to nature of information ,acquisition of information process, triggering altering and reinforcing the media knowledge , changes in belief and attitude for media information, social and political norms etc. by altering or reinforce opinions .The studies also focus on affect on emotions feelings and process of affect etc. The change in behaviour altering or reinforcing caused due to media contents with its entire negative or positive effects have been studied.

Various theories and models have been developed to justify the complexity of communications in various forms as it is very difficult to define the communication process with single theory or model due to its multidimensional forms. The few theories and models that define the present study to its closest approach have been mentioned in chapter 1 also, the researcher has listed few relevant studies that justify the research question and methodology of present study.
3.2 Media literacy and its media effect

Since the inception of the printing press, communication technology has experienced rapid development, evolving from plain text into mediums such as radio, television, and subsequently the internet. The introduction of these technologies has one thing in common, that it allows information to be distributed on a massive scale and increasingly in more interactive manner. The ability of these media to reach large audiences has earned itself acknowledgement as a powerful tool in influencing public opinion and beliefs. Every form of mass communication technology has had its story that is testament to the former statement.

The internet, with tools such as Twitter and Facebook too has proven its power as a platform for sharing information and organizing. In early development of mass audience theories, studies were heavily focused on the negative effects of mass media with the underlying assumption that audiences were homogenous and vulnerable to media influence (Baran & Davis, 2009). The subsequent transition led to a more heterogeneous audience-centric perspective, giving rise to ideas such as the uses and gratification model and reception theory (ibid.). However these theories are primarily focused on how and why audience consume media but does not look at the correlating effects and more importantly the underlying factors for such behaviour. These theories have generally revolved around identifying the factors that affect audiences’ behaviour in media usage with the hope to exercise more control over media content and its effects.

There are several factors that could affect media reception behaviour, namely age, geographical origin, education level etc., generally predictable as demographics tend. Such audiences can be easily categorized and can be predicted to behave when reacting to a media message. Also, it becomes easy to conveniently observe and measure these factors.

Another potentially important factor that affects media message reception behaviour but inherently more difficult to quantify is media literacy. Potter (2008) defined media literacy as a set of perspectives that we actively use to expose ourselves to the media to interpret the meaning of the messages we encounter. In plain words, media literacy refers to the different ways we view and interpret media messages. However this simple definition would reveal the inherent problems in trying to gauge media literacy as
‘perspective’ is an intrinsic characteristic that cannot be conveniently observed or measured. Furthermore, Potter (2008) rightly puts it that media literacy is a range and not a category. Therefore, when it comes to media literacy, every individual is unique, thus it is difficult and challenging to measure media literacy. Also, in conventional demographics which are less fluid or even immobile, media literacy skills within an individual can be moulded and changed over time. The fluidity of media literacy means audience are more likely to be able to exercise control over media effects by tampering with this factor than they are likely through more rigid factors such as demographics.

The most concerning form of media effects would come from persuasive message, in its most subtle form – advertising, and in its potentially dangerous form – propaganda. In its mild state, the concerns generally revolved around matters such as advertising impact on children or the effects of tobacco advertisements on health behaviour. However when used for political ends, it can subvert governments and trigger revolutions. This statement should not be viewed as early mass communication theories are misleading and always construct harmful effects. The mass media does have its positive impact however it would be natural to want to gain control over media effects with the purpose of minimizing the negative focus. Also, owing to the fluidity of the media literacy range, the factors affecting the development of media literacy should receive attention. The most conventional means of media literacy cultivation is through education on the nature of media and its effects, more specifically, who creates the media messages, why are the messages created, and so forth. However Potter (2004) argued that the locus for media literacy development should be on the individual. He suggested that the individual drives and goals as well as engagement of media content could potentially influence the development of their media literacy.

3.3 Media effect and impact –Positive and negative

3.3.1 Negative effects

India, the land of diverse cultural traditions and rituals, where women were once considered to be ‘avatars’ of goddesses are now either being victimized by the continual curse of domestic violence, or as a perpetrator of violent criminal activities. The present paper seeks to find from the available literature resources if the mass media actually plays
the role of a catalytic source to increase these types of criminal activities and if yes, then how it affects the overall personality and behaviour of the individual who gets affected by this type of external stimuli, that is, mass media. (Yadav, S. Jha, S., 2011)

Cultivation theory proposed by Gerbner in 1972 lay emphasis on the cultural transmission with respect to television and mass media viewing in particular. After doing survey on the content analyses of American television, he proposed a framework which depicts the media effects on worldview. According to Gerbner, television viewers who spend more than 4 h are more likely to view programs on crime and violence than the television viewers who spend less than 4 h from their routine activity. Thus, in this view we strongly assert that viewers spending more than 4 h of time in their routine activity are more likely to be the housewives. So, the impacts of the programs on their mind and behaviour will be much more as compared to any light viewers of television.

