

BS
Mass Communication

Study Guide

ADVANCE THEORIES AND STRATEGIES OF COMMUNICATION

CODE: 9274

UNITS: 1-9



DEPARTMENT OF MASS COMMUNICATION
Allama Iqbal Open University
Islamabad.

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**DEPARTMENT OF MASS COMMUNICATION
ALLAMA IQBAL OPEN UNIVERSITY
ISLAMABAD**

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FOREWORD

Communication theory studies the scientific process of sending and receiving information. There are many principles, methods, and components that can affect a message, and communication theory explains this phenomenon very well. It has become an integral part of the syllabi and curricula of the universities all over the world. The course “Advance Theories and Strategies of Communication” is taught in the universities along with models and strategies of communication. It helps students understand the phenomenon of communication with deep understanding. The course has been a part of the scheme of studies for MSc Mass Communication program for decades at AIOU and now the same is being offered in the newly launched BS Mass Communication program.

I appreciate the efforts of the Department of Mass Communication Allama Iqbal Open University to design and develop a new study guide for the course “Advance Theories and Strategies of Communication” Part I & II. The course is designed and developed keeping in view the latest trends and challenges in the field of Mass Communication and Media Studies as well as the global job market trends. I am confident, this study guide will be highly useful for the students and learners of Mass Communication. It is also a matter of pride for AIOU that the books and study guides produced by the Mass Communication Department of AIOU are studied in other universities of Pakistan. It is truly an excellent service to the nation.

Vice Chancellor

PREFACE

Theories have been a significant part of the human societies for millennia. Theories are emerged from some repeatedly observed phenomenon and they carry suggested ways to move forward. They have ability to guide human beings towards understanding the things happening around them and making them able to perform in a better way. Theories exist in almost each sphere of life, and they have become vital part of the syllabi and curricula of many subjects of the educational institutions all over the world. Like many other areas of study, theories are considered a vital part in the studies of media education and communication sciences worldwide. Communication theory gives us tools to answer empirical, conceptual, or practical communication questions. It is a suggested description of communication phenomena and their relationships. It also provides a symbolic representation of social phenomena because of communication. Communication theories have emerged from multiple historical points of origin, including classical traditions of oratory and rhetoric, Enlightenment-era conceptions of society and the mind, and post-World War II efforts to understand propaganda and relationships between media and society.

Twentieth century is considered as the century of the emergence and worldwide adoption of media education and communication studies. Many social scientists from the United States presented their theories of media effects when television, film and print media got tremendous adoption and popularity in the American society. Later, these theories became the core debate of media effects not only in the US but also in the whole world. Today, communication theories are considered as an integral part of the curriculum of Mass Communication and Media Studies in different parts of the world.

Keeping in view its significance, the course of Communication Theories has been included in the syllabus of BS Mass Communication (also old MSc Mass Communication program). This book has been designed and developed as per the needs and requirements of the global job market. I am sanguine the study of this study guide will be greatly helpful for the students of Mass Communication and Media Studies for understanding the communication phenomena and they will be able to explore the field of communication theories in an excellent manner.

I wish you all the best.

Prof. Dr. Saqib Riaz
Chairman

INTRODUCTION

The Course “Advance Theories and Strategies of Communication” is an important part of the scheme of studies for BS Mass Communication program as well as the former MSc program. Because of its huge number of contents, the course has been divided into two parts, I & II. This study guide relates with the content of the same course for part I.

Unit 1 is titled as “Interpersonal Communication”. The unit discusses some of the factors which are influencing the role of interpersonal communication in the flow of messages from mass media (two-step model of mass communication), an important outside factor, which is very much related to our interpersonal communication, plays a key potential role in decision-making of an individual, what role interpersonal communication channels (opinion leaders) play dissemination of mediated messages as well as influencing the potential adopters of an innovation cognitively, affectively and cognitively.

Unit 2 is titled as “Technology and Communication”. This unit highlights some of the very important aspects of the amalgamation of technology and communication in the face of new information and communication technologies. It is a matter of fact that the internet provides us three most overwhelming information and communication technologies which include worldwide web, newsgroups, and e-mails. The worldwide web (www) is a protocol or system through which people from across the globe can access a variety of information stored on other computers in a convenient manner.

Unit 3 is titled as Uses of Mass Media. The unit elaborates different uses of mass media. The unit argues that media study is influenced by uses and satisfaction. The research conducted to explain the enormous appeal of certain media contents served as the foundation for the approach's first conception. Research asks why and how people use media. This approach assumes that audiences know how to use media to satisfy their needs. In modern communication, the uses and gratifications method places the onus squarely on the shoulders of the target audience to make the connection between their own particular set of needs and their preferred medium of information delivery.

