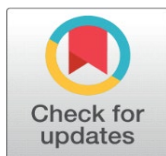
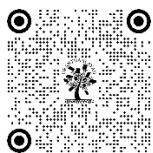


# SOCIAL IMPACT OF TELEVISION ON ADOLESCENTS OF TIRUCHIRAPPALLI DISTRICT

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## ABSTRACT

The emergence of Television made a tremendous growth in the field of Mass communication. It is an indispensable media for the heterogeneous audience, especially for children. Among the phases of human development, Adolescence is the phase between childhood and adulthood, that means, 10 to 19 ages. This is an important stage to develop their foundation of good health. During this phase, they will prepare for the establishment of the patterns of behaviour and life style. By this stage they need proper information on our culture, heritage and social behaviour to develop life skills, health services that are acceptable, equitable, and supportive environments. The researcher wants to explore the positive and negative effects of television on adolescent children to overcome the negative and induce the positive effects with proper guidelines. This study explores the social impact of television on children, using the Uses and Gratification Theory as its theoretical foundation. The research employs a simple random sampling method, with data collected from a diverse group of school children in Tiruchirappalli District. The data were analysed and tabulated in a right manner.

**Keywords:** Social Impact, Uses and Gratification Theory, Simple Random Sampling

## 1. INTRODUCTION

Philo Farnsworth and John Logie Baird were among the pioneering creators of television in the early 20th century. While Farnsworth created a more useful electrical television system in 1927, Baird is credited with presenting the first functional television system in 1926. Television gained popularity in the 1930s, especially in the United States and Europe, where broadcasts of news and entertainment became common. Television had become a significant mass communication medium by the 1950s, revolutionising the exchange and consumption of information on a worldwide scale. On September 15, 1959, television was introduced to India, first in Delhi as an experimental system. India's national broadcaster, Doordarshan, started running a small schedule of shows with an emphasis on development and education. Regional centres led the way in the 1970s when television services started to expand, resulting in a dramatic change in how people consumed media nationwide. A significant turning point was the debut of colour television in 1982, coinciding with the Asian Games in Delhi. This led to a rise in viewership and the expansion of television into smaller towns and cities. With the founding of Doordarshan Kendra in Chennai during the 1970s, television made its way to Tamil Nadu. It was essential in promoting a feeling of regional identity by spreading educational, cultural, and entertaining materials in the Tamil language. A wave of change was brought about by the emergence of private channels in the 1990s, which provided a variety of programming reflecting regional interests and preferences, including political

debates, soap operas, and Tamil films. TV changed the socio-cultural environment of India, especially Tamil Nadu, by becoming as a vital source of information, entertainment, and cross-cultural interaction. It provided a forum for the promotion of regional arts and languages, helped close the gap between urban and rural areas, and raised awareness of local, national, and international events. In India, the influence of television never stops influencing popular opinion and lifestyle trends. Adolescents are known for their intense emotional needs, curiosity, and strong sense of self-determination. Their views of reality, behaviour, and social conventions can be shaped by television. In addition to having an effect on their worldview, goals, and self-image, excessive exposure can shorten attention spans and lead to distorted expectations or ideals.

## 2. STATEMENT OF THE PROBLEM

Despite being conversant with social media platforms, the majority of our youngsters still watch television because it is convenient for them to do so. The impact of Television on Adolescents is both positive and negative and this study aims to reduce the negatives by increasing the positives. Television has social, physical and also psychological impacts on Adolescents. Here the researcher wants to study the positive and negative social impact of adolescent children.

## 3. LIMITATIONS OF THE STUDY

This study article focusses on the social impact of television on adolescents in Tiruchirappalli District. Numerous studies have examined the influences of television on youngsters. Thus, generalising this work is not possible. The results of this study may be biased because the interpretation is solely dependent on the responses of the chosen respondents.

## 4. LITERATURE REVIEW

**Himmelweit et al., (1958):** This classic study examines the appeal of television to children and its changing role as they grow older. It provides insights into how TV offers a source of excitement and identification for children, but its significance diminishes as other social needs become more important during adolescence.

**Smith et al. (2021):** The study explored how television influences adolescent social behavior, highlighting both positive and negative effects. It found that educational programs could enhance empathy and social skills. However, exposure to violent or explicit content often correlated with increased aggression and anxiety levels among adolescents.