Studies suggest that, “Serials are depicting women and young females involved in conspiracy, premarital, extramarital, post material illicit affairs, wearing costly, heavy golden, and diamond jewellery, perpetuating their religious fundamentalism, spending time in family feuds, suicidal love affairs, mega parties, palatial houses, luxury cars, sleek mobiles, elegant, make ups, little care about anything else than the individual matters, and at all not even a word about the outside world.” (Sharma, 2005)

According to Albert Bandura’s Social Learning Theory, individuals learn to behave in an aggressive manner through the process known as behaviour modelling. He argued that individuals learn to behave aggressively from observing others directly or through media and environment. He asserts that, “children and adults acquire attitudes, emotional responses, and new styles of conduct through filmed and televised modelling.” (Bandura, 1977)

3.3.2. Positive effects

In a society saturated by media messages, it is becoming increasingly difficult for audience to discern between positive and negative content. This is aggravated by the use of media knowledge to cleverly package media content to seem convincing and compelling. In such an environment, media literacy, the ability to critically analyse, evaluate and discern media content and its production is imperative. Through a survey of 200 degree students from University Tunku Abdul Rahman (UTAR) Kampar, Perak, this
paper attempts to construct a means to measure media literacy based on theories provided by several scholars in this field. A correlation is then established to media effects and media usage in relation to media literacy level. The research found that individuals with higher media literacy can cope better with media effects in terms of behavioural change though it is limited in terms of change of perception. Furthermore the paper also found indications that among an already media literate population, the individual media usage behaviour is more significant than conventional media education in building up media literacy. The results suggest that there should be a review in the way media literacy education is approached. (NIGEL AW HENG LIANG, 2011)

Another such study examines television is an adaptive medium and can follow different approaches when efficaciously and judiciously used and will definitely contribute sustained nay-exacerbated development. The study traces the social impact of television on urban youth in the Indian state of Karnataka. This study also compares the impact of television between nuclear and joint family viewers. The study result accentuates the fact that the real impact of television on its viewers depends on its reach and accessibility, socio-economic status of the viewers and the time spent on viewing. Survey method using questionnaire is conducted, which is ideal method in obtaining data from large, representative but diverse and widely scattered groups of population. A systematic stratified sampling method is employed in this study. The youth in this study are between the age group 15 to 35, they were further categorized in to four groups i.e. 15-20, 20-25, 25-30 and 30-35. Further efforts were taken to maintain equal number of joint family and nuclear family respondents in each age group. The data was analysed mainly in terms of average time spent on viewing television and family type. Descriptive statistical analysis such as Mean and Standard deviation is used in this study along with contingency tables and graphs. Factor analysis using Varimax rotation is employed to classify similar items of social change indicators to proceed for MANOVA test. MANOVA test is used to measure the social impact in terms of average time spent on TV viewing. To compare the social impact between young viewers of nuclear and joint family, Mann-Whitney U-test is employed. The graphs, contingency table and statistical analysis details are presented in the Annexes part of this study.
The respondents were asked to choose their most preferred medium for information and entertainment. The expected or the obvious choice was Television where 46% acknowledged it. Another 25% preferred Newspaper as their medium or source of information, while 15% of them indicating internet as their main source of information and entertainment. Merely 6% and 8% of the total respondents preferred Radio and Movies as their medium for information and entertainment. This clearly is an indicative of the popularity of television among youth.

An important aspect in assessing the social impact is amount of time spent on watching TV average daily. The results show that 39% of them watch television a minimum of 1 hour to a maximum of 2 hours in a day. Another 24% of them spent less than hour and 26% of respondents spent 2 - 3 hours per day. Remaining 11% of the respondents spent more than 3 hours in a day. It is evident that as average time increases, there is a decline in percent of respondents. This finding is supported by the earlier study conducted in the area of TV and rural development by Kumar & Hampesh, (2012).

An attempt is made to analyse the programme preferences of nuclear and joint family viewers. The result, by family type, interestingly, it is observed that they are not skewed to one particular kind of a programme and instead have an equal distribution or spread of data across all kinds of programmes. In essence, there is no one particular programme which could be rated as highly preferred one by both Nuclear and joint family youth. The results show that 8.9 percent of nuclear family respondents and 8.8 percent of joint family respondents prefer to watch film – which is perhaps the highest percent, followed by news (8.3%) and sports (7.4%) rated by the respondents as the most preferred programmes. Similarly 7.2% of respondents like music programmes and 7.1% of them watching comedy shows respectively.

The data analysis revealed that respondents discuss the message they receive from TV with their family members, friends and peers. 73 percent of the respondents agreed that they discuss about television programmes with their family, friends and peers. Among the respondents who discussed about the programmes 60.4 percent were females and 39.6 percent were males. This finding is supported by the views of Yadava and Reddy, (1980). According to them TV viewing in Indian family is more of a social activity than a private one. In present study it is observed that females discussed more
about TV programmes than males. This corresponds to the findings of Morley (1988), where he observed that women talked more about TV programmes than men did.

Youth’s reactions and perceptions towards social issues shown in TV were analyzed with the help of descriptive analysis. Majority of the respondents opined that television programmes of present days are meaningful and close to real life and televisions as a mass medium successful in projecting social issues for its viewers. The inimitable power of television as a mass medium in catapulting social change is very much evident from the opinion of the youth respondents under study. They agreed that when social issues related to poverty, casteism, and dowry etc shown on TV, they feel to contribute their bit to make the society better. They also opined that TV in still a lot of confidence and set ideals in them. This reaction of youth is clearly an indicative of the impact of TV on them.

