META ANALYSIS ON DECREASING ROLE OF TRADITIONAL SOURCES OF INFLUENCE: FAMILY, SCHOOL, COMMUNITY, RELIGION

Prof.Dr.C.Karthikeyan*   Mr.S.Sivalingam**
*Director, Adithya School of Business, Coimbatore.
**Research Scholar of Bharathiar University, Coimbatore.

Abstract
Younger Generation in India, commonly called (Gen Y) are good in academics, speedier in handling digital devices, quick to absorb quintessence of technological developments, and multiskilled. They are very smart in communicating through digitals, but when in terms of "Getting Influenced", there exists a paradox, which is yet to unfold in many of the younger people today, especially in growing country like India. Let it be an young executive in an organization, nor a higher secondary student at the school or grown up adult at colleges, they are in the twist of dubious doubts as to which is the correct source to refer for their life. With the revolution in communication system and e-culture in work, and speedy referencing source like Google and Wikipedia, the influence on the youngster by these external sources are higher than the traditional sources of influence like the family, school, community and religion.

Take for example even the trivial matters, like the selection of educational course for future, dress materials, to follow the culture and traditions, the family values, cultural values, social values and values of life that determines their existence in society, are under great scrutiny by the gen-y, and the versions are multiplying since, the external influences are increasing rapidly and worldly influence on social behaviour is also under greatest of the influence. Ask a question on values and norms they follow or educate them to follow, we can unfold a very unique paradox of confusing practices between what is value and what is a norm, and what are the ways to take on individual values, social values, cultural values and its norms in real walk of life.

This in turn takes away the clarity in the youngsters, as to which is truly in existence and real one, since the dubious and deliberate matters are both simultaneously available easily for the present younger generation, and with less personal communication with family, or to listen to the elderly, nor to religious discourses, the norms, traditions, cultures, norms, trends and behavior is now more in the external influencers like social networking, friends, referencing web sites and opinions of experts in the field, rather than the traditional Sources of Influence: Family, School, Community and Religion.

***Key Words**: Influencers, Traditional Sources, Gen Y, School, Community, Religion, family values, social values, culture, traditions, youngsters, youth, external influencers, social networking, Google, Wikipedia.*

OBJECTIVES
(i).   To have a Meta-analysis of recent trends in decreasing influence on family, school, community and religion.
(ii). To analyze what are the other sources that influence the youth of today.
(iii)   To evaluate the polarization of values as "can be followed and cannot be followed" with having Indian constitutional values, as influence.
(iv). To examine how the present sources of influence like the mass media have a predominating impact in every sphere of life in the present younger generation.

METHODOLOGY; A Meta analysis on the secondary data and based on the previous research and surveys and review of literature, and replacing with current practical applications, and to finally arrive where the values actually stand.
(i)   By assimilating the current practices by the present "generation **y**" with the available survey reports.
(ii) By keeping the generally followed values as the base factor for making a comparison with current values

REVIEW OF LITERATURE
(i) "Economic Times in the recent study" stated that they have a different Investment dcalculations altogether and are very lateral in thinking on the investing part unlike their predecessors; Economic Times during the month of May 2015 which mentioned that the "top cities are no longer the preferred choice for real estate investment by young professionals, according to a recent survey by property research firm Track2Realty". The ET report mentioned that "More than half of the respondents, about 57%, say they would prefer to stay in rented apartment in prime cities like Delhi, Mumbai, Pune, Kolkata, Bangalore and Ahmedabad and invest in cities like Lucknow, Jaipur, Ahmedabad, Surat, Patna, Ranchi and Bhopal for better appreciation potential. As many as 70% with disposable income find a hill station or holiday home outside metro better to invest than to buying a second home within the city. Better return on investment in tier II and III cities, low rental values in

metros and shifting job locations for youth were cited as the major reasons for this growing trend of investments in smaller cities."

(ii) The TOI (Times of India report) recently stated that., reflects the Govt's mood to invest in Tire II cities. "tier II cities have never got their due though they collectively contribute more than 50% to the state economy's growth, said CREDAI Tamil Nadu president Ramesh Bafna. "Each one of the four tier II cities has a potential to attract investments to the tune of Rs 50,000 crore, provided the government, industrial bodies and developers give a collective push," he said. Promotion of tier II cities would help put brakes on migration of villagers to the state capital, said Akshaya MD T Chitty Babu. "All our tier II cities have adequate infrastructure to absorb big time investment. As large tracts of land are available at cheap rates, it makes economic sense to set up manufacturing hubs in these cities," said Babu.".

(iii)"A focus group conversation INDIAN YOUTH Perception on having own houses";have organized with 30 something young IT professionals in Chennai and Bangalore who had a prevalent dream of "becoming farmers.. soon". Everybody wanted to have a "home" near to city (say, 2 hours of drive) and many even invested in purchasing lands. Well, they also stated that the 'dream' might be only to have a 'weekend home' cause the facilities they are habituated with (wifi, malls, AC, smooth roads, good restaurants etc.) might not be available in suburbs. Inglodians are affluent and consume most of the trendy & luxury items. They are internet savvy & the believers of global-village (a place where there is no difference between east & west, developing & developed countries etc.), highly influ"enced by the western music, food, fashion & culture yet Indian at heart" at length because in spite of its obvious commercial slant, it speaks to a challenge of writing about new media practices among young Indians. This group encompasses several hundred million people, and is marked by geographical, socio-economic and gender differences. It is therefore impossible to study, or talk about, them as one group."

(iv) A survey result released in late Jan 2015 again proved that the mindset of most youth in India remains in the categories of Bharatiyas (as per the psychographic mindset segment at Ingene) and yet to be progressed towards other 2 categories (Indians and in'glo'dians). In the survey while more than half (55%) of the students surveyed believed that women 'provoke' men with the way they dress, close to half of them say women have no choice but to accept violence. This survey of high school and college students from 11 cities has revealed that about half of them would prefer military rule over a democracy. But perhaps what is more is that an astonishing 65 percent 'agree' that boys and girls from different religions should not mingle.

(v) "The survey, conducted by Children's Movement for Civic Awareness (CMCA)", a Bengaluru-based NGO, covered about 10,000 high-school and college students from 11 cities across the country. On the question of democracy, 50 per cent of the respondents preferred military rule to democracy. The same number insisted that migrants should go back 'home'.

(vi) "Survey on Youth about love and relationship"; people are becoming more self cantered and don't bother much about the society as they gave society as to the 4th preference in their life …1st being family as 53% of the people believe family as their first preference and 39% voted career as second preference. Love comes as 3rd preference with only 8% voting. Hence the priority of life for Indian youth remains as family and career.

(vii)" Survey Talking about the change in the definition of love", 21% of the people believe that love is just a status symbol and 19% think that people are more towards physical needs then towards emotional, reason being westernisation as said by 24% of the people and then love being the social symbol 22% of the people said society plays an important role in changing the definition of love. Love is changed or it is just the perception of people changed, this question runs in everyone's mind because now people also suffer from side effects of love as 24% of the people think it leads to emotional breakdown of the person and it makes the person to do a lot of compromises but still people being very conscious towards their career only 8% believe that it distract a person from the path of making his career. asking in the nutshell about the change in love in its true sense 60% of the people said that love is not changed .so, this clearly shows that today's youth is confused whowants to get true love but in a modified version which should be suitable to their needs and demand, and which be spacious enough so that they can move on without making any compromise and without taking responsibilities but again as they move on stread of life towards making their career and so called "LIFE" they feel someone to be their but no one is ready to make compromises and no one wants them to change and because of the availability of multiple options no one even cares, but somewhere down the track everyone wants someone and love has not changed as stated by 60% of the sample's population.

INTRODUCTION
A healthy happy society is one in which all its members feel included and do not feel that they are excluded from the processes of the society because of their colour, culture, caste, religion, gender or community. Young learners must be made

to understand that their own life and long term peace, prosperity and happiness are endangered if societies are not built on inclusivity. This principle of inclusion must be part of the day-to-day practices of the school. Efforts should be made to ensure that every member of the school, every child, every worker, every teacher feels included and not excluded because of certain disparities or because of certain economic, social and cultural background. The need to ensure gender equality and gender equity within the society in particular by respecting the role and contribution of women in societies raises the whole question as to how gender is treated in curricular, teaching and administrative processes within the schools. There is a need to examine and ensure that gender biases and gender stereotyping are not part of the Institutional ethos and climate.

