

CHAPTER - 2

REVIEW OF LITERATURE

The present investigation aimed at studying the perceptions of teachers, parents and media professionals regarding media education in schools. The investigator, while reviewing the available literature did not come across with any study, in which perceptions of teachers, parents and media professionals regarding media education were studied. However the studies carried over in foreign countries focused mainly on effectiveness of media literacy intervention programmes and parental mediation. In India, only two studies were found. One of the studies was based on media education and public policy. While, the other study threw light on impact of television advertisement on adolescents' lives and need of media literacy to control the influence.

The literature reviewed for the present study was divided into the following sections:

2.1 Studies Conducted in India

2.2 Studies Conducted Abroad

2.2.1 Studies on effectiveness of media literacy intervention programmes

2.2.2 Studies on parental mediation of children's media consumption

2.1 Studies Conducted in India

Bhatia (2002) conducted an exploratory study on the perceptions of adolescents regarding the influence of television advertisements on their lives. Objective of the study was to determine the impact of advertisements on lifestyles, habits, behaviour, emotions and thinking patterns of the adolescents. Sample of the study comprised of 1248 English medium school children in class VIII, IX and XI from Vadodara in Gujarat. Survey method was used for the research study. Questionnaire was used as a tool to collect the data.

The study revealed that most advertisements had pushed children towards a consumer culture, exposed them to violence and influences that are harmful to the interests of the society; it also portrays the positive role that advertisements play in educating children. While advertisements have their drawbacks, they have also played an important role. Advertisements have also had a high impact on the educational aspects of the adolescent's life. It was found that in families where the television content is discussed and advertisements were questioned and criticised for their stereotypes, manoeuvres and claims, children are less likely to be negatively influenced. The implication of the study was that media education is necessary for children to control the impact of media advertisements on children.

The study suggested that parents should raise their voice against the exaggeration of advertisements, and the exposure to vulgarity, aggression and limitless cravings. Family interactions should be geared to help the child think, evaluate and question the media messages. The government regulators and media planners should not advertise products that are inappropriate or harmful for the children. Advertisers should capitalise on the potential of advertisements to influence behaviour by developing advertising

that addresses the positive and beneficial social behaviour, such as friendship, kindness, honesty, justice, respect, which develop social responsibility, tolerance and unity.

Kumar (1986) conducted a study on media education, communication and public policy. It was an exploratory study. The study was conducted at two levels- Macro social and micro social level. At the macrosocial level, the relationship between public policy on communication and media education at the formal school level and the political economy of the media institutions and industries in India were studied. At the microsocial level, the social background of the students, their interests, preferences in the audio, print media, audiovisual medium and the interest of students, teachers, and parents in media education were studied.

The sample of the study comprised of 1051 high school students, 188 teachers and 50 parents from 18 Bombay schools of Greater Bombay. Primary and secondary sources were used for the analysis at macro social level. Survey and observation methods were used for analysis at micro social level. Questionnaire was used as tool for survey method. The Questionnaire was divided into three sections: These were personal demographic data, frequency of use and favourite programmes and genres in each of the mass media and media education. The variables of the study were namely frequency of time spent with media by students, their access to media, ownership of the media, their programme choices, and preferences, the people with whom they usually experience the media. These variables were analysed mainly in terms of independent variables, the type of school of students attended, sex, religion, home language, type of residential accommodation, and parent's education and occupation. Statistics was applied for the analysis of the data.

It was found that students had interest in the mass media, especially in television and video, among students, teacher and parents. Three distinct patterns were discernible in their viewing habits, where the cinema, television and video were concerned. The first was that no matter what the home language, the school type or the medium of instruction, popular Hindi films and popular Hindi television serials were at the top of their lists of favorites. Secondly, students preferred light entertainment films and television programmes, and teachers preferred the more serious films and programmes. Thirdly, among both students and teachers viewing of films, video and television programmes was 'usually' with the family. It was revealed that public policy on communication was highly centralized, and multinationals played an important role in the economics of mass media in India. The analysis of public policy on communications and of the phenomenal development of the media industries in India concluded that media education as a broad social process (involving not only schools, colleges and universities but also organised groups such as youth clubs, women's groups, parents associations, teachers associations) needs to be considered a part of public policy, to play an effective role in the 'democratisation' of communications.

It was also found that students, teachers and parents shared interests in media education. A little more than half of the students expressed interest in learning more about media and more than fifty percent of the teachers expressed a willingness to guide students in the use of mass media. Parents showed interest in having teachers guide their children in the use of media.

2.2 Studies Conducted Abroad

2.2.1 Studies on effectiveness of Media Literacy Intervention Programmes

Alaxander, Chambers, and Karen (2007) conducted an experimental study on the effectiveness of media literacy in addressing the body image issues of college women. Objective of the study was to assess the effectiveness of media literacy programme to improve the body image issues by comparing two medium of learning- watching a video and reading a text. Sample of the study comprised of seventy-five female students of age group 18-21years of University of California. Students in the experimental groups were randomly assigned to either watching the video or read an article. The control group was included to assess baseline knowledge of eating disorders. For this study, two specific measures of student learning were used: 1) student's retention of factual information on eating disorder and 2) affective changes in students' current body image and ideal body image. Questionnaire was used as the tool for measuring students' learning. Statistics were used for the analysis of the data.

It was found that significant difference existed in the students' retention of factual information on eating disorder, who either watched video or read an article when compared to students not exposed to either the video or the article. Overall, both video group and article group were more likely to identify factual information on eating disorder when compared to the control group.

Overall high majority (82.7%) of the college women indicated that their ideal body weight was lower than their current body weight. The video group had a significantly lower difference between current body image and ideal body image when compared to both the article group and the control group. Whereas, the difference of the current and ideal body images was not

significant between the article and the control group. The study concluded that media literacy intervention was effective in improving the body image issues of college women.