**Wang & Lee (2020):** This research focused on the role of television in shaping adolescent identity and behavior. It revealed that shows with relatable characters helped adolescents develop social skills and coping mechanisms. However, it also noted that unrealistic portrayals of beauty and success led to issues with self-esteem and body image.

**Martínez et al. (2022):** This study analyzed television's impact on adolescent time management and social interactions. It found that TV can foster family bonding through shared viewing experiences. However, excessive screen time often resulted in reduced physical activity and poor academic performance, highlighting the need for parental guidance.

**Verma, A., & Kapoor, R. (2004):** This study examines the impact of television advertising on the buying behaviors of children from early childhood to adolescence, highlighting the significant role of parent-child interaction. It finds that parental responses to purchase requests are influenced by the child's age and family income, and that co-viewing and discussion of advertisements can positively shape children's understanding of consumer behavior.

**Rao & Sharma (2023):** This study examined the dual role of television as a source of information and entertainment among Indian adolescents. It found that news and educational programs increased social awareness. However, exposure to violent content and exaggerated lifestyles in TV shows led to behavioural issues like aggression and materialism.

**Kumar & Singh (2021):** The research focused on how television influences gender roles and societal expectations among adolescents. Positive aspects included increased awareness about gender equality through certain shows, but it also highlighted the reinforcement of stereotypical gender roles through popular soap operas and advertisements.

**Patel et al. (2022):** This study analyzed the effect of television on adolescents' mental health in urban and rural areas. It found that TV programs can serve as a stress-reliever and a medium for cultural exchange. However, it noted the negative impact of late-night viewing on sleep patterns and academic focus.

**Anand & Lakshmi (2023):** This study explored television's role in shaping cultural values among Tamil adolescents. It found that regional TV shows helped preserve Tamil culture and language. However, the study also noted that Westernized content led to a shift away from traditional norms and increased peer pressure.

**Ramasamy et al. (2022):** This research focused on the effects of reality TV shows on Tamil adolescents' aspirations and lifestyle choices. It highlighted that such shows often promote creativity and public speaking skills. However, it also warned against the unrealistic portrayals of wealth and glamour, which may foster materialistic tendencies.

**Raj & Devi (2021):** This study investigated the influence of TV on the social behavior of adolescents in rural areas. It found that television improved general knowledge and awareness of social issues. However, the portrayal of violence in certain shows led to imitative behavior and conflicts among peers.

**Selvi & Kumar (2023):** The research examined the role of television in shaping body image among Tamil adolescents. It highlighted that exposure to diverse content improved self-expression and self-acceptance. Conversely, the study found that the glamorization of certain body types in TV shows and ads contributed to body dissatisfaction and unhealthy dieting habits.

**Summary of Literature Review:** The foreign, Indian and regional literatures were reviewed with the effects of television on children and found a gap to explore the social impact of Television on Adolescents. In spite of many studies exploring the enormous effects of Television on Adolescent children, the researcher wants to study the Social Impact of Television on Adolescents of Tiruchirappalli District.

## 5. OBJECTIVES

- 1) To know the Socio-demographic profile of the respondents.
- 2) To explore the positive and negative social impact on television on the respondents.

## 6. THEORY

Uses and Gratification Theory, proposed by Katz, Blumler, and Gurevitch, views audiences as active participants who select media to satisfy specific needs like information, entertainment, social interaction, and emotional comfort. It emphasizes that individuals use media purposefully, seeking content that aligns with their cognitive, social, or emotional desires.

## 7. HYPOTHESIS

**H1:** There is an association between the socio-demographic profile of the respondents and their social impacts of Television.

## 8. RESEARCH METHOD

The research design for this study on the social impact of television on adolescents in the Tiruchirappalli District uses a quantitative approach. It employs a simple random sampling method, collecting data from school students through structured questionnaires. The study is grounded in Uses and Gratification Theory and Cultural Analysis, focusing on understanding the positive and negative effects of television viewing. Data analysis involves descriptive statistics and chi-square tests to assess associations between socio-demographic factors and the impact of television. The design aims to identify viewing patterns, social behaviours, and overall effects on adolescents' social integration and lifestyle choices.