Unit 4 is titled as Reception Studies. This unit elaborates the phenomena of reception studies which got tremendous popularity among researchers and scholars of Mass Communication all over the world. How people receive different messages from media and how they perceive. A number of internal and external factors influence our reception and perception. Encoding and Decoding are the major concepts of this sphere of knowledge and a detailed discussion has been included in this unit to elaborate the phenomena of reception.

Unit 5 is about the concept and phenomenon of Political Communication. It elaborates different theories of political communication. Agenda Setting, Framing and Priming are

three different but closely related theories of Political Communication. All three theories provide a solid base for the theoretical framework of Mass Communication. The students of Mass Communication and Media Studies are expected to have a deep knowledge of these theories and how these theories emerged. How they support each other and how they differ from each other. Most of the research studies conducted in the field of Mass Communication and Journalism heavily depend on these three theories which provide a platform for theoretical framework.

Unit 6 is titled as “Effects of Mass Media”. This Unit has been designed to explore different types of media effects on society and individuals of the society. These effects have great importance for human beings as they are members of a society which is surrounded by the media. Hence, when they eat and live the media stands by them. Initially, it was believed that media is quite powerful in society, then later this notion was challenged by some media scholars who were of the view that media’s effects are minimal. Hence, the debate continued about the effects of media from different aspects.

Unit 7 is titled as Television Violence Theories which elaborates the ever-emerging influence of television on our lives. There are a number of theories of television violence but a few of them are most vital and they have become part of this unit. These theories provide a scholastic debate on different aspects of television violence theories.

Unit 8 is about the concept and phenomenon of Culture and Communication which describes the relationship between the two components of human societies: Culture and Communication. Culture and Communication, two are the most significant terms of our times. Both are highly dependent on each other, and both are considered as highly important terms in the field of media studies and media effects. Communication plays a vital role in shaping and reshaping a culture and a Culture influences the dimensions of Communication. This makes the subject area of Cultural Communication which has become one of the most pivotal areas of media research.

Unit 9 is titled as “Digital Communication” which elaborates different aspects of digital communication. As we all are well aware about the emerging phenomenon, it has got tremendous popularity all over the world. We are living in the age of virtual reality where emotions and messages are expressed in ones and zero. The advent of internet has reshaped the traditional communication patterns and media outlets have converged. Consumers of digital media are in control of not only the content but the medium itself. They are interconnected and interactive. Communication scholars have new challenges to retest the existing theories, suggest modifications, and devise appropriate research techniques.

I hope the course contents of this study guide will be helpful for you in exploring new horizons of mass communication.

Prof. Dr. Saqib Riaz
Chairman/Course Production Coordinator

Unit-1

INTERPERSONAL COMMUNICATION

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INTRODUCTION

As you know title of this unit is Interpersonal Communication but here, we are not concerned with the basic definition of interpersonal communication. Rather than the unit discusses some of the factors which are influencing the role of interpersonal communication in the flow of messages from mass media (two-step model of mass communication), an important outside factor, which is very much related to our interpersonal communication, plays a key potential role in decision-making of an individual, what role interpersonal communication channels (opinion leaders) play dissemination of mediated messages as well as influencing the potential adopters of an innovation cognitively, affectively and cognitively. The unit also deliberates on how an individual manages his private information in some interpersonal communication situation. Furthermore, this unit also briefly discusses Uncertainty Reduction Theory.

OBJECTIVES

After studying this unit, you would be able:

- to know what role community plays in influencing one's decision-making.
- to discuss how messages, travel from mass media to audiences.
- to explain how an innovation spreads in the society.
- to know how people, use various strategies of communication to lessen uncertainty regarding others.
- to deliberate over how people, draw boundaries during interpersonal communication to conceal or reveal information.

1.1 ROLE OF COMMUNITY IN DECISION-MAKING

Dear students, as the above-given title indicates here in this section we will discuss the role of community in decision-making of an individual he/ she belong to. The decision may be regarding his/her vote casting behavior, regarding adoption of some innovation, pursuing some occupation or even regarding what to wear, how to present himself/ herself, what to say or how to behave in which social gathering/ social situation.

Before deliberating over the role of community in our decision-making here, we will first briefly define “community”.