Eintraub, Johnson and Kristine (2007) carried out an experimental study on effects of general and alcohol-specific media literacy training on children's decision making about alcohol. Purpose of the study was to examine the immediate and delayed effects of media literacy training on children's perceptions of alcohol advertising, alcohol norms, expectancies for drinking, and behaviors toward alcohol. Sample of the study comprised of 225 third grade students of schools of United States. The experiment included comparison between the two different types of treatment. One of the treatments included the viewing of a videotape about television advertising along with the viewing of video clips of alcohol advertisements and discussion pertaining to alcohol advertising specifically and the other one included the viewing of the same videotape about television advertising along with video clips of non-alcohol advertising and then discussion of advertising in general. The research method used was survey and questionnaire was used as tool for the study.

The major findings of the study included both immediate and delayed effects. Immediate effects included the children's increased understanding of persuasive intent, viewing of characters as less similar to people they knew in real life and less desirable, decreased desire to be like the characters, decreased expectation of positive consequences from drinking alcohol, and decreased likelihood to choose an alcohol-related product. Children had indirect effects on their perceptions of television's realism and their views of social norms related to alcohol and delayed effects on expectations of positive consequence of drinking alcohol, and behavior. The experimental

treatment which included viewing of video clips of alcohol advertisements and discussion related to alcohol based advertisements was found to be more effective as compare to the other treatment. Thus the study concluded that media literacy training had resulted in both immediate and delayed effects on children, and alcohol-specific media literacy training was more effective in comparison to general purpose media literacy training.

Byrne (2006) conducted an experimental study on media literacy Intervention programme. Objective of the study was to compare the effectiveness of two media literacy intervention programmes on aggressive behaviours of children. The sample of the study comprised of 156 children in 4th or 5th grade of schools of New York of United States of America. The children were randomly assigned to one of the two treatment groups or a control group. Both the treatment groups were exposed to an instructional intervention designed to reduce the negative effects of media violence. One of the groups was given an additional cognitive activity immediately following the instructional intervention. Then the aggressive tendencies of all the children in three groups were measured. Questionnaire was used as the research tool.

It was found that when the children participated in a cognitive activity after receiving the media literacy intervention, they experienced an immediate reduction in willingness to use aggression after exposure to violent media. However, the same media literacy intervention without the cognitive activity led to an increase in willingness to use aggression.

Mihailidis (2006) carried out an experimental study on effectiveness of media Literacy intervention on children. The purpose of the study was to examine the effectiveness of media literacy training in making students more engaged citizens. Two research methods were used in the study: Quasi-

experimental and focus group. The quantitative part of the study evaluated the learning outcome of media literacy course through media literacy skill attainment. The media literacy skill - attainment included comprehension, evaluation, and analysis - across TV, print and radio formats. The qualitative part of the study explored student views on media's role in society and democracy, and the influences of education about media. The sample of the study comprised of 239 undergraduate students enrolled at the University of Maryland. Additionally, students out of the total sample participated in three focus group discussions under qualitative part. Questionnaire was used as the tool for the quasi-experimental part of the study. The findings of the study were classified into quasi-experimental and focus group findings.

The major finding of the experimental study was that all students exposed to the media literacy curriculum increased their comprehension evaluation, and analysis skills pertaining to print, video, and audio media. The findings of the quasi-experiment successfully proved that students enrolled in media literacy course increased their critical skills in media analysis across all media formats. The quasi-experimental findings helped to build a picture of media literacy's effectiveness in higher education.

Three focus groups were conducted out of which two sessions were conducted with students from experimental group and a third focus group was conducted with students from the control groups. Experimental group students expressed negative views towards media. They expressed the benefits of media literacy education and its influence on their relationship with media. They praised media literacy's ability to help them "look deeper" at media. However, when the conversation addressed media's influence on society and democracy, the students' cynical views overshadowed the substance of their conversation. They became defensive against media. The

experimental groups, in general, focused more on denouncing media functions than on critical reflection and discussion of why media works as it does and to what end. These findings exposed a general concern about the outcomes of a post-secondary media literacy experience.

Watson and Vaughn (2006) studied the effectiveness of media literacy intervention in reducing the effects of the media on body image. It was an experimental study. The purpose of study was to examine whether media literacy intervention had an impact on awareness of socio-cultural ideals, and internalization of socio-cultural ideals and body dissatisfaction of female students. The sample of study comprised of 54 female, undergraduate students ranging in age from 18 to 25 years from two private universities in the southern United States. The students were assigned to four types of conditions such as a control condition, a video only condition, a short term single session intervention condition or a long-term multi-session intervention conditions. Students in the short-term intervention condition met four weeks after the pretest for their intervention. First, they took part in watching a film that addressed the image of women in the media. Following the video, students took part in a structured discussion which addressed both internally and externally oriented factors. The externally oriented portion of the discussion encouraged students to think critically about the media, while the internally oriented portion of the discussion focused on identifying and challenging faulty cognitions that may arise in response to the media's depiction of the socio-cultural ideals of attractiveness for women and lead to body dissatisfaction. After the intervention, they completed the posttest. Students in the long-term intervention condition began their intervention the week after the pretest. The long-term intervention condition viewed the same video, addressed the same issues, and had both internally and externally oriented

components similar to the short-term intervention condition. After the final session of the long-term intervention condition, which occurred four weeks after the pretest, the students completed their posttests. Students in the video only condition met four weeks after the, pretest in order to watch the film which was also watched by both the short- and long-term conditions. After watching the film, students took the posttest and were dismissed. The video only condition was designed in order to determine the effect that the video alone had on the students' awareness of socio-cultural ideals, internalization of socio-cultural ideals, and body dissatisfaction. Students in the control or no intervention comparison condition met four weeks after the pretest to take the posttest. Questionnaire was used as the research tool.

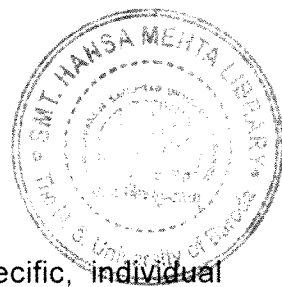
Major findings of the study revealed that the long term intervention decreased the body dissatisfaction of female students. Both short term and long term intervention conditions decreased internalization of socio-cultural ideals. The long- term media literacy interventions were more effective at reducing body dissatisfaction of the female students than short-term media literacy interventions. The study concluded that media literacy intervention help students to think critically about the media depiction and thus can reduce the effects of media on the body image.

Acock, Rosankoette, and other researchers of Oregon State University (2005) carried out an experimental study on media literacy intervention in reducing children's viewing of violent television. The objective of the study was to reduce children's identification with violent super heroes and thus reducing the amount of violent television which children watched. The sample of the study comprised of 496 children in 32 elementary classes from first to fourth grade of schools in Oregon State in Canada. A classroom based intervention was implemented for children. The curriculum used in the

intervention was called The Review project curriculum (Reducing early violence: Education works). Out of 496 children, some of them were randomly assigned to the experimental group, and others were assigned to the control group. The intervention focused on supporting children to make better viewing choices, rather than telling them to turn off the television entirely. At the end of the intervention, the students made a television show about what they had learned and they showed to a class of younger children. The children were interviewed prior to, immediately after, and eight months after the intervention to assess their specific viewing habits.

The experimental group showed significant difference in their television viewing habits. The findings of the study showed reduction of viewing of violence in television of experimental group. Participation in the special classroom curriculum significantly reduced the students identification with super heroes compared to children in a control group. Children of the experimental group reported having more critical attitudes about violence on television after the intervention. The control group children did not alter their viewing habits. Moreover, they did not show any change in their acceptance of violent television or their identification with violent super heroes.

Hobbs and Primack (2005) conducted an experimental study on association of various components of media literacy and adolescent smoking. The purpose of the study was to determine associations between smoking outcomes and each of the various specific components of antismoking media literacy education. The sample of the study comprised of 1211 students of a suburban public high school in Pittsburgh, Pennsylvania. The questionnaire was used to collect the data. The dependent variables of the study included Current smoking (defined as having smoked at least once in past 30 days) and susceptibility to future smoking. Whereas, the independent variables



were students' responses to eighteen items measuring specific, individual components of antismoking media literacy education. The other independent variables included demographic information (age, gender, race / ethnicity), parental education, two components of authoritative parenting (responsive parenting and demanding parenting), students self reported school achievement, depression, self esteem, and rebellious behavior. Statistics were used for analysis of the data.

Findings of the study revealed that out of the 1211 respondents, few percentage (19%) were current smokers, and more than one third (40%) of the non smokers were susceptible to future smoking. Smoking was generally more common among older students, those with lower socioeconomic status and those with parents, siblings, and friends who smoked. Smokers were also more likely to have less demanding parenting, less responsive parenting, more rebelliousness, higher levels of depression, and lower levels of school achievement. Gender, race and self-esteem were not significantly related to current smoking. Susceptibility to smoking was more common in those with parents, siblings, friends who smoked, less demanding parenting, less responsive parenting, more sensation seeking, more rebelliousness, lower self-esteem and lower school achievement.

The findings of the study also revealed that media literacy items were significantly associated with reduced odds of smoking. It also revealed that all 18 media literacy items were significantly associated with reduced odds of susceptibility to smoking, whereas, only 7 items had a significant relationship with current smoking. Further, only 13 of the 18 items were associated with decreased susceptibility to smoking. The study concluded that media literacy intervention is effective in reducing smoking habits of adolescents.

Tiggemann, Wade and Wilksch (2005) conducted an experimental study on school-based media literacy lessons for reducing internalization of media ideals in young adolescents. The study examined the efficacy of media literacy lessons in reducing media internalization in young adolescents. The sample of the study comprised of 237, grade 8 students (100 girls and 137 boys) from three private schools in Australia. Students were taught fifty minutes media literacy lessons. The topics included in the lessons were stereotypes, media advertising, socio-cultural pressure, consumer activism and preparation of a media awareness presentation addressing the question, "is advertising harmful?" The students were allocated randomly to receive one of six media literacy lessons. Questionnaire was used as the tool for baseline survey on number of eating disorder risk factors. It was administered before media literacy lesson. These included body dissatisfaction, dietary / restraint, perceived socio-cultural pressure, shape and weight concerns, negative mood, feeling of ineffectiveness, and self-esteem, depression, magazines brought or read and time spent in watching television. Measures of media internalization were taken at post intervention, immediately after the lesson. As the programme's purpose was to reduce media internalization, this was the only measure taken at both pre-test and post-test. Questionnaire was also used as a tool to measure levels of internalization of culturally ideal body types presented in the media. Effectiveness of the media literacy lesson was judged by the impact on measures of media internalization.

With regard to baseline measures, girls scored higher than boys on each of the measured eating disorder risk factors. Boys continued to have significantly lower scores than girls on levels of internalisation of culturally ideal body types presented in the media at post intervention. Higher

baseline levels of dietary restraint, magazines brought or read and perceived socio-cultural pressure predicted smaller reduction in boys' scores on media internalisation. Whereas, depression predicted smaller reduction in girls' scores on media internalization and who spent more time reading magazines were likely to experience less reduction in levels of media internalization. Overall, the study concluded that media literacy lessons were effective in reducing the internalisation of media ideals of adolescents.