Another important finding from the study is related to the family system. Most of the respondents disagreed with the statement —nuclear family is better than joint family. That means even now the youth in Karnataka prefer joint family system and television couldn’t make any significant change in family system in Karnataka.

The study revealed that television plays an important role in creating political awareness among the youth. The study revealed that youth vote for certain political party because they knew from TV, that political party is doing good things for the society. This findings indicates that urban youth in Karnataka are watching programmes like news and political discussions on TV and based on that they assess a political party and vote for them. That means television plays the role of an opinion leader by projecting political issues before its viewers. Respondents also rated television as a successful medium and very much helpful for education and to know about the society. Respondents were also agreed that they discuss about agricultural programmes and public service announcement with their family members and friends.

Another major social issue addressed in this study is about inter-cast/religion marriage. Traditional cast ridden Indian society always opposed inter-cast and inter-religion marriages. Many cases of honour killings were reported by Mass Medias in Karnataka. In this context it would be indeed relevant to know the mindset of the youth about this issue. When respondents were asked about whether they would like to perform
inter-cast marriages as shown in TV programmes, 21% said they will definitely do inter-cast/religion marriage and 26% expressed that they may do, 8% said they won’t do but recommend others, 19% remained neutral. While 26% of the respondents expressed that they don’t do inter-cast/religion marriage. It is interesting to note that overall 74 percent remained positive to inter-cast/religion marriage. This means television to some extent plays role in creating awareness about inter-cast/religion marriage.

The first hypothesis stated that Social impact of television on urban youth significantly varies with average time spent on watching daily. Youth who are heavy viewers of TV tends to show the attitude of social uprising and greater degree of acceptance to educational programmes. This finding corresponds to the findings of Vijayalakshmi (2005).

The second hypothesis predicted that nuclear family members tend to show greater degree of acceptance to social norms than joint family members. When Compared to Nuclear-family viewers, Joint-family viewers tend show greater degree of acceptance to family and marriage related issues shown in TV.

The role of television in social change is not in doubt. The role covers social uprising, education, politics, family system education and marriage. The television sets public agenda and act as opinion leader in the process of social change. The study undertaken here concludes that —the real impact of television on its viewers depends on its reach and accessibility, socio-economic status of the viewers and the time spent on viewing. (Ravi, B.K., Devdas, M.B., 2013)

Since 2009, in India the audiences are be subjected to a cacophony of nearly 450 commercially driven broadcasts (Ranganathan, Rodrigues, 2010), which caters to around 500 million viewers in India compared to 30 million in 1984-85 (India television.com, 2008). When television was introduced in India in the late 1950’s, one of the noble goals set by the decision makers was to act as a catalyst for social change (Government of India 1997, cited in Vilanilam 2005). Godwin and Schramm (1968) have promulgated that Television is indeed an effective educational medium in the modern society. They reported that by telecasting effective educational programmes which strengthens the curriculum, television can become an effective medium of education. Stainfield (1972) has analyzed the relation between Television medium and the social behaviour of
viewers. He has advised that it is necessary that television should create meaningful attitude and behaviour thereby stopping taking an unnecessary horse ride on viewers. Bandura (1994) has deeply analyzed the techniques of modern mass media in enhancing the learning capacity of the people. He has discussed about the possibilities of effective usage of television to disseminate meaningful formal and informal education to the public. Agarwal (1993) has studied the impact of SITE on Indian youth. He opined that satellite communication is useful for the growth of adolescent. He has stated many advices for the effective use of for the personality development of adolescent and all-round development. Ranjith Gupta (1977) has analyzed the contribution of television for the empowerment of downtrodden sections of Indian society. He says that without radical changes in the social structure empowerment of downtrodden cannot be achieved by any mass medium. He has put forth many advises in exploiting television as a tool for the empowerment of downtrodden in future. Family plays an important in social learning in any society. Television plays a vital role in bringing new ideologies and concepts to family. According to Johnson (1980) family goes on with TV as more or less integral part of it. Based on longitudinal Swedish data she concludes that TV leads to family interaction and enhances family solidarity especially for children and young adolescents. A significant contribution comes from Lull (1980). He has generated a typology of the social uses of television following an ethnographic investigation of more than 200 families representing blue-collar, white-collar and farm types. Television was found to be useful to family members for purposes which range from structuring daily activities and talk patterns to far more subtle and involved tasks such as conflict reduction, reinforcement of family roles and intellectual validation as a means for dominating other family members. Television viewing in Indian family is more than an entertainment activity. According to Yadava and Reddy (1980) TV viewing in Indian family is more of a social activity than a private one.

3.4. Media issues discussed in interpersonal family communication

Many scholars in the communication area have contended that media use and interpersonal communication are in complementary or convergent relationships with one another (Chaffee, 1986; Hornik, 1989; Southwell & Torres, 2006). However, little
empirical research has been conducted on this topic. A handful of studies have addressed mainly the interactive effects of media exposure and interpersonal communication on cognitive outcomes, such as political candidate evaluation, issue salience, and memory (see Southwell & Yzer, 2007, and Valente & Saba, 1998, for excellent reviews). Surprisingly, only two studies (i.e., Hardy & Scheufele, 2005; Scheufele, 2002) went beyond cognition and tested the joint effects of media use and interpersonal communication on actual behaviour. However, because these studies focus only on political participation, their results cannot be generalized to other types of behaviour, such as healthy lifestyle behaviours. More empirical evidence regarding other types of behaviour is necessary.

Despite having established that interpersonal communication can mediate or moderate media effects, previous studies have not theorized about the conditions under which such relationships occur. Also, a variety of possible interaction patterns between interpersonal communication and media exposure have been suggested (Chaffee, 1986; Hornik, 1989). However, only a few studies (e.g., Southwell & Torres, 2006) have tried to reveal the underlying mechanisms through which media exposure about a particular topic is related to interpersonal talk about that topic. Without such theoretical efforts, one will be left with case studies that could report contrasting results. This clearly impedes the theoretical advancement in this area.

Given that social norms are established and disseminated mainly through communication activities (Rimal & Real, 2003), media coverage of health issues and interpersonal health communication with significant others may form and strengthen social norms related to healthy lifestyle behaviours.

### 3.4.1 Health Issues

Mass media have increasingly focused on health-related lifestyle behaviours (e.g., exercise, diet, alcohol consumption, and smoking), partly because the focus of public health has undergone a rapid shift from disease treatment to disease prevention and to health promotion over the past decades (Labre & Walsh-Childers, 2003; Rimal, Flora, & Schooler, 1999; Viswanath, 2005).
Prior studies examining the beneficial effects of media use and interpersonal communication on health behaviours have focused on informational gains or normative pressures (Fishbein & Yzer, 2003; Yanovitzky & Stryker, 2001). Receiving health information from media channels and from significant others could lead one to engage in healthy lifestyle behaviours by boosting attitudes, social norms, and self-efficacy, on which these healthy behaviours are based. Also, as Berkman, Glass, Brissette, and Seeman (2000) stated, “Shared norms around health behaviours might be powerful sources of social influence with direct consequences for the behaviours” (p. 849).

Recently, the Internet has emerged as a health-information provider (Pew Research Center, 2006). Scholars have documented that the increasing amount of information available through mass media and the Internet has the potential to promote individuals' healthy behaviours (e.g., Stryker, 2003; Yanovitzky & Stryker, 2001).

One such study aims to explore how media use for health information and interpersonal health communication interact in the context of healthy lifestyle behaviours. This study hypothesizes that media use for health information and interpersonal health communication will serve as substitutes for one another. To test this hypothesis, this study uses a nationally representative survey of 2,107 civilian, non-institutionalized adults in the United States. The results show that the associations between television use and Internet use and healthy lifestyle behaviours are enhanced among those who talk about health issues with their family and friends less frequently, which supports the substitution model. The implications that these findings have for future research are discussed. (Lee, C.J., (2009).

3.4.2 Memorising TV news reception

Classical studies on TV news reception on its cause-and-effect relation have been studied by experimental or quasi-experimental examinations in the laboratory or in the field. News memory has been conceptualized as the standard dependent variable in these investigations: recipients were asked to remember what they had seen and heard and either answered more or less standardized questions about the news or retold the broadcast unaided (Giegler & Ruhrmann, 1990). The selective processes leading to interpersonal talk about specific types of news are assumed to be similar to journalists’ and recipients’ selection processes due to news factors and values (Deutschman, &
Danielson, 1960). Thus, the classical studies presenting a news report and subsequently asking for the audience’s memory may be too simplified to really identify the effects TV news may unfold. Indeed, qualitative explorations of news reception like group discussions (Robinson, & Sahin, 1984), in-depth-interviews (Graber, 1988) or studies using different techniques.

The respective studies show that recipients tend to remember quite poorly what they have received before rather they abbreviate and simplify the contents covered, perceive and process selectively and heuristically (Gunter, 1987). Specifically factors like previous knowledge, personal interests and relevance but also particular sociodemographic variables like education have turned out to be the major influencing forces for news memory (Brosius, 1995; Giegler, & Ruhrmann, 1990, Graber, 1988). Thus, TV news that were initially supposed to be the “main source” (Robinson, & Levy, 1986b) for political information of the average citizen turned out to be the source of a “poor reception” instead (Gunter, 1988).

One such paper aims at discuss the challenges and opportunities of laboratory experiments for communication studies. An experimental approach to research on TV news effects is presented. It focuses on interpersonal communication about a newscast and simulates the social context of media use and media effects. Based upon two research domains, (1) The role of interpersonal communication in media effects and (2) TV news reception, five hypotheses are derived which are tested in an innovative experimental design integrating survey and observation methods in a combination of media effects study and small group experiment. The influence of conversations on news memory and evaluation is assessed by treating conversations as independent variable in the experiment. In a video observation, the mechanisms of interpersonal communication about the media are identified. A moderating influence of conversations, specifically an enhanced news recall, is revealed. Additionally, the characteristics of the social processing of the media content can be described and applied as possible explanations for the effects of the experimental treatment. Consequently, the advantages of integrative research designs are explicated. (Sommer D., 2013)
3.5. Computer mediated communication and its effect on interpersonal communication in families

3.5.1. Study of two different generations on use of computer mediated communication

Today the world is consumed with the idea of the Internet and the advancement of technology. Everywhere one looks the Internet and the communication tools associated with new technologies, play a major role in education, politics, and the economy. The Baby Boomer Generation, born following the end of World War II, did not grow up with this recent phenomenon and so their grasp of the digital world is slower, apprehensive and less accepting to the changes that are taking place whereas the Generation Y, the offspring to the Baby Boomers, grew up in the fast-paced digital world; learning from an early age to communicate through mediated computerized channels. But today, increasing number of baby boomers are becoming part of Internet constituents, following the trends of their children and changing their traditional modes of communication, which untimely changes their quality of interpersonal communication. Different generations use the Internet in different ways and because of this difference; generation gaps have become more apparent. However, as more individuals learn about the capabilities of the Internet the interpersonal differences seen through generations will perhaps diminish.

One such research examines computer-mediated communication and its effects on interpersonal communication and the differences between the Baby Boom Generation and Generation Y. Through a 223-person survey and 10 in-depth interviews, research found that the two generations are affected by computer-mediated communication differently due to the theory of uses and gratifications. Both generations felt there was an increase in quantity of interpersonal communications due to convenience of new technologies; however, Generation Y is experiencing a decrease in quality of interpersonal communication. This decrease is due to Generation Y’s use of text messaging and email that simultaneously compress descriptive and insightful conversations into lean and direct messages that make ambiguities more prevalent. This study found that computer-mediated communication influences interpersonal
relationships differently in the Baby Boom Generation and Generation Y. Computer-mediated communication enhances the amount that all generation members communicate interpersonally due to the increase in convenience, ease and availability of the person with whom one is communicating with. Due to the fact that Baby Boomers statistically use computer-mediated communication less, they in turn are less likely to communicate with the large amount of people that Generation Y members do. On the contrary, Baby Boomers have used computer-mediated communicate to their advantage, increasing their quality of interpersonal relationships with long emails to their friends and family. Generation Y members, on the other hand, have decreased their quality of interpersonal relationships, making things quick and to the point, losing out on communication depth, which leads to ambiguities and possibly interpersonal conflict due to misunderstandings. The conclusions to this research were drawn through qualitative and quantitative research methods, and both of these methods had some limitations. Both the survey and the interviews were conducted with a convenience sample of participants, a non-probabilistic sample. All the participants were familiar people or friends of familiar people, so the research cannot be generalized to the general population. The research was also skewed with more females participating in both the survey and the interview than males. (Turnbull, C.F. 2010)

When looking into the reasons why different generations use the Internet in these clearly different ways, the communication theory of uses and gratifications becomes apparent. This theory came about early in the history of communications research to study the gratifications that draw and capture audiences to the types of media and the kinds of content that satisfy their social and psychological needs (Ruggiero, 2000).

This theory published in 1974 by Blumler and Katz suggests that media users play an active role in choosing and using the media. Users take an active part in the communication process and are goal oriented in their media use. The theorists say that a media user seeks out a media source that best fulfils the needs of the user. Uses and gratifications assume that the user has alternate choices to satisfy their need (Blumler J.G. & Katz, E., 1974).

Today, this theory holds true with different generations using the new technologies that are available to them to satisfy their individual wants. Members of the
Baby Boom Generation have different wants individually as well as collectively than members of Generations Y. Although the effects of computer-mediated communication will most likely be different for every person, it is quite possible that the influences will generally be consistent within the same generation.

The use of the Internet is broad and complex; however its use in computer-mediated communication is obviously extremely important. While in the past some argued that computer-mediated communication diminished relationships and led to lonely or hostile environments, others believe that computer-mediated communication has enhanced communication for the better; increasing social groups, speaking more openly, and enhancing verbal, emotional, and social intimacy in friendships. Generation gaps change the way people use and communicate online, and because of these differences the interpersonal skills of different generations change as well. With younger generations mostly dominating the social aspect of the Internet, more and more older generations have caught onto the trend, opening up communication platforms from one generation to another.

3.5.2. Study of generation X on preferences for print media

The study on generation-X and their choice towards newspaper reading habits on 180 Singaporean indicated that they follow pragmatic and utilitarian approach towards reading. Only slightly more than half of the group read regularly. Top reasons for the lack of reading were time, energy and the preference for television and internet-related activities. The questionnaire survey was used on Gen-Xers born between years 1965 – 1980 recruited randomly via social network and through emails. Study focused on attitudes, motivation, and preferences for reading. These were cross examined with demographic variables of gender, education, marital status, and parenthood. Convenience often guided their choice of knowledge acquisition, reading habits and preferences. Their primary goals for reading are information and personal development first, followed by relaxation. Although tradition prints of newspapers and magazines still enjoyed stronghold, reading of Internet pages are a norm to many readers. Reading preferences varied along demographic lines. Education was a strong predictor for attitudes and motivations. Attitude, motivation and reading preferences differed according to gender. Participants with children saw significant changes and preferences. Thus the study
concludes that new media such as Internet and TV and changes in lifestyle have affected the reading patterns. These changing reading trends suggest shift in focus of services offered by libraries. (Chaudhry, A.S. 2009)

3.5.3. Computer-mediated family communication

While social media provide opportunities to study parent child communication in detail, they also have the potential to change that communication, making it easier to talk with geographically remote family, and introducing new concerns about privacy and communication quality that are not issues in face-to-face communication. Much of the literature on computer-mediated communication among families focuses on the impact of technology, both for better and worse.

Long before Facebook, parents and children used a variety of Internet platforms for communicating, including email, photo-sharing sites, blogs, videoconferencing, instant messenger and shared calendars. Much of the literature focuses on extended family—relatives who do not live in the same house (e.g., Tee, Brush, and Inkpen 2009; Cao et al. 2010). Time-zone differences are a primary issue (Cao et al. 2010), and so many family members turn to asynchronous media, like email or the web. While people report wanting to communicate more with geographically remote family members, and in fact feel guilty about not doing it enough, they are wary of assuming new burdens and are concerned that online communication may be perceived as more trivial than phone calls or in-person visits (Tee, Brush, and Inkpen 2009). Photos and news of children and grandchildren are a primary motive for communicating (Tee, Brush, and Inkpen 2009).

For families with adolescents, research centers on the tensions surrounding teens’ use of social technology, particularly cell phones and social network sites. One common concern is that technology facilitates peer communication at the expense of the family (Subrahmanyam and Greenfield 2006). Higher levels of family conflict are associated with teens’ use the Internet for social purposes, but not when they use it for education (Mesch, 2006). Parents are also concerned that their teens’ online behaviour will affect their reputation or future career prospects (Subrahmanyam and Greenfield 2008; Madden et al. 2012).
Many of the concerns from just three or four years ago stem from social network sites being the havens of young adults; parents rarely had accounts. For example, a study in 2008 found that approximately half of the parents of adolescent MySpace users had rarely or never seen their teen’s profile (Rosen et al. 2008). This was understandable, as teens would sometimes use tricks—such as multiple profiles or fake data—to avoid their parents finding them (Boyd 2008).

While many of these concerns are still valid today, Facebook changes the equation, with both parents and teens among the active user base. Two-thirds of parents of children aged 12-17 now use a social networking site, up from 58% in 2011, and 80% of them have "friended" their child (Madden et al. 2012). Parents use social network sites both to monitor their teens and to make their presence known, in an effort to mitigate bullying and bad behaviour (Lenhart et al. 2011; Madden et al. 2012). One-third of parents have helped their teens with privacy settings, and parents who use social media themselves are far more likely than nonusers to have conversations with their children about privacy (Madden et al. 2012). Teens’ feelings about their parents’ presence on Facebook are mixed, depending on preexisting levels of openness or conflict in the relationship (Kanter, Afifi, and Robbins, 2012; Westermann 2011). Some teens feel an obligation to “friend” their parents, and report feeling like they have to behave differently when they know their parents are watching (Madden et al. 2012). Teens’ feelings about their parents’ presence on Facebook are mixed, depending on preexisting levels of openness or conflict in the relationship (Kanter, Afifi, and Robbins, 2012; Westermann 2011). Some teens feel an obligation to “friend” their parents, and report feeling like they have to behave differently when they know their parents are watching (Madden et al. 2012).

3.6. Social media and changing interpersonal communication

3.6.1 Change in social media contents and patterns

The study conducted on the computer and technology savvy generation reveals the changes being bought about in communication patterns. It has been argued that new media has brought sea changes in intrapersonal, interpersonal, group and mass communication processes and content. Once upon a time traditional media was setting
agenda of public discourse is looking forward to new media for breaking news. In the absence of a proper content regulatory authority new media is diminishing the gate keeping function in media thus making it more participatory yet less authentic in terms of content. In the virtual world, youth is living a virtual life rather than virtuous life. The paper explores how new media is redefining social roles that are more vulnerable to dissolution as interpersonal communication is taking place on public platforms. In the crowd of hundreds and thousands of friends of social media, youths find themselves alienated in the real world. Author concludes that in the age of over communication a new kind of social order is being developed that is strengthening public and mass communication but weakening interpersonal communication. (Dr. Kiran Bala, Email: kirankhanna_jims@yahoo.com)

3.6.2. Parent-children communication on social media contents

Social media is an ever-evolving form of technological communication that affects different generations in different ways. As modern children have grown up with social technologies integrated into their daily lives, parents have been left in the midst of a generational gap. Recent studies have shown that older generations are now greatly increasing their social media use, in an effort to, among other reasons, connect with their “digitized” children. Children’s current social media trends indicate slightly slowing growth of new social media users among youth. Both parents and children view modern social media as having both positive and negative consequences, and largely maintain that face-to-face communication is more desirable than communicating through social media. This study examines social media and parent-child communication in the context of Instructional-Affective Communication Theory and Media Richness theory, and presents findings of an originally conducted survey to examine the trends in social media use among children and their parents and what these trends imply regarding interpersonal communication. Simonpietri, S. (2011)

3.6.3. Social media and Intercultural interactions

New social media have become increasingly popular components of our everyday lives in today’s globalizing society. They provide a context where people across the world can communicate, exchange messages, share knowledge, and interact with each
other regardless of the distance that separates them. Intercultural adaptation involves the process of promoting understanding through interaction to increase the level of fitness so that the demands of a new cultural environment can be met. Research shows that people tend to use new social media to become more integrated into the host culture during their adaptation and to maintain connections to their home countries. This paper attempts to investigate the impact of using new social media on the intercultural adaptation process. In-depth interviews of international students in a U.S. university are conducted. The results show that social media provide a place where people across the world can stay in touch and feel closer and more connected regardless of the distance that separates them. New social media have been rapidly spreading across the globe and gaining popularity in today’s society. While providing a common way of linking people together through knowledge, behaviours, and attitudes, a sense of belonging to a greater social network other than one’s own local community is effectively created. The Internet exemplifies such a significant means in connecting to a diversity of people, places, ideas, and cultures. New social media have provided ways in which people can communicate and interact with others across the world, without being restricted by the limitations of time and distance. (Sawyer, R. 2011)