## 9. ANALYSIS AND INTERPRETATION

### Socio-demographic profile of the respondents

Particulars	No.of respondents	Percentage
Age		
13yrs	144	24.0

Social Impact of Television on Adolescents of Tiruchirappalli District

14yrs	132	22.0
15yrs	143	23.8
16yrs	121	20.2
17yrs	60	10.0
<b>Gender</b>		
Male	324	54.0
Female	276	46.0
<b>Family Annual Income</b>		
Below Rs.75000	100	16.7
Rs.75001 to 100000	112	18.7
Rs.100001 to 150000	199	33.2
Rs.150001 to 200000	189	31.5
<b>Place of residence</b>		
Rural	265	44.2
Semi-urban	203	33.8
Urban	132	22.0
<b>Type of family</b>		
Nuclear family	433	72.2
Joint family	167	27.8
<b>Order of Birth</b>		
1 <sup>st</sup>	286	47.7
2 <sup>nd</sup>	190	31.7
3 <sup>rd</sup>	124	20.7

*Source: Primary data*

According to the above data, 24% of the respondents were 13 years old, followed by 23.8% who were 15 years old, 22% who were 14 years old, 20.2% who were 16 years old, and the final 10% who were 17 years old. Male respondents made up 54% of the sample, with female respondents making up 46%. Thirteen percent (33.2%) of the respondents' annual family income fell between Rs. 100001 and Rs. 150000, thirty-one percent (31.5%) fell between Rs. 150001 and Rs. 200000, eighteen percent (18.7%) fell between Rs. 75001 and Rs. 100000, and sixteen percent (16.7%) fell below Rs. 75000. The respondents' homes were distributed as follows: nearly half (44.2%) were in rural areas, 33.8% were in semi-urban areas, and the remaining 22% were in urban areas. The vast majority of respondents (72.2%) belonged to a nuclear family, while the remaining 27.8% were part of a combined family. Of the respondents, 47.7% were first-born children, 31.7% were second-born children, and the remaining 20.7% were third-born children.

**Social Impact of television on school students (Negative)**

Statements	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Mean
Watching TV makes me lonely	140 (23.3%)	101 (16.8%)	121 (20.2%)	158 (26.3%)	80 (13.3%)	2.89
I reduced talking to parents after watching TV	112 (18.7%)	90 (15%)	148 (24.7%)	171 (28.5%)	79 (13.2%)	3.02

I spent my vacation watching TV instead of visiting my relatives and friends	49 (8.2%)	120 (20%)	141 (23.5%)	216 (36%)	74 (12.3%)	3.24
TV viewing makes me hate society	133 (22.2%)	133 (22.2%)	163 (27.2%)	114 (19%)	57 (9.5%)	2.71
I hesitate to obey my parent while watching TV	92 (15.3%)	102 (17%)	152 (25.3%)	169 (28.2%)	85 (14.2%)	3.09
I always fight with my sibling while watching TV	92 (15.3%)	96 (16%)	141 (23.5%)	175 (29.2%)	96 (16%)	3.15
TV viewing affects my sleeping habits	146 (24.3%)	110 (18.3%)	129 (21.5%)	147 (24.5%)	68 (11.3%)	2.80
I forget to talk/play with my peers while watching TV	150 (25%)	171 (28.5%)	113 (18.8%)	114 (19%)	52 (8.7%)	2.58
Anti -Social Television content, makes me feel the same	101 (16.8%)	117 (19.5%)	111 (18.5%)	186 (31%)	85 (14.2%)	3.06

**Source:** Primary data

The television's social impact on schoolchildren is displayed in the above table. According to the first statement, more than one-fourth (26.3%) of the respondents agreed, while 23.3% strongly disagreed, 20.2% were indifferent, 16.8% disagreed, and 13.3% strongly agreed that watching television makes them feel lonely. The second statement shows that while 24.7% of respondents were neutral, 18.7% strongly opposed, 15% disagreed, and only 13.2% strongly agreed, more than one-fourth (28.5%) of respondents agreed that chatting to parents after watching TV reduced the amount of time spent doing so. According to the third statement, 36% of the participants agreed that they used to watch TV during their vacations rather as spending time with family. The rest 23.5% disagreed, 20% disagreed, 12.3% strongly agreed, and 8.2% strongly disagreed.

According to the fourth statement, 27.2 percent of the respondents were neutral about watching TV making them despise society, while 22.2% strongly opposed, 22.2% disagreed, 19% agreed, and 9.5% strongly agreed. The fifth statement shows that while 25.3% of respondents were indifferent, 17.3% disagreed, 15.3% strongly disagreed, and 14.2% strongly agreed, more than one-fourth (28.2%) of respondents agreed with hesitating to obey their parents when watching TV.

According to the sixth statement, out of the respondents, more than one-fourth (29.2%) agreed that they always argue with their brother when watching TV, whereas 23.5% disagreed, 16% disagreed, and 15.3% strongly disagreed. According to the sixth statement, 24.4% of respondents agreed, 24.3% strongly disagreed, 21.5% were indifferent, 18.3% disagreed, and the remaining 11.3% strongly agreed that watching TV affects their sleeping patterns. With regard to forgetting to converse or play with their classmates while watching TV, more than one-fourth (28.5%) of the respondents disagreed, whilst 25% strongly disagreed, 19% agreed, 18.8% were neutral, and only 8.7% strongly agreed, according to the eighth statement. According to the ninth statement, 31% of respondents agreed that watching anti-social television content helps them feel the same, whereas 19.5% disagreed, 18.5% were neutral, 16.8% strongly disagreed, and 14.2% strongly agreed.

**Social Impact of television on school students (Positive)**

Statements	Strongly disagree	Disagree	Neutral	Agree	Strongly Agree	Mean
Television makes me socialize better	100 (16.7%)	117 (19.5%)	203 (33.8%)	89 (14.8%)	91 (15.2%)	2.92
Watching TV makes me feel happy always	115 (19.2%)	144 (24%)	117 (19.5%)	157 (26.2%)	67 (11.2%)	2.86
I have improved my speaking skills by watching television.	133 (22.2%)	94 (15.7%)	154 (25.7%)	154 (25.7%)	65 (10.8%)	2.87
Watching TV has improved my social esteem	151 (25.2%)	90 (15%)	123 (20.5%)	173 (28.8%)	63 (10.5%)	2.84
Talking about the previous day's TV shows, make me converse with my friends	144 (24%)	134 (22.3%)	143 (23.8%)	124 (20.7%)	55 (9.2%)	2.69
TV creates awareness in society through Ad campaigns, advertisements.	151 (25.2%)	90 (15%)	123 (20.5%)	173 (28.8%)	63 (10.5%)	2.84
I learned many things through Television which I never knew in my life	144 (24%)	134 (22.3%)	143 (23.8%)	124 (20.7%)	55 (9.2%)	2.69

*Source: Primary data*

According to the table, 33% of respondents were indifferent, 19.5% disagreed, 16.7% strongly disagreed, 15.2% strongly agreed, and 14.8% agreed that watching television improved their social interactions. According to the second statement, 26.2 percent of respondents agreed, 24% objected, 19.5% were indifferent, 19.2% strongly disagreed, and 11.2% strongly agreed that watching TV always makes them feel joyful. In response to the third statement, twenty-two percent strongly disagreed, fifteen percent disagreed, and the remaining ten percent strongly agreed. Of the respondents, one-fourth (25.7%) were neutral and agreed that watching TV had enhanced their ability to speak with people. According to the fourth statement, 24.8 percent of respondents strongly disagreed, 20.5 percent were indifferent, 15% disagreed, and 10.5 percent strongly agreed that viewing TV had increased their social esteem. More than one-fourth of the respondents (28.8%) agreed with this assertion. According to the fifth statement, 24% of respondents strongly disagreed that discussing the TV shows from the previous day improves conversations with friends. The remaining 23.8 percent were neutral, 22.3 percent disagreed, 20.7 percent agreed, and 9.2 percent strongly agreed. According to the sixth statement, 25.2 percent of respondents strongly disagreed, 20.5 percent were neutral, 15% disagreed, and the remaining 10.5 percent strongly agreed that television raises awareness among society through ad campaigns and advertisements. This represents more than one-fourth of the respondents (28.8%). According to the seventh statement, 23.8 percent of respondents were indifferent, 22.3 percent disagreed, 20.7 percent agreed, and the remaining 9.2 percent strongly agreed. One-fourth (24%) of the respondents strongly disputed that they learnt many things through television that they never knew in their lives.

