“IMPACT OF MASS MEDIA ON CREATIVITY AND PERSONALITY AMONG LATE ADOLESCENTS”

A
SYNOPSIS

Submitted to the Ch. Charan Singh University, Meerut to supplicate for Ph. D. Degree in Home Science.

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INTRODUCTION

"The hand that rules the press, the radio the screen and far spread magazine rules over the country" (Learned Hand, 1942).

Adolescence are the greatest asset who will shape the future of our country and strengthen the nation so all countries want best for their young generations. Adolescence may be viewed differently from one community or culture to the next.

Adolescents are resilient and resourceful individuals with their own views and evolving decision making capacities. Adolescence is a time to establish healthy attitudes and behaviors of life, it is also a time when job skills may be developed and economic life begins.

Hurlock, (1978) : "Adolescence is the span of years between childhood and adulthood. It beings at about 13 and ends at either the late teens or early twenties."

Today adolescents spend an average more than 6 hours a day with mass media on T.V., Computer, Videotape, Movies and video games. (Robert, 1999, Wodword, 2000).

Mass Media means all forms of audio and visual information, watching television, using the internet, playing video games, reading books magazines and newspapers, seeing movies, listening radio and CDs, therefore it is a mean of communication.

Adolescence spend their time interacting with the media. Boys spent significantly more time in T. V. watching and girls spent more time to listening music.

Kaiser reported that today youth have access to more media with more conduits or outlets, within each medium offering more content, more brightly than even the most out of the way mid century science fiction novels once predicated and sales.

"Media environment in which youth use these media largely independent of adult supervision or comment-indeed often absent adult awareness"
Adolescent's exposure to media varies considerably depending on their age, parental viewing, habits and socio economic status.

Mass media plays a very important role in our daily lives. Media takes place of real interaction with parent, peers, and teachers. This is a real concern with teenagers because they are entering a period of their lives in which they are dealing with a new problems of their own puberty and improving their personal potentialities as creativity and personality. If they seek or need answer related to this then they may naturally turn to media and its message to tell them `what to do'.

Jursild (1978) : "Adolescence is the period through which a growing person makes transition from childhood to maturity."

Mass media develops adolescence awareness along with conscious understanding and its purpose and effect. Mass Media also affects adolescents' potentialities, thoughts and behaviors like creativity and personality and thoughts about academic achievement.

Creativity must be regarded a process by which something new either an idea or an object in a new form or arrangement is produced.

Creativity is commonly regarded as synonymous with imagination and fantasy and as much is a form of mental play.

Goldner (1962) stated that creativity is an organized comprehensive, imaginative activity of the brain towards an original outcome.

In creativity mass media helps adolescents to foster their ability for creativity throughout life whether in art or other personal construction through media creative people like to explore things mentally and try out lots of possibilities. Creative people are more flexible and fluent the convergent thinkers and do not confine themselves to the information at hard. This presents a richer flow of idea and as a result it opens up a way towards solution that is novel and hence creative.
It is true that creativity as a spark of genius which is inherent in a person and has no relationship to learning or environment suggest that creative people are vehicles.

Mass media helps creative people to define their own image and realities well into adulthood.

It is true that personality is influenced by mass media. Personality development is an enormously complicated process, influenced by a vast number of interrelated and continually interacting factor.

"Personality is the dynamic organization within the individual of those psychophysical systems that determine the individuals' unique adjustment to the environment" (Allport, 1961).

Personality also emphasize that change can occur in the quality of a persons behavior.

Adolescents used mass media like internet, T.V. newspaper to make their personality more effective.

There are many forms of mass media like T.V., newspaper, radio, computer, internet, magazine etc. But in the study more concentration will be given on T.V., newspaper, computer and Internet.

The electronic mass media particularly T. V. exert increasing social intellectual and emotional influence on adolescents. It is important to teach adolescents skill to deal with the power of T.V. in their lives. They learn the skill to make informed judgments and decision when viewing T.V. for entertainment and information (Gilbson, Harry M., 1992).

Exposure of T.V. is almost universal in the United States and other industrialized countries. Nearly all homes have at least one T.V. Set, and more than half have two or more. In the American household the T.V. switched on for about 7 hours per day. Time spent watching is remarkably similar across developed nations and children in the developing world are not far behind (Comstock and Scharrer, 2001).