3.6.4. Social media influencing the quality and frequency of communication within family members

The Facebook’s widespread adoption by users of all ages coupled with its focus on reflecting offline relationships has resulted in parents and children " friending " each other in vast numbers. Two thirds of American parents of teens use a social networking site, mostly Facebook, and 80% of them have friended their child (Madden et al. 2012). The interaction on Facebook ranges from high-schoolers and their parents supplementing the communication they have every day at home, to older parents, viewing photos of their grandkids shared by their adult daughters and sons.

A descriptive study of millions of US Facebook users documents " friending " and communication patterns, exploring parent-child relationships across a variety of life stages and gender combinations. Using statistical techniques on 400,000 posts and comments, we identify differences in how parents talk to their children (giving advice, affection, and reminders to call) compared to their other friends, and how they address
their adult sons and daughters (talking about grandchildren and health concerns, and linguistically treating them like peers) compared to their teenage children. Parents and children have 20-30 mutual friends on the site, 19% of whom are relatives. Unlike previous findings on family communication, interaction frequency on Facebook does not decrease with geographic distance. The study also extends the research on parent-child relationships to explore how parental communication differs from that between non-related adults. Using more granular data than traditionally available, we examine in depth how communication frequency varies with the child’s age, geographic distance, and gender. (Burke, M. et.al (2013)

3.7 Sociological and communication pattern changes due to media and information technologies

3.7.1. Changes in families

Media, communication and information technologies in the European family examine the existential field of Family, Media, Family Education and Participation as part of the work programme of the Family Platform project. The Existential Field 8 (EF8) report is written at a time of substantial technological and social change, resulting in a simultaneously diverging and converging media environment, strongly shaped by processes of globalisation and the recent advent of widespread access to the internet and mobile technologies. Structured according to four central themes – the changing place of the media in the European home; digital interactive and mobile technologies; parenting, media, everyday and socialisation; and mediating relations between family and wider society – the review also includes five special focus pieces on diasporic media consumptions, mobile media, new technologies and intimate relationships, digital exclusion and girl culture. Six key trends emerge:

1. New, interactive, individualised and personalised media technologies are rapidly contributing to a diverse media environment in Europe. Across Europe, young people are staying at home for longer periods of time – perhaps appropriately termed an extended adolescence, where bedrooms are heavily mediated.
2. Children’s use of the internet continues to grow. Striking recent rises are evident among younger children (6-11 years) and in countries that have recently entered the European Union (EU).

3. Education systems across Europe, from school through university, are increasingly reliant on technology-enhanced classrooms.

4. Health, ageing support and other care and support services are increasingly reliant on new technologies, especially within the home.

5. Media consumption continues to provide moments of togetherness, despite the individualization exacerbated by new technologies. Television, for instance, shapes a cultural space of commonality for diasporic families and cross-generational communication.

6. There is an increasingly small difference in internet use between boys and girls in the younger age groups and gender gaps in access to the internet are mostly small and are closing in nearly all countries. Socioeconomic inequalities continue to matter.

The review recommends that research in this area needs to better converge family studies literature within sociology and media and communications literature that more research is needed on a crossnational comparative level, and that little is known for all age groups in the population, especially the media consumption of older people. Also, little research distinguishes or compares ‘youth’ or ‘children’ by age and other sociological variables. Findings across Europe on social class, ethnicity and cultural differences remain scarce in terms of media literacy, education and civic participation and there is little research that takes into account media environments as a whole.

3.8. Parent-Child Relationships and Communication

As children mature, communication with their parents reflects their passage through life stages. Adolescence introduces challenges with independence; therefore, a great deal of research focuses on how parents talk about risk-taking behaviours such as sexual activity and alcohol use. Communication with adult children shows decreased strain between children and both parents, and decreased frequency of contact with mothers as children grow out of adolescence (Umberson, 1992). However, parents
generally have regular and frequent contact with their adult children (Umberson 1992) though communication frequency decreases with geographic distance (Lawton and Silverstein 1994; Dubas and Petersen 1996).

Mother-child relationships differ from father-child relationships, in part due to the differences in male and female communication patterns. For example, men tend to emphasize facts whereas women focus on interpersonal relations, empathy, and support (Block 1983) and place a greater importance on close emotional bonds between family members (Silverstein, Parrott, and Bengtson 1995). Given these gender differences, it is not surprising that mothers and fathers differ in how they communicate with their children. Fathers tend to be more authoritarian than mothers with sons (Block 1983), whereas mothers focus on the child’s opinions (Fitzpatrick and Vangelisti 1995; Stewart, et al. 1996). Mothers may also have a higher frequency of contact than fathers with their adolescent and adult children (Umberson 1992).

The child's gender affects communication patterns. Mothers talk more about emotions, thoughts, and feelings with daughters than with sons (Garner, Robertson, and Smith 1997; Stewart et al. 1996). Daughters also receive more parental affection and disclose more to parents than do sons (Fitzpatrick and Marshall 1996). Both parents encourage their sons more than daughters to be independent and to control their feelings (Block, 1983). Motherdaughter relationships involve more contact and emotional closeness than mixed gender or male adult child-parent relationships (Lye 1996; Lawton and Silverstein 1994). Also, parents receive visits and help from daughters more often than sons (Spitze and Logan, 1990). Taken together, this research shows mother-daughter relationships involve more frequent and emotional communication than other parent-child combinations, with father-son relationships being the least emotionally charged.

3.8.1. Examining relationship of Family communications

This article reports the results of two studies designed to explore the role of family communication climate (FCC) on parent–child communication choices. The first study explored how FCC as well as parent and child age and gender affected the reasons why parents talk to their children. The second study explored the influence of parents and children’s perceptions of FCC on the children’s motives for communicating with others. In Study 1, parents (n = 258) completed questionnaires assessing their FCC, their
interpersonal communication motives (ICM) for communicating with a target child, and demographics. In Study 2, parent–child pairs (n = 202 pairs) completed questionnaires assessing FCC, ICM, and demographics. Results from these two studies led to the conclusion that FCC had a strong influence on the ICM of both parents and children. Differences in communication climate were linked to marked differences in parents’ motives for talking with their children. As predicted, conversation-oriented families communicated with their children for relationally-oriented motives (affection, pleasure, relaxation) and conformity-oriented families communicated with their children for personal-influence motives (control and escape) and to show affection. Children’s conversation or conformity schemata influenced their motives for talking with others.

3.9. Research methodology in effects of mass media

Researchers who study the effects of mass media have used most of the techniques such as: content analysis, laboratory experiments, surveys, field experiments, observations, and panels. In addition, they have used some advanced techniques, such as meta-analysis. The five different methodologies commonly used in research strategies are:

The Experimental Method: A common design used to study the antisocial impact of the media is to show one group of subject’s violent media content while a control group sees nonviolent content. This was the approach used by Berkowitz and Bandura in their early work. The dependent variable, aggression, is measured immediately after exposure—either by a pencil-and-paper test or by mechanical devices. The Experimental studies also examine the impact of media exposure on prosocial behaviour using same approach. The operational definitions of prosocial behaviour have varied widely: Studies have examined cooperative behaviours, sharing, kindness, altruism, friendliness, creativity, and absence of stereotyping. Almost any behaviour with a positive social value seems to be a candidate such studies.

The Survey Approach: Most survey studies have used questionnaires that incorporate measures of media exposure (such as viewing television violence) and a pencil-and-paper measure of antisocial behaviour or attitudes. In addition, many recent studies have
included measures of demographic and sociographic variables that mediate the exposure–antisocial behaviour relationship. Results are usually expressed as a series of correlations. A survey by McLeod, Atkin, and Chaffee (1972) illustrates this approach. Their questionnaire contained measures of violence viewing, aggression, and family environment. Sprafkin and Rubinstein (1979) used the survey method to examine the relationship between television viewing and prosocial behaviour. They used basically the same approach as McLeod, Atkin, and Chaffee (1972), except their viewing measure was designed to assess exposure to television programs established as prosocial by prior content analysis.

Field Experiments: Parke, Berkowitz, and Leyens (1977) conducted a field experiment in a minimum-security penal institution for juveniles. The researchers exposed groups to unedited feature-length films that were either aggressive or nonaggressive.

Panel Studies: Primarily because of the time and expense involved in panel studies, this method is seldom used to examine the antisocial effects of the media. Five studies relevant to this topic are briefly reviewed here. Lefkowitz, Eron, Waldner, and Huesmann (1972), using a catch-up panel design, re-interviewed youth subjects 10 years after they had participated in a study of mental health.

More recently, two longitudinal panel studies have found long-term effects of viewing TV violence. Huesmann, Moise-Titus, Podolski and Eron (2003) did a 15-year follow-up study with more than 300 respondents from surveys originally conducted in the 1970s.

Meta-analysis: Meta-analysis is defined as the quantitative aggregation of many research findings and their interpretations. It allows researchers to draw general conclusions from an analysis of many studies that have been conducted concerning a definable research topic. Its goal is to provide a synthesis of an existing body of research. Given the large number of research studies that have been conducted concerning antisocial and prosocial behaviour, it is not surprising that the mid- to late-1990s saw the growth in popularity of meta-analytic research in this area. Two examples of meta-analysis are discussed here.

Paik and Comstock (1994) performed a meta-analysis on 217 studies from 1959
to 1990 that tested 1,142 hypotheses. They concluded that the magnitude of the impact of exposure to media violence varied with the method used to study it.

Friedlander (1993) reported the results of a meta-analysis that compared the magnitude of effects reported by studies that looked at antisocial behaviour with those that examined pro-social behaviour.

Experiments and surveys have been the most popular research strategies used to study the impact of media on antisocial and pro-social behaviour. The more elaborate techniques of field experiments and panel studies have been used infrequently. Laboratory experiments have shown a stronger positive relationship between viewing media violence and aggression than have the other techniques. Meta-analyses have offered general conclusions about the scope and magnitude of these effects.