## 10. TESTING HYPOTHESIS

### Association between Socio-demographic Profile and the Social Impact of Television on School Students

Socio-Demographic profile	Social impact						Statistical inference
	Low		High		Total		
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	
<b>Age</b>							
13yrs	100	33.8%	44	14.5%	144	24.0%	X <sup>2</sup> =37.119 Df=4 .000<0.05 Significant
14yrs	67	22.6%	65	21.4%	132	22.0%	
15yrs	60	20.3%	83	27.3%	143	23.8%	
16yrs	50	16.9%	71	23.4%	121	20.2%	
17yrs	19	6.4%	41	13.5%	60	10.0%	
<b>Gender</b>							
Male	165	55.7%	159	52.3%	324	54.0%	X <sup>2</sup> =0.715 Df=1 .398>0.05 Not Significant
Female	131	44.3%	145	47.7%	276	46.0%	
<b>Annual family Income</b>							
Below Rs.75000	46	15.5%	54	17.8%	100	16.7%	X <sup>2</sup> =13.661 Df=3 .003<0.05 Significant
Rs.75001 to 100000	40	13.5%	72	23.7%	112	18.7%	
Rs.100001 to 150000	102	34.5%	97	31.9%	199	33.2%	
Rs.150001 to 200000	108	36.5%	81	26.6%	189	31.5%	
<b>Place of residence</b>							
Rural	129	43.6%	136	44.7%	265	44.2%	X <sup>2</sup> =0.474 Df=2 .789>0.05 Not Significant
Semi-urban	104	35.1%	99	32.6%	203	33.8%	
Urban	63	21.3%	69	22.7%	132	22.0%	
<b>Type of family</b>							
Nuclear family	219	74.0%	214	70.4%	433	72.2%	X <sup>2</sup> =0.963 Df=1 .326>0.05 Not Significant
Joint family	77	26.0%	90	29.6%	167	27.8%	
<b>Order of Birth</b>							
1	145	49.0%	141	46.4%	286	47.7%	X <sup>2</sup> =0.550 Df=2 .760>0.05 Not Significant
2	93	31.4%	97	31.9%	190	31.7%	
3	58	19.6%	66	21.7%	124	20.7%	
<b>Total</b>	<b>296</b>	<b>100.0%</b>	<b>304</b>	<b>100.0%</b>	<b>600</b>	<b>100.0%</b>	

**Hypothesis (H<sub>1</sub>):** There is an association between the socio-demographic profile of the respondents and their social impacts of Television.

According to the chi-square test above, there is a substantial correlation between students' age, family income, and the social influence of the TV shows they watch. The computed value ( $p < 0.05$ ) is less than the value in the table. Gender, place of residence, family type, and birth order had no discernible correlations with the societal impact of TV program viewership. The computed value ( $p > 0.05$ ) is higher than the value in the table. The hypothesis is rejected.

## 11. DISCUSSION

This study's subject centres on how television affects teenagers in the Tiruchirappalli District's social behaviours and attitudes. Adolescents consciously choose television programming that satisfies their requirements for social contact, entertainment, and information, according to the Uses and Gratification Theory. Their perception of cultural norms and societal expectations, as well as their worldview and self-image, are influenced by this active engagement. Positive outcomes include exposure to various cultures and enhanced social awareness through educational initiatives. The study does, however, also highlight some detrimental effects, including a decrease in in-person interactions with family and friends and the possibility of embracing exaggerated ideals of beauty and success. It has been discovered that parental involvement during television viewing is essential for assisting teenagers in understanding and placing the material they watch. The information also demonstrates how age and family income, two sociodemographic variables, affect television watching behaviours and their effects. Although television presents chances for education and socialisation, the study emphasises the necessity of moderate television intake to prevent negative impacts on teenagers' social integration and general well-being.

## 12. CONCLUSION AND RECOMMENDATION

The study comes to the conclusion that adolescents in the Tiruchirappalli District are significantly impacted by television on a social level, both positively and negatively. Even though television offers educational content, fosters cultural awareness, and increases social awareness, excessive or incorrect consumption can have unfavourable effects. In order to optimise television consumption's advantages and minimise its disadvantages, the research highlights the significance of parental guidance in moderating such use. The study emphasises how teenagers actively choose TV shows to suit their requirements, influencing their social integration and psychological health by drawing on the Uses and Gratification Theory.

According to this study, parents and teachers should keep an eye on and supervise their adolescent children's television viewing, with special emphasis on shows that uphold moral and ethical principles. Promoting co-viewing can lead to conversations that assist teenagers in developing their critical analysis skills with media. Limiting screen time is also essential for their general wellbeing in order to balance television with physical activity. In order to promote healthy social and emotional development, media producers should also offer age-appropriate programming that emphasises accurate depictions and positive role models. Media literacy programs might be implemented in schools to support teenagers in comprehending and interpreting television, which would improve their capacity to choose what to watch.

## CONFLICT OF INTERESTS

None.

## ACKNOWLEDGMENTS

None.

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