There is good reason to be concerned about televisions impact on children and youths. In an unusual investigation, residents of a small Canadian town were studied just before T.V. reception became available in their community and then two years later. School
age children showed a decline in reading ability and creative thinking, a rise in gender stereotype beliefs, and an increase in verbal and physical aggression during play. In addition a sharp drop in adolescents’ community participation occurred (Willains, 1986).

The amount of time American devote to T.V. is extraordinary regular viewing typically begins between 2 and 3 years of age at about 1 1/2 hours or day rises to 3 1/2 hours by age 12 and then declines slightly during adolescents. The average American school age child watches T.V. 24 hours per week. (Comstock and Scharrer, 2001).

Girls today learn a lot from television film and they learn how to lead their lives. The problems of marriage, divorce and everything, T.V. explains a lot and made girls aware. T.V. gives entertainment, escapism, cognition and information to the adolescents.

The print newspaper is mostly an information source. Individual can read newspaper at home, but they can also do that on the bus, in the park, and many other places. Newspapers help adolescents in improving language skills and acquiring knowledge about the world and develop personality and creativity. Parents and teachers encourage newspaper reading because newspaper effect on their personality (Bentijes 1989; Cennamo 1993; Cohen and Saloman 1979).

Adolescents consider print as harder and are more willing to invest mental effort in dealing with printed information.

Computer is an electronic device and new form of mass media generally computers are believed to be used in the metropolitan cities. The world of 2000 and beyond is one of video screen and computers and adolescents interest or aid trend shift towards electronics in which computer is one of them. Adolescent positively effected by computer and by computer viewing such factor as interest, creativity, imagination and personality also influenced (Leonard, 1997).

In a survey of a national sample of American children and adolescents, the percentage with reported using a computer on the previous day rose with age from 20% of 2 to 7 years old to 44% of 14 to 18 years old higher SES also predicated increased use. Boys were heavier uses computer and more often visited website than did girls.
Becker, (2000) reported that most are higher income families only 22% of low SES children have access to a home computer.

Internet is a vast system of computer that are networked or linked together to share and exchange information, a global network connecting millions of computers. In other words, internet is the newest form of mass media that has become available and used by adolescents in present time. By internet adolescents achieve satisfaction easily furthermore, the internet may provide them with gratification such as interactivity, interpersonal potential and asynchronies, which is lacking in some traditional media (Ruggiero, 2000).

Today adolescents spend more time with interacting internet and it also effect on adolescents personality and as well as creativity.

PURPOSE OF STUDY

Main purpose of this study is to show the integral role of media in our daily lives and adolescents’ constant exposure to various types of media contents and this is an evaluation of T.V. and other source of mass media as an important factor in the development of adolescents. It also help in shape their personality (Introversion-extraversion) and creativity.
REVIEW OF LITERATURE

Sharma, (1982) stated that television is the most popular form of media. It is the most appropriate means of communication. It is without doubt one of the most versatile audio visual and ever developed is television. Its ability to convey life and events in action will have a great influence upon what youth think and do in the future, and improved their personality and creativity.

Turner, (1984) said that mass media are made up of number of enterprises with common and individual characteristics they include national and regional newspaper, television, radio, computer, internet and magazines.

Gupta, (1986) observed that most of the girls read newspaper and magazine and mostly they spend their more time with interacting radio or tape recorder.

Larson et.al. (1989) observed that young people spend their time with electronic media. Further they reported that both sexes spent their time in watching T.V. and substantial increases in the time spent listening to popular music, boys spent significantly more time in T.V. watching and girls spent more time in listening music and reading.

Susan S. Davis, Douglas A. Davis (1989) observed that the exposure of young in a semi rural Moroccan town to a variety of western, middle eastern, and locally produced media increased rapidly during the 1980s a period of rapid social change media image included economic influence relatively free sexual behaviors and untraditional social rule for females. Data collection mainly 1982, reveal relationship between media exposure and adolescents, used of media images in their social behavior, choice of mate and career aspiration made adolescents were exposed to more western media and able to develop a more individual taste, but both sexes appeared eager to reconcile traditional ishamic and contemporary media relayed values.