1.1.1 Community

According to Merriam Webster dictionary a community is “a unified body of individuals: such as the people with common interests living in a particular area. According to the dictionary it may also be “a group of people with a common characteristic or interest living together within a larger society”. Similarly, Britannica Dictionary defines the term community as “a group of people who have the same interests, religion, race, etc.”. American sociologist Emory S. Bogardus defined the term community as a social group with some degree of 'we feeling' and living in a given area. Ferdinand Tönnies a 19th century German sociologist who is credited for the theory of community defined the concept of community in his book *Gemeinschaft und Gesellschaft* as a social collectivity. *The members of such collectivity are connected with each other through a sense of belonging.* Encyclopedia Britannica, in its deliberation over ‘social theory’ while referring to Ferdinand Tönnies’s book *Gemeinschaft und Gesellschaft* (community and society) writes that peasants of a rural area exemplify such social collectivity (community) where personal relationships of the individual members are regulated by the social norms. *This means the main bond which keeps members of a community are its social norms and values.*

1.1.2 Community and Decision-Making

Now we come to our main topic: the role of community in decision-making”. According to Severin and Tankard (1988), Baruch Spinoza, a Dutch philosopher, more than 300 years ago viewed that human beings are social animals. They live in groups (communities) and avoid social isolation. While living in groups people, due to intersocial stimulation, imitate others whose actions are viewed as good. The standards of judgement as good (acceptable) or bad (unacceptable) are the group norms and social values.

We are mostly worried about others' judgements that they make about our actions. We want others to make good and favourable perceptions about us. This is because we fear the social isolation. We cannot afford that other members of our community due to violation of group norms/ social values or deviation from what majority of the group consider as good/ true/ right isolate/ disown us.

In fact, social groups greatly influence an individual's personal attitudes and human nature. Imitation, an important human social characteristic, is the product of group life (Bogardus, 1924). You may have noticed family members, especially parents teach the kids how to respond to the social norms, traditions, custom, and other social stimuli. At the same time, they sensitize their kids of social repercussion for the kids and the family in case they violate the set rules of the community. In fact, this is socialization, and it help members of that community (group) to develop social self-consciousness. In this way individuals not only make their attitudes/ opinions but also practice in the way which is consonant with groups/ community norms and social values. For example, in our society (Pakistan), which is a more traditional society, we are always concerned about (LOG KIA KAHAINGY) what others think about us. Or this is not a practice in our commune (YE HAMARA RIWAAJ NAHI). You may have also observed that in Pakistan, especially the rural areas, people cast their vote in general elections on the basis of their "Biradary". Some research studies also authenticate the claim that community plays a definite role in our decision-making process. Furthermore, keeping in view the potential impact of community on decision-making process of members of a particular community the Band Wagon and plain folks' techniques of propaganda are being used for influencing the target audience cognitively, affectively and/ or cognitively.

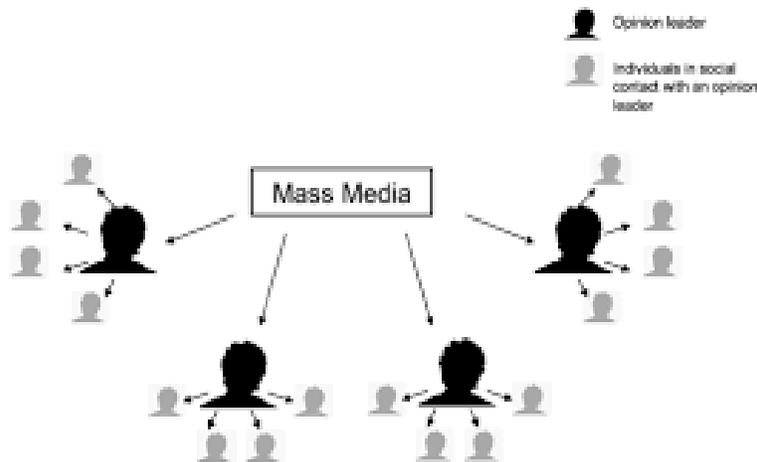
1.2 TWO-STEP FLOW OF COMMUNICATION

Different scholars have presented different models regarding the process of mass communication. The two-step flow model of mass communication tells us about how media messages flow from mass media to common people in a society. The idea that messages pass from the media, through opinion leaders, to opinion followers is called two-step flow model of communication.

The model was presented by Paul Lazarsfeld, Bernard Berelson, and Hazel Gaudet in 1948. In fact, they were exploring the effects of mass media in a presidential election. The study was conducted in Erie County, Ohio state, USA hence, the study is also called "Erie County study". Later on they published it, it titled "The people's choice: How the voter makes up his mind in a presidential election" (Lowery & DeFleur, 1995). In this study the researchers wanted to know

that (1) How many of the audience attended and understood the information? (2) was the media exposure uniform? (3) which mass medium (newspaper, magazine or radio) was more persuasive in the election campaign? In fact, the researchers tested the assumptions of the magic bullet theory. They found that attention to media propaganda was not uniform; there was a segment of the population that was heavily exposed to the campaign propaganda whereas others gave very little attention to the same. Effects of mass media were also not the same in terms of activation, reinforcement, and conversion of the audience. The results simply rejected the propositions of the magic bullet theory. The researchers also found that majority of the respondents cited interpersonal communication channels (relatives, friends and peers) as their source of information and influence. Hence, they did not receive any direct effect from mass media. The researchers reviewed their research design and along with mass media included interpersonal communication channels as sources of political impact of the respondents. Findings of the study indicated that mass media messages were passed on from mass media to opinion leaders (first step) and then (second step) from opinion leaders to their followers (opinion followers). They called this pattern of flow of political information as the two-step flow of communication.

Two-step flow model



Later on, other scholars criticized the two-step model. They viewed that mass media messages may not necessarily follow the two-step pattern as many research studies major news stories spread directly to a greater extent of the population. Similarly, opinions on public affairs between individuals are reciprocal or there is opinion sharing rather than opinion giving. A third point of criticism was the number of steps. The latter scholars opined that the steps involved in the process

of mass communication may be more than two. Moreover, the two-step flow model presents the opinion leader as very active user of mass media and views the opinion follower as very passive media consumer however, they viewed that media use activity varies. No one remains all the time active or passive media user.

1.3 DIFFUSION OF INNOVATION THEORY

This theory (diffusion of innovation) was presented by Everett Mitchell Rogers in 1962. It deals with how an innovation (a new idea, practice or object) spreads in a society. According to Rogers, “*Diffusion* is the process by which an innovation is communicated through certain channels over time among the members of a social system” (Rogers, 1983, p,5). As a matter of fact, it is a special type of communication in which the message is always about a perceived new idea, object or practice whereas the result of adoption of the innovation surfaces in the form of social change.

Dear students, as you know all innovations do not spread in any social system equally. Some innovations are adopted more while others are totally rejected. There are certain factors which are responsible for this varied rate of adoption of different innovations. The following lines discuss some of the basic factors responsible for this unequal adoption rate.

1.3.1 Characteristics of Innovation

According to Rogers (1983) there are five characteristics of an innovation which affect its rate of adoption:

- a Relative advantage:** The extent of perceived superiority of the new idea/ practice/ object to the old one.
- b Compatibility:** The extent of harmony/ consistency of an innovation to social values of the social system and needs of the potential adopters.
- c Complexity:** The extent of difficulty of the innovation.
- d Trialability:** The extent to which the innovation can be tried on trial basis.
- e Observability:** The extent of visibility of the innovation to its potential adopters.

So, all those which have some relative advantage; compatible to needs of the potential adopters and norms and values of the social system; less difficult in

understanding and use; can be tried on experimental basis and visible to all the target population so that they see themselves the advantages of the innovation in question have greater chances of adoption amongst the target group.

1.3.2 Categories of Adopters

Everett M. Rogers (1983) has identified five categories of the adopters of an innovation. They are:

- a. Innovators:** They are adventurous. They are the first group of adopters of an innovation. They are less concerned about economic loss and least bothered about what will others say about them. They lack opinion leadership.
- b. Early adopters:** Like innovators they adopt the innovation readily but unlike the innovators they are more concerned about their reputation. They are opinion leaders. They are less in number. This category is considered as “the one to check with” by their followers before adoption of some innovation.
- c. Early majority:** This group of adopters are more practical in nature. They follow their opinion leaders, evaluate the benefits of the innovation and then adopt the innovation however, their innovation-decision process is relatively longer than the innovators and the early adopters. Their motto may be “be not the last to lay the old aside, nor the first by which the new is tried”.
- d. Late majority:** They are more cautious. They adopt the innovation due to social/ peer pressure. This category adopts an innovation just after the average member of a social system.
- e. Laggards:** This group of adopters of an innovation are more traditional. Their point of reference is usually the past. They adopt the innovation when some other innovation has already superseded it.

As evident from the above-given different categories of the adopters, the rate of adoption of an innovation in a social system relates to the type of category of the adopters. Adoption rate is not identical for all types of adopters.

1.3.3 The Innovation-Decision Process

The innovation-decision process is a mental process, which consists of five stages. These stages or steps are: (1) knowledge, (2) persuasion, (3) decision, (4) implementation, and (5) confirmation. This process culminates in either adoption or rejection of the innovation.

1.4 UNCERTAINTY REDUCTION THEORY

Dear students, you may have noticed that whenever two individuals (strangers) get a chance of interaction with one another in some interpersonal communication situation such as at some point like both are waiting at some doctor's clinic for their turn, or travelling in a bus/ train or plane, or sitting nearby in some social gathering both of them (with different degrees) try to initiate discussion and break the ice of silence. However, both have some uncertainties about one another as well. They are more inclined to start the communication from certain points/ topics that may spark good interaction. The initial words by first speaker are just like throwing a pebble into a pond. I think you might have been visited by members of Tablighi Jummat at your home, work place, hostel, or in a train or bus and might have experienced the way they start the conversation.

While explaining the initial stage of such interpersonal encounter (between strangers) Charles Berger and Richard Calabrese put forward their theory of "uncertainty reduction" also called "initial interaction theory" in 1975. Initially the theory was developed to explain how and why communication process begins between two strangers however, later on after passing through various evolutionary stages the theory was applied to interpersonal communication between intimates as well.

Let us first define the word "uncertainty". The meaning of word "uncertainty" in Cambridge Dictionary is "a situation in which something is not known". Presenter of the Uncertainty Reduction Theory (URT) defined the term uncertainty as "having a number of possible alternative predictions or explanations (Berger & Calabrese, 1975)". This means that in the absence of a clear cut/ certain explanation of a given situation/ event/ action one ponders over many possible/ alternative explanations and such a state of mind is called uncertainty. Partner uncertainty (uncertainty about friend/ co-worker), self-uncertainty, relational uncertainty, cognitive uncertainty, and behavioral uncertainty are the different type of uncertainty. To achieve certainty or to reduce uncertainty people take various actions.

Uncertainty Reduction is basically understanding something or to accurately predict or explain that situation or action or event. There are seven variables of uncertainty reduction in initial interaction (between strangers). They are: (1) Amount of verbal communication, (2) nonverbal affiliative expressiveness (positive body language), (3) information-seeking behavior, (4) intimacy level of communication content, (5) reciprocity, (6) similarity, and (7) liking.

1.5 COMMUNICATION PRIVACY MANAGEMENT THEORY

Dear students, you may have noticed that we usually categorize the level of our closeness to others in the family, relatives, friends, co-workers and other people who are associated with us on the basis of the level they share their private information. Most probably, every member of your family, friends' circle, relatives, and co-workers will neither reveal nor conceal each and every piece of their private information with you. And at times while sharing private information the other party considers you as your confidant but at the same time requests you not to disclose it to anyone else. In fact, it shows that how much the other party trust you that his/ her/their privacy will be maintained, and we will not be involved in boundary turbulence. This means that while involved with others in any interpersonal communication situation we are concerned about our privacy, and we try to maintain the limits (boundaries) of our privacy. Sandra Petronio (1991) termed this revealing-concealing process of private information as Communication privacy management.

SELF-ASSESSMENT QUESTIONS

We assume that after reading the above-given topics of the Unit you would be in a better position to answer the following self-assessment questions:

1. Does the community, you belong to, influences your decision-making regarding your vote during elections, fashion, college/ university for pursuing your studies, and other social/ political/ cultural decisions?
2. Have you ever noticed that people associated with you, especially those who have limited media exposure due to various reasons, ask you about regional/ national/ international affairs reported in the mass media? Mention your latest experience in this regard.
3. Do you seek opinions of others whom you consider as more learned, experiences, and cosmopolitan on various social/ political/ economic/ cultural/ academic affairs? Mention your opinion leader (s) in different walks of life.
4. Keeping in view your own network of opinion leaders and followers critically analyze the two-step flow model of mass communication.

5. What does the Diffusion of Innovation Theory assume regarding spreading of an innovation in a social system? What are the various categories of adopters?
6. Keeping in view your own experience of interaction with some stranger (s) to what extent you will validate the assumptions of Uncertainty reduction theory? Moreover, discuss in detail the proceedings of such interpersonal interaction.
7. Keeping in view the assumptions of Communication privacy management theory how do you see concealing and revealing of private information in interpersonal interactions with different people.

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Unit-2

TECHNