REVIEW
OF
LITERATURE
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Reviewing the related literature besides allowing the researcher to get acquainted with the current knowledge in the field serves the following specific purposes.

1. By studying related literature, researcher can avoid futile and useless problem areas.

2. The review of related studies enables the researcher to define the limits of his field, thereby helping the researcher to delimit and define his problem.

3. The knowledge of related material makes the researcher up to date with the works which other have done and thus help to state the objectives clearly and consciously.

4. The review of related researcher gives the researcher an understanding of research methodology which refers to the way the study is to be conducted.

5. The analysis of related literature also provides insight into statistical method through which, the validity of the results is to be established.

6. The final and important specific reason for reviewing related literature is to know about the recommendation of previous researcher listed in their studies for further research.

Review is an important part of any research work because it helps the researcher to familiarize with the research previously done in the field of onset-interest. It gives the researcher an idea about the planning and execution of any research study.

Adolescents:

Erikson (1963) stated that the element of the study under focus are school going adolescents. Adolescence as a stage of growth between "childhood" and "adulthood possessing ideological mind and value in operation on the dimensions ideology vs aristocracy. He observed that the period beyond this age in physical growth in full of delights of earlier learn behaviour.

Hurlock (1968) designated the years ten to twelve as preadolescence, 13-16 years as early adolescence and 17-21 as late adolescence.

Robert K. Avery (1979) stated that adolescence usually is marked by the onset of puberty beginning somewhat earlier for girls than boys and culminates with the
completion of high school. It is a period of searching and introspection in which the individual is constantly faced with the perplexing question, "who am I".

Sarkar and Paul (1990) found in their study that majority of respondents were of lower socio-economic status (58.8%).

Singh (1997) reported that in India 'adolescence' in a new term as compared to west youth or yura are the common words used for adolescence in India.

Das (2000) also found that most of the families about 90.4% belonged to simple households or nuclear families and about 10% belonged to complex households or joint families.

Alpi et.al. (2007) found that 52.00% of the healthy respondents had a monthly income of Rs. 0-10,000, followed by 32.00% having Rs.10,000-20,000 and the rest 16.00% respondents had an income above Rs. 20,000.

Fauzia et.al. (2007) observed in their study that majority 39.0% of parents were earning between Rs. 10,000-25,000 per month followed by 36.0% of parents earning up to Rs. 10,000 and rest 25.0% were reported with an average monthly income above Rs. 25,000.

Khatoon, Asia (2007) also found in his study that majority of the respondents were belonging to middle income group.

Yadav et.al. (2009) observed that 69.11% of adolescents belonged to upper caste, followed by 22.06% backward caste and remaining 8.82% were scheduled caste. They also observed that 76.48% were from the families having monthly income ten thousand Rupees and above and remaining 23.52% were from the families having monthly income below Rupees ten thousand.

Dhwan et.al. (2010) found in their study that 52.0% belonged to general caste, followed by 30.0% backward caste and minimum (18.0%) belonged to schedule caste and 55.0% were in the age group of 20-22 years.

Srivastava et.al. (2011) observed in their study that 65.89% of adolescents were females and remaining 34.11% were males. further they observed that 64.14% of adolescents were from upper caste, followed by 23.32% from backward caste and minimum (12.54%) were from schedule caste.

**Mass Media:**

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 magazine.

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
increase in 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, et.al. (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 untraditional social rule for females. Data collection mainly 1982. reveal relationship between media exposure and adolescents. Adolescents exposed to more western media and able to develop a more individual taste.

Gupta (1992) revealed that majority of rural youths were occasional readers, listeners and viewers and time devoted was about 1-2 hours for reading, listening and viewing of media. He also revealed that mass media exposure was having the significant impact on political awareness nationalism and favorable opinion towards women.

Larson (1995) stated that adolescents appear to be using media in an isolated manner; more adolescents seem to have media available in their private bedroom.

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.

Mohmood (2000) studied that it is the media which connect people with machines and in turn creates awareness in the society. Newspaper and television played a vital role in creating awareness.

Monica Saxena (2000) stated that the media is instrumental in defining what we think, who we are and what one’s place in the society is. It has an impact on how issue are interpreted and evaluated. It one was to ask what is today’s most powerful vehicle in the molding of belief’s attitudes, values and life style one should it is the mass media.