Kothari, (1995) stated that television programme have more positive effect on emotional, creative educational and moral behavior of all students.
Television programmes have positive effect on social behavior of students, girls have more effect of television programmes than boys.

Children differ in their attraction to T.V. in early and middle childhood boys watch slightly more T.V. than do girls children from large families also are more frequent viewers, perhaps because their parents are less able to play for out of home entertainment or their neighborhoods provide few alternative activities and if parents tend to watch a lot of T.V. their children usually do (Comstock and Scharrer, 1999, Huston and Wright, 1998).

Kaiser, (1999) reported that youth have access to more media with more channels or outlets. Media environment is that environment in which youth used these media largely independent of adult supervision or comment indeed often absent adult awareness.

Turrow (1999) reported that the using the computer to communicate is a popular activity among adolescents. He reported that after home work, e-mail and chart room are their most frequent internet activities.

Subrahmanyam et.al. (2001) Stated that Today computer are familiar picture in every day lives of children and adolescents offering a wide range of learning and entertainment tools. Almost all American public schools integrate computer into their instructional programmes of their 75% have access to a home computer.

Teresa Amabile (2001) has done extensive research regarding the concept of creativity and has defined as the productive of level appropriable ideas as works.

Angine Wanke stated that research is concerned with the amount of time adolescence today spent interacting with the media and reported that adolescents spend four to six hour interacting with some forms of media daily.

Jessica. C. Baca stated that critical media literacy unit will develop students’ awareness of various mass media form along with a conscious understanding of these as constructions with purpose and effects. In turn, student will see the powerful potential for media influence on their thought and behaviors, and their consciousness will provide
them with the ability to selectively accept or resist this influence. Parallel to this media consciousness media contribute to the development of students artistic and general creative skills, this will help foster adolescents’ ability for creativity throughout life.

Barbara Mraz stated that the electronic mass media particularly television, exert increasing social, intellectual and emotional influence on middle school students. It is important to teach students skills to deal with the power of T.V. in their lives. Students currently in college have grown up with T.V. viewing as a daily routine. It is important that they learn the skills to make informed judgment and decisions when viewing T.V. for entertainment and information.

**OBJECTIVE OF THE STUDY**

(1) To study the general profile of the selected adolescents.
(2) To study the various sources of mass media.
(3) To assess the different media used in creativity and personality of the selected adolescents.
(4) To compare the creativity and personality between various groups of mass media among the selected adolescents.
(5) To correlate the quantitative characteristics of the selected adolescents with creativity and personality in various groups of mass media.

**METHODOLOGY**

Multistage stratified sampling technique will be used for the selection of the adolescents in the present study. Bulandshahr city will be selected purposely as it is convenient to the researcher and need of the study in the first stage.

Bulandshahr city consists of 4 degree colleges. Out of these colleges, 2 colleges will be selected randomly in the 2nd stage. Each selected colleges consists of 1000 to 3000 students studying in under graduate classes. Out of these students in the selected college 150 each student aged 18 – 21 years old will be selected randomly in the 3rd stage. Thus the 300 students aged 18 – 21 years old studying in under graduate classes will be the unit of information for the present study.
TOOLS OF THE STUDY

Two standardized tools and the one schedule developed by the researcher will be used for the collection of the data.

The standardized tool 'verbal test of creativity thinking' developed by Baqer Mehdi will be used for assessing the creativity of the adolescents.

The standardized tool for assessing the personality developed by Y. Singh and H. M. Singh – “Personality Inventory” for the adolescents will be used.

One schedule containing general information of the selected adolescents and type of mass media used will be developed by the researcher with the help of guide and expert of the subject. Interview method will be used for collecting the required information.

STATISTICAL TECHNIQUES

Collected data will be coded, compiled, tabulated and presented into simple and complex frequency tables. Percentage, mean, standard deviation, correlation coefficient and test of significance (t-test and chi-square test) will be used for drawing valid conclusion.

CHAPTER PLAN

CHAPTER-I : Introduction
CHAPTER-II : Review of Literature
CHAPTER-III : Research Methodology
CHAPTER-IV : Analysis and Interpretation of Data
CHAPTER-V : Discussion
CHAPTER-VI : Summary, Conclusions and Suggestions.
Bibliography
Appendix
BIBLIOGRAPHY


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