Contento, Gussow and Hindin (2004) carried out an experimental study on media literacy nutrition education for parents about the effects of television advertising on their children's food choices. Objective of the study was to evaluate whether a media literacy nutrition education about the effects of television advertising on children's food choices influenced the behavior, attitudes, and knowledge of parents. Sample of the study comprised of 35 parents of children of age group 3 to 6 years from New York. Questionnaire was used as tool for the study. The parents participated in a four-week comparison condition involving food safety nutrition education curriculum that was followed immediately by a four-week intervention condition involving media literacy nutrition education curriculum. The evaluation measures included parents' understanding of the persuasive techniques of commercials; ability to distinguish between truths and claims in advertising; and outcome expectation, self-efficacy and behaviors in relation to talking about television advertisements with children while co-viewing or in response to their purchase requests. Statistics were used for analysis of the data.

It was found that the media literacy nutrition education intervention curriculum had significant effects in terms of parents' understanding of persuasive techniques used in television advertising, attitudes about television advertisement, outcome expectations, self-efficacy and television mediation behaviors, and understanding of, and ability to read, food labels.

The study suggested that a media literacy nutrition education curriculum could teach parents how to critically analyze various forms of media (magazines, brochures, newspapers, and websites) that sell nutrition misinformation to the public.

Hobbs (2004) conducted an experimental study on critical analysis of advertisements. Objective Of the study was to evaluate the impact of year-long implementation of media literacy in a secondary language arts curriculum on students' ability to critically analyse alcohol related advertising. Sample of the study comprised of 89 students in grade eleven from high school in United States. The study measured students' advertising analysis skills in response to a print alcohol advertisement. Four weeks of classroom activities involving the analysis of the purpose of the advertisements, target audience, point of view and persuasive technique used in advertising were provided as a regular part of class room instructions in English language arts. Students who learned how to critically analyse advertising as part of their Grade Eleven English language arts class were compared to controlled group who did not receive such instructions but only received Pre test and Post test. The questionnaire was used as tool to measure the students' analytical skills of advertisements. The analysis skills of students determined the ability to identify purpose of advertisements, target audience, construction techniques.

It was found that the experimental group identified the target audience more narrowly as compared with the control group. In contrast, control group student were more likely to identify the advertisements as targeted to the broadest range of consumers. The experimental group identified a greater number of construction techniques than those in the control group. Moreover, the experimental group increased their ability to identify the ways in which advertising persuades by linking emotions to the consumption of the products.

Ramasubramanian (2004) studied the effects of media literacy training on explicit and implicit racial stereotypes. It was an experimental study. The study explored the role of media literacy training in suppressing stereotyping effects of media content. Sample of the study comprised of 227 White Americans. Questionnaire was used as tool for both pre and post-test. The pre-test identified the cultural stereotypes associated with Black Americans and people living in India. In the post-test, the White Americans watched literacy or control video and then read news packet. Some stories were manipulated to be stereotypical about Black Americans, stereotypical about Indians, counter-stereotypical about Indians, counter-stereotypical about Black Americans or non-stereotypical. The effects of news exemplars (stereotypical, counter-stereotypical, or non-stereotypical) and exposure to media literacy on White Americans' explicit and implicit attitudes towards Black Americans and Indians were then studied. The respondents indicated their perceptions and feelings towards Black Americans and Indians.

It was found that cultural stereotypes associated with Black Americans were "troublesomeness" and "Talent"; whereas, the stereotypes associated with Indians were "Passivity" and "Communality"; and with both groups was "Deprivation". The study concluded that media literacy training was effective in suppressing stereotyping effects of media content.

McVey, Davis, Tweed and Shaw (2002) conducted an experimental study on the effectiveness of media literacy programme on girls. The purpose of the study was to evaluate the effectiveness of life-skills promotion programme designed to improve body image satisfaction and global self-esteem, while reducing negative eating attitudes and behaviours and feelings of perfectionism, all of which had been identified as predisposing factors to disordered eating. Sample of the study comprised of 258 girls of age groups

12 years of schools of United States. The girls completed the questionnaire before and one week after the school based media literacy programme and again six and twelve months later. The intervention was successful in improving the body image satisfaction, global self-esteem and reducing dieting attitudes scores of post-intervention only. The gains in scores were maintained at the twelve month follow up. The study concluded that media literacy intervention was effective for girls.

Wade, Davidson & O'Dea (2001) carried out an experimental study on evaluation of a school based media literacy program and self esteem program for reducing eating disorder risk factors. Objective of the study was to compare the efficacy of a media literacy program and a self esteem program designed to reduce general and specific risk factors for eating disorders. Sample of the study comprised of eighty six grade students (fifty boys and thirty girls) of schools in Australia. These students were randomly assigned to either a controlled condition or one of the two intervention conditions. Assessment of general and specific risk factors was carried out baseline, post-intervention and 3-month follow up. Questionnaire was used as the research tool.

It was found that at post-intervention the media literacy group had lower mean scores on weight concern than the control group but the self-esteem group did not. There were some differences on self-esteem measures at the 3-month follow up. The study concluded that the media literacy programme was effective in reducing eating disorder of students.

Yates and Lee (2000) studied the effectiveness of media literacy training on children's responses to persuasive messages. It was an experimental study. Purpose of the study was to examine the influence of media literacy training

on children's attitudes toward products. The sample of the study comprised of 120 school children of Florida in USA (United States of America). The independent variables of the study were namely active cognitive processing attitude toward product, attitude toward advertisement, attitude toward television advertising in general; and attention to peripheral cues. Questionnaire was used as the tool.

It was found that that media literacy training produced differences in attitudes among children. Children exposed to the media literacy training were found to possess more negative attitudes towards the products, advertisements, television advertising in general, and certain peripheral cues. The media literacy training made the children more skeptical of commercial messages because they became more aware of the techniques used by the advertisers to persuade the viewers. The study concluded that if children can be made more aware of the persuasive techniques used by advertisers, then they will be better equipped to analyze commercials more critically and more skillfully and make better decision about products.

Shih and Mystic (1999) conducted an experimental study to evaluate the effectiveness of a media literacy project on critical viewing skills. The project was named as "Taking Charge of Your Television". The purpose of the study was to determine the effectiveness of the "Taking Charge of Your Television" workshop in altering behaviors of teachers and parents to teach children critical viewing skills. The sample of the study comprised of 190 parents and 222 teachers of United States. In this study critical viewing skills instrument titled "Taking Charge of Your Television", was designed and widely conducted in the United States. A pretest, post-test control group research design was prepared and a delayed measurement was administered one month later. Questionnaire was used as the tool for both pre and post test.

The findings of the study revealed positive reactions of both teachers and parents to the workshop. The experimental group had perceived the critical viewing skills presented in the workshop significantly more important than the control group did. The experimental group had also practiced the critical viewing skills significantly more frequently with their children than the control group. The study concluded that the "Taking Charge of Your TV" workshop have some value in preparing children for changing television content standards.

Abraham and O'Dea (1998) carried out an experimental study to find out the effectiveness of a media literacy education to improve the body image, eating attitudes, and behaviors of young male and female adolescents. The purpose of the study was to examine the effect of an interactive, school based, media literacy education program that focused on self-esteem, on the body image and eating attitudes and behaviors of young male and female adolescents following the program and after one year. Sample of the study comprised of 470 students of schools in Sydney, of age group 11 to 14 years. The experimental group participated in the media literacy programme, whereas the control group received their scheduled personal development and health class. Questionnaire was used as the research tool.

The media literacy programme significantly improved the body satisfaction of the experimental group and significantly changed aspects of their self esteem; social acceptance, physical appearance. The female students of experimental group rated their physical appearance as perceived by others significantly higher than the students of control group. One year after the intervention, body image and attitude changes were still present. These findings also held for the students with low self esteem and higher anxiety, who were considered at risk for the development of eating disorders. The

study concluded that the intervention programme was effective, in improving the body image, eating attitudes and behaviors of adolescents.

Berel and Irving (1998) conducted an experimental study to compare the media literacy programmes to strengthen college women's resistance to media images. The objective of the study was to determine whether, in comparison to no-intervention and video-only intervention control condition, two distinct media literacy intervention programme could promote media skepticism and reduce negative body image of college women. The sample of the study comprised of 110 female college students of Washington State University. Six weeks prior to interventions, questionnaire was distributed to undergraduate male and female college students. The questionnaire was used as the tool for baseline survey. Two specific measures were used in the study which included body image and media skepticism. The body image of the college students was assessed on the basis of items related to body dissatisfaction and anxiety about weight-related aspects of physical appearance. Media skepticism of the students was assessed on the basis of questions related to students' attitudes towards media such as desirability of looking like models portrayed in media, identification with models portrayed in media, positive expectancies associated with being thin, and intentions to engage in dieting behavior.

The media literacy intervention programmes designed for the study were of two types- externally oriented media literacy intervention and an internally oriented media literacy intervention. Each addressed one of the specific components of media – related attitudes towards thinness. The “externally oriented intervention” focused on how to think more critically about and take social actions to challenge or change unhealthy media messages. The “internally oriented media literacy intervention” taught women to challenge

negative body related cognitions that arise in response media. In addition to these two experimental interventions the study included a video-only intervention and a no intervention control group. The students were randomly assigned to one of the four conditions that is "externally oriented intervention", "internally oriented media literacy intervention", the video-only intervention and no intervention control. Students in the two media literacy conditions and video-only intervention watched a video which was about advertising and the social obsession with thinness. Formal structured discussions followed the video in the externally oriented and internally oriented interventions. An informal unstructured discussion followed the video in the video-only intervention. Students in the no-intervention condition completed the questionnaires in the absence of any interventions.

It was found that among college students, all the three interventions were effective at increasing skepticism about media images and reducing negative body image. In comparison to a no-intervention condition, all three intervention groups that included the video reported greater media skepticism. The additional information provided in the externally oriented and internally oriented interventions through formal structured discussion, did not increase these interventions' ability to increase media skepticism or reduce body dissatisfaction and internalization of thinness ideals. It was conclude from the study that media literacy intervention was effective in strengthening college women's resistance to media images.

Jernigan (1998) conducted a study on media education program for teenagers. The study included both Quantitative and qualitative method. Objective of the study was to develop a media education curriculum that aided in the acquisition of critical thinking skills. The sample of the study comprised of 230 Black teenagers of Northeast section of the United States.

A questionnaire was used as tool for the study. After completion of the questionnaires the teenagers took part in focus group discussions to determine their use of the mass media and to ascertain their opinions about the media. The data gathered was used to construct a pilot program in media education tailored to Black teenagers. The program was designed to enhance critical thinking and viewing skills by incorporating media production and analysis. Pre-and post test based on critical thinking skills were administered to the students.

The study revealed improved critical thinking skills of the students. Students were better able to draw conclusions, recognize inferences and generalizations and develop alternatives to dominant media representations. Findings of the study strongly suggested that media education intervention helped the black teenagers process incoming cognitive information more effectively in collabora

Scharrer (1998) carried out an experimental study on the media literacy and critical attitudes towards television violence. Objective of the study was to determine the effectiveness of a media literacy curriculum in changing attitudes of children about media violence. Sample of the study comprised of ninety three, sixth graders students of schools in Massachusetts in USA (United States of America). The students participated in a media literacy curriculum focusing on "high-risk" ways of presenting violence in the media. The media literacy curriculum included critical discussion about depiction of media violence and analytical viewing exercises. Questionnaire was used as tool for the study. Pre and post tests were administered to the students to evaluate the change in attitudes about media violence after media literacy intervention.

The major findings of the study were that media literacy curriculum increased the critical attitudes of students about the topic. It also enhanced sophistication in analyzing media violence after the curriculum.

Vallocheril (1998) evaluated the effectiveness of media literacy in developing critical awareness among children. The objectives of the study were to develop a theoretical basis for teaching media literacy to high school students and to test two modules of media literacy on school students. Sample of the study comprised of 90 secondary school students in Milwaukee in Russia. Questionnaire was used as the research tool.

Major findings of the study showed that media literacy education enabled high school students to grasp the fundamentals of media structure and influence. The study suggested that students can be taught to recognize the manipulative devices that are used in media programme and thereby the effects of media on them can be modified.

Allen and Pamela (1995) studied the effects of a television production course on the self-esteem of at risk students. Purpose of the study was to assess the effects of television production course on, the self-esteem of at risk students. It was an experimental study. The sample of the study comprised of twenty, tenth grade students of schools of Pittsburgh. The students were administered Self-Esteem Inventory pretest and post-test to assess the changes in self-esteem of both the experimental group and the control group. A TV skills survey was administered both at pre-test and post-test of the experimental group. The course grades of the experimental group were correlated with the self-esteem scores. The self-esteem scores of the experimental group were also correlated to the students' evaluation on the television Skills Survey.

There was statistically significant improvement of gains in the total scores.. A positive correlation was found between self-esteem and the television production course.

Vooijs and Van Der Voort (1993) studied the impact of a Dutch school television project on critical evaluation of television violence of children. The study examined the educational effects of television project designed to encourage students to become more discriminating consumers of television violence. The sample of the study comprised of 130 children aged ten to twelve years of Dutch school in Netherland. The television project comprised of six television programmes which were shown to the students in their classroom.

It was found that the school television project led to an increase in factual knowledge of differences between violence as depicted in television and real life violence, and a decrease in the perceived realism of violent television programs. Children reacted very positively to the schools broadcast and found them instructive and useful.

Barron (1985) conducted an experimental study on effectiveness of television Literacy Curriculum. Objective of the study was to determine the effectiveness of media literacy curriculum in increasing the awareness and understanding of the conventions of the medium for children. Sample of the study comprised of 120 grade five children of schools of Montreal in Canada. The study included a media literacy project which was designed for the children. The children were divided into two groups and each of the groups underwent ten week media literacy intervention programme. Thereafter, the students were provided the opportunity of producing a programme for community access cable television. One of the groups

produced a programme for telecast at the local cable studio. Pretest, post-test and long-term media literacy tests were administered to the two groups and a control group.

The findings revealed that students who had experienced the media literacy curriculum performed significantly better on the test. Moreover, their scores improved significantly between post-and long-term testing. The media literacy curriculum led to significant increase in understanding of media-related concepts.

Gadow, Sadetsky, Sprafkin, and Watkins (1985) studied effects of media literacy curriculum on Elementary School Children. It was an experimented study. Objective of the study was to determine effects of developing critical viewing skills on children's knowledge and attitudes about television. Sample of the study comprised of 91 children of age group 5 to 10 years from a public elementary school of New York. The media literacy curriculum for children comprised of fourteen lessons related to critical television viewing skills. One class of kindergarteners and one class of second graders were taught the curriculum by their teachers. Another class at each grade level served as no-treatment controls. Questionnaire was used as the tool to measure the difference in scores of pre-test and post-test.

Findings of the study revealed significant knowledge gains by the children on a comprehension test of reality versus fantasy portrayals, special effects, and commercials. Pretest and posttest scores on the questionnaire showed no difference in the children's attitudes about television after training.

Singer, Singer and Erlbaum (1981) carried out an experimental study on effect of increasing children's fictional involvement on their aggression behaviour. Purpose of the study was to determine whether increasing

children's fictional involvement with the victim of cartoon violence would change children's evaluations of the cartoon and affect their aggressive tendencies. The sample of study comprised of 351 children in the second to sixth grades from six schools in Canada. The parents of selected children were distributed a questionnaire. The selected children completed a questionnaire designed to assess their base-line aggressive tendencies and a number of other constructs. One week later, the same children were randomly assigned to one of three media literacy intervention conditions. Children in two of the three conditions watched a five-minute episode of a classic cartoon. Children in the first condition received fictional involvement manipulation prior to viewing, that is immediately prior to viewing children were told to think about feeling of the victim in the cartoon (The man) during their viewing. Children in the second condition watched the television clip but did not receive the fictional involvement manipulation prior to viewing. Immediately after the viewing, the children in two of the conditions completed a questionnaire, which measured their aggression. Children in the third condition were included under control group and simply completed the aggression measures. Immediately after viewing the clip, children were asked to indicate whose feelings they thought about the most while they watched the clip. The questionnaire also measured children's aggressive attitudes and their likely behaviors in hypothetical situations, how justified they perceived the violence in the cartoon to be, how much they liked perpetrator and how mean they thought he was, how much they liked the man and how mean they thought the man was.

It was revealed that high majority of the children in the mediation condition reported having thought about the man's feelings. Statistical analyses revealed that overall children who received the mediation had a more

positive evaluation of the victim than children who did not receive the mediation. Children who were asked to think about the victim's feelings perceived the violence inflicted on him to be significantly less justified than children who watched the program without any mediation. Children in the mediation condition were significantly less aggressive after viewing the cartoon than children in the no-mediation condition. There was significant difference between children in the mediation condition and children in the non-viewing control group. The study concluded that children's fictional involvement with the victim reduced their aggression.

2.2.2 Studies on Parental Mediation of Children's Media Consumption

Chakroff (2007) studied the effectiveness of parental mediation of advertising and consumer communication on children's materialistic attitudes. It was an experimental study. Purposes of the study were to determine how parents discussed advertising and consumer issues with their children and how children perceived these discussions. The study also examined the effectiveness of parental mediation at reducing the materialistic attitudes of children. Sample of the study comprised of 96 parents and their children from Columbus, in Ohio. In order to understand the types of parent-child communication about advertising and to test the effectiveness of different types of mediation of advertising content delivered by parents, the study was conducted in multiple phases. Parents-child dyads were randomly assigned to one of three conditions such as realism active mediation, desirability active mediation, no mediation control). They parents attended training session for their group where they completed a survey. In the training session parents were trained to administer their respective mediation strategies. The parent survey was used to gather demographic information, materialistic attitudes, consumer communication (discussions

about consumption issues) and use of parental mediation (restrictive, active and instructive). Immediately following the training session, children completed a short survey that served to gather the children's perspective on the family communication and to determine a baseline for the children's perspective on the family communication and their materialistic attitudes. Then, for the next week, parents in the mediation conditions discussed commercials with their children. At the end of this week, the children returned to view a series of commercials and reported their reactions. Questionnaire was used as tool for the study.

Overall, active mediation styles of parents were reported to occur more frequently than restrictive mediation styles. With regard to children's reports of mediation, children reported that their parents used restrictive mediation more than active mediation.

Children in the realism mediation condition did not exhibit lower materialistic attitudes. On the other hand children in the desirability mediation condition exhibited lower materialistic attitudes.

Overall, it was found that desirability mediation and consumer communication were ways for parents to reduce the unintended negative effects of advertising on young children. Furthermore, parents' training was effective to deliver mediation strategies designed to alter the perceptions of character desirability of children.

Schooler, Kim and Sorsoli (2006) conducted an exploratory study on the relationship between parental mediation of adolescents' television consumption and their self-esteem, body image and sexuality. The purpose of the study was to examine the effectiveness of parental mediation of adolescent's television consumption in improving adolescent's self-esteem,

body image and sexuality. The sample of the study comprised of 847 adolescents of six schools of United States. Survey method was used for the study. Tool for the study was questionnaire. The adolescents reported their television viewing habits, how often they watched or talked about television with parents, and whether parents imposed rules restricting their viewing.

Adolescents whose parents were more involved in their television viewing reported greater self-esteem and less sexual experience. Among girls, parental television involvement was also associated with greater body satisfaction. Adolescents with parental television restrictions also reported less sexual experience. Findings suggested that parental television involvement can influence self-esteem and body image, in part by increasing parent-child closeness.

Cheng, Brenner, Wright, Sachs, Moyer and Rao (2005) conducted a study on parental monitoring for children's television viewing. It was an exploratory study. The objective of the study was to assess attitudes about and monitoring of children's viewing of television violence from the perspective of parents.

Sample of the study comprised of 922 parents of Washington, who visited child health professionals at 3 sites for health check-up of their children. These sites included an urban children's hospital clinic, an urban managed care clinic, and a suburban private practice. The research method used for the study was survey. Questionnaire was used as a research tool. The Questionnaire was distributed to the parents. It included questions on child-rearing attitudes and practices and socio-demographic information.

High majority of the parents (80%) reported that their children watched television for more than 2 hours per day. Little more than half of the parents

reported that they always limited their children's viewing of violent television messages and high majority of them (81%) reported of limiting viewing of sexual content on television. Little less than half of the parents (47%) reported always watching television with their youngest child. The study revealed that limitation of television violence was associated with female parents and younger children. The female parents were found to limit children's viewing of television violence more as compared to the male parents. Further, the limitations of television violence were found to exist more for younger children in comparison to the older children.

Buijzen, Walma and Sondij (2004) conducted a study on the effect of parental mediation on children's emotional responses to media messages. It was an exploratory study. Purposes of the study were to investigate (a) to what extent children's exposure to news coverage of a violent news event is related to their feelings of fear, worry, anger, and sadness and (b) to what extent active (i.e., helping children understand what they see on the news) and restrictive (i.e., keeping children from watching the news) parental mediation strategies moderate the impact of the news. The sample of the study comprised of 451 elementary school children (8 to 12 years old) of New York. Questionnaire was used as tool for the study. The variables of the study were sex, age, income of the family, parenting style, level of news exposure.

Findings of the study showed that children's news exposure was significantly related to their emotional responses. Active mediation successfully reduced the relations between news exposure and fear, worry, and anger but only among the younger children in the sample. Restrictive mediation has no or even an opposite effect. However, findings also concluded that the mediation strategies were effective in reducing the negative impact of media on children.

Dalton, Ernstoff, Gibson, Longacre, Mejia, Martin and Sargent (2002) conducted an experimental study on association between parents' rules and monitoring of children's movie viewing and children's risk for smoking and drinking. The purpose of the study was to examine the role of parents in monitoring and limiting children's movie exposure and whether this was associated with a lower risk of adolescent smoking and drinking. Sample of the study comprised of 2606 child-parent dyads from 26 public schools in Lebanon. Stratified random sampling method was used to select the students in 4th and 6th grades from list of all public schools in Lebanon. Survey method was used for the study. Questionnaire and interview was used as tools for the survey. Questionnaire was prepared for child survey. Parent surveys were conducted through telephonic interview. The variables of the study were namely children's sex, age, school performance, friend's smoking and drinking, parents' education, income of the family and parents' monitoring of the non-media related behaviour.

Overall, less than half of the children reported that their parents prohibited them from watching R-rated movies. Little more than one third of the children watched R- rated movies without their parent. Majority of the children reported that their parents always went into the video store with them to rent a movie and checked to see what movie children might be watching at a friend's house. Half of the children reported that their parents always wanted to know what a movie is rated before allowing them to watch.

The study also found that children were at lower risk for smoking if their parents prohibited them from watching R-rated movies or always covieved R-rated movies with them compared with children who were permitted to watch R-rated movies without their parents. Children were at lower risk for smoking if their parents engaged in movie monitoring behaviour such as

accompanying them into the video store to rent a movie, know a movie rating before allowing them to watch it, or checking to find out what movie they might watch at a friend's house compared to children of parents who did not engage in movie monitoring behaviour. Children were less likely to be at risk for drinking alcohol if their parents prohibited them from watching R-rated movies or if their parent checked to find out what movie they might watch at a friends house. Parental rules about R-rated movies were significantly associated with a decreased risk of smoking or drinking if parents did not consistently engage in any movie-monitoring behaviors.

The study suggested that parental rules and monitoring of children's movie viewing have a protective influence on children's risk for smoking and drinking.

Austin, Fujioka and Pinkleton (2000) carried out an exploratory study on the role of interpretation processes and parental discussion on adolescents' use of alcohol. Objectives of the study were to determine the effect of parental discussion of media messages in the context of a theoretical model of message interpretation on adolescents' viewing patterns, beliefs about alcohol and media messages. The sample of the study comprised of 573 students of which 252 students were in ninth -grade and 326 students were in twelfth-grade of two public schools in California. Questionnaire prepared for both pre-test and post-test was administered to the students. The questionnaire comprised of the items related to the number of days within the past week watching various genres of television content, perceptions of realism of the content, desirability of portrayals, identification with portrayals(wanting to be like the portrayal), expectancies toward alcohol use(associating positive outcome with drinking alcohol), personal norms for alcohol use, desire for products with alcohol logos, current alcohol use, frequency of parental reinforcement, and counter-reinforcement of television messages.

It was found that parental discussion affected adolescents' behavior indirectly, operating through expectancies towards alcohol use, identification with portrayals and perceived realism of the television content. The appeal of product with alcohol logos, which was higher among the younger students and predicted by expectancies, sports viewing and late-night talk shows, predicted actual drinking behavior.

The study concluded that adolescents made drinking decisions using a progressive, logical decision-making process that could be overwhelmed by wishful thinking. The potential risk of frequent exposure to persuasive alcohol portrayals via late-night talk shows, sports, music videos, and prime-time television for underage drinking was moderated by parental reinforcement and counter-reinforcement of messages.

Philips and Jones (2000) conducted an exploratory study on parental mediation of children's media use. Purpose of the study was to examine parental mediation of children's use of television, video games and computer-online media. The sample of the study comprised of 304 high school students and small group of parents of Southern Mississippi. A questionnaire was prepared to assess students' media use and the presence of parental mediation in the home. Three styles of parental mediation were measured restrictive, instructive, and co-viewing. Parents were interviewed individually about their parental mediation practices. Variables taken for the study, were namely children's age, type of family, children's access to media, time spent using media and parenting style(authoritative, neglecting and indulgent).

The findings of the study revealed that the majority of parents were mediating their children's media use but they were not using the same mediation style across all media. However, parents used co viewing type of

mediation strategy more as compared to other parental mediation strategies. Parents mediated children's television and computer-online use more than they mediated video game playing. The younger children and children in larger families experienced more mediation than older children and children in smaller families. Parental mediation differed significantly in relation to child's access to media, parenting style, and time spent using media. The authoritative parents used restrictive mediation strategy more in comparison to the other parents.

Nathanson (1998) conducted a study on the relationship between parental mediation and children's aggression. It was an exploratory study. Purposes of the study were to explore the relations between parental mediation of violent television and children's generalized and television-induced aggressive tendencies. In addition, explanations for why mediation is related to aggression were also sought. The sample of the study comprised of 394 parents and children in 2nd through 6th grades of seven schools of Southeast section of United States. Survey method was used for the study. Questionnaire was used as the tool.

It was found that parental active mediation and restrictive mediation were both negatively related to children's generalized and television-induced aggressive inclinations, whereas parental covieing was positively related to children's television-induced aggressive tendencies. The data also revealed that parental mediation worked by first influencing either how important children perceived violent television to be or how much attention they granted this content, which, in turn, influenced aggressive tendencies. The study concluded that parental mediation socialize children into an orientation towards television that makes them less vulnerable to negative effects.

Conclusion

The research trends emerged from the reviewed literatures were as follows:

- Most of the studies were conducted in abroad, whereas, only two studies were conducted in India.
- The studies conducted in abroad mainly focused on effectiveness of media literacy intervention programmes in developing the ability to critically analyse the media messages, and changing the attitudes, behaviour and habits of school children. The studies also focused parental mediation of children's media consumption.
- Studies conducted in India, established the need of media literacy for children.
- Majority of the researches conducted on media literacy intervention programmes were experimental, whereas, the studies based on parental mediation of children's media consumption were exploratory.
- The method used in the studies reviewed was mainly survey based. Questionnaire was used as the research tool in majority of the studies reviewed and statistics were applied to analyse the research data.
- Sample of the studies mainly covered school children. Few of the reviewed studies included college students and parents as samples.
- In majority of the studies on parental mediation of children's media consumption, the variables taken were sex, age, education of parents, income of the family, parenting style and exposure to media.

The research trends discussed above further revealed deficiencies such as:

- There was not a single study which throws light on perspectives of teachers, parents or media professionals on how according to them, children can be benefited from media education, or how media education can be effectively implemented in the school curriculum.
- Some of the variables undertaken for the present study have not been touched in any of the researches reviewed like, opinion about importance of media, and parents occupational status.

General and concise trend of the findings of the studies reviewed showed that media literacy intervention programmes which were carried out in the schools were effective in developing critical thinking skills among children as well as changing their response to the persuasive messages. Moreover the study also established that parents are mediating children's media consumption and parental mediation is required to protect children from negative effects of media. Thus, the need of implementing media education in the schools has emerged out from all the reviewed literature. This subject could be further explored by studying the views of teachers, parents and media professionals regarding media education. Hence, it was decided to undertake a research on the perceptions of teacher, parents and media professionals regarding media education in schools.