Mequali (2000) indicated that the term mass media is defined as means of communication that operate on a large scale reaching and involving virtually everyone in the society to a greater or lesser degree.

Paik (2001) stated that adolescents are active consumer of newspapers broadcast on radio and television. Printed in magazines distributed on the Internet, and presented in video games. As technology has advanced, access to these varying types of media has become common in U.S. 98.0% household have at least one television 70% have more than one television, and 51% of households with children have a computer.

Strasburge, C., Barbara, J. Wilson (2002) said that in the last 50 years the media influence has grown exponentially with the advance of technology finest there was the telegraph, then the radio the newspaper magazine, television and now the internet. Media give us news, entertainment and education. The influence of mass media on our teenagers and society is so big.

Smith, E.S. (2003) stated that mass media which is intended for a large audience it may take the form of broadcast media as in the case of television or print media like
newspaper and magazine. Internet media can attain mass media status and many mass media outlets maintain a web presence to take advantage of the ready availability of internet in many regions of the world. Some people also refer to the mass media at the mainstream media.

Mori (2004) reported that a survey in Britain also concluded that young people aged between 11 and 18 were more likely to watch T.V. than picking up a book.

Werner Wilson, Morrissary and Fitzars (2004) stated that mass media plays a paramount role in today’s society. As it showers over increasing numbers of people all around the world use to communicates news and events on a daily basis. Mass media designed to be consumed by large audience through the agency of technology. Mass media caters to a diverse audience ranging from children to adolescents to adults.

Rocio Blog (2006) reported that the mass media including T.V. radio and newspaper have a great influence on people and especially on the younger generation. It plays an important role in shaping the opinion and position of the younger generation.

Brett Brown (2009) reported that over the last decade the daily experience of adolescents has been transformed by developments in electronic media, including the computer, the internet and cell phones they all are the daily tool of communication, information and amusement for a majority of adolescents.

NYRS (2009) asked the India youthful respondents to report three most preferred activities from a list of mass media channels. Considering only the first choice T.V. watching topped than computer, Internet at last newspaper reading.

Naresh (2009) stated that the impact of mass media on adolescent grow more. The sample of study consisted 240 students 120 girls and 120 boys. He found in his result that computer and internet, give more effect on boys while T.V., newspaper and radio give more effect on girls.

Rajesh Shukla (2010) stated that mass media is an axiom that ingrained in the popular imagination over the generation since World War II.

**Newspaper:**

Bentjies (1989), Cennomo (1993), Cohen and Salaman (1979) said that the print newspaper is mostly an information source. Individual can read newspaper at home, but they can also do that in 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.

Cathy, J. Cobb (2004) reported that one audience of particular interest is that of the adolescent, for it is the young person who is just developing newspaper usage pattern that may remain with him a good part of his life. The study is first of a two part
investigation of adolescent newspaper readership and its evolution as young people grow into good adolescents and effect of newspaper on adolescents’ creativity.

Inderjeet (2009) reported that at the time of world war first public newspaper was published. The newspaper was become channel for public opinion. People have many way to get news, although people have other way to get information newspaper still important today because its cheap, convenient for read and have variety.

**Television:**

Lyle and Hoffman (1972) observed that children from the lower social class and minority background watch more television than the middle and the upper middle class children.

Shah, (1972) conducted a study the effect of television on the cognitive processes of children and showed that more exposure to television is not enough. The child has to be active in the learning process and needs the guidance of to adult. Study showed that the message to be conveyed to the child will be successful only if they are followed by proper interaction with adults and peers.

Webster (1974) reported that television is the transmission and reproduction of a view or scene, especially a view of person or objects in motion by a device which convert light rays into electrical waves and converts these into visible light rays.

Television is that powerful medium which has laid its great visual impact on each and every age group, be it children, teenager or adults. The daily life pattern of adults as well as the studies of Adolescence seems to be greatly influenced by television.

Frederick et.al. (1975) suggested that those children who watched television for normal amount of time i.e. 2-3 hours per day their achievement is not affected.

Lefkovitz (1977) in longitudinal study indicated that heavy television viewers were more aggressive and they continued to be so even in adult life.

Hurlock (1981) in her study also stated that within the home television watching produces a closer physical proximity of family members, but it often restricts social interaction among them. It limits conversation and interrupts other play activities. It encourages family members to stay at home and in some circumstances, to have more guests than they would have were it not for these ready-made forms of entertainment. Television has most damaging effect on family life when parents use television as a "pacifier" for their children in place of discipline. If children become troublesome, they are sent to watch television instead of being appropriately disturbed. As a result, children quickly learn that they can break rules and not have to pay a penalty.

Robinson (1981) conducted a study in other countries, which compared television sets owners and non-owners suggested displacement effect of television on many activities of daily life. A substantial decrease was noted in sleep, social gathering activities away
from home and leisure time activities like correspondence, conversation, household works, newspaper reading etc.

Sharma (1981) said that television is most popular from 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.

Silva (1981) reported that more number of the male and female adolescents showed interest in Hindi medium programmes as compared to the other language.

Williams and others (1982) reviewed 274 correlations and irrespective of size, type of sample etc. The effect was slightly positive up to 10 hours of viewing every week but beyond 10 years, the effects were negative and increasingly more negative when viewing time reached 35 to 40 hours. Additional viewing had little effect. Females and higher I.Q. groups were more affected.

In a longitudinal study, Eron et.al. (1983) revealed that 8-9 years is the sensitive period when the effect of television can be very influential on children's behaviour, which is also the time when television viewing is maximum in children.

Narayanan (1983) also reported television as a useful medium of reward or reinforcement which can motivate adolescents to complete their lessons or homework fast. He also reported that the adolescents adjust their study hours in such a way so that they can see their favourite T.V. programmes.

Narayanan, (1983) reported that television kept the children indoors in the evenings when they should be outdoors engaged in games.

Robinstein (1983), Singer and Singer, (1983) showed that television commercials have influenced children’s food habit and preferences and general outlook to life.

Robinstein (1983) stated that adolescents spend a great deal of time with television; they learn a good deal of social information through this media. Some of the studies have conducted that television watching is a good influence; others state that it has a damaging effect.

Felter (1984) examined relation between television viewing and school achievement. Students viewing more than 6 hours per day had significantly lower achievement. More than 4 hours viewing was associated with low academic achievement.

Mishra and others (1984) showed that till the age of 12, television viewing and academic achievement are positively related but not after that.

Reddy (1984) studied television viewer in Pune and indicated that television fulfilled their need for information and education and helped them to know about the customs, traditions, socialization and values.

Reddy (1984) in a study of teen-age viewers in Pune indicated that television fulfilled their need for information and education and helped them to know about the customs, traditions, social norms and values.
Chawla, (1986) stated in a study conducted by operation research group of Baroda in four metropolitan cities, the average percentages of viewing for adults and children were respectively 25.5 and 72.4 in Bombay and 37.4 and 57.2 in Madras.

Chawla, (1986) observed that children are not only the main viewers but they also watch for a longer duration than adults. In the Baroda study, it was found that children watched television for about one hour on week day and more than four hours on Sunday. The study also reported that while on week days 54% of school going children in television owning house holds watched television for more than one hour a day on Sunday 64% watched television for more than four hours.

Hearold, (1986) stated that the effects of television violence on Physical aggression are about the same for boys and girls upto the age of 10, after which it sharply increases for boys and decreases for girls.

Singh (1986) observed that 30.0% students and 45% parents felt that they did not get time to be with their friends due to television, where as 50% students and 33% parents felt no such problems. 76% students felt that television had not affected in anyway the attention received by them from their parents where as 13% students felt that they got less attention from their parents after television entered their homes. 50% felt that they were giving full attention to their children even, after receiving the television set in their homes. Where as 25% parents felt that they were left with less time to attend to their children because of television.

Singh (1986) observed that 23.0% parents felt that television was having a bad effect on the health of their children, where as 42 percent did not agree with this. 30.0% parents felt that the arrangements of serving meals to the children had got disturbed due to the coming of television in their homes, but 50% of parents did not feel any disturbance in such arrangements.

A study was conducted by Singh, (1986) on the school going children of Udaipur city. Twenty Four percent students and thirty percent parents felt that the students were unable to devote adequate time to play due to television where as 54 percent students and 42 percent parents felt that the students spared adequate time for play.

Singh and Phatak (1986) stated that television has become the most important agency about which people concerned with education have started thinking seriously. The mass medium has attracted greater attention of Parents and children.

Aghi (1989) observed that adolescents are the main viewers of television; they form a large majority of television audience for all programmes.

Anuradha (1994), on the other hand says that heavy viewing is related inversely to educational achievement.

Duglas (1994) found that 40% people were influenced by the ads and buy new products but 60% people do not show immediate responses to the new products.

Gupta et.al. (1994) revealed that children spend around 18.5 hours/week to watch television.

(47)
Panda, et.al. (1997) found that working mothers daughters were more extroverted, independent, confident, emotionally stable, aggressive and less anxious than the daughters of non-working mothers.

Vijayakumar, M. (1999) reported that high percentage of children watch television for entertainment, majority of the children watch the television daily which has becomes a part of their life style. Children who have television in their homes spend less time on reading and vice versa for other children. Majority of the respondents do not have interest to read after watching television programmes and majority of children do not miss schools for watching their favourite television programmes. T.V. viewing stimulates improving general knowledge and reading habits.

Budhwar, et.al. (2000) showed no significant differences in life goals between Ss. Sons whose mothers linked their children to be independent scored higher on personality characteristics such as leadership, self-expression and independence than sons whose mothers linked them to be dependent.

Liu (2000) reported that an investigation into the leisure activities of primary and middle school student in China found that watching T.V. was the most preferred way of passing time.

Pankajam, G. (2000) stated "Television has unique advantages over the mass media. While it provides words with pictures and sound effects like the movies, it crosses over the latter by high intimacy and reaches the largest number of people at the shortest possible time.

Robert (2000) said that the adolescents’ use of media has revealed that television viewing maintained its dominant position in today’s youth. Television continues to persuade adolescence to devote substantial portion of their time to its programming.

Comstock and Scharrer (2001) stated that exposure of T.V. is almost universal in the united states than 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 remarkable similar across developed nations and children in the developing world are not for behind.

Brown, J.D. (2002) stated that adolescents spent lots of time with media. Teens spend 5-6 hours a day with television.

Harris (2002) studied that the average college students spend close to 10 hours per week on-line. In this study 49.7% of students were online less than 10 hours per week. There was a non significant gender difference in internet use with 51.4% of males and 48.6% of females being online for less than 10 hours per week.
Computer:

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

Becker (2000) reported that most are higher income families have access to a home computer.

Subrahmaniam et al. (2001) stated that today computer is familiar picture in every day lives of children and adolescents offering a wide range of learning and entertainment tools.

Day, Janus and Davis (2003) stated in a Census Bureau Survey that 97.3% of those enrolled in college using computer.

Dhull et al. (2005) observed a significant difference on aggression in which rural T.V. viewing teenagers were found higher than that of urban T.V. viewing teenagers.

Pritchard and Wilson (2006) stated that the computer screen may offer a social area with a safety net of space, which may be particularly helpful for adolescents’ male for maintaining his personality.

Internet:

Ruggiero (2000) reported that internet is a vast system of computer that are networked or linked together to share and exchange information, a global network connecting millions of computer. 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.

Waiperg Lee and Eddie C.Y. Kuo (2000) studied on the relationship between Internet and adolescent. A panel of 1,251 students aged 18-21 was survey in 1999 and was revisited in 2000. A total of 817 students remained in the 2000 survey giving and attraction rate of 34.7%. Result showed that an increase in internet use shaped adolescents mind and personality. Result shows that internet as an information source of adolescents.

Lenhart (2001) stated that internet may encourage more truthful exchange, may people report a greater willingness to share thought and feelings.

Henail and Harrold (2004) stated that internet use in college is prevalent time spent using e-mail surfing on-line by undergraduate has increased significantly between 1996 and 2001.

Third Way Culture Project (2005) stated that the internet is transforming the experience of growing up. The internet brings the world the good, the bad and the ugly.
Greenfield and Yan (2006) reported that the internet is a system of enormous technical and social complexity. It comprises a gigantic but almost invisible universe that includes thousand of networks millions of computer, and billions of users across the world.

Himanshu Patak (2009) As there is more and more forms of media emerging day by day. There is so much innovation happening around. Youngsters adopting to the lifestyle for maintaining their personality as they watch it on their favorite show on the T.V.

Mughal, M.A. (2011) observed that the media and its influence on the societies, has grow exponentially with the advance of technology first there was the telegraph and the post office, then the radio the newspaper magazine, television and now the internet.

**Creativity:**

Derek Miller (1974) reported that creativity may be looked at in two ways. On one hand, in the sense that it implies the freedom to use inner resource it is a basic source of genius, imagination and talent on the other, it is also a special entity in itself.

Bhaskara (1986) indicated that boys were significant better than girls on creativity measures.

Pachury, A.C. (1986) stated that potential creativity of adolescents is understood as another cognitive capacity like intellect and is to be functionalized through creative activities.

Kandu and Mallick (1987) studied the factors effecting creativity and found that socio economic status is an important factor in fostering creativity. The influence upon the persons creative ability may be both positive and negative from vary nature of inner condition of an individual. It is evident that creativity can not be forced but may be stimulated to emerge and there may be optimum level under the favourable environmental condition.

Diwivedi and Sharma (1989) reported that creativity increased up to the age of 13, 14 years.

Caravalas and Bruko (1990) in their study taking a sample of 80 students (40 boys and 40 girls) at the graduate student conducted that there is a positive and significant correlation between creativity and mass media.

Chadha (1990) noticed that the females record higher than males on all the four components of creativity.

Comeau Halen (1990) reported that the first born children were found to be superior to the later born in verbal fluency. The superiority the verbal creativity of the first born children has also demonstrated by Shrivastava.

Schenoide (1990) found that boys were significant better than girls on creativity measures.
Teresa Amabile (2001) has done extensive research regarding the concept of creativity and has defined as the productive of live approval ideas as works.

Reddy (2003) found that creativity is the effect of mass media on adolescents creativity. This study contains two colleges male and female and the result indicates that girls are better in creativity than boys.

**Personality:**

Mahajan and Singh (1997) studied that impact of mass media on personality of adolescence and found that media especially T.V. and satellite channels certainly effected the personality of adolescents.

Gitten (1998) reported that the personality of an individual makes up of his genetic and social inheritance and mass media have greater influence on the latter component of human personality. Now media is being used as tool and technique to do all works. Mass media activate and reinforce latent attitude and contribute significantly in the formation of new attitude.

Singh Yashvir (1998) stated that introversion and extroversion are both means by which persons, each in his own way enhance their living. Furthermore, introversion and extroversion are not inherent dispositions but biosocial characteristics. Each is acquired in interaction, especially in the child's early interpersonal relations. Thus while they are relatively enduring qualities they can be modified especially when objective conditions and the qualities of interpersonal contacts change. An introvert with an adequate self regard may be more healthy, normal and happy.....all rather subjective terms we know than an extrovert whose self feeling.

Joshi (2000) found a difference between boys and girls of rural and urban areas on neuroticism, an extraversion and academic achievement. He indicated that difference existed between the girls of urban and rural areas on neuroticism, extraversion and academic achievement, while the boys of urban and rural areas differed on extraversion and academic achievement.

Mohansundaram, et.al. (2000) assessed that there is a significant positive correlation between the personality and achievement of the students. The extrovert personality contributes more to the achievement of the students. The study reveals that there is a significant positive correlation between the personality and scientific creativity of the students. The extrovert personality contributes more to the scientific creativity of the students.

Malamuth and Lampett (2001) stated that individual personality factor may be important, as research suggest that the type of media people select and find gratifying is predictably related to their personalities and other individuals’ differences.
Kendra Van Wagner (2005) reported that personality is made up the characteristics pattern of thought, feeling and behaviours that make a person unique. In addition to this, personality crosses from within the individuals and remains constant throughout life.

Laurie Pawlik Kientent (2007) studied that extroverts are interested in what’s happening outside themselves their surroundings, people noises, Extroverts don’t tend to enjoy spending time alone and they get their energy from other people. A significant extroverted personality is that energy which flow outward.