The Indian youth segment roughly estimates close to 250million (between the ages of fifteen and twenty-five) and can be broadly divided (socio-psychologically) into three categories: the **Bharatiyas**, the **Indians** & the **Inglodians** (copyright Kaustav SG 2008). The Bharatiyas estimating 67% of the young population lives in the rural (R1, R2 to R4 SEC) areas with least influence of globalization, high traditional values. They are least economically privileged, most family oriented Bollywood influenced generation. The Indians constitute **31.5%** (A, B,C, D & E SEC) and have moderate global influence. They are well aware of the global trends but rooted to the Indian family values, customs and ethos. The Inglodians are basically the creamy layers (A1,A SEC) and marginal (1.5% or roughly three million) in number though they are strongly growing (*70%* growth rate). Inglodians are affluent and consume most of the trendy & luxury items. They are internet savvy & the believers of global-village (a place where there is no difference between east & west, developing & developed countries etc.), highly influenced by the western music, food, fashion & culture yet Indian at heart.

Values enshrined in the Constitution of India point towards the principles of equality and social justice and appreciation of cultural values of each other, dignity of all individuals, etc. The values such as equality, fraternity, justice can promote inclusivity where all members of the society feel included irrespective of their colour, culture, economic and social background, caste, religion, gender or community. The culture of inclusivity is particularly relevant and important in the context of our society, nation and making education a right for all children.

Values should not be treated as ideal concepts but as 'empowering tools' which are helpful in meeting the challenges of the contemporary social world–be it religious fundamentalism, environmental degradation, multi-cultural conflicts, misuse of science and technology, inequalities, ill effects of mass media, globalization, commercialization and so on. The very nature of value education implies empowering the students with certain attitudes and skills as well as giving them the critical ability to use them in the contemporary everyday world, full of myriad challenges. In the context of schools and school education, there are some key challenges, particularly in contemporary social contexts, that acquire a sense of urgency which need to be addressed. An attempt has been made to present a brief discussion of why we need to come up with new ways of educating students, to allow them to better situate themselves when confronted by the socio-cultural complexities, and the role of values in meeting the challenges.

CLASSIFICATION OF VALUES
Values may be classified as:1. Aesthetic Values , 2. Social Values, 3. Moral Values,4. Spiritual Values.
1. Aesthetic Values:
　Aesthetics is the study of values in the realm of beauty. Aesthetic values are those which give people happiness and pleasure. Some philosophers opine that aesthetic values are confined to the artistic excellence.
2. Social Values:
　Man is a social being. He lives in the society. He cannot be separated as independent entity. Child develops social consciousness through active interaction with social experiences. The society, in which he plans and prospers, has certain ideals, values, behaviour, code and faith that influence the growth and mode of thinking of an individual. To enjoy social values, he desires to promote an enjoy association with his family, friends and community. Education can have significance only when it makes individual realize his relationship with the society.
3. Moral Values:
　Moral concerns to the principle of right and wrong. It relates to some standard, code and conduct. The values relating to the conduct of a person are called moral values. So moral values refer to the behaviour of man towards man in the home, in society, in economic fields and in the life of outside world. Generally, man is not born moral. He possesses certain impulses. Education enables him to control these animal impulses through the development of higher values of life, worthy interest, lofty ideals and noble ideas. Moral values should be inculcated from very early childhood. At home, physical habits and mental attitudes are formed in the children which lead to the development of moral values. Good manners are important for cultivation of moral values. Good manners help us to refine our behaviour by removing the harshness in our words.

4. Spiritual values
Moral values effect the relationship between man and man. Spiritual values effect the individual in his relation with himself Man does not live by bread alone. He needs inner peace and happiness. Not material things but spiritual values can provide him real solace and pleasure in life. The greatest tragedy is that our students getting education in school and colleges are losing their higher ideals of life and they are living in a spiritual vacuum. If the aim of education is self-realization, then the first towards its attainment will be to understand the nature of the child and after correct scrutiny, try to know well his basic tendencies, capacities and abilities. After this educational activities and programmes should be so organised that the basic capacities and abilities are developed to the fullest extent and the child is able to realize his self completely.

GlobalisationA contemporary reality is that the socio-cultural environment has been radically transformed. Globalisation signifies omnipresent culture. Our cultural horizon today embraces almost the whole planet. Societies have become less and less mono-cultural. Consequently, the environment in which we are living is now more complex and multiple with different cultures developing in a way that it is no longer possible to think of adaptation to a homogeneous environment. It is rather a matter of adaptation to pluri-cultural and highly complex environment. Globalisation can lead us to cut–throat competitions, rejection of even one's own valuable culture and traditions. It can also contribute to a new cooperative human society, a more caring and compassionate human being. The right attitude towards globalisation can serve as a vehicle for promotion of inter-connectivity and interdependence. While we promote national integration, we must also cultivate values required to live in harmony with global society. We should make children proud to be Indians as well as proud to be global citizens.

How Values are Acquired; Development of values takes place during the process of socialisation. Socialisation always occurs in a context. Since socio-cultural milieu is different for different societies, differences in cultures are reflected in the values. There are layers of contexts according to the ecological perspective. The smallest of the context in which the child lives and moves is the immediate family, school teachers and peers and the neighbourhood, play area, etc. Another layer of context is the direct involvement of individuals affecting the child such as parents' interaction with neighbours, etc. Still the wider context relates to the broader community in which the child lives. Examples are family network, mass media, work places, family friends. Though the child may not have direct contact, the different layers of systems affect the child's development and socialisation. Each layer of context interacts with another making a highly complex context in which the child grows up. Nothing ever remains static. As the child grows, the contexts also change which influence the child's attitudes, behaviour, values, etc.
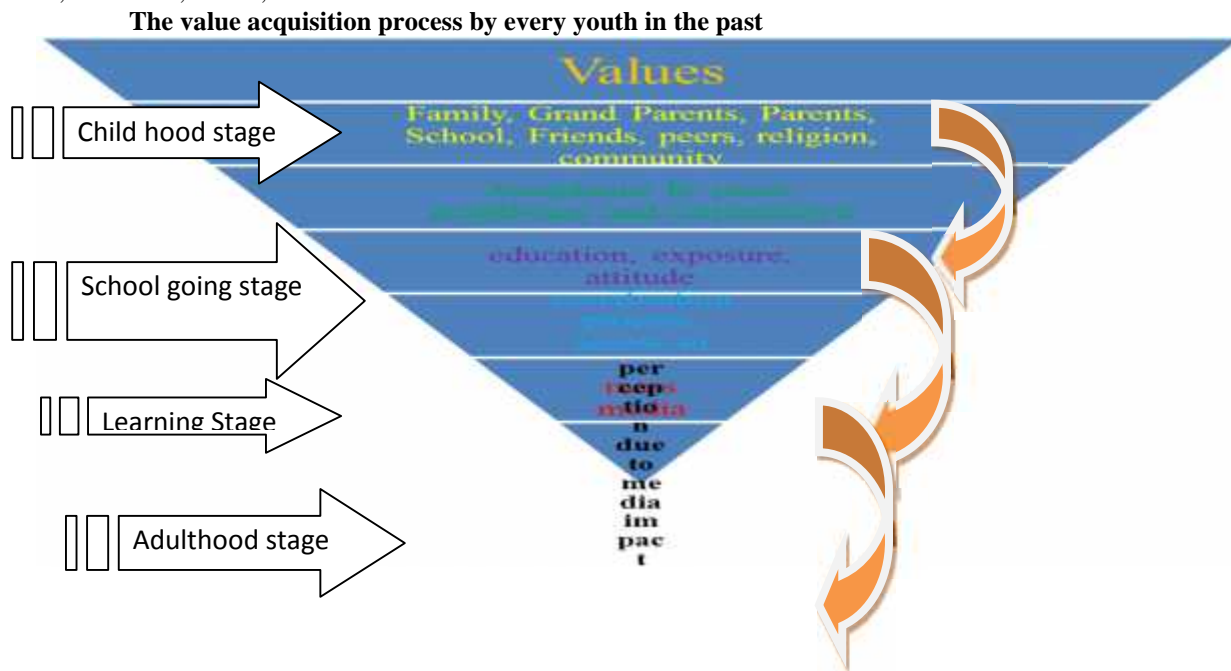
The value acquisition process by every youth in the past

Figure 1; Compiled and Developed during study by Author.

Note; Inverted Pyramid depicting the traditional value acquisition process by a child at various stages before the information highway era.

Values are learnt as we learn habits in the process of growing up. Learning of values takes place quite early in life by word of mouth or simple commands from parents and other adults at home. In the early years of life, prohibitions and parent identifications are the source of values. For example, an 18-month old child seizes the lid of a sugar bowl on the table followed by loud and frightening admonition of 'No'. The child runs far to a corner of the room, closes his eyes and holds the lid in front of his/her face to protect himself/herself. The mother retrieves the lid, scolds the child, the child throws tantrums. When the tantrum subsides, the child then looks at the offended mother looking for re-acceptance. At this stage, there are certain emotional states experienced by the child like impulse, fright, frustration, anger, each having a specific stimulus and terminating condition. The child does not comprehend the why of this behaviour or act. S/he only experiences certain kind of emotions and feelings. The following case of a little older three-year-old child and what it says about the role of parental identification assumes importance. On being scolded by the father to remain in bed till 7 o'clock, the child obeys to be in bed till seven o'clock. She does as ordered but cannot help doing other things while in bed which distracts the father. So again, she gets a scolding from the father.

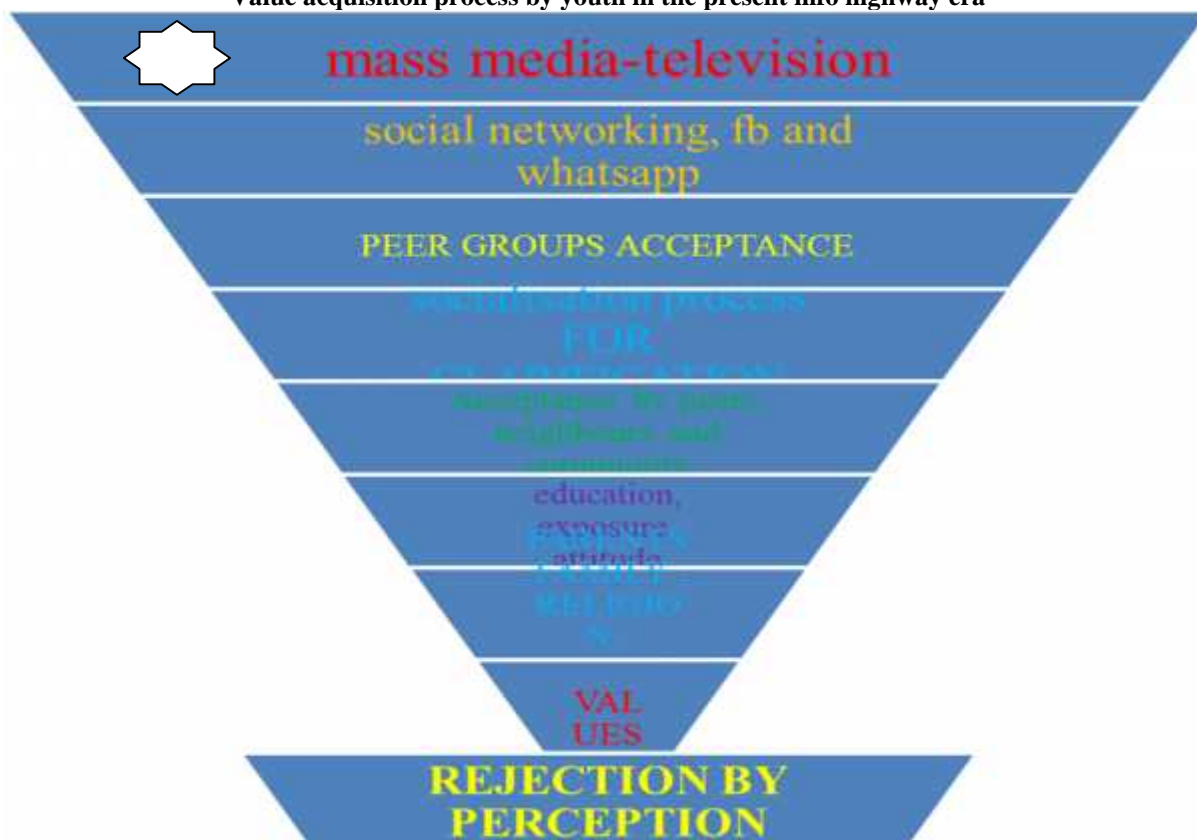**Value acquisition process by youth in the present info highway era**

mass media-television

social networking, fb and whatsapp

PEER GROUPS ACCEPTANCE

socialisation process
FOR
Children at sex

Acceptance by peer,
neighbours and
community

education,
exposure
attitude
religio
n

VAL
UES

REJECTION BY PERCEPTION

Figure 2; Compiled and Developed during study by Author.

Values are complex mix of understanding, attitudes, beliefs, behaviours and skills. There are a cluster of attitudes and beliefs associated with a particular value. For example, loyalty includes truth, peace is linked to commitment and justice. Moreover values are overlapping and interdependent. Not only this, values assume different connotations in a particular context. For example, justice as a value involves being just in one's dealings with people. It also means commitment to social justice in general. Similarly, equality will have different connotations at teacher/school, school and society level. As values are interlinked and can also have different interpretations in different contexts, it is important to deal with the question of 'what values' in particular frame of reference. Attempt has been made to outline certain 'Core Value Concerns' with a cluster of attitudes and skills and the rationale for the same. Each school must prioritise values which require immediate attention according to their cultural conditions and settings from the outlined core value concerns. Each school also needs to develop a clear vision and charter of values to be included in their own mission statements which may otherwise remain hidden and implicit as a matter of principle and not practice.
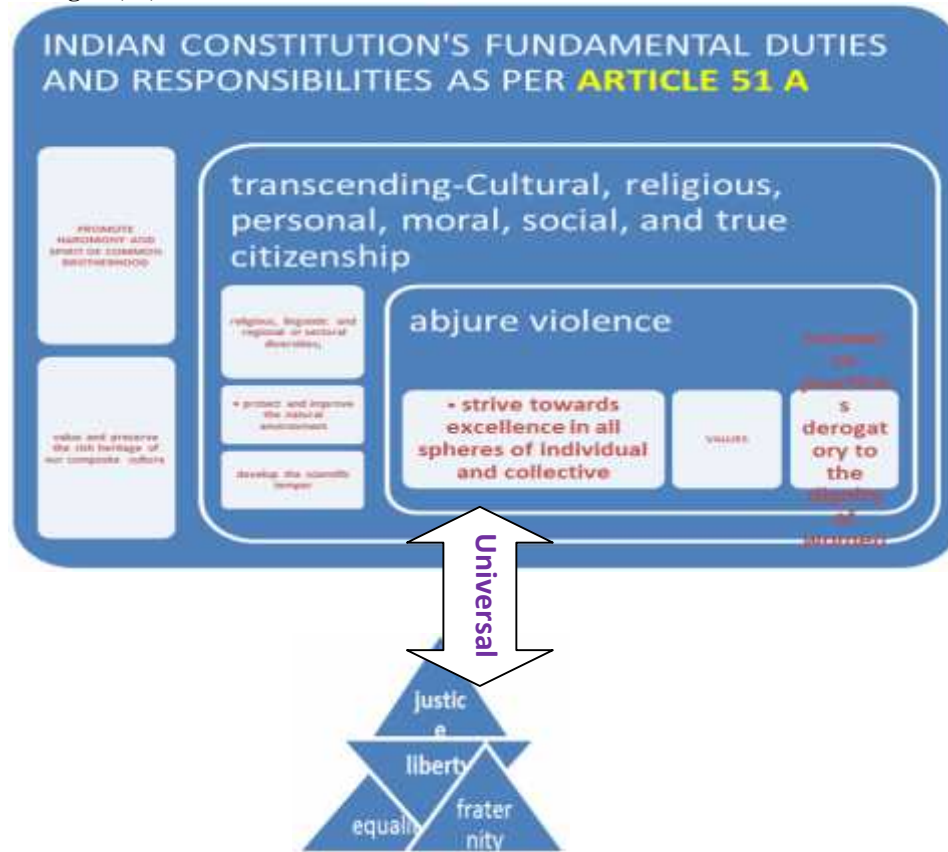
Examining with the CORE INDIAN VALUES;
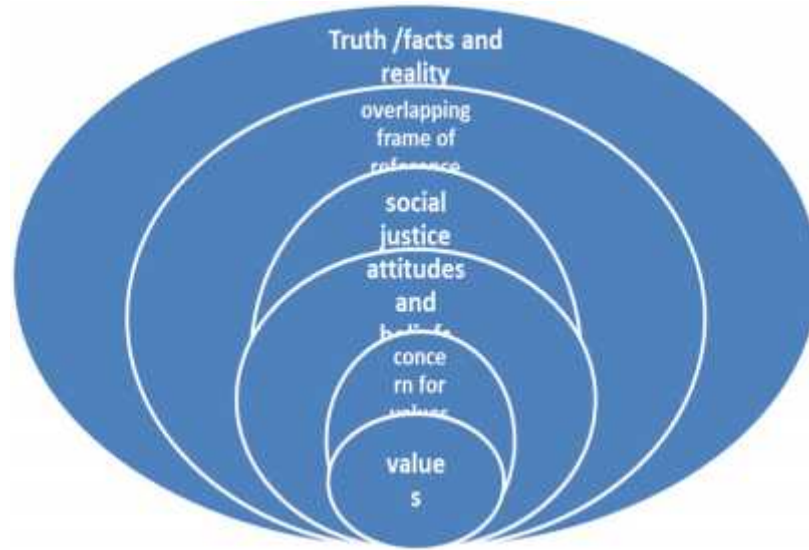
Figure;5; venned value propositions in an individual
Note; figure depicts the complex relationships the value process holds
Source; compiled and developed by author

Figure; 6; Nested values of Indian Constitution with Universal values

Connecting universal values
Figure; 6; The *values surrounding universal values embedded with duties responsibilities expected from all citizens,*
*particularly from the youth,***Source; Compiled and developed by Author**

An attempt has been made to present a cluster of attitudes and competencies associated with the core value concerns. There are fine distinctions among sensitivities, attitudes, beliefs, competencies but all these are important in the formation of values

at cognitive (knowing), affective (feeling) and co native (doing) levels. It is to remember that this grouping is illustrative and not exhaustive. As discussed earlier, based on these concerns, each school can identify and prioritize values required to be nurtured, appropriate to their local specific conditions and requirements.

HEALTH AND HYGIENE
Health is important for the physical development of any individual. Earlier health used to mean the absence of disease but today it has taken on a more comprehensive meaning because of the nterrelationships between physical health and mental, social, emotional and spiritual dimensions.

Health is a critical input for the overall development of the child as well as retention, learning and performance of the child in the school. The present gen Y suffers due to erosion in belief that health and hygiene is an attitudinal value component which needs to be taken seriously, which otherwise cause numerous health hazards as depicted by the inverted pyramid.

Economic and lifestyle factors like;   Income, poverty, employment, occupation, social support, the type of work, etc. affecting health. Amongst all factors, lifestyle factors can be relatively under control. We live in a world where according to WHO, 350 million children die of malnutrition and a similar number die due to illness such as obesity caused by over eating. In many developing societies including India, there are increasing incidences of child cardiac problems, diabetes and such lifestyle related sicknesses. There is also abuse of the body through use of harmful drugs and substances. Reckless lifestyles and errant sexual behaviour can also lead to problems with physical and mental health. One basic element contributing to general health is the conscious effort to keep oneself fit following a healthy lifestyle. Disciplined or regulated schedule appropriate to bodily needs – cleanliness, balance diet, proper food habits, adequate exercise, right posture, relaxation, recreation, adequate sleep and rest, restrain on indulgence, etc. are important for healthy lifestyle. There are many opportunities for cross-curricular learning and integrations for promoting physical health as highlighted by NCF (2005).

Understanding one's limitations helps in discovering one's true being. Honesty with oneself, facing the truth about something, taking courage to speak the truth are necessary virtues for trust in rlelationships. In the process of nurturing oneself, integrity or uprightness, self-discipline, control of one's conduct are important. The self has many needs and demands and, therefore, it is necessary to have reasonable control. It takes determination and strong resolve to act upon such decisions. Self-discipline requires the ability to say no many times when it is   tempting to give in. Disciplining one's senses and emotions, developing the habit of contemplation, reflection, self-monitoring, learning from mistakes are important for personal development. Besides this, developing positive dispositions like optimism, hope in face of adversity, perseverance and the ability to bounce back in case of a setback, poise and calmness in case of turmoil are important dispositions that will empower students to continue to learn, adapt to changing circumstances throughout their lives as well as contribute to take on the role and responsibility of influencing the immediate environment.

SOCIAL RESPONSIBILITY
Awareness and respect for one's own and others' rights and responsibilities in the context of Constitutional values – justice, freedom, equality, secularism, multiculturalism, sustainable development; Ability to work with others in a cooperative way, sensitivity towards human rights, rights of women, ethnic minorities; Respect for national symbols, events, days, heritage and resources; Appreciation and respect for cultural diversity and unity in the midst of diversity—language, religion, norms, cultural traditions; Preservation of resources; Austerity in consumption of resources; Valuing sustainable development. Education has to be considered as a catalyst to promote the value of social responsibility and social consciousness among students. This involves gradual growth of consciousness from the self to the other and knowledge of the self as a member of a family, neighbourhood, village, town, city, community, nation and global society. At each stage there is enlargement of awareness of loyalties to each of the above. The sense of responsibility and obligation towards one's family, neighbourhood, society, nation, etc. needs to be cultivated in students right from the beginning. Training of students to discharge the duties to be responsible citizens need to be given importance with utmost earnestness otherwise students grow up with the obsession of rights to neglect duties and responsibilities. Without this they relate to the society and the nation only in what they can get out of it rather than what they can contribute to. If our students remain ignorant and indifferent to the duties of citizenship, it defeats the very purpose of education. A citizen's first loyalty is to the Constitution. Every educated person at least has to be aware of the vision and values embedded in the Constitution. The values need to be put into practice so that national unity, integrity of the country are upheld, rich heritage of the country is preserved, inequalities are not reinforced and perpetuated, respect for diversity transcending all barriers is maintained, democratic logic for empowering minorities is upheld and the culture and identities are preserved, the values of love for the country, sustainable human development, appreciation for interdependence and interconnection in family, school, community, nation, world and nature are understood and upheld.

Helping students learn to appreciate, demonstrate sensitivity and skills in fulfilling their share of responsibility as citizens towards shaping of a better society are thus very important.

Culture has macro and micro aspects. The micro aspects which influence a specific group within a society are called ethnic patterns which are based on race, region. For instance in India a Dravdian has different behaviour than an Aryan or a person of Arabic origin Persons of South will behave differently than people living in Mizoram, and Assam Hills, Jharkhand, Chhattisgarh or tribes of different regions. Such groups are formed on the basis of nationality (NRI's in USA), religion (Hindus, Muslims, Sikhs, Christians, Jains, Budhs etc. in India), physical attributes (the race), geographical locations (which are too may around the world and in India) or other factors. These ethnic micro-cultures have conflict with other values and in certain countries / areas has been cause of conflict. There are conflicts for long between whites and blacks Russia has been divided based on ethnic groups. These micro-cultural differences have great impact on consumer and so are important for marketer. Values and norms are also affected by income level and profession. The big industrialists, high level executives and professionals like doctors, lawyers, architects etc. have their own micro-culture. There are also micro cultural differences based on the level of education. The scientist, technocrats, researchers, has own class. There are persons who have been deprived of education and have become different cultural classes; the behaviour of each of these classes is different from others; language is another micro-culture.

FINDINGS AND CONCLUSION
Negative Divergence
We consider youth for this research as the term youth refers to persons who are no longer children and not yet adults. Used colloquially, however the term generally refers to a broader, more ambiguous field of reference- from the physically adolescent to those in their late twenties, though superficially the youth all over the world exhibits similar [degree of] attitude, [traits of] interests & [deliverance of] opinion but a detailed observation reveals the finer differential characteristics which are crucial and often ignored while targeting this group as a valued consumer base. India is one of the youngest countries in the world with 60% of its population less than 24 years of age.

Life is, day by day, becoming complex and complicated. Crisis in character and loss of values are reflected now in every sphere of human life. Standards of moral and social life of our people are gradually declining. The norm of family, society, politics, professional ethics, secularism, democracy etc. is going down and coming under strain.   Wide-spread disturbance, chaos, confusion and dislocation in life have become common phenomena. Belief in higher ideal is no more found. Corruption is rampant. Contradiction in living is the order of the day. We well-realize the deteriorating conditions of the system of values and ethics in our daily life. Different Commissions and Committees in our country have expressed their deep concern over the declining hold of values in human life and they emphasized on providing value-oriented education. The NPE, 1986 has categorically stated, "The growing concern over erosion of essential values has brought to focus the needs for readjustment in the curriculum in order to make education of forceful tool for the cultivation of moral and social values." Value signifies that quality of an individual or things which makes that individual or thing important, respectable and useful. But from philosophical or educational point of view, value signifies neither a thing nor an individual, but a thought or a point of view. As such, anything which is useful to an individual becomes valuable to him. From this point of view, values refer to objects that we cherish or desires and consider them desirable and worthy of acquisition. These may be material objects like food, clothing, shelter etc. and abstract qualities and ideas like truth, beauty, goodness, peace, happiness etc. These values have intrinsic worth for human beings.

Education has the greatest value. It is concerned with values that satisfy the designs, wants and aspirations. Educational values are related to those activities which are good, useful and valuable from the point of view of education.

As it is not possible to define society's personality it is difficult to define culture. The problem of definition becomes all the more difficult for countries like India who has long history, people of different religions, languages and customs who have settled over centuries from different parts of the world and different regions of the country. Similarly, in many other countries there are wide variety of races and beliefs because people from different parts of world have settled. There is diversity of culture in many other countries too. In spite of so much differences culture provides the society a sense of uniqueness and common identity, common understanding and thoughts that have common attitudes, values, and behaviour at least as a consumer broadly spending following behaviours are influenced by culture but they are neither exhaustive of other cultures specially culture of other countries what is called cross culture or greater influences of subcultures.

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