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Aims and Scope

An EP Journal of Mass Communication and Society, a broad-based journal was founded on two key tenets: To publish the most exciting researches with respect to the subjects of Journalism & Mass Communication . Secondly, to provide a rapid turn-around time possible for reviewing and publishing, and to disseminate the articles for research, teaching and reference purposes.Journal Aim and Scope covers following research areas (but not limited to):

1. International Communication
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Teaching and Learning with Media Technology

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A B S T R A C T

Over the centuries, there has been remarkable and mind-blowing improvement in innovations by man. This includes a rapid improvement in information and communication technology (ICT); which provides unique and inventive opportunity for improvements and changes in teaching and learning. The rapid growth in ICT has brought remarkable changes in the twenty-first century, as well as affected the demands of modern societies. ICT is becoming increasingly relevant in our daily lives and in our educational system. To aid and improve teaching and learning, various medium is employed to achieve the needed results and improvements. This is to say that the application of media technology in teaching and learning is a necessary and a welcome innovation in the educational system of any society. This paper reports the place of media technology in aiding and improving teaching and learning at all levels. The various medium of technology shall be discussed with the view to x-ray their roles. The research elicits data from textbook, journals, and library. Internet would form the secondary source of data collection. Results show that many instructors and learners have not acquired basic and professional development on the use of media technology for teaching and learning. Result also revealed negative attitude of both parties towards the use of media technology. It is recommended that instructors should acquire the needed skills through workshops, conferences, short courses, seminars and so on, in order to meet the growing demand of contemporary societies.

KEYWORDS: ICT, Media Technology, Innovation, Learning and Teaching etc.

INTRODUCTION

The rapid growth witnessed today globally in information and communication technology has brought about remarkable and unprecedented changes in the 21st century, thereby affecting the demand of modern societies. ICT is becoming increasingly relevant in almost all human endeavours ranging from oil and gas to agricultural sector. The educational system however has not been left out as there is a growing demand on utilization of information and communication technology (ICT) in learning new skills and knowledge needed for the 21st century. This is necessary as the effect of technology in our everyday life cannot be overemphasized as today's educational institute tries to reconstruct their curricula, and educational media to meet up with the increasing demand ICT has brought on our societies. The gap existing in the use of ICT and ICT-related tools in teaching and learning situation can therefore be workout by training and retraining instructors on the use of these ICT-related technologies.

The place of an instructor is unarguable the most outstanding and significant factor in education delivery the world over. Educational media having been considered as veritable tools have, however assume new innovation in teaching and learning situation in our classroom. An effective educational delivery in the 21st century is to incorporate media technology into teaching and learning as against the traditional approach. Obviously, technology has Improve performance in learning educational skills and content in ways impossible in the traditional classroom setting. Instructor/educators can most effectively taken advantages of technology by introducing students/learners to activities in which contents are taught more actively and meaningfully (Berson 2009). The utilization of information and communication technology (ICT), in the classroom by instructors will attract improve performance in learning and they should be made available and accessible. These available media resource will motivate and induce learners to acquire knowledge easier at different capacity and level.

TEACHING

Teaching has been conceived from different angles despite the different conception of teaching and by implication been the teacher's task, teaching should encompass both instructions in procedure, a process to guide students to information, they will need and challenging them to engage in thinking about concepts they construct in their minds. All these processes is needed in order to teach students to become fully functional thinks. Dewey (1916:89) stated that teaching consists of assisting the learner during the process of reconstruction or reorganization of experience which adds to the meaning of experience and which increase the ability to direct the course of subsequent experience. From Dewey's position, it is ascertain that fetching equip a learner with the much needed experience to construct and organize experience thus increasing his ability to meet up life changes which form part of the subsequent experience. In teaching the learner becomes focal point.

Teaching consist of leading the learner through a sequence of statement and restatement of a problem or body of knowledge that increase the ability to grasp, transform and transfer what he is learning(Burner 1966:4). This definition place the learners\ ability to be transformed on the sequences or sense of knowledge, mental engagement, activities he is made to go through. This is to say that learning is feed by teaching. However, not work by is the fact that learning can take place without teaching and since this happen, teaching can be regarded as a guide to the learner to facilitate learning. In order word, teaching is just like the computer been human aided machine can be regarded as learner's aided process. In the 21st century, self effort and experience in learning is highly advocated. Hence the need for teacher to use discovery and inquiry mode of teaching which are to greater extent I.C.T based.

LEARNING

This process has assumed different meaning to different people including non-scholar outside the field of teaching and learning. There are various definition and learning. Each depends on the psychological school of thought. Before we talk about the different schools, let consider some facts that make up learning. Teaching is an active process which the learner must be involved. This is a pointer to the fact that without a learner, learning cannot take place. Learning is facilitated if the learners is actively involved and understand what he is learning. Learning may be influence by the goals, values, motive aspiration of the learner in question.

Let now consider two schools of thought on the meaning of learning as follows, according to Hergenhah (1986:65) learning is "a relatively permanent change in behavior or in behavioral potentiality that result from experience and cannot be attributed to temporary body state or induced by illness, fatigue or drugs".

From the behaviorist viewpoint or assertion, learning result from behavioral manifestation after it has taken place. This is to say that the true evidence of learning is one's capacity to manifest or show abilities relating to his learning after learning had taken place or being thought.

To the cognitive schools of thought, learning is an active process of construction and reconstruction of meaning. Meaning according to the cognitivist is the interpretation given to be learner's experiences from the interactions with the physical and intellectual world. It is subject to consistent modification and the modification results to the new learning. They maintained that learning is internally and not externally gathered.

Against the behaviorists approach which ties learning to stimulus response connections, association or links, the cognitivist interpret learning in terms of insight, perception and cognitive operations. Learning is highly dependent on cognitive ability and previous knowledge and experiences. Learner's ability to learn is tie to his ability to interact with his environment on the basis of his cognitive structure. This implies that a learner's environment plays a key role in his effort to acquire knowledge, skills and ideas.

INFORMATION AND COMMUNICATION TECHNOLOGY (ICT)

This is often used as an extended synonym or as an umbrella term for information technology (IT), but is a more specific term (that is, more broad in scope) that stresses the role of unified communication (James 2011:12-18) and the integration of telecommunications telephone lines and wireless signals),

computer as well as necessary enterprise software, middleware, storage and audio-visual systems which enable users to access, store, transmit and manipulate information. ICT seems to have no universal definition as "the concepts, methods and applications involved in ICT are constantly evolving on an almost daily basis." (ICT- what is it? www.tutor2u.net. Retrieved, 2015- 09-01). The broadness of ICT covers many products that will store, retrieve, manipulate, transmit or receive information electronically in a digital form. For example, personal computers, digital television, e-mail, robots. Therefore, one can say that ICT is concerned with the storage, retrieval, manipulation, transmission or receipt of digital data. With ICT knowledge, we can transfer and receive data respectively by use of media technology.

MEDIA

The term media was first used to describe newspaper, television and radio more than two centuries ago. Today, media has assumed many different connotations. For instance, there are social, mass, print and even visual media. Media is a channel of communication. As media assume different connotation to encompassing social, mass, print, and visual media; undoubtedly, its applicability also has assumed a different status as effective teaching and learning can be enhance and sustained. Media technology is a collective communication outlets or tools that are used to store and deliver information data. Media technology has made communication increasingly easier. Today, students are encouraged to use media tools in schools and are expected to have a general understanding of the various technologies available. In fact, internet unarguably has become the number one and most effective media technology which affects all facets of human endeavour. In the light of this, electronic media now comes in forms of tablets, laptops, desktops, cell phones, mp3 players, DVDs, game systems, radios and televisions. In language laboratory situation for instance, television, radio, DVDs etc are utilized to teach and learn foreign languages like French, Hebrew, Spanish, Greek, and Russian. Other media tools like projector, electronic visual board can tremendously aid and enhance teaching and learning.

USING MEDIA TECHNOLOGY IN TEACHING AND LEARNING

In recent years, the use of computers in institutions of learning has grown more diversified. The potential of learning with technologyas a means for enhancing students reasoning and problem–solving abilities have been strongly linked to the increased availability to both students and instructors in schools and at home new information and communication devices which are in different sizes and affordable prices. Instructors and students are offered the new affordable chance for improving and meeting the demand of the new millennium skills. Media technology access is increasingly centered on the learner's experience. Media tools, equipments, techniques and applications can support and integrate inquire-base learning. Learners can explore, think, write, read, research, solve problems,

invent and experience the world in a way and manner hitherto unknown. It is this light that Marshall (2003), in reviewing existing evidence of technology's impact on learning found strong proof that educational technology vis-à-vis media technology among other computer based technology "complements that what great instructors do naturally", thus extending the students reach and broadening their experience beyond the classroom. To corroborate (Marshall 2003) assertion above; it is therefore necessary to state that; to have a fair knowledge and understanding that achieving unprecedented success in this direction or regard, the learner, the instructor, the content and environment involvement in which media technology is used remain unavoidable.

The recognition of the roles of new technologies including media in all fields of human endeavour including education as stated in the National Policy on Education shows an indication that no meaningful development and advancement can take place without their integration into education. Teaching is demanding in nature. It is changing and in many ways becoming a more complex job because of increasingly numerous contradictory expectations (Fox 2005).As the world is matching into a complex state, educational needs continue to shift from teaching and learning isolated skills and information with each content area to teach skill necessary for students to attempt and solve emerging complex challenges across many areas. Therefore, in view of this, developers of curriculum must as a matter of necessity prepare for a technology-rich future and keep with changes by adopting effective strategies that infuse learning with appropriate technologies. Technology in this context refers to new machines, equipments, apparatuses and ways of doing things that are based on modern knowledge about science and computer. Undoubtedly, managing been the changes in teaching as they affect the implementation of technology use in institutions means dealing with students, parents and institutional high expectations in the students learning of high level skills and content that many specifics needed in the 21st century setup.

Marshall (2003) maintained that many of different types of technologies can be used to support and enhance learning. Everything from video content and digital movie-making to laptop computing and handheld technologies have been used in classrooms, and new uses of technology such as podcasting are constantly emerging. Teaching and learning resources or media has become increasingly important because they help a learner not to only see an object but to also manipulate them. By so doing, a learner is afforded more opportunities for understanding a message. Hence, the use of media technology such as projector, cameras, videos, microphones among others has become increasingly relevant in aiding and improving teaching and learning at any level of educational practice or involvement. These medium are computer induced. In addition to this list of instructional materials (media), there exists other known as the "newer media and techniques". Materials that make up this list are equally important

in teaching and learning in the new millennium range from simple tool-based applications like word processors to on-line repositories of scientific data and primary historical document, handheld computers etc. Even cell phones that are now within the reach of every student can be use to learn. In this, each technology is likely to play a different role in students' learning as all technologies are not expected to be the same and their impact on learning processes varies exceedingly hence the need to know which technology and for what purpose. Many different types of technology can be used to support and enhance learning. In the light of this; two general distinctions are evident; (i) students learning "with" computer and (ii) students learning "from" computer. Learning "from" computers arises where technology is used essentially as tutor and serves to increase student's basic skills and knowledge while learning "with" computer take place where technology is used as a tool that can be applied to a variety of goals in the learning process and can serve as resource to help developed higher order thinking, creativity and research skills (Ring staff & Kelly, 2002).

Murphy, Penuel, korbak and whaley (2001), described Discreet Educational Software (DES) programs as the primary form of students learning "from" computers. Example of such programmes are Integrated learning system (ILS), Computer Assisted Instruction (CAI) Computer-Based Instruction (CBI) and computer-bases instruction (CAI)and computer base instruction (CBI) these software applications are also among the most widely available applications of educational technology in institutions today among others like word processing software.

CONCLUSION

On the basis of the discussion highlighted in this paper, some conclusions are drawn. Technology has become a very powerful and indispensable instructional tool for enhancing teaching and learning. When harness appropriately, it can acts as a catalyst for teaching and learning thereby increasing creativity, productivity and expected results even beyond the classroom. Technology remain an inevitable driver for educational renaissance or rebirth of any institution or nation, that if it is embraced. Technological implementation remain a primary step to training and retraining instructors to promote ICT usage in teaching and learning which in turn would facilitate and accelerate the much needed educational rebirth. Developing a technology vision and preparing for technology- rich future in education calls for collaborative effort and participation of all actors in the educational system.

RECOMMENDATIONS

Given the conclusion above, the following are some of the vital recommendations to be considered in implementing and sustaining a technological oriented education.

- First, to start with, curriculum developers should review educational curriculum to incorporate new concepts, ideas, and knowledge relating to information and communication technology.

- Secondly, incentives should be employed to encourage instructors and learners' participation in the use of media technology and other ICT based devices in teaching and learning.

- Thirdly, given the demand ICT has placed on our societies, greater percentage of funds should be allocated to ICT in educational budget of institutions by the government. This is to take care of ICT needs in educational sector.

- Lastly, workshops, seminars, conferences, short courses with ICT content should be organized for instructors to help them meet up with the contemporary demand on education.

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A Study on the Influence of Reality T. V Shows on Life Style and Academic Achievement of Adolescents

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A B S T R A C T

TV reality shows are a great influencing factor on our adolescents. Our younger generation are blindly behind certain reality shows in following the lifestyle, dressing style and even language of the artists in these shows. Besides these, adolescents are developing unhealthy competitions and falling in depression and certain severe psychological problems. The present study is intended to analyse the influence of Reality T.V shows on Life Style and Academic Achievement of Adolescents. 100 adolescent students were selected from two schools through simple random sampling technique for the purpose of the study. Reality T.V shows scale and Life Style Scale were the tools used for the data collection procedure. ANOVA and mean difference analysis were the statistical techniques used for the analysis. The results of the study revealed that Reality T.V shows have a significant effect on Life Style and Academic Achievement of Adolescents.

Key words: Reality T.V Shows, Life Style, Academic Achievement

INTRODUCTION

India is having a pluralistic nature with its diverse socio cultural regions, languages and dialects, multiple communities and life styles. We, Indians have our own insight towards all aspect of the society. Indians are not far behind the technological innovations. Most of the trends in the technology have been accepted by the Indian society and one among them is the influence of Television.

From the pre independence era to the present scenario, Indians witnessed many trending changes in the media and entertainment industry. A few notable changes were the beginning of press, radio, television, satellite television, online media etc. Some of the major turning points of this journey have been the beginning of press, radio, television, satellite television and now the internet. All these platforms have been creating, content for diverse India. Television is an important tool for most people, young or old, as today most information are delivered to the public via this technology. It can now be assessed easily via cables or satellite, which could provide viewers with every type of information that they need, either for work, leisure, interest, and so forth. And today‟s youth broadly relied on media for information, whether it is news about war or televised presidential debates or many other social or national issues.

Indians witnessed a drastic shift in the interest of adolescents related to the type of content they use watch on Television. From the purpose of getting information, it shifted to entertainment. Reality TV

shows are understood to comprise television content which is unscripted, unrehearsed and is "real". Among reality TV shows game shows are the most popular sub-genre followed by chat shows." Comedy Nights with Kapil" was found to be quite popular. After this was "SatyaMevJayate" hosted by Amir Khan. "Big Boss" and "KaunBanegaCrorepati"(KBC) were among the most popular game shows which the adolescents watch.

Reality shows are challenging for the adolescents and even help in giving them a platform to boost their inner talents. But on the other hand talents are on sale in our country now days. Talents of the children have become a matter of self-boasting for the parents. Students are compelled to take their part in the reality shows even if they don"t want to. The investigator wants to focus on the other worst part related to the mental pressure and related psychological problems faced by students due to unhealthy competition. Let us have a discussion on the major impact of reality shows on adolescents.

