CHAPTER – II

REVIEW OF RELATED LITERATURE

Review of related literature is an essential pre-requisite for actual planning and execution of any research work. Review of related literature plays an important role in the field of research. The objective of review of related literature is to locate the past as well as the current studies of research concerned with the planned investigation in hand. About the significance of review of related literature Best (1986) wrote, “The search for reference material is a time consuming but fruitful phase. A familiarity with the literature in any problem area helps to discover, what is already known, what others have attempted to find out, which methods of attack have been promising or disappointing and which problems remain to be solved.”

In order to create a potential background to the plan and procedure of the study in hand, it is desirable to refer to the studies on the subject of inquiry. The investigator has attempted to scan through the literature available in the field of her research and in related areas, with the aim of avoiding duplication and of making best use of the researches done in the past. Review of related literature is divided into five main heads, these are as follows:

- Research work on TV and children.
- Research work on TV and women.
- Research work on TV and family.
- Research work on Programme preferences.
- Miscellaneous studies on TV.

2.1 RESEARCH WORK ON TV AND CHILDREN:

Clark (1951) found in his study that the academic performance of heavy TV viewers did not differ from that of light TV viewers. He found that the academic performance of heavy TV viewers was more or less same as that of light TV viewers.
Greenstein (1954) concluded the following results:

- Television viewing could not be held responsible for the decreasing grade point averages of elementary school children.
- He also noted that children with television in the home had higher grade point averages than their counterparts lacking television.

Himmelveit (1958) in his study on impact of television on children's activities found that brighter children tend to fall behind due to TV viewing. TV viewing had adverse effect on activities of bright children.

Roy (1963) reported that television viewing served as a catalyst of change in two ways:

- It offered an opportunity for parents to explore with youngsters, the social and emotional aspects of human experiences
- For many parents, it offered a new insight into personalities of their children.

Cazenneure (1966) revealed the following findings in his research:

- Television created new myths among the children, because it had an impact on their passive imagination.
- Persons, world ideas were presented in a way which mixed fiction and reality.

Schramm (1973) reported that the average American child, during the first sixteen years of his life spent more time watching TV than he or she spent on any other activity except sleeping.

Dunn et al (1976) found in their study that the children who viewed TV for long duration, their adjustment was comparatively low as compared to those children who viewed TV for short duration.
Feng (1976) reported in his study that families had no specific rules about their children’s television viewing. Parents paid no attention to their children’s TV watching.

Davidson et al (1979) revealed in their study that five and six year old girls held less gender-stereotyped attitudes after watching a low-stereotyped cartoon, compared to those who watched neutral or high-stereotyped cartoons.

Jones (1981) in a case study of attitude towards four ‘Instructional television series’ found the following results:

- Students liked instructional TV.
- They also acquired information by watching instructional programs on TV, which was not obtained from traditional learning material.

Neuman and Prowda (1982) found that for post-elementary school children, television viewing time was negatively related to achievement, particularly with regard to reading performance.

Williams et al (1982) reported negative relationship between television viewing and educational achievement. The more a student viewed television, the lower were his or her educational achievements.

Beagles and Gat (1983) research demonstrated a relationship between the pacing of television programming and task persistence. The major findings of their study were:

- Whereas fast paced programming (such as the typical Saturday morning children’s programs) can make children more impulsive.
- The slower paced programs such as Mr. Rogers’ Neighborhood) have been shown to increase their persistence in everyday school activity.
Bryant et al (1983) reported in their study that the bilingual program Carrascolendas, which was designed to teach young Spanish-speaking children Spanish language and promote pride in Spanish culture, increased the use of Spanish language among their viewers.

Bryce and Leichter (1983) reported that adult co-viewers can increase the amount children learn from educational programs such as Sesame Street and Mr. Rogers’ Neighborhood help children understand plot elements and facilitate comprehension. The results of the study were as follows:

- Adult co-viewers can also mediate some of the negative effects of violence and antisocial content by expressing disapproval and pointing out discrepancies between television reality and real life.
- Researchers have proposed that verbal interaction between co-viewers is primarily responsible for enhanced learning outcomes.
- Verbal interaction strategies that have shown to be beneficial, at least with children, include expanding upon the content of the television program, explaining vocabulary, explaining motives and plots, and expressing agreement or disagreement with communicated messages.
- Co-viewers can also serve as role models for appropriate viewing behavior.

Seth (1983) revealed that there was a significant impact of ETV (education television) programmes in the process of information gain of students.

Mishra (1984) in his study on effects of educational TV programme and conventional teaching on achievement found the following results:

- Significant difference was found between the effects of educational TV programme and conventional teaching on achievement.
• He also found difference in the attitude towards studies among students instructed through educational TV programme and conventional lecture method.

• He further found no significant interactional effect of modes of instruction and intelligence on achievement.

Chombart and Jose (1985) stated that apart from socialization of the young ones, television also help to resocialize them in terms of imitation of TV models and development of child’s image of them and then try to emulate the new social role criteria.

Jonsson (1986) reported in his study that high achievers tend to view television in a manner that complements their education. They tend to learn more by watching television.

Ritchie, Price and Roberts (1987) found no relationship between television viewing and achievement of students. It was found that television viewing had no effect on their achievement level.

Blosser (1988) reported positive relationship between television viewing and educational achievement – the more the student viewed television, the higher were his or her educational achievements.

Goleman (1988) in his study concluded the following findings:

• He reported that watching television, at least certain kinds of programs, can help infants acquire language skills, the ability to perform physical tasks and an understanding that what they are watching is akin to the rest of life around them.

• He further found that television helps teach the master skills basic to language acquisition in the same way that reading simple stories to an infant helps.

• He also concluded that an infant can learn to disassemble a novel toy by watching a demonstration on television. Not that most
infants are nearly as avid watchers of television as their older siblings. Between 1 and 2, baby's language comprehension is way ahead of what they can say.

- He also found that they can make sense of the kind of slow-moving, simple segments you see on 'Sesame Street,' but still may have trouble understanding the quick montage editing that is the visual language of most television shows.
- The youngest infants who seem to understand what they are watching on television were 10 months old.

Kaur (1989) in her study on relation between TV viewing and moral judgment found that:

- There were programmes which inculcate the ethical values among children and there was a relationship between TV viewing and moral judgment.
- There existed a difference in the relationship of TV viewing with moral judgment among boys and girls, rural and urban students and also in different type of schools.

Scarborough (1989) found that there was no relationship between television viewing and educational achievement of students.

Kaur (1990) in her study on TV viewing and academic performance of the students reported that:

- No significant relationship exists between TV viewing and academic performance of the students.
- She further found no significant difference between the views of parents, teachers and students regarding the influence of TV viewing on academic performance of the high school students.
- No significant difference was found between the views of urban and rural students and between boys and girls regarding the influence
of TV viewing on academic performance of the high school students.

- She further found no significant relationship between the views of male parents, teachers and students regarding the influence of TV viewing on academic performance of the students.
- But significant relationship existed between the views of female teachers and students about the influence of TV viewing on academic performance of the students.

Krishnan (1990) in his study concluded the following findings:

- He implied that television was bound to create displacement in children’s schedule of daily activities to make time for viewing programs.
- It had a dominating influence on general family life.
- This resulted in conflict as parents often felt they were losing control and had no authority over their children; sometimes such conflicts resulted in a total collapse of the family.

Office of Educational Research and Improvement (1990) in a national education study reported that:

- The students spent 4 times as many hours each week watching television as doing homework.
- It implied that TV viewing was adversely affecting the school activities of the students.

Reinking and Wu (1990) in their study on re-examining the research on television and reading found that the children who were heavy TV viewers (over 3 hours per day), showed the greatest decline in reading ability.

Anuradha (1991) found in her study on children’s TV viewing behaviour and its impact on their personal and educational development. It revealed that children liked watching advertisements and programmes of sports.
Arbol et al (1991) conducted a study on TV viewing among children of Delhi schools. The findings revealed that:

- Majority of mothers were restrictive to their children’s TV viewing.
- No significant difference was found in amount of TV viewing by male and female children.
- Viewing was independent of IQ of viewers and was heavy on weekends.

Armstrong (1991) in his study found that a television on in the background interferes with the retention of skills and information during homework time.

Comstock (1991) in his study on influence of Television on early reading skills revealed the following results:

- Reading fluency only comes with practice. Most children need frequent practice of reading skills before reading becomes a pleasure.
- Television displaces the time a child would otherwise spend on reading practice, that child is delayed in acquiring reading skills.

Phutela (1991) studied the effects of comic TV serials on children and found the following results:

- Young children liked stories related to horror, animals and sillydotts.
- Children preferred detective, comic serials, followed by mythological and folk tales.
- Most teachers felt that comic serials help in language and aesthetic development among children.

Kapadia (1992) reported that 70 percent of the students were of the opinion that TV programmes helped them in self-learning.
Mohanty (1992) highlighted the positive influence of T.V. particularly in relation to the scholastic achievement on different criterion measures.

Pipher (1994) highlighted the following results in his study:

- Adolescent girls are heavy consumers of media. The images and messages presented in the media have a strong influence on how an adolescent girl views the world and her role in it.
- Pervasive media messages have a strong influence on an adolescent girl’s self image. Adolescent girls, in their search for self identity and social acceptance, are quick to model themselves on the images and messages presented in the media. Their sense of personal identity and ability to interact socially is not yet developed. They look to the media to help them find meaning in their lives, rules for social interactions, and definitions of self.

O’Hara (1995) conducted a study on children and adolescents from six regions of Thailand. It revealed the following findings:

- Thai children and adolescents spent an average of 21 hours a week in viewing television.
- Students who spent fewer hours in TV viewing had higher school achievements. With report to viewing situation, 59.9 percent of the parents watched television with their children.
- Parents’ income and education (socio-economic status), parents’ monitoring for television viewing contributed to better school achievement.

Redford (1995) revealed the following results in his study:

- The introduction of television made kids more aggressive.
- TV viewing harmed the acquisition of reading skills.
- TV viewing decreased creativity scores.
• TV viewing decreased the participation in non-TV leisure time activities.

**Wright and Huston (1995)** observed in their study the following results:

• Children who watched cartoons and other more entertainment television programs were less likely to spend time with books or other print media.
• It resulted in adverse effect of TV on reading skills of children.

**MacBeth (1996)** reported the following findings in his study:

• Children who watch carefully constructed educational programs that are aimed at their age level (such as Sesame Street), do better on pre-reading skills (at age 5) than children who watched these programs infrequently or not at all.
• The same study further showed that children who watched cartoons or other purely entertainment television shows during their pre-school years, do poorer on pre-reading skills at age 5. Patterns set in the early pre-school years with regard to television viewing can snowball as the child gets older and school work becomes harder.
• Children, who watched informative, educational television as a pre-schooler, watched more informative television as they get older and use television as a complement to school.
• Children who watched more entertainment television, watched fewer informative programs as they got older and used television more to entertain and as a leisure pastime.

**Clarke (1997)** indicated the following results:

• Television viewing time was negatively related to parental instruction.
Television viewing time was also negatively related to number of children's books in the home.

Viewing time was also negatively related to children's school readiness.

Koolstra et al. (1997) conducted their study on a sample of 1,050 Dutch elementary school children who were in Grades 2 and 4 at the outset of the research, this study explored (a) the longitudinal effects of television viewing on children's reading comprehension, (b) the causal mechanisms that underlie television's longitudinal effects on reading comprehension, and (c) the longitudinal effects of television viewing on children's decoding skills. The children were surveyed three times, at 1-year intervals. Structural equations analyses suggested that:

- Television viewing inhibited the development of children's reading comprehension in both 1-year intervals of the study.
- Television's inhibitory effect on reading comprehension was not sensitive to children's IQ and socioeconomic status, but did depend on types of programs watched.
- Partial support was found for two causal mechanisms underlying television's inhibitory effect on reading comprehension: (a) a television-induced reduction in leisure-time book reading and (b) a television-induced depreciation of reading.
- Watching subtitled foreign television programs was found to stimulate the development of decoding skills.

Promila and Dilsheed (2000) revealed the following findings in their study:

- Those parents who punish their children physically and express dissatisfaction with their children's accomplishments and characteristics, their children prefer to watch more and more TV.
Since their relations with their parents were unsatisfied, they spent more time watching TV.

Anderson et al (2001) in a long-term study of high schoolers, researchers found the following results:

- Viewing educational television programs as pre-schoolers was significantly and positively associated with higher grades.
- Viewing educational television programs as pre-schoolers was significantly and positively associated with more reading.
- Viewing educational television programs as pre-schoolers was significantly and positively associated with less aggression.
- The students viewing educational television programs as pre-schoolers placed more value on academics when those children reached high school.

Anuradha and Bharathi (2001) reported the following findings in their study:

- In order to reduce negative effects of television viewing on children’s academic achievement, parents should control their children’s excessive TV watching.
- So, in order to reduce the amount of TV watching by the children and also to improve their academic performance, parents had to exercise certain disciplinary practices.

Birch (2001) in his study on the effects of television (TV) viewing on children's lunch and snack intake in one condition when the children watched a 22-minute cartoon video on TV (TV group), and in another without the TV (no TV group). Participants included 24 children and their parents, recruited from a university child-care center. Parents reported children's TV viewing habits at home. The study revealed the following findings:
• Overall, children eat significantly less snack and lunch in the TV condition compared with the no TV condition.
• Children who reportedly watched more daily hours of TV and who had a higher frequency of meals eaten in front of the TV at home ate more lunch in the TV condition.
• He further concluded that TV viewing may either increase or reduce children’s intake, depending on prior experience with eating during TV viewing.

Razel (2001) in her study on television viewing and achievement revealed the following results:

• For small amounts of viewing television, achievement increased with television viewing.
• But as television viewing increased beyond a certain point, achievement decreased.

Shastri and Mohite (2001) in their study on television viewing pattern of pre-school children concluded the results discussed below:

• Children on an average viewed television for 1.22 hours per day.
• Grade in school to which children belonged, significantly influenced duration of viewing, with children in senior K.G. viewed more television than nursery grade children.
• The favourite channels of the children were Cartoon Network and Discovery and their favourite programmes were cartoons, commercials and children’s programmes.
• These groups of pre-school children were moderate television viewers. Television did not lead to displacement of any important activity of the children.

Singh (2001) revealed the following findings in his study:
• Total Television Teaching and traditional teaching did not differ significantly on achievement in mathematics.

• He further found that Computer Assisted Instruction proved significantly better over Total Television Teaching.

**Hershberger (2002)** reported these results in his study:

• Negative relationship existed between high school student’s amount of television viewing and school performance levels (e.g. GPA).

• Whereas, no significant relationship was found between college level students’ performance level and television viewing.

**Joshi and Gautam (2002)** concluded in their study that all adolescents watched TV. They revealed the following results in their research:

• In those houses, where there was no TV they watched TV at their neighbour’s houses.

• On an average, they watched TV for 2 or 3 hours per day.

• About 60% of adolescents did not have to seek permission depending upon their study load, i.e. during examinations they had to seek permission of their parents.

• The researchers further observed that TV viewing did not affect their studies.

• About 60% of adolescents felt perhaps reducing TV viewing may enhance their performance.

• About 63% of students preferred school to TV viewing.

**Thakur (2003)** found the following results in his study:

• There was no significant difference in Environmental awareness between the students who spent less time and who spent more time in TV viewing.
• There was no significant difference in Attitude towards Environmental Education between the students who spent less time and who spent more time in TV viewing.

Bahia (2004) in her study on the effect of television viewing on study habits and adjustment reported the following results:

• She found significant difference in the effect of TV viewing on the adjustment of boys and girls.
• No significant difference was found between the effect of TV viewing on the study habits of boys and girls.
• She further found no significant difference in the adjustment of those who watched and those who did not watch TV everyday and on weekends.
• She found significant difference in the study habits of those who watched and those who did not watch TV every day.

Dimitri (2004) reported the following results in his research:

• Early television exposure (at ages 1 and 3) is associated with attention problems at age 7. The National Longitudinal Survey of Youth, a representative longitudinal data set. Data were available for 1278 children at age 1 and 1345 children at age 3. Ten percent of children had attention problems at age 7.
• In a logistic regression model, hours of television viewed per day at both ages 1 and 3 was associated with attention problems at age 7 respectively.
• Early television exposure is associated with attention problems at age 7. Efforts to limit television viewing in early childhood may be warranted.

Kaiser Family Foundation and Children's Digital Media Centres (2004) revealed the following results:

50
• Kids in the age group of six months to six years spent about two hours a day watching television.
• The report further revealed that about one-third of the children aged six and below had televisions in their rooms.
• In the ‘heavy TV households’ 34 percent of children aged 4 to 6 could read, compared with 56 percent living in homes where the TV was on for less often.

McCarty (2004) in his study on effects of television viewing on violent behavior and obesity of children revealed the below given results:

• Watching too much television has been implicated in increased violent behavior and obesity in young children, and now there is evidence that it may promote inattention.
• He further found that television exposure in children ages 1 to 3 is associated with attention problems at age 7.
• Furthermore, the investigator concluded that each hour of television watched per day increases these children’s risk of attention problems, such as attention-deficit/hyperactivity disorder (ADHD), by almost 10% at age 7.

Media Contact Resources (2005) reported that too much television watching raises the risk of children becoming school dropouts. This was the conclusion reached in a study conducted by Otago University (Dunedin), New Zealand’s oldest university. The study sample size was 1,037 and consisted of people born in 1972 and 1973. The study monitored subjects TV viewing habits and then when subjects were 26 years of age the study checked on their educational attainment. The study revealed the following findings:

• The subjects who watched television less than one hour a day were the group most likely to go on to college.
• Surprisingly, while teenage television viewing was associated with a higher dropout rate, early childhood television viewing was much
more strongly associated with whether or not a subject would go on to earn a college degree.

- The Otago researchers concluded that television had its adverse effect on educational attainment by displacing homework.

Robinson (2005) conducted a study on television viewing on learning ability of children. The study involved nearly 400 Northern California third-graders as sample in his study. The major findings of the study were:

- Too much TV watching can harm children’s ability to learn and even reduce their chances of getting a college degree.
- It found that children with TVs in their rooms but no computer at home scored the lowest on mathematics and language arts tests, while those with no bedroom TV but who had home computers scored the highest.
- While this study does not prove that bedroom TV sets caused the lower scores, it adds to accumulating data that kids shouldn’t have TVs in their bedrooms.

Times of Chandigarh (2005) conducted a survey on 50 city children between the age group of six to thirteen years. The survey reported the following results:

- Every child watched an average of 2.5 to 3.5 hours of television every day.
- It was further found that boys preferred sporty shows while the girls like cartoons and other softer programs.
- Watching educational shows was next to nil and restrictions imposed by parents were usually flouted.

McMasters (2006) suggested a link (they carefully avoid suggesting a causal connection) between watching television and bad effects on children. According to the findings of the study:
• Children may become more aggressive in behavior and thought.
• Children experience angry feelings and arousal.
• They may face the “risk of sexual initiation” and social isolation.
• They may ask more often for products they see advertised.
• They may overeat, gain weight and suffer in health and physical activities.

Singh (2006) found these results in his study:

• Positive and significant relationship existed between Academic achievement and time spent in TV viewing.
• He further found significant difference between heavy and light viewers in respect to their Study habits.

Kumar (2006) stated in his research the following findings:

• Watching TV had no negative impact on Studies of children and their Educational aspirations.
• He found no significant relation between TV viewing and Study habits and Educational aspirations of IX graders.

Nutrition Research Newsletter (2006) showed the following findings in the study:

• Children were fixated with the TV 93% of the time during lunch meals, and 96% of the time during snacks; thus, children were actively engaged with the TV program.
• Intake was significantly higher in the no TV condition than in the TV condition for both snack and lunch meals.
• A main effect of age group was evident for intake during meals; older children (more than 4 years) ate significantly more than younger children (less than 4 years) in all but the lunch with no TV condition.
There were no significant effects of sex or weight status on children's intakes across meals or conditions.

Singh (2007) found no significant relationship between high and low TV viewing and educational aspirations of children. The major findings of his study are as follows:

- The mean, SD's etc. between the TV viewing and Mental Health of X grade students was not statistically significant. This indicated that there existed no significant relationship between high and low TV viewing and Mental Health.
- The mean, SD's etc. between the TV viewing and Educational aspirations of X grade students was not statistically significant. This indicated that there existed no significant relationship between high and low TV viewing and Educational aspirations.
- There was no difference in the effect of more TV viewing and less TV viewing on Mental Health of X grade students.
- There was no difference in the effect of more TV viewing and less TV viewing on Educational aspirations of X grade students.

Supriya (2007) found no significant relation of TV viewing with social behavior and study habits of students. The major findings of her research are as follows:

- There was more influence of television on Study habits of Private school students than Government school students.
- There was more influence of television on Social behaviour of Government school students than Private school students.
- The influence of television viewing on Study habits of light viewers was more than those of Heavy viewers.
- The students viewing television for more than 3 hours, their Social behaviour was affected slightly more than the light viewers group. But the difference was not statistically significant.
• The influence of television viewing on Study habits was inverse.
• There was no significant relationship between television viewing and Social behaviour.

2.2 RESEARCH WORK ON TV AND WOMEN:

Kaur (1970) reported the following conclusions in her study on farm women:

• Highly negative correlation existed between gain in knowledge through television and age of farm women.
• It was observed that the young farm women gained more knowledge through television as compared to the middle aged and old aged farm women.

Pathak et al (1976) found that women were shown as dependent, foolishly indecisive, deceitful and incompetent on television. More objectionable, however, in fact that often these flaws were presented as being funny or even desirable.

Hobson (1982) reported in her study these findings:

• For women, television provide a contact with the outside world and watching television was not a spare-time activity, but instead an important part of women’s daily routines.
• She found that women did not watch programmes that had connotations of masculinity, such as; news, current affairs, documentary and sports.
• Instead they watched soap operas, comedy series, light entertainment and quiz programmes.

Aggarwal et al (1983) revealed the following results in their study:

• Not more than 15 percent women watched TV in India.
• Women had very little exposure to other mass media like Radio, Cinema, and Newspapers etc.

• It was further revealed that women viewers were quite vocal about their preferences and were able to point out their displeasure about a few programmes thereby showing their critical ability to distinguish between relevant and irrelevant programmes.

Giltin (1988) found class differences in women's identification with television narrative and characteristics in his study. Results yielded interesting differences between classes of women.

• Working and middle class women appeared to have different expectations of TV. The former criticized television for its lack of realism and seem to evaluate shows in part on their success in mimicking real life people and events.

• Overall he found the less solidly, soberly middle class or upper class women were female characters on television, the less likely were working class women to identify with them.

Bhagat and Mathur (1989) revealed these findings in their study on impact of TV on farm women's life-style:

• Impact of TV on farm women's life style was generally found to be positive.

• TV was well received by farm women and it could be readily used as an educational tool to enlighten the minds of the illiterate farm women regarding important issues like dowry system, family planning, women's education etc.

Geraghty (1991) reported in his study the following findings:

• Television melodrama was marked by its focus on women characters.
It focused on the emotional, psychological and moments of dramatic intensity.

The world depicted in melodrama was potentially utopian, as it could be reorganized in sympathetic terms to women’s desires for community, for openness and honesty of feeling.

**Dittmar (1994)** in his study revealed the following results:

- Depressed students watched significantly more television than did their non-depressed peers.
- Women watched more television than men did.
- Depressed women watched more television than any other group; especially soap operas.
- Depressed men watched fewer sports than non-depressed men did.

**Granello (1997)** found the following interesting findings in his study:

- Girls at the ages of 12, 17 and 21 looked to the media to help them define social meaning in different ways. All three age groups looked to television programs to help them construct meaning into their lives.
- 12-year-olds looked to the media to define how their lives will be. They looked at the characters and situations presented on television and believed that if they modeled themselves in the same manner they would be able to achieve the same status and rewards as those characters presented.
- 17-year-olds looked to the media as a way to see how their life could have been given different circumstances (e.g. had they lived in a different geographical location or had a different socioeconomic status). They looked to characters on television as role models and strived achieve the same experiences. They were however, cognizant of the fact that there was no guarantee that their lives
would turn out exactly like those portrayed; television characters simply exemplified the ultimate goal.

- 21-year-olds were able to distinguish the difference between their real lives and the fantasy lives portrayed on the television shows. However, they used the circumstances portrayed on television as a way of initiating dialogue with peers. Though this interaction they were able to collectively construct social and personal meaning.

**Gupta and Jain (1997)** revealed in their study the following results:

- About 75 percent of advertisements depict women in stereotyped roles and images.
- These commercials were shown on TV again and again on a daily basis four or five times and thus perpetuate dominant values already existing in the society.

**Businesswomen’s Research Institute (1999)** reported in their study the following findings:

- Working women spent less time watching television and are less likely to watch during prime-time.
- It was further found that the working women watch selectively on a need to know basis and rarely for entertainment and are multi-tasking or doing other things while they are watching television.
- Actionable conclusions drawn from the research were that professional/managerial women are most likely to purchase products that are endorsed or recommended to them by other women, most often, friends or business associates rather than by watching advertisements on television.
- High on their list of sources of information are trade journals, newspaper headlines, and business magazines. Beyond that,
radio drive time and a "favorite" magazine ranked high than watching television.

**Durham (1999)** did look at how social context and ethnic background affect girls’ interactions with media. Her findings showed that:

- Although race and class influenced who in the media the girls found iconic and worthy of emulation, overall themes and issues were similar.
- Girls had similar concerns about beauty and social acceptance; they just looked towards different celebrities and entertainers or genres of music and television programming to fulfill and influence their choice.

**Chauhan (2001)** in her study yielded these interesting findings:

- Women-oriented TV programs had very close relationship with the conformity behaviour of adolescent girls.
- She further found that the conformity behaviour of adolescent girls who watched women-oriented TV programmes ‘regularly’ was more as compared to those who watched these programmes ‘sometimes’ and ‘rarely’.

**Seema (2001)** stated that the serials are presenting an unrealistic picture of woman. There are no TV serials dealing with the day-to-day life of a normal working woman. The woman of today is not a Madhuri Dixit, a Parvati or a Tulsi. She is a normal career woman and is still struggling to make her presence felt. These serials instead should help young girls control their lives, instead of becoming a Parvati or a Tulsi.

**Bajpai (2002)** observed in her article that TV entertainment unabashedly, favors the majority community. It is all about spreading the concept of the largely “fictional” Hindu undivided family and its peerless values. The iconography, the clothes, the characters... Tulsi, Parvati and many other bejeweled beauties,
betis, bahus, and saas are role model to millions of women who regularly watch such shows. She further stated that it would have been better, if there was a Rehana, a Jasbir and a Mary too.

Carey (2004) conducted a study on television. The study was conducted on a sample of 909 women living in Texas. He revealed the following findings in his study:

- In general, the group woke up a little grumpy but soon entered a state of mild pleasure that increased by degrees through the day, punctuated by occasional bouts of anxiety, frustration, and anger.
- Predictably, they found that commuting, housework, and facing a boss rated as the least pleasant activities, while sex, socializing with friends and relaxing were most enjoyable.
- The study further found that the women rated TV-watching high on the list, ahead of shopping and talking on the phone, and ranked taking care of children low, below cooking and not far above housework.

Dixit (2004) remarked that year 2003 was about more of the same on television. More of the same, because television remained in the stranglehold of the kitchen politics that raised its head on the small screen. Mischief, intricate emotional entanglements and the never-ending 'saas-bahu' saga continued to be the staple fare on Star Plus.

Mankekar (2004) organized her study around recurring narrative themes in TV programmes – Indian womanhood, family, community, constructions of historical memory, development, integration and sometimes violence. Her ethnographic analysis revealed the texture of women’s daily lives, social relationships and everyday practices. She found television in India had profoundly shaped women’s place in the family, community and nation.
Walia (2009) remarked in her article that almost all serials on TV are women-centric and leaving the saas-bahu dramas moving to more modern soaps, there have been some great women-oriented TV serials that have taken up bold themes, unique ones and worked on them. Like Kashmir, dealing with Kashmiri youth and militancy or Jassi Jaisi Koi Nahin where a common ordinary looking girl makes it to the top in the glamour world on basis of her merit.

2.3 RESEARCH WORK ON TV AND FAMILY:

Brown, Levis and Harcleroad (1959) revealed the following findings in their study:

- TV attracts the attention of parents and others in the home.
- It is the common denominator of many experiences, which were discussed in the home.

Roucek (1965) remarked that TV has psychological appeal of sight and sound with the comfort of home viewing. Television has found immediate widespread acceptance.

Mohr (1976) indicated that actual television viewing prohibitions were seldom practiced in the families. Rather such mediation took the non-restrictive form of co-viewing in families.

Jha (1978) found the following results in his study:

- That age of the viewers was positively associated with the duration of television viewing.
- He further reported that larger the size of family, higher was the tendency to view TV programmes.

Brody et al (1983) revealed the following results in their study:

- Television viewing was not treated as an individual activity but a family activity.
• Through its entertaining and informative programmes, television brings family members together.
• Television contents provide subject matter to talk, to discuss and to facilitate greater interaction among the household members.

Jha and Sinha (1985) observed the following findings in their study:

• Higher education was found to lower the time spent in viewing of TV programmes.
• They further stated that the larger the size of the family, greater was the tendency to watch TV programmes.
• They also found that majority of people viewed TV as a medium of entertainment than education and information.

Yadava and Reddi (1988) reported that at the behavioural level, the family undergoes many changes once it acquires a television set. With television at home, frequency of outings in the evening for a move, shopping, strolling in market or park or visit to neighbours, relatives are substantially reduced. Television was instrumental in keeping the family bound at home in the evening.

Luthra and Mahajan (1993) stated that families rescheduled their daily chores and altered their routine irrespective of the social background to watch TV. In some cases, television was used as companion or as a background while doing other activities.

Kaur (1997) revealed the following findings in her study:

• There were considerable variations within the different socio-economic groups as well as between cable TV viewers and DD viewers.
• Also, the satellite TV was playing a significant role in transforming the relationships with the family, by hitting directly at parental authority and changing altogether the orientation of children towards social participation.
2.4 RESEARCH WORK ON PROGRAMME PREFERENCES:

Chawla (1973) revealed the following findings in his study:

- 6 percent of the viewers watch TV programmes everyday, 17 percent viewers four to six times in a week and the rest occasionally.
- Whereas, 88 percent of the viewers watched ‘feature films’ and 2 percent of the viewers ‘Chitrahaar’ respectively.
- The plays were viewed by more than 70 percent of the viewers.

Moriarty et al (1977) This study investigates the question of whether or not exposure to televised professional sports affects the social behavior of young people who themselves actively engage in those sports. Lacrosse, hockey, baseball were monitored on television, with students questioned about the impact the behavior of the players (pro-social and anti-social) has upon their own behavior on the playing field. Findings were as follows:

- Exposure to anti-social media does not necessarily lead to increased levels of aggressive behavior among children and youth participants in organized sports.
- In general, a positive relationship did appear between exposure to pro-social media and high levels of pro-social behavior.
- Results were inconclusive in regard to the issue of desensitization to violence as a result of observation of anti-social media.
- It is recommended, however, that the mass media be encouraged to depict and emphasize the pro-social model and positive behavioral aspects of amateur and school sport activities, as well as offering more exposure to those sports high in pro-social behavior, such as golf and tennis.

Sangra et al (1979) conducted a survey to explore the viewing habits and preferences of television viewers in Punjab. The survey revealed that:
• On an average, the rural TV viewers switched on their TV sets for five days in a week. But when they switched it on, they viewed the programmes for 2.33 hours continuously on an average.

• Majority of rural viewers gave first preference to entertainment, followed by knowledge and information.

Hayes & Birnbaum (1980) have shown that while young children seem to prefer the visual over the audio channel, college students tend to pay attention to both channels simultaneously. It is possible that older adults, especially since they did not grow up with television, may have a stronger preference for attending to the audio channel.

Salomon (1983) in a study with college students found that viewers make a distinction about the amount of mental effort required to process programmes that differ in content. For instance, viewers indicated that processing the news would take more mental effort than processing a sports programme.

Findahl and Höijer (1985) examined what kind of information adult viewers remember from news programs and how they comprehend this information. They found the following results:

• News stories that referred to knowledge deriving from personal experience and dealing with human and social aspects of everyday life were remembered best.

• Moreover, their results indicate that not all aspects of such stories are remembered equally well.

• Information about places, objects, and actors was remembered better than information about causes and consequences.

• These results indicate that viewers’ prior knowledge and expectations play an important role in how information is understood and remembered.
Varalaksnehi and Sinha (1987) reported in their study the following conclusions:

- The largest number of respondents had liking for entertainment programmes, along with some educational or informative programmes.
- A majority of viewers, both males and females, liked entertainment programmes on TV. Whereas, only a meager number of males and females had the exclusive liking for non-entertainment programmes providing information or education to the audience.

Morley (1988) observed that sex influenced the motivation for watching different programmes and channels on TV. Differences in programme preferences held by men and women all over the world followed a predictable pattern. In his study, he comments:

- ‘There is a tendency for men to claim to prefer BBC (and in some cases BBC2) rather than ITV, and for women to do the opposite.’
- But he also found that the men while stating that they preferred to watch BBC, actually went on to enthuse about programmes which were on ITV. This he suggests is due to the men actually thinking that these were the type of shows that would be expected to be on BBC.

Lull (1990) suggested that there is a predictable pattern in program preferences held by men and women which is similar throughout the world. His major findings are as follows:

- He asserts that men everywhere prefer sports, action-orientated programs, and information programming (especially news).
- While women prefer dramas (including serials, soap operas, and films) and music/-dance/comedy-based programs.
Peggy (1990) conducted a survey to define the concept of media involvement with the idea in mind that, news was both a source of entertainment and information. The findings revealed combinations of cognitive and affective patterns for media involvement for political news, situation comedies and sports:

- Political news involvement was oriented towards self, situation comedies towards self and people and sports towards entertainment.
- The research findings support the argument that when students watch all the three genres – news, situation comedies and sports, they were simultaneously informed and entertained.

Dyal (1992) revealed in his study the following findings:

- MTV was the most popular channel amongst the younger age group.
- It was also inferred that different type of programmes elicit different styles of viewing by different people at different times of the day. Thus, longer hours of cable viewing was bound to influence the activities of viewers in terms of their social interaction at different levels.

Montigny (1995) reported the following findings in his study:

- Boys watched more television than girls and had higher self-esteem.
- Boys preferred sports and action adventure programs, while girls preferred sitcom and soap-operas.
- There was no significant relationship between global self-esteem or physical self-image and the amount of television watched.
- There was however, a significant and positive relationship between how much young girls preferred soap-operas and their self-esteem.
Bhandare (2001) found that according to A. C. Neilsen TAM ratings in April 2001, ‘Kyunki Saas Bhi Kabhi Bahu Thi’ and ‘Kahaani Ghar Ghar Ki’ on Star Plus were the two most popular programmes with 13.5 and 10.7 points respectively.

Ranjana (2003) found in her study that:

- The students who had both professionally qualified parents were more inclined towards watching television, theatre and using computer.
- The students preferred to watch Discovery, Zee, Sony and BBC channels.
- Among TV programmes, they liked listening to songs, watching health related shows and historic programmes.
- She further found that socio-economic status affects the media preferences of the students to a great extent.

Dhindsa (2004) implied in her study that students took keen interest in watching TV. Her major findings are:

- They used their leisure time in TV viewing in order to release some work tension.
- She further found that both boys and girls watched ‘Discovery’ channel to gain new knowledge and information.
- Girls liked to watch TV serials, movies and songs. Whereas, boys liked to watch action movies, comedy, sports and Punjabi songs. So differences were found in TV viewing habits of boys and girls.

2.5 MISCELLANEOUS STUDIES ON TV:

McDonagh and Silvey (1950) reported in their studies that television viewing adversely affected the leisure time activities of individuals.
Albrecht (1954) postulated that media might be considered as agents of social change. According to this view the media; especially television was thought to be active in bringing about changes in the attitudes or behaviours of the mass audience.

Klapper (1960) contended that TV only reflect or reinforce pre-existing attitudes and values, it was simply a mirror of the society.

Lewis (1961) stated that in an era of speed, change and lack of permanency, the importance of TV in the field of education could not be ignored.

Mishra (1967) found in his study that there was lack of correlation between the age of farmers and their gain in knowledge through television. Thus, television results in gain in knowledge irrespective of age of the farmers.

Hirsch (1971) stated that television served as a major communication link between groups, collecting together the members of different tastes, cultures for common exposure to the larger, dominant popular culture. It acted as an integrative influence in the society.

Sekhon (1972) found the following results in her research:

- Farmers of all ages showed a strong liking for agricultural telecasts and television programmes as such. She assessed the television on farmers and farm women.
- She also found the gain in knowledge varied from 45 to 62 percent in the different groups.

Brown et al (1975) explored how casting within a story format affects viewers’ achievement and attitudes. They found the below mentioned results:

- A television segment in which the presenter becomes an actor in an instructional vignette is more effective than a segment with the
same content in which the same presenter is a narrator apart from the vignette.

- According to Brown et al. these results are due to the fact that the movement back and forth between a presenter and a vignette is too distracting for the viewers.
- Brown et al. were also able to identify characteristics of the presenters that enhanced viewers’ learning outcomes and attitudes. Their adult subjects responded most positively to an upbeat, enthusiastic portrayal.
- Presenters who seemed intrinsically interested in the subject matter and eager to share knowledge with others were well received.
- The subjects preferred a self-assured presenter over one who suggested that the material being discussed may be difficult for the viewer and is difficult for the presenter him- or herself.

Sadamate (1975) found the following results in his research:

- The age of the farmers and their viewing behaviour had negative correlation.
- He further stated that farmers gained and retained knowledge because of television viewing.

Stauffer et al (1978) compared literate adults (college students) with adult nonreaders (participants in an Adult Basic Education program) in terms of how well they remembered information from a news program. They found that literates recalled significantly more news stories than the illiterates.

Tuchman (1979) opined that television as a medium served as a source of normative behaviour patterns, as well as of advice in coping with everyday problems.
George Gerbner et al (1980) who conducted much of research on television’s important impact on people’s attitudes, beliefs, and values television found:

- Television viewing cultivates a common outlook or world view among its viewers.
- The more television a person watches, the more likely he or she is to accept the premises and facts of television reality as if they were facts of the world of everyday reality. For example, since violence is prevalent on television, heavy television viewers often overestimate the prevalence of violence in their lives.

UNESCO (1980) reported the following indications:

- The broadcasting and telecasting media for a long time to come would be the only instrument of education, information and cultural development.
- Instruction through media would be the latest trend and technique in the field of education.
- Television in particular was one medium of communication that demanded a major share in educational endeavours towards enhancement and enrichment.

Newman (1981) after reviewing empirical studies in the Federal Republic of Germany maintained that mass communication information was no mirror, but a molder of opinions and attitudes in the population.

Royes (1981) reported an indirect relationship between traditional cultureless and the television variables. He revealed the following results:

- In one causal relationship, television exposure affected or assisted in the decrease of knowledge of the culture by decreasing attendance at community activities which engender the transmission of culture.
- And in another direction the traditional culture affected television exposure by increasing the strength of the attitudes towards television.

- The respondents appeared to be moderate users of television but with intelligent opinions about the program contents with younger women spending more time with the medium.

**Muis (1983)** reported in his study that the most striking feature of the impact of television was the substantial increase in knowledge of peasants in Indonesia.

**Austin (1985)** had found social isolation, failure to achieve social interaction and lack of social interaction led to high television viewing.

**Hobbs (1986)** found that the effects of prior knowledge may interact with the structural characteristics of the television program. He reported the following findings:

- In his study, adults with high prior knowledge outperformed adults with low prior knowledge when recalling information from news segments in which the audio and video track did not match.

- However, Hobbs also demonstrated that visual-verbal synchrony can help viewers with low prior knowledge to perform as well as learners with high prior knowledge.

**Greenberg (1988)** has proposed that a single program or character that stands out from other programs or characters can under certain circumstances counteract the messages of mainstream television. According to this view it is not so much the quantity but the quality of the messages that count. An example that Greenberg uses to illustrate his point is The Bill Cosby Show. The way African-Americans are portrayed in this program, as sophisticated, well-off professionals, is much different from how they are portrayed on television as a whole. He suggests that the portrayals of blacks in this show may supersede or overwhelm
the black images derived from other shows that portray them in less distinguished, less interesting, and less positive characterizations.

Stokes and Pankowski (1988) examining the memory performance of older adults (50+ years) after informally watching a television documentary, found the following results:

- Viewers’ recall was positively related to their educational level.
- The higher their educational level, the more information they recalled.

Hill et al (1989) suggested in their study that age can have an important impact on how well information will be remembered. They compared the memory performance of young (21-49 years), middle-aged (50-69 years), and elderly (70+ years) adults after watching a 6-minutes simulated news program. They found that older adults recalled less information than the younger aged groups.

Akhileshwari (1990) revealed the following results:

- Television had changed our conservative habits, perceptions and thinking more than any other media.
- This medium had proved to be rightly effective because its message was supplemented and reinforced with visuals.

Laurillard (1991) conducted a qualitative study examining Open University students’ understanding and misunderstanding of a television program that was part of their social science course. She found:

- That viewers sometimes have difficulties integrating separate content sequences into an organized whole. Although these viewers may understand the content sequence by sequence, they have difficulties integrating them to derive main points.
- Laurillard found that two design strategies were effective in assisting learners to recognize the main point: First, repeatedly
Cennamo (1992) has demonstrated that viewers associate specific learning outcomes with television. In her study college students were asked about the ease with which they could achieve various learning outcomes with different media (interactive video, computer, television, books). She found that:

- Adult viewers perceived it to be easier to learn psychomotor skills and attitudes from television and interactive video than from books and computers.
- By contrast, the viewers perceived it to be more difficult to learn verbal information and cognitive skills from television than from interactive video, computers, and books.

Gilmore and Secunda (1993) examined how the fast forwarding of commercials affects adult viewers' memory for the product information presented in them. They found the following results:

- When viewers had prior exposure to the fast forwarded commercials at normal speeds, they were able to retain some information about brand names and attributes of the advertised products.
- These results suggest that learning occurs even when television is fast forwarded, and that fast forwarding in fact can be useful for reinforcing previously learned materials.

Heusmann et al (1994) found the following results:

- Childhood exposure to media violence predicted young adult aggressive behaviour for both males and females.
- Identification with aggressive T.V. character and perceived realism also predict later aggression.
• These relations persist over when the effects of socio-economic status, intellectual ability and a variety of parenting factors were controlled.

Burke (1995) revealed the following findings:

• Television viewing was linked to the formation and maintenance of negative attitudes and beliefs especially, those related to gender issues and self-esteem.
• Television viewing was positively associated with influencing and shaping expectations and beliefs about the world.
• Television viewing was linked to adopting a view that reflected the violence found on TV to overeating.

Haseen and Masthan (1998) pertinently stressed the importance of television in classroom teaching. They found that:

• Television was a powerful medium. If properly integrated with classroom teaching, it could definitely make the teaching-learning process more dynamic, effective, meaningful and interesting.
• Thus it helps in improving the quality of education which is our ultimate aim today.

Kaur (1998) found that television was a potent medium of information, education and entertainment. The viewing of TV had influenced the social life of both urban and rural adults.

Bajaj (2000) reported in his study that:

• Mass media, especially TV, had become the chief source of sex education for the new generation of growing adults.
• As they had the power to shape the psyche and thinking of a whole new generation, they had a grave responsibility towards their gullible audience.
Parker (2000) reported that mass media, especially television was an integral part of the lives of today’s youth. Adolescents of today had always been exposed to television and it being their most popular form of entertainment. Television, an auditory and visual medium, was powerful and persuasive tool that influenced a young viewer’s self-image.

Singhal (2000) found that whether viewers watch less TV and fewer channels, on a normal working day they spend 1.2 hours for watching TV which goes up to 1.3 hours per day while travelling.

Pascal (2003) found the following results:

- No difference was found in the beneficial effect of multimedia learning between the young and old age groups.
- But multimedia-based instructions seemed promising for the elderly.

Tomar (2003) reported the following findings in his study:

- Male TV viewing adolescents were significantly more adjusted on health adjustment scale in comparison to female TV viewing adolescents.
- He further reported no significant difference among male and female TV viewing adolescents on home adjustment, social adjustment and school adjustment.

Singh (2007) revealed the following results in his study:

- He found no significant relationship between TV viewing habits and moral judgment of students.
- He further found no significant relationship between TV viewing habits and Emotional intelligence.
Kaur (2007) found no significant relationship between duration of TV viewing and intelligence of students.

Malik (2007) stated that most of the serials now showing on TV are not the worth watching. They are lacking in good scripts. They all look the same.

Bhattacharjee (2008) reported the following points in her article:

- The classic school of scriptwriting suggests that every story must have three basic parts – beginning, middle and an end – without which it is incomplete. But the melodramatic daily soaps on Indian TV channels have a beginning that people forget in the middle and anxiously wait for the end that never comes.
- She further stated that the experts feel the ongoing competition among various channels for television rating points (TRPs) has led to a situation where quality has taken a back seat.

Braganza (2008) stressed in her article the following points:

- The main protagonist in TV soaps is always crying because it endears her to viewers. Since empathy with viewers guarantees TRPs, most scripts ensure that the heroine has to shed more than her fair share of tears.
- While viewers do not react too well to situations where a couple they like, breaks up because of mistrust or other complications.
- Scriptwriters are told to keep office sequences to a minimum as viewers do not understand business jargon and it alienates them. That explains why men in most serials hardly go to work but just sit around the house in office wear.

DuRant (2008) found that adolescents watching professional wrestling on television were more prone to violence, unsafe sex and other risky behavior.
Malik (2008) stated that the real attraction of the screens, big or small, lies in stories about people who seem real and not caricatures. Only when our channels realize this, one can look forward to better serials on TV.

Malik (2008) stated that apart from the routine functions of education, entertainment and information, the biggest responsibility of the media is social responsibility. The power of visuals on TV has effect on the mind of its viewers.

RNCOS (2010) According to this research report, the major findings are given below:

- The issue of price sensitivity with regard to Direct To Home (DTH) services has gripped the Indian DTH industry. People still prefer to have cable connection in their homes instead of investing money into DTH services. This fact can be understood from a wide difference in the number of DTH homes (11 Million at the end of 2008) and cable TV homes (72 Million at the end of 2008).

- Our report emphasizes that cost is the most critical factor for the success of DTH market in India as consumers are widely known for their price-sensitive nature (i.e. always looking for 'value for money' transactions). After analyzing the market potential, our team of industry experts has come up with certain marketing strategies and advice which will serve as a benchmark for the anticipated future growth in the Indian DTH market in coming few years.

- The Direct-To-Home (DTH) TV sector in India continues to expand rapidly, attracting large investments from new and existing players over the past few months and is showing no signs of slowdown despite economic recession. As per our research report, with a penetration of around 14%-15% among total television homes, India offers immense potential for the future growth of DTH market. The number of DTH subscribers is forecasted to grow at a CAGR of around 28% during 2010-2012 to reach around 45 Million by 2012 end.

77
• The research study also provides rational analysis of the competitive market landscape, share of each operator in the Indian DTH market and detailed study of key DTH players. Key players analyzed in the report include - Dish TV, Tata Sky, Sun Direct, Big TV, Airtel Digital TV and Videocon D2H.

• "Indian DTH Market Forecast to 2012" contains exhaustive information, quantitative data, comparable statistics of different aspects of the Indian DTH market, like number of TV households, number of DTH subscribers and service revenue. It gives an insight into the current market trends dominating the market along with the factors fueling growth in the Indian DTH market. The report also gives forecast for the number of DTH subscribers drawn on the basis of market drivers and industry trends.

China TV Drama Industry Report (2011-2012) found the following conclusions in its report:

• TV drama industry is a policy-sensitive sector in China. From 2006 to 2010, the value of Chinese drama transactions increased from RMB4.85 billion to RMB5.92 billion, with a CAGR of just 5.11%. As the relevant policies relax as well as a variety of supportive policies are issued, China TV drama industry has been developing rapidly.

• In 2011, the transacted value of dramas in China reached RMB7.6 billion, up 28.37% from a year earlier. Presently, Chinese TV dramas are oversupplied, while excellent works are still in short supply, with the prices ever rising.

• For TV drama production, Huayi Brothers employs the studio model, which runs flexibly. It can not only rapidly expand the production scale, but also enhance the TV drama quality. For marketing, Huayi adheres to the target marketing strategy, and actively explores overseas markets to seek new profit drivers.
In production, Huace introduces the creation model centring scripts and open production model to ensure view and enjoyment as well as market adaptability. As far as the marketing is concerned, Huace distributes its TV dramas by terrestrial and satellite TV stations, exclusive models, buyout models, pre-order models and customized models.

As for the TV broadcasting, TV stations are still the main broadcasting channels for TV dramas in China, with over 90% market share.

Restricted by China’s various policies, the introduced foreign TV dramas have seen decline as a whole. However, some types of overseas TV dramas have witnessed fast growth. In 2011, Thailand dramas became popular in China quickly with high performance-price ratio, exceeding South Korean dramas to take the second place following Hong Kong dramas.

2.6 EMERGENCE OF THE PROBLEM:

Review of related literature was divided into five main heads namely research work on TV and children, research work on TV and women, research work on TV and family, miscellaneous studies on TV and research work on programme preferences. After scanning through a number of previous studies of TV on children, the researcher came to the conclusion that although studies have been done to see the impact of television on children’s academic performance [Clark (1951), Greenstein (1954), Himmelveit (1958), Williams et al (1982)], personality of children [Roy (1963)], passive imagination [Cazenneure (1966)], time spent in TV viewing [Schramm (1973)], adjustment patterns of viewers [Dunn et al (1976)], role of parents’ in children’s television viewing [Feng (1976)], attitudes [Davidson et al (1979)], attitude of students towards instructional television series [Jones (1981)], role of ETV programmes in information gain [Seth (1983), Mishra (1984)], socialization of children [Krishnan 1990], inculcation of values and moral judgment [Kaur (1989)], children’s TV viewing

In the past, studies of TV on women have been done to see the impact of TV on gain in knowledge of farm women [Kaur (1970)], depiction of women on television [Pathak et al (1976)], viewing habits of women [Hobson (1982)], expectations of women viewers from TV programmes [Gilpin (1988)], programme preferences of women viewers [Aggarwal et al (1983)], impact of TV on life-style of farm women, role of TV in enlightening rural women regarding social issues [Bhagat and Mathur (1989)], its relation with depression [Dittmar (1994)], conformity behaviour of adolescent girls [Chauhan (2001)], type of programmes shown on TV and role of TV in shaping women's place in the family, community and nation as a whole [Mankekar (2004), Walia (2009)].


serials on cable TV [Bhandare (2001)], effect of socio-economic status on different preferences and differences in TV viewing habits of boys and girls [Dhindsa (2004)].


Young boys and girls of today had always been exposed to television. Television being an audio and visual medium, acted as powerful tool that influenced a young viewer’s self-image [Parker (2000)]. But the researcher was unable to locate any work on effect of TV viewing on Self-concept.

Further the researcher could only locate two studies showing impact of TV viewing on adjustment. High amount of TV viewing caused low adjustment in children [Dunn et al (1976)]. In another study, TV viewing caused better health adjustment in male adolescents as compared to female adolescents (Tomar 2003).

The researcher could only locate a couple of studies on TV’s effect on attitudes. Television was active in bringing about changes in the attitudes [Albrecht (1954) and Klapper (1960)].
The researcher was able to locate two studies on the themes depicted in daily-soaps [Mankekar (2004), Walia (2009)]. The researcher was able to locate only one study on Impact of women-oriented TV programmes on conformity behavior of adolescent girls [Chauhan (2001)]. She found that conformity behavior of ‘regular’ viewers was more than ‘sometimes’ and ‘rare’ viewers.

A large number of research works on TV was found in foreign countries. But these studies are very scanty in India. Consequently, the researcher felt the need to explore more in this area.

Researcher was unable to locate any work on the Impact of Women-oriented TV programmes on Self-concept, Adjustment and Attitude towards life.

Television is a phenomenon of a few decades which has already become a fact of modern life. The role of television has ever been pivotal in every aspect of human life. In an era of speed, change and lack of permanency, the importance of TV could not be ignored [Lewis, (1961)]. The impact of television on children has not yet been assessed adequately. However, it is logical to believe that television does have impact on viewers.

The self is the most real aspect of one’s experience, however, and it is the frame of reference, through which a person perceives, conceives and evaluate one’s world. Self-concept, whether viewed as an association of psychological processes or an accumulation of attitudes and feelings, occupies a conspicuous or central role in human existence. The concept of self emerges from an awareness of being or becoming; self is both process and entity and gives our behaviour unity and stability. The core of personality is the self-concept. It reflects both personal and social expectations. It is an important integrating factor. Self-concept is gaining great significance in the modern time; when man is struggling hard to find his place and identity in the society. This variable has become very popular with researchers.
The problem of Adjustment has become a crucial one in today’s world, as people are becoming maladjusted in the society. They have forgotten to adapt to their society. It is of great significance as the quality of life depends on adjustment. Adjustment helps in attaining integrated and balanced personality. Adjustment implies proper degree of social feeling and acceptance of social responsibility. Adjustment enables greater satisfaction in living and smoother functioning in which the person’s diverse psychological activities, such as learning, setting life goals, relating to others, meeting crisis or problem situations are more or less in harmony with one another. Adjustment is continuous process which produces a more harmonious relationship between an individual and his or her environment.

Attitudes are the threads which run through and colour the existence of human life. Attitudes and their organization are the products of individual’s own reactions to his own experiences. They represent the way one feels or thinks, acts or talks in a situation. Attitudes provide us with a personal outlook on the world through our feelings, biases, preconceived notions, ideas, fears, threats and convictions. Attitude towards life is a significant variable with the researchers of today. So the researcher took up these variables for her study.

Television and its impact on the masses is a topic of perennial interest and significance. It is felt that TV programmes exert a great amount of influence on the thinking, feelings and perceptions of its viewers; especially the young high school girls who are more vulnerable to change. And consequently it may have some impact on their Self-concept, Adjustment patterns and Attitude towards life. There is a need to conduct a research in order to arrive at any conclusion with authenticity. There is ample scope for studying the Impact of Women-oriented TV programmes on high school girls in India.
2.7 FOLLOWING ISSUES/GAPS EMERGED:

From the perusal of related literature discussed above, following issues/gaps emerged:

1. Various investigators approved TV viewing for bringing about a positive change in behavior; but at the same time some argued against it. The conflicting findings highlighted the gaps in the field of research on TV viewing and its impact on viewers.
2. Very little research work has been done on the Impact of Women-oriented TV programmes. Only one study was found showing Impact of women-oriented TV programmes on Conformity behavior of adolescent girls.
3. No work has been done showing the Impact of Women-oriented TV programmes on Self-concept, Adjustment and Attitude towards life of high school girls.

Hence, the statement of the problem reads as given under.

2.8 STATEMENT OF THE PROBLEM:

"Impact of Women-oriented TV programmes on Self-concept, Adjustment and Attitude towards life of High school girls."

2.9 DELIMITATIONS:

1. The study was delimited on a sample confined to the schools of Chandigarh only.
2. The present study was delimited to 700 class IX High School girls.
3. The present study was delimited to study 'Impact of Women-oriented TV programmes' only.
4. The present study was delimited with respect to variables of Self-concept, Adjustment and Attitude towards life.
2.10 OBJECTIVES OF THE STUDY:

Objectives of the study are enumerated as follows.

1. To construct and standardize a scale on Attitude towards life.

2(a) To study the relationship between Impact of Women-oriented TV programmes and Physical Self-concept of the High school girls.

2(b) To study the relationship between Impact of Women-oriented TV programmes and Social Self-concept of the High school girls.

2(c) To study the relationship between Impact of Women-oriented TV programmes and Temperamental Self-concept of the High school girls.

2(d) To study the relationship between Impact of Women-oriented TV programmes and Educational Self-concept of the High school girls.

2(e) To study the relationship between Impact of Women-oriented TV programmes and Moral Self-concept of the High school girls.

2(f) To study the relationship between Impact of Women-oriented TV programmes and Intellectual Self-concept of the High school girls.

2(g) To study the relationship between Impact of Women-oriented TV programmes and Overall Self-concept of the High school girls.

3(a) To study the relationship between Impact of Women-oriented TV programmes and Emotional Adjustment of the High school girls.

3(b) To study the relationship between Impact of Women-oriented TV programmes and Social Adjustment of the High school girls.

3(c) To study the relationship between Impact of Women-oriented TV programmes and Educational Adjustment of the High school girls.

3(d) To study the relationship between Impact of Women-oriented TV programmes and Overall Adjustment of the High school girls.
4(a) To study the relationship between Impact of Women-oriented TV programmes and Attitude towards Religious life of the High school girls.

4(b) To study the relationship between Impact of Women-oriented TV programmes and Attitude towards Family and Marital life of the High school girls.

4(c) To study the relationship between Impact of Women-oriented TV programmes and Attitude towards Professional life of the High school girls.

4(d) To study the relationship between Impact of Women-oriented TV programmes and Attitude towards Educational life of the High school girls.

4(e) To study the relationship between Impact of Women-oriented TV programmes and Attitude towards Moral life of the High school girls.

4(f) To study the relationship between Impact of Women-oriented TV programmes and Overall Attitude towards life of the High school girls.

5(a) To study significant difference between High and Low Impact of Women-oriented TV programmes groups on the variable of Physical Self-concept.

5(b) To study significant difference between High and Low Impact of Women-oriented TV programmes groups on the variable of Social Self-concept.

5(c) To study significant difference between High and Low Impact of Women-oriented TV programmes groups on the variable of Temperamental Self-concept.

5(d) To study significant difference between High and Low Impact of Women-oriented TV programmes groups on the variable of Educational Self-concept.
5(e) To study significant difference between High and Low Impact of Women-oriented TV programmes groups on the variable of Moral Self-concept.

5(f) To study significant difference between High and Low Impact of Women-oriented TV programmes groups on the variable of Intellectual Self-concept.

5(g) To study significant difference between High and Low Impact of Women-oriented TV programmes groups on the variable of Overall Self-concept.

6(a) To study significant difference between High and Low Impact of Women-oriented TV programmes groups on the variable of Emotional Adjustment.

6(b) To study significant difference between High and Low Impact of Women-oriented TV programmes groups on the variable of Social Adjustment.

6(c) To study significant difference between High and Low Impact of Women-oriented TV programmes groups on the variable of Educational Adjustment.

6(d) To study significant difference between High and Low Impact of Women-oriented TV programmes groups on the variable of Overall Adjustment.

7(a) To study significant difference between High and Low Impact of Women-oriented TV programmes groups on the variable of Attitude towards Religious life.

7(b) To study significant difference between High and Low Impact of Women-oriented TV programmes groups on the variable of Attitude towards Family and Marital life.

7(c) To study significant difference between High and Low Impact of Women-oriented TV programmes groups on the variable of Attitude towards Professional life.
7(d) To study significant difference between High and Low Impact of Women-oriented TV programmes groups on the variable of Attitude towards Educational life.

7(e) To study significant difference between High and Low Impact of Women-oriented TV programmes groups on the variable of Attitude towards Moral life.

7(f) To study significant difference between High and Low Impact of Women-oriented TV programmes groups on the variable of Overall Attitude towards life.

2.11 HYPOTHESES FOR THE STUDY:

1(a) There exists no significant relationship between Physical Self-concept and Impact of Women-oriented TV programmes of the High school girls.

1(b) There exists no significant relationship between Social Self-concept and Impact of Women-oriented TV programmes of the High school girls.

1(c) There exists no significant relationship between Temperamental Self-concept and Impact of Women-oriented TV programmes of the High school girls.

1(d) There exists no significant relationship between Educational Self-concept and Impact of Women-oriented TV programmes of the High school girls.

1(e) There exists no significant relationship between Moral Self-concept and Impact of Women-oriented TV programmes of the High school girls.

1(f) There exists no significant relationship between Intellectual Self-concept and Impact of Women-oriented TV programmes of the High school girls.

1(g) There exists no significant relationship between Overall Self-concept and Impact of Women-oriented TV programmes of the High school girls.
2(a) There exists no significant relationship between Emotional Adjustment and Impact of Women-oriented TV programmes of the High school girls.

2(b) There exists no significant relationship between Social Adjustment and Impact of Women-oriented TV programmes of the High school girls.

2(c) There exists no significant relationship between Educational Adjustment and Impact of Women-oriented TV programmes of the High school girls.

2(d) There exists no significant relationship between Overall Adjustment and Impact of Women-oriented TV programmes of the High school girls.

3(a) There exists no significant relationship between Attitude towards Religious life and Impact of Women-oriented TV programmes of the High school girls.

3(b) There exists no significant relationship between Attitude towards Family and Marital life and Impact of Women-oriented TV programmes of the High school girls.

3(c) There exists no significant relationship between Attitude towards Professional life and Impact of Women-oriented TV programmes of the High school girls.

3(d) There exists no significant relationship between Attitude towards Educational life and Impact of Women-oriented TV programmes of the High school girls.

3(e) There exists no significant relationship between Attitude towards Moral life and Impact of Women-oriented TV programmes of the High school girls.

3(f) There exists no significant relationship between Overall Attitude towards life and Impact of Women-oriented TV programmes of the High school girls.
4(a) There exists no significant difference between High and Low Impact of Women-oriented TV programmes groups on the variable of Physical Self-concept.

4(b) There exists no significant difference between High and Low Impact of Women-oriented TV programmes groups on the variable of Social Self-concept.

4(c) There exists no significant difference between High and Low Impact of Women-oriented TV programmes groups on the variable of Temperamental Self-concept.

4(d) There exists no significant difference between High and Low Impact of Women-oriented TV programmes groups on the variable of Educational Self-concept.

4(e) There exists no significant difference between High and Low Impact of Women-oriented TV programmes groups on the variable of Moral Self-concept.

4(f) There exists no significant difference between High and Low Impact of Women-oriented TV programmes groups on the variable of Intellectual Self-concept.

4(g) There exists no significant difference between High and Low Impact of Women-oriented TV programmes groups on the variable of Overall Self-concept.

5(a) There exists no significant difference between High and Low Impact of Women-oriented TV programmes groups on the variable of Emotional Adjustment.

5(b) There exists no significant difference between High and Low Impact of Women-oriented TV programmes groups on the variable of Social Adjustment.

5(c) There exists no significant difference between High and Low Impact of Women-oriented TV programmes groups on the variable of Educational Adjustment.
5(d) There exists no significant difference between High and Low Impact of Women-oriented TV programmes groups on the variable of Overall Adjustment.

6(a) There exists no significant difference between High and Low Impact of Women-oriented TV programmes groups on the variable of Attitude towards Religious life.

6(b) There exists no significant difference between High and Low Impact of Women-oriented TV programmes groups on the variable of Attitude towards Family and Marital life.

6(c) There exists no significant difference between High and Low Impact of Women-oriented TV programmes groups on the variable of Attitude towards Professional life.

6(d) There exists no significant difference between High and Low Impact of Women-oriented TV programmes groups on the variable of Attitude towards Educational life.

6(e) There exists no significant difference between High and Low Impact of Women-oriented TV programmes groups on the variable of Attitude towards Moral life.

6(f) There exists no significant difference between High and Low Impact of Women-oriented TV programmes groups on the variable of Overall Attitude towards life.