PSYCHOLOGICAL IMPACT

Sensational issues being played through reality shows in the television include competition, flirtation, jealousy, intoxication, sex appeal, impulsivity. In a few shows nudity, physical relationships are staged without any restrictions. Love affairs and related emotional attachment are also exposed.

CULTURAL HEGEMONY

Youth of today are obsessed to know about which shampoo celebrities are using, how many babies they have, which perfume they are using, with whom they are dating, which car they have bought and many other things. As a result of exposure to many costly and branded products which are being used by our favorites celebs, they generally try to follow them. As a result of it our youth become very fashion conscious.

CULTURAL MATERIALISM

A realistic literary work or text does not depict only culture but it also contributes in the creation of that culture. Reality TV shows like „Savdhan India" „Crime Patrol" and „Emotional Atyachaar" not only depict culture or real life conditions but also contributed to the constitution of new cultural environment. After watching these shows adolescent girls also want to take loyalty test of their partners. Reality TV shows break the monotony by creating interesting concepts and innovative ideas that made them stand out from the regular shows. With the world-wide small screen sector coming up with new concepts for reality TV shows, India too is in the race to project good and original concepts. Every day on television, some new reality shows are being introduced, enabling the viewers to choose from a large menu of many shows. With the advent of shows like Sa Re Ga Ma Pa, the music reality TV shows, India television industry saw a new wave generated in the genre of reality TV shows.

The influence of Reality TV shows has many out reaching impact like wearing more revealing clothes, going for cosmetic surgery as that"s what the girls do in the shows. Reality TV shows have an adverse influence on the minds of the youth, as they project that it is fine to behaviours like being aggressive, using abusive language, jealousy and have provocation dressing. It can create disturbance in youth"s life and make their life stressful.

NEED AND SIGNIFICANCE OF THE STUDY

The present study has a significance and realistic value in the field of education. The main purpose behind conducting this study is to take holistic view of influence of reality TV shows on academic achievement and life style of adolescents. As it is seen that reality TV shows are most seen by the youth, and this have affected their life style to a great extent in terms of clothing, use of intoxicants, use of abusive words and thinking it cool and symbol of maturity or it can be aspiring high and chasing their dreams at the cost of morality and values. .

The effect of reality TV shows is far reaching and prolong as this format of shows are specially designed for youth. This study examined systematically the influence if reality TV shows on adolescent students. It has important theoretical, experimental, and realistic value. Theoretically the proposed study enhances existing knowledge regarding what is reality TV show all about and its effect on adolescents. Experimentally, results from this study would be useful in future multi-site studies to assess the possible effect of reality TV shows.

Understanding the various factors related to reality TV shows may help to bring adolescents out from the world of fantasy which they have started taking as real. Understanding factors related to reality TV shows may also help to promote the mental health of adolescents and prepare them for the challenges of real life such as examination. Adolescents perform risky stunts without any precaution, use intoxicants and use vulgar words. Adolescents have become more conscious about their body image, and they idealise the body structure of actors and actresses, as a result they have to suffer in their later life. Adolescents watch reality TV shows thinking it to be real for many hours without caring about their health. Boys like reality shows having romance, adventure, and delinquency and girls like shows having romance, tragedies and family drama.

Reality TV Shows neglect the values and traditions and they depict a lot of shallow behaviours and they send a bad image of how a life can be. Youth get effected by the things shown in reality TV shows as they consider it as real. Adolescents imitate the new style of dress, hair style, love making techniques, use of intoxicants, and body image from reality TV shows. Researcher wants to study on values, their morality and effect on their academic achievement and life style.

OBJECTIVES OF THE STUDY

The study to be undertaken has the following objectives:

1. To study the effect of reality TV shows on life style among secondary school students.
2. To study the effect of reality TV shows on academic achievement of secondary school students.
3. To identify the significant difference in the mean score of reality TV shows between Boys and Girls of secondary schools.
4. To identify the significant difference in the men score of life style between Boys and Girls at secondary schools .

Hypotheses

Corresponding to the aims and objective of the proposed study work the following hypothesis have been formulated

1. There will be no significant effect of Reality TV shows on Life style of adolescents.
2. There will be no significant effect of Reality TV show on academic achievement of adolescents
3. There will be no significant difference in the mean score of Reality TV shows on adolescent boys and girls of secondary schools.
4. There will be no significant difference in the mean score of life style of adolescent boys and girls of secondary schools.

METHODOLOGY

In the present study survey method is used for collecting data from a pre-defined group of respondents, which covered secondary level students.

Sample

A total of 100 Secondary School Students (50 Girls and 50 Boys) of two schools of AMU, Aligarh are considered as sample. All the students were selected from government AMU Schools through simple random sampling technique.

Tools and Techniques used for the Study

- Reality TV show scale RTSS (Tiwari,2016)
- Life style scale LSS (Myers, Sweeney and Witmer,1996).

Statistical Techniques

- Mean Difference Analysis
- Analysis of variance(ANOVA)

Analysis and Interpretation

The data was analysed to see the influence of reality TV shows on life style and academic achievement of adolescents.

Objective No-1

To study the effect of Reality TV shows on life style among secondary school students.

Null Hypothesis.1

There will be no significant effect of Reality TV shows on life style among secondary school students.

Table 1 : ANOVA Matrix of different variables of total sample

	Sum of Squares	df	Mean Square	F	Sig
Between Groups	366.309	2	183.154	8.751	0
Within Groups	2030.201	97	20.93		
Total	2396.51	99			

Interpretation

ANOVA shows significant effect between Reality TV shows and Life Style Factors as the F value obtained is 8.751 which is found to be greater than the table value at both 0.01 and 0.05 level of significance. So, the null hypothesis is rejected and it can be said that reality TV shows have a significant effect on the life style of secondary school students.

Objective No.2

To study the effect of Reality TV Shows on academic achievement of secondary level students.

Null Hypothesis.2

There will be no significant effect of Reality TV Shows on academic achievement of secondary level students.

Table-2 : ANOVA Matrix of different variables of total sample

	Sum of Squares	Df	Mean Square	F	Sig.
Between Groups	2490.771	2	1245.385	8.11	0.001
Within Groups	14895.989	97	153.567		
Total	17386.76	99			

Interpretation

ANOVA shows significant effect of Reality TV shows on academic achievement of secondary level students as the F value obtained is 8.110 which is founded to be greater than the table value at both 0.01

and 0.05 Level. In this case also null hypothesis is rejected and it can be concluded from the results that reality TV shows have significant impact on academic achievement.

Objective No.3

To identify the significant difference in the mean score of reality TV Shows between Boys and Girls secondary schools.

Hypothesis.3

There will be no significant difference in the mean scores of Reality TV Shows between Boys and Girls at secondary level.

Table 3 : Result oftest of significant difference between Mean scores of Reality TV Shows between boys and girls.

GROUP	N	MEAN	S.D	CALCULATED t-VALUE	TABULATED t-VALUE	L.O.S	H_O (A/R)
Girls	45	22.04	26.49	0.179	1.98	0.05	A
Boys	55	22.22	16.05		2.62	0.01	A

Interpretation

It is depicted from the table-2 that the calculated value of "t" (.179) is lower than the tabulated value of "t" (1.98 & 2.62) at both the level of significance (0.05 & 0.01) respectively. So the null hypothesis is accepted and it shows that there is no significant difference between girls and boys at secondary level students in watching TV reality shows.

Objective No.4

To identify the significant difference in the mean score of life style between the girls and boys at secondary schools

Null Hypothesis.4

There will be no significant in the mean scores of Life Style between the girls and boys a secondary level students.

Table-4 : Result of test of significance difference between mean scores of Life Style Factor of girls and boys at secondary level students

GROUP	N	MEAN	S.D	CALCULATED t-VALUE	TABULATED t-VALUE	L.O.S	H_O (A/R)
GIRLS	45	44.6	4.16	5.078	1.98	0.05	R
BOYS	55	49.09	4.8		2.62	0.01	R

Interpretation

It is depicted from table-3 that the calculated value of "t" (5.078) is more than the tabulated value of "t" (1.98 & 2.62) at both the level of significance (0.05 &0.01) respectively. So the null hypothesis is rejected and shows that there is significant difference between the mean scores of Life Style among girls and boys. It further shows that boys are having more wellness life style than girls because the mean score of boys (49.09) is higher than the girls (44.6).

CONCLUSION

The results of the study clearly indicate that reality TV shows has significant effect on the wellness lifestyle and academic achievement of the adolescents. TV shows should be accepted and adopted in such a way to develop the talents of the students. Blindly following the artists" language, dressing style and lifestyle will do nothing good for our younger generation. Further, it even effects the academic achievement of the learners. Core curriculum transacted in the schools is considered as the basis of the entire education system. So, achievements in these subjects are an essential part in the life of the adolescents for their higher education. Proper guidance should be given to the students in this regard. Proper parent- teacher interaction also should be encouraged followed by discussion in the concerned area.

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Understanding the Role of Media in Conveying Health Information to the Public

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A B S T R A C T

The mass media are seriously utilized in public health. Immense entireties are spent every year for materials and pay rates that have gone into the generation and dissemination of booklets, pamphlets, exhibits, newspaper articles, and radio and television programs. In this paper we will see how media are utilized at all degrees of public health with the expectation that three impacts may happen: the learning of correct health information and information, the changing of health mentalities and values and the foundation of new health behavior. The interdisciplinary dynamics of the subject, a diverse strategy, qualitative and also quantitative method, is actually used for the goal of this particular study. A comprehensive literature review was carried out on the subject.

Keywords: Mass, media, public, health, communication, etc.

1. INTRODUCTION

Utilizing media outlets as a platform for supporting health information and education is a communication technique that has gotten progressively well known. The most used methodology is for health communication professionals to make organizations with story line creators so public health information can be incorporated into inside the plot of a television appear. The Centers for Disease Control and Prevention has formed a solid association with Hollywood, Health, and Society, at the University of Southern California Norman Lear Center to keep on delivering new story lines on television and in film studios that will advance public health information. A portion of the assets furnished with this organization incorporate extensive "tip sheets" to give scholars simple to get to and trustworthy information on health issues, and gatherings and boards to talk about new information and assets. Probably the most striking instances of this strategy for communication as of late have been with the films Contagion and Legend in understanding the spread of disease, NBC's arrangement Parenthood in Asperger's Syndrome, and with the CW's arrangement 90210 and spreading malignant growth mindfulness. More as of late, film festivals and rivalries concentrated explicitly on health films have been organizedby the American Public Health Association, the International Health Film Festival, the Global Health Film Initiative of the Royal Society of Medicine and the Public Health Film Society. Mass communication is utilized to advance useful changes in behavior among individuals from populaces. A major analysis of the utilization of mass media as a strategy for health communication is the unfortunate capacity for bogus and misinformed messages to spread rapidly through the mass

media, before they get the opportunity to be questioned by professionals. This issue may produce baseless frenzy among the individuals who get the messages and be an issue as innovation keeps on progressing. A case of this might be seen in the progressing doubt of vaccinations because of the publication of various messages that wrongly interface the youth measles-mumps- rubella (MMR) vaccination with the improvement and beginning of Autism. The speed with which this message spread because of new social networking advancements made many guardians doubt vaccinations and therefore forgo having their youngsters get the antibody. Despite the fact that this frenzy depends on bogus information, many still harbor a waiting doubt towards vaccinations and decline them, which have caused a public health concern.

2. OBJECTIVES

1. To understand theRole of Media in Conveying Health Information to the Public.
2. To analyze how Mass media is utilized to advance useful changes in behavior among individuals from populaces.

3. LITERATURE REVIEW

ShabnoorSiddiqui (2016)Social media is a platform for people to discuss their issues and opinions. Before knowing the aspects of social media people must have to know what is social media? Social media are computer tools that allow people to share or exchange information's, ideas, images, videos and even more with each other through a particular network. In this paper we cover all aspects of social media with its positive and negative effect. Focus is on the particular field like business, education, society and youth. During this paper we describe how these media will affect society in a broad way.

Sushil, Mr& Sharma (2017) Health education is an important constituent of public health & health promotion. Health education aims for positively influencing the health behavior of people by informing & instructing common populace about health & hygiene and other health related issues. Across the globe public health promotion activities focus on health education to influence heath behavior of the target audiences. Being an important social organization mass media has wide reach and access that can influence the public by improving their health education level. Mass media play crucial role in disseminating health information and increasing awareness about health education. Media not only spread awareness, but also inform and educate people over a period of time. This ultimately helps in the change of attitude & behavior of audience for achieving better health. In other words, media is instrumental in bringing behavioural changes in knowledge, beliefs, and attitudes about health and healthy behaviours. The present study takes into account the role of mass media for health education DrBalamurugan. (2018)The role of mass media in the health development field is of high value. The

strength of mass media can cause a major impact on a large population. The world is facing a lot of health issues and if the issues are not presented to the people then they can cause adverse e ects to mankind. Mass media plays a vital role in presenting these issues to masses. This article reviews the research that is done on the role of mass media on health. The paper focuses on the surveys conducted in the published papers on mass media and health care development in the past and highlights the positive as well as negative aspects of media on the health of people. This article also discusses the ways to improve the performance of mass media in creating an impact on the health behavior of people. The conclusion of this article is the vital role played by mass media in health issues and health car.

Tripathi (2018)Social media is an internet-based tool. People not only share their ideas or information, but also do serious discussions regarding human health care on social media. It provides an interface for the interaction of users and the service providers. Worldwide, there are several health care providers working on social media such as Skype, Whatsapp, Twitter, Facebook, YouTube and personal Blogs. There are about 2.46 billion users of social media worldwide during 2017, it is estimated that ~12% rise will occur by 2019. Whereas, in India ~28% of the population is using internet, out of which ~10% are active on social media. There are many online websites providing information on health and let patients/public communicate with health experts online. The impact of our online habits may have effect on mental health and behavior activities that can have potential health care challenges. Nowadays, social media occupies an ever increasing path in both our daily lives and world. Thus, it is an urgent demand to develop a proper understanding about the long-term impacts of social media on human health. This concise review focuses on the positive and negative effects of social networking sites on human health.

4. RESEARCH METHODOLOGY

Structured questionnaires a near ended one - were sent out among the respondents for eliciting responses. The questionnaire provided a number of Likert scale questions to have particular effect from participants of opinion survey. Data had been analyzed following collection of questionnaires.

ResearchDesign

The study instrument i.e. a structured questionnaire was created to collect info regarding the various variables. The questionnaire was analyzed as well as pretested to determine the reliability & validity of it.

Pilot Study

The initial step of the procedure of information collection was a pilot study undertaken to obtain preliminary info about the scope for doing the study. The researcher collected the appropriate info out of senior professionals, healthcare providers, media persons, teachers, researchers, policy makers, pupils, housewives, entrepreneurs, retired individuals etc.

Sampling Technique

Stratified arbitrary sampling strategy was used for the goal of this particular analysis. A total of 910 (130 X7) samples had been integrated for the goal of this particular research. 130 sample each from 7 divisional headquarters.

Reliability of the Instrument

Tests and retests methods were used to ascertain the reliability of the instrument of data collection for the study.

Collection of Data

The researcher by and much accompanied the enumerators. A total of 14 enumerator's seven males & 7 female enumerators had been utilized to elicit the necessary effect from the respondents. Questionnaire had been loaded up by qualified interviewers Information had been collected using a predesigned questionnaire for every respondent before beginning the survey; interviewers had been provided 7 day's intense instruction.

5. DATA ANALYSIS

It consists of various groups of the respondents included in the opinion survey for the objective of this particular study.

Table1: Gender of the respondents

Gender	Numbers	Percentage (%)
Male	517	56.81
Female	393	43.19
Total	910	100
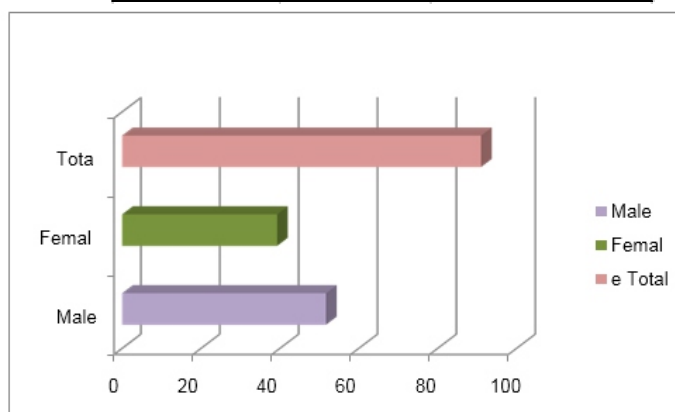
Figure 1: Gender of the respondents

Table 1 mirror that 56.81% respondents are male while 43.19% are female. As far as numbers 517 respondents are male while 393 respondents are female.

Table 2: Media spread awareness about public health

Media spread awareness about public health?	Percentage	Numbers
Strongly-Disagree	2.52	23
Disagree	6.82	62
Neither Agree Nor Disagree	25.49	232
Agree	50.44	459
Strongly-Agree	14.73	134
Total	100	910

Table 2 mirrors the reactions of subjects under examination for inquire about question that media spread mindfulness about general health. 50.44% respondents concurred, while 14.73% firmly concurred. Then again 6.82% deviated; while 2.52% firmly oppose this idea. 25.49% respondents neither concurred nor oppose this idea.

Testing of hypothesis Null Hypothesis (H0):

There is no significance difference between the male and female with reference to the impact of mass media on the general public

Alternative Hypothesis (H1):

There is a significance difference between the male and female with reference to the impact of mass media on the general public

The researcher formulated the hypothesis that 'Mass media spreads awareness about public health'.

Table3:Mass media spreads awareness about public health

Mass media spreads awareness about public health				
Total respondents 910				
Gende	Agreed	Disagreed	Neither Agree Nor Disagree	Total Respondents
Male	338	48	131	517
Female	255	37	101	393
Total	593	85	232	910

Expected frequency for male agreed =	593*517/910 = 337
Expected frequency for female agreed =	593*393/910 = 256
Expected frequency for male disagreed =	85 * 517 / 910 = 48
Expected frequency for female disagreed =	85*393/910 = 37
Expected frequency for male NA/NDA =	232*517/910 = 132
Expected frequency for female NA/NDA =	232*393 /910 = 100

Table 4: Testing of Mass media spreads awareness about public health'

Gender	Agreed	Disagreed	NA/NDA	Tota
Male	O = 338	O= 48	O= 131	517
	E = **337**	E= **48**	E=**132**	517
	$(O-E)^2 / E =$	$(O-E)^2 / E =$	$(O-E)^2 / E =$	
	0.003	**0**	**0.008**	**0.011**
Female	O = 255	O = 37	O=101	393
	E= **256**	E= **37**	E= **100**	**393**
	$(O-E)^2 / E =$	$(O-E)^2 / E =$	$(O-E)^2 / E =$	
	0.004	**0**	**0.01**	**0.014**

Total Chi Square Value is $X2 = \Sigma [(Oi - Ei)2 / Ei]$ 0.011+ 0.014 = 0.025

We find that 0.025 <5.991

Since the Chi Square Value is lower than the critical value 5.991, we have the statistically significant evidence to accept the Null Hypothesis (H0).

Hence we reject the Alternative Hypothesis (H1)

6. CONCLUSION

Depending on the findings we can conclude that press is a crucial tool for overall health communication. Mass media spread awareness about public health. TV being a special media affecting 2 senses of man being i.e. ears and eyes proves to be the best media for health communication TV being a two medium (audio & visual) is the central medium for health communication.

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Convergence of Media and Power of Audience

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A B S T R A C T

Reality shows have become so popular genre among the audience last two decades due to its interactive and participative nature. Convergence of media through internet and the gadgets like Computers, laptops, tabs and smart phones have facilitated the audience to be more active and interactive . Access to gadgets and programs of their choice have made viewers feel they have power in their hands. While the audience feel that they have power to share, vote and promote we need to ask whether this is a true power or agenda of the media and advertisers. This paper traces the genesis of concept audience power and analyses how in reality media achieves its „agenda" by overpowering the audience in the guise of active participants. The study has used mixed methods such as observations of production process in the sets, tracking reality shows in Television and audience interactions though social media. This paper concludes with recommendations on the need for media literacy in formal and non-formal institutions to promote more informed, literate and critical viewers of Television program for a „coscientised" society which is the true power of the audience.

Key words: reality show, media convergence, audience power

INTRODUCTION

The concept of audience keeps changing according to the changing times, development of media and growing communication technology. We are moving from the era of expansion to era of convergence where one media is being used in another media platform. Television media which came as an extension of radio and integrated other mass media finds a transformation now owing to the omnipresent internet and growing newer gadgets. Internet has become the convergent point of almost all media. Traditional mode of watching Television programs is getting eroded. Television medium which was confined to space and time goes through a new phase thanks to the services of internet and the multiple modern gadgets of communication like personal computers, laptops, tab and smart phones. This changing scenario is finding a change in the concept of audience itself.

Television Reality shows have brought new dimension to the Television viewing. Proliferation of reality shows in the last two decades have transformed Television medium which was considered as one way communication in to more a participatory and interactive medium. Internet, electronic and digital gadgets have facilitated audience participation and interaction. The Reality Television audience actively involve by selecting, using, sharing, voting and promoting programs and persons. They feel that they are in a vantage position in determining the course of the program. People feel access, facility to interact and opportunity to participate at various level have made them powerful. The question is do

the audience gain the real power just because they are able to have access, select and interact with the media?

This study is aimed at tracing the evolution of the understanding of audience power and to clarify whether the audience have the true power over the media. The study has used the observatory method done in observing the production process in the studio set, watching selected shows especially Super singer both Junior and Senior and Big Boss season 1 and season 2 Telecasted in Tamil in Vijay TV and monitoring information exchanges in the you tube and social media.. The paper also has used the secondary sources by reviewing the literature relevant to interactive television, social media and the power of audience in the context of media convergence.

Television audience: power or powerlessEver since the media researches began, there has been a constant debate on whether media has power over the people or the audience over the media. To put in the words of Eastman as „a permanent tug-of-war between the media industry seeking to manage audience behaviour and people seeking to satisfy their media needs" (Eastman, 1988). According to Katz (1987), there is a swing in every ten years in the perception at media and audience. Review of literature reveal at least three schools of thought have contributed to the understanding of audience power : Media effect approach, Uses and Gratification approach and Cultural analysis approach. While Media effect approach was more media centric emphasising on the media power and the powerlessness of the audience and the latter two were more audience centric accentuating on the power of the audience.

POWERLESS AUDIENCE : MEDIA EFFECT PERSPECTIVE

In the initial stages of media research there were efforts to the power of the media in relation to its audience. Theories of the media effect school such as magic bullet, hypodermic needle, bucket theory, magic multiplier and diffusion of innovation theories believed in the stimulus response approach to media –audience relationship where media was projected as the powerful stimulant having direct and immediate effect(response) on the audience and the audience as passive receivers of the message. Other theories in the same media effect school maintained that the media had impact but with the differences. Lazarfeld argued that the media did not have a powerful effect but rather had only minimal or indirect effect. Joseph Klapper"s contention was that „mass communication ordinarily does not serve as the sufficient cause of audience effect" (Ciaren Mc Cullagh, 2002) but only had „reinforcing effect" on the audience. Through the cultivation theory George Gerbner brought in the concept of cumulative effect of the media on the audience. Gerbner tried to prove that people who go through same media content consistently over a period of time were likely to be influenced by the content she or he had

watched. The belief and the behaviour are likely to reflect the content one was exposed to. According Gerbner, "This constant exposure to the media content cultivates specific values, beliefs, attitudes and desires in people. These newly preconceived notions shape their perception of the world and they ultimately influence how others perceive them"(George Gerbner& Gross,1976)

Seymer Feshbach Singer (1977) reflected totally differently from the other media effect theories saying that media diffuses and purges aggressive behaviour in the audience. The disagreement among these researches may be on the level and way of effect of media had onthe audience but generally the underlined understanding was that media had the power to influence the audience.

POWERFUL AUDIENCE – USES AND GRATIFICATION PERSPECTIVE

It was Uses and Gratification school of thought which turned the whole audience- media relationship topsy-turvy emphasising on the power of the audience. Proponents of Uses and Gratification theory said „ask not what the media do to people, ask what people do with media.(Katz,1959). According to them " People bend the media to their needs more than the media over power them"(Katz, Gurevitch &and Haas,1973). The audience don"t blindly buy what is been asked to or behave the way media wanted them to. The audience rather have the power to choose and they consciously select what to see.

Uses and Gratification approach first disclaim the position of the media effect researchers and challenged on the homogeneity of the audience assumed by the media effect approach. They defended that the audience are heterogonous and many a times this heterogeneity comes through their power to choose. McQuail explains the heterogeneity of the audience by categorising the audience in terms of time, space of using the media, also how they vary by their interest, taste and involvement.

Katz described the power of audience as people who are "aware of their needs, evaluate various channels and content available to them, assess functional alternatives, and finally, select the media, interpersonal channel, or other activities that they believe will provide the gratification they seek, which may be in the form of selection, attention, and use" (Katz et al., 1974). For Eisehower active audience presupposes utility, intentionality and selectivity. The audience choose the program that has utility to them (Eisehower Wang,1977) and reject the ones not so useful to them and they do so it consciously or intentionally. Uses and Gratification researchers believed that the people exercised their power by choosing the programs that gratified their needs and rejected one that did not gratify. .

AUDIENCE POWER – CULTURAL ANALYSIS PERSPECTIVE

The cultural analysts stressed upon the power of audience by their ability to choose, read and interpret a media text. While Uses and Gratification proved the heterogeneity of the audience by time, space, taste and involvement, cultural analysis researchers like Stuat Hall and Fisk argued that there is no homogenous reading of a media text. Each individual reads andinterprets in his/her own way by their ability to read and interpret in a different way. This multiplicity of reading and interpretation of the text which leads to variance in audience perception are rooted in culture one represents from. According to Fiske (1987), media material is only a raw material and the power to generate meaning and pleasure out of the raw material is in the hands of audience which he calls it as „semiotic democracy". (Fisk, 1987) Hence diversity is not produced by the media but rather by the audience. Fisk explains that the people develop power to construct meaning different from those proposed by the structure of domination.

POWER OR PSEUDO POWER.

While confronting the media effect approach, the position of uses and gratification and cultural analysis is valid that the audience are active, selective and have the capacity to interpret is valid. However, it is important to see whether these are valid enough to prove that the audience exercise the true powers.

Capacity to select and use media alone cannot be the determining factors to decide the power of the audience. The access may be provided and uses may be facilitated by the media because of the media agenda. Moreover, we cannot claim that all individuals exercises his or her freedom to choose and use the media. Selection and use of media need not be always voluntary. Living environment may also influence one to use and follow certain channel or program. According to Katz, family members, peers and neighbours do influence the use of media. Hence continuous use of the same content or media can arise out of self motivation or through others. Self motivated goal may desire for self gratification or motivated to use certain media or content due to the pressure by the surrounding. The individual may accept due to desire for social acceptance and social participation or due to fear of being rejected. (Livingstone, 1990)

Many researchers have proved that the audience are not actively selecting all the time but keep watching what others are watching or just switch it on as a matter of habit than expressing need.

AUDIENCE PARTICIPATION AND INTERACTION

Audience who watch reality shows perceive power in them when they participate in programs at various level. The audience experience power when 1. They have access to use the gadgets, program or channel of their choice when they want, 2. When they participate as a studio audience 3. They express their views through social media and internet services, 3. When they convey their liking and disliking in the social media platform and 4. When they are invited to vote and promote.

The reality show audience assume to have gained power by mere participating, voting promoting reality shows. In reality, this is a pseudo power where in the audience is made to believe that he / she has power. The viewer is in a mythical conscience (Paulo Fereire, 1974) that he or she is deciding the destiny or course of the program. Unfortunately the audience live in a „false conscience" (Anotonio Gramsci,1971) assuming to be powerful. They are unaware that this is designed and operated according the channel"s agenda which was determined long back. The „participating" audience have not realised that the real power is not in operating remote or use smart phone to access the program any time or vote and promote the favourite participant. Unless they realise that it is not the machine of power but a hand cuff of slavery created by the media, they will remain compliant to the media agenda. The „media agenda" (Mc Comb & Shaw,1968) is to keep them remain a loyalist to the channel, make the audience compete with each other . The more people compete and fight by writing comments or campaigning in social media in support of or in condemning, a better for the channel. Ultimately the people are converted in to a market or product and channel sells the audience to the advertisers.

AUDIENCE AS POWER OR A PRODUCT

The corporate companies view audience in terms of numbers to whom their product can be marketed via Television programs. The Television channels see viewers as a commodity to be sold to advertisers and Television media mediates between the audience and the marketers. TRP and other audience measurement devices and techniques are important for the media to measure the number of people who watch. (Eunice Ivala 2007). Hence it is not it is not the product that is been sold to the audience through advertisements rather media sells the audience to the advertisers or commercial people. (Dallas Smith, Len Masterman, Ien Ang ,2006, John L. Lullivan,2012). When media sells „time" to sponsors, it is not abstract that is being sold but the time of particular audiences (Sut Jhally,2014).

AUDIENCE AS CO-PRODUCERS

Knowing the popularity of the Reality shows and involvement of the audience there are individuals who start independent you tube channels to comment, forecast about the Television reality shows. Television channel does not try to stop or take to task these programs or programmers though information provided by these You tube channels are unfounded and misleading the audience. Instead, as Robin opines that the media also considers the audience as the co-programmers and co- producers. Hence whether you tube channel or comments or voting the channel is enthused to see such response. Interactivity through social media, interpersonal communication and involvement promote what any amount of advertisements cannot do.

The audience has not realized that participation is orchestrated for the commercial interests. Jean Marie McBride cites from Benedict (2013), "broad casters have gained much information from social media data, including: responses to promotional campaign events, viewership behavior….."(Jean Marie McBride , 2015). Benedict also calls the audience as „prosumers". While they consume the program they also promote the program out of their interest. This has been encouraged by media and the advertisers. According to Quintas-Froufe and Gonzalez –Neira, " the combination of social networks, second screens and TV has given rise to a new relationship between viewers and their television, and the traditional roles in the communication paradigm have been altered irrevocably"(Quintas-Froufe and Gonzalez- Neira, 2014)

AUDIENCE THE CRITIQUE

The real power lies with the audience when they reach the critical reading and understanding of the dominant media, its ideologies and its media text. But in practice most of the audiences have absorbed the dominant ideologies and have developed the „culture of silence", don"t question the media text. Thus they watch and react the way dominant media want them to. Stuart Hall has explained that audience respond in three ways. One, the audience do the dominant reading of the text i.e they read the way dominant media has encoded the text. Two, the audience read and interpret and negotiate in understanding the given text. This is where they bring in their familial, social and cultural experience and negotiate in generating meaning. Third, they resist, oppose and reject the dominant and hegemonic text. Moreover Fisk says that the audience bring in their own frame of reference to read and interpret. This provides the opportunity for alternative ways of understanding the media text. As the audience have the freedom to interpret the individuals have „opportunities to resist alter and re-appropriate" (Radway,1984) the media text.

Though Stuart Hall and Fisk say that the audience have power to read and interpret, the question is raised from some of the same cultural analysis theoreticians that we cannot over estimate that all who watch television are capable of oppositional reading or alternative reading. Livingstone has cautioned against taking position that all alternative readion will be oppositional or radical and raises a question that how many of the viewers are capable of doing oppositional or alternative reading?(Ciaren Mc Cullagh,2002).

Livingston explains that alternative reading does not come easily .It is the exposure, ongoing critical thinking or political experience and type of education one goes through shapes up someone to do alternative reading. They should be belonging to a school which has an alternative perspective. (Livingston,1990). Hence Lewis and Ketzinger(1997) express we cannot overstate that all the audience

are equally capable of alternative reading of the text. Moreover as Livingstone says alternative reading of text need not be always radical or oppositional. Hence „Aberrant, alternative or resistant readings‟ of media material are more exceptions than a norm. As Elridge, Kitzinger and Williams (1997) put it, "most of us most of the time go along with what the media tells us to be the case". (Ciaren Mc Cullagh,2002:167).

Thus we are taken back to the view of media effect theories on the power of media. The audience do select the channels or programs that would satisfy their need, but media understands the culture of the people, understands the collective psycho social and cultural needs of the people and addresses these needs to keep the audience as permanent market. To put it in the words of Scott J.Weiland and Kaitlyn Dunbar,(2016)."It seems reasonable that if the producers of the reality television are attempting to meet the needs of the viewers, it may be possible that they are manipulating their programming, if their unaltered content is not meeting such needs".

CONCLUSION

Accessibility of media technology, opportunity to choose and use media and participation of ordinary people in the talent hunt, participation as studio audience, voting and deciding the winner of the contest cannot be the determinants of the power of audience. With all these „powers‟ the viewer still may remain a slave or „prisoner‟. The audience remain as what PauloFreire calls it a magical or mythical conscience or false consciousness(Antonio Gramsci,1971).Rather all these can be the agenda of the media to keep the audience as clients or markets for promoting the markets. What Stuart Hall calls it as oppositional reading of the media text or Paulo Freire (2005) as critical consciousness cannot come overnight. Only through constant training of mind, exposure to critical thinking people will develop the knowledge and skill to critically analyse or critically reject the media text. When the audience of any society or culture reach such stage we may claim the audience have gained power. For this media literacy has to be integrated in all possible platforms of learning be it formal or non formal and be it religious or secular.

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News Ombudsman in Media Organizations: A Challenge to Thailand Media Self-regulation

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A B S T R A C T

The purpose of this study was to examine the challenge of Thailand media self-regulation through news ombudsman, which included the international practices of news ombudsman and the factors which might support or hinder this self-regulation mechanism. The study applied document analysis and in-depth interviews. Ten news editors and executive editors of both newspaper and broadcasting media were the key informants in this study. The findings showed that in Thailand both newspapers and broadcasting media had set up news ombudsman committees in their organizations. While the Thai Press Council was the key organization initiating this system of self-regulation among its members, broadcasting media on the other hand were required by NBTC regulation to establish this organ. In the U.S., news ombudsmen usually were former senior editors and working alone, whereas in Japan they worked in the form of committees. In both countries, the news ombudsman not merely received and considered complaints from readers/audiences but monitored the coverage and contents of media productions. The factors affecting the work of self-regulation by news ombudsman included: the policy of media organizations, internal communication among its staff, especially editorial staff, freedom of news ombudsman and their understanding of media professionalism, as well as clearly stated guidelines, rules and directions of self-regulation. The main goal will be self-regulation to enhance media credibility and accountability.

Index Terms - News ombudsman, self-regulation, mass media organization, Thailand.

I. INTRODUCTION

Media regulation could be considered in two perspectives: social perspective and market perspective. Both perspectives allow for state regulation, but with different roles. On the one hand a social perspective believes that the state should support free press and a pluralistic media doctrine which allows the media to play an important role in the public sphere. On the other hand a market perspective believes that the state should sustain fair competition in the media business in order to increase the effectiveness of using communication resources and to protect consumers [1].

A research study from the Office of National Broadcasting and Telecommunication Commission (NBTC) suggested four models of media regulation in Thailand as follow [2]:

A. Direct Government Regulation

The government totally controls the media business through laws and regulations. This model had been executed in Thailand for more than 6 decades before the media reform era in 1997.

B. Quasi-regulation

The state did not directly control the media; rather made suggestions and recommendations or formed agreements among media professionals and government agencies for regulation and control of certain aspects.

C. Co-regulation

Media professionals apply a self-regulation concept and the state provides particular authorities and creates a regulatory backstop in case self-regulation failed.

D. Self-regulation

Media professionals agree on self-regulation and no state regulation is involved.

Thailand applied direct government regulation for more than six decades; and after the media reform era, starting from 1997, self-regulation has been emphasized. The regulator, NBTC, also supported this regulation model as indicated in the Broadcasting Business Act of 2008, which indicated that NBTC supports collaboration among broadcasting professionals, producers and business in any form that would create a code of conduct/ethics or any kinds of operations to support self-regulation.

Actually, before the Broadcasting Business Act of 2008 many media organizations, especially in the newspaper business, have applied self-regulation under professional associations and press councils, for example: Thai Press Council, Thai Journalists Association, Thai Broadcasting Journalists Association, and Thai Local Reporter Association. They all had set up and applied professional codes of conduct and journalism ethics for a long time. However, there is still another mechanism that was not being applied in many Thai media organizations; that is, news ombudsman, which had been initiated by the Thai Press Council in 2017. [3]

This article aims to explore the challenge of Thai media self-regulation via news ombudsman. The following sections will explore the international practices of news ombudsman, and the factors affecting the implementation of this mechanism.

II. METHOD

This qualitative study applied document analysis and in-depth interviews. The analyzed documents included related research studies, annual reports, rules and laws about media regulation. Purposive samples of 10 journalists and editors from both newspaper and broadcasting media were interviewed. Data were analyzed using descriptive analysis.

III. WHAT IS NEWS OMBUDSMAN

Ombudsman is a Scandinavian word in origin meaning representative. Its roots come from political science study ever since King Charles XXII of Sweden (1677) appointed a delegate to handle citizens' complaints about the government while he was not in the country [4]. This idea from political science aimed to monitor the state administration. An ombudsman is someone who handles complaints and attempts to find mutually satisfactory solutions. Ombudsmen can be found in government, corporations, hospitals, universities and other institutions. In Thailand, there is also National Ombudsman, an independent agency, which functions for this purpose in Thai politics.

When people applied this idea to the mass media business, it was called slightly different term; such as, news ombudsman, journalism ombudsman, public editor, reader editor, reader's perspective, etc. According to Thai Press Council, the internal committee for monitoring and receiving complaints from readers/audiences about accuracy, balance and fairness of the news coverage is called media ombudsman.

The Organization of News Ombudsman (ONO) indicated that a news ombudsman receives and investigates complaints from newspaper readers or listeners or viewers of radio and television stations about accuracy, fairness, balance and good taste in news coverage. He or she recommends appropriate remedies or responses to correct or clarify news reports. Most media organizations hired former senior editors for this duty, since they were experts in the journalism profession and were respected by most news workers in the organization. However, different media organizations work differently. Some organizations appointed an individual person; some hired many for working as a committee [5].

IV. INTERNATIONAL PRACTICES

In the U.S. the practice of having a news ombudsman was initiated around 1913 by Ralph Pulitzer, a son of Joseph Pulitzer, a well-known American journalist. He set up the Bureau of Accuracy and Fair Play in his newspaper, New York World. The purpose was to increase the standards of journalism practice, because of yellow journalism at that time. The director of the Bureau of Accuracy and Fair Play had a role to receive complaints and monitor the news and articles published by the newspaper. Later, in 1967,

news ombudsmen were set up in The Courier-Journal and The Louisville Times in Kentucky. In 1970, Richard Harwood, a news ombudsman of Washington Post, was the first news ombudsman to have his news ombudsman column appear in the newspaper [6]. Since then, American newspapers applied this mechanism in their organizations. In 1980 a non-profit organization concerning this affair, the Organization of News Ombudsman (ONO), was established. Its members are news ombudsmen and media organizations around the world. Their mission is to increase journalistic professional standards, accountability, and credibility of the media organization [7]. In 2003, Daniel Okrent, the ombudsman of New York Times, found fraud and plagiarism in stories reported by Jason Blair, a popular reporter of New York Times. Finally, Blair was fired [8]. Data from the ONO website shows that news ombudsman are employed in the U.S. media such as New York Times, Public Broadcasting Corp., National Public Radio, LA Times, ESPN, Toledo Blade, and Kansas City Star, etc. [9].

In Japan, Asahi Shimbun was the first newspaper to set up a news ombudsman committee, responsible for receiving complaints from readers. The newspaper accepted that deadlines often pressured them to report stories without thorough fact-checking. Many times the newspaper published the stories; and if there were any errors, apologies came later. In 1938 Asahi Shimbun started setting up a committee acting similar to news ombudsman in the U.S. At the advent, the committee did not receive adequate collaboration from many internal staff, especially reporters and editors, yet after a while, they found that the committee helped increase the newspaper's credibility and journalistic professional standards [10].

In 2015, iMediaEthics website reported that Asahi Shimbun hired three former senior editors adding to the four existing ombudsmen, after it found lots of readers' complaints [11].

Yomiuri Shimbun, its business competitor, also set up an ombudsman committee in 1938, due to the increase of lawsuits about mistaken news coverage. The newspaper had 23 news ombudsmen working in a committee for monitoring and receiving readers' complaints. They also had a regular daily meeting with the editors [12].

V. FACTORS CHALLENGING THAI NEWS OMBUDSMAN

There are 24 free digital TV broadcasting channels in Thailand. All of them are commercial broadcasting. However, only some of them started setting up a news ombudsman committee since last year. But ThaiPBS, the only public broadcasting station, first initiated a news ombudsman committee since 2010. It consisted of representatives from internal staff, and external stakeholders; such as media professionals, consumer protection association, mass communication academia, and audience

Since the public broadcasting model concerns plurality and public interest, the committee received complaints and concerns from many stakeholders, mainly about unfair or imbalanced news coverage, misinformation in stories, too much business promotional content, etc. At the same time, Thai Press Council initiated this idea in 2016 and it was fully established in many newspapers. Each newspaper set up its committee, composed of representatives from the owners, editors, reporters, law and mass communication academia. Before the establishment of news ombudsmen, the media received complaints through its call centers. Many times readers or audiences filed complaints with the Press Council, but it took a very long time for solutions and remedies. The presence of news ombudsmen in each newspaper was expected to enhance the effectiveness of solutions and remedies, which in turn would increase media credibility and journalistic standards.

The editors, being interviewed, explained that Thai news ombudsmen might not be able to work actively and independently. Rather their roles would be more passive than active; receiving complaints rather than monitoring or scrutinizing the published articles. However, almost every journalist and editor agreed that news ombudsman committee could help enhance trust and credibility. It might also reduce the number of lawsuits filed against the press, if the news ombudsmen could accelerate any solution or remedies. Five factors affect news ombudsmen's functions: media organization policy, communication with related stakeholders, communication to the public, individual ombudsman himself/herself, and clearly stated guideline.

A. Media Organization Policy

Having an ombudsman committee requires consent from the media owners and executives, since its function is related to every section, from editorial staff to personnel department (if the case ends up with the decision to fire news staff or cut off their salary). Almost every newspaper owner and executive, when setting up the ombudsman, approved the committee encouraged by the Press Council. Some even had an owner's representative in the committee. The more the media owner's policy emphasized on enhancing the trust and credibility of the media, the more intense were the functions of the ombudsman committee. This might be found to differ in state media, such as the national radio and television stations, owned by the government's Public Relations Department.

B. Communication with Related Stakeholders

The functions of an ombudsman committee will have effects upon the editorial staff, either more or less. Regular internal meetings between the ombudsman committee and the editors/editorial staff is a must. A book, The Modern News Ombudsman, written by J. Dvorkin, pointed out that the relationship between ombudsmen and editors/editorial staff was a critical factor challenging this self-regulation

mechanism. Dvorkin (2011: 41) explained that sometimes a talk with the editors or an investigation of a particular case should be kept secret, because some editorial staff might feel that they got unfair complaints [13]. An experience from Japan, Asahi Shimbun, should be a lesson learned for Thai news ombudsman.

C. Communication to the Public

Publicity of the establishment of news ombudsman committees should be another concerned factor. This should not only be the role of the Press Council but also every media organization. The secretary general of the Thai Press Council stated that public relations or promoting this self-regulation mechanism should be carried out, since it declared to the public that we, the media, do something to enhance journalism professional standards and media accountability.

D. Individual Ombudsman Himself/herself

Thai news ombudsman tend to work in a form of committee, similar to the Japanese. It usually consists of both journalism professionals and academia. There is no doubt in terms of understanding the nature of news rooms (i.e. deadline pressure) and journalistic professionalism. Their roles of monitoring and scrutinizing the journalistic job unavoidably lead to conflict between them and the editorial staff. An executive editor noted that if the committee works based on objectivity, fairness and upholding journalistic standards, this will help enhance the media image. In turn, the editorial staff should be aware of fairness, balance and accuracy in their reports.

E. Clearly Stated Guideline

The roles and scope of the ombudsman committee's authority should be clearly spelled out. A code of conduct/code of ethics might not be enough. The guidelines for receiving complaints, monitoring, scrutinizing or investigating a complaint case, the remedies process, as well as punishment should be clarified. It should not merely be for the committee but also for the editors/editorial staff.

Jeffrey Dvorkin (2011: p.13), the director of the Organization of News Ombudsman, concluded that news ombudsman should work autonomously. Even though the media in each country have their own news room cultures, the news ombudsman task aims toward media self-regulation, journalistic independence, and a willingness to engage the public in the journalistic process [14].

CONCLUSION AND SUGGESTION

News ombudsman committee is an intention from media professions to create a self-regulation mechanism. Though it is not a rule or law, most Thai newspapers were encouraged by the Press Council

to establish this committee in order to enhance journalistic professional practices. However, only a few of this type of committee are found in broadcasting media, even though the broadcasting regulator, NBTC, required every free digital broadcasting channel to set it up. Thailand applied the Japanese model of a news ombudsman committee, but it does not consist of as many ombudsmen as in the Japanese one. The committee's task is mainly receiving complaints rather than monitoring or scrutinizing the editorial staff.

Five factors affecting the news ombudsman included the media organization policy, relationship between news ombudsman and the editors/editorial staff, communication to the public, news ombudsman himself/herself, as well as a clearly stated guidelines. In Thailand, economic factor was not a concern since the committee members were only invited for certain meetings from time to time. They were not hired full-time, in contrast to the U.S. news ombudsmen, who are hired to work full time.

Some suggestions are as follow:

1) Media organizations that have already set up a news ombudsman committee should publish clearly stated guidelines for this self-regulation mechanism, and communicate it widely among the staff. Regular meetings and training about this new mechanism will reduce conflicts between the staff and the committee.

2) Journalism professional associations such as Thai Press Council and Thai Journalists Association should concurrently hold conferences to exchange international experiences of news ombudsmen from other countries with Thai media professionals.

3) Future research could focus on the international experiences of news ombudsmen in other countries. Also, ThaiPBS is an interesting case to explore in depth, since it has applied the news ombudsman committee for almost a decade. Knowledge and perspectives of media editorial staff on this self-regulation mechanism could be another alternative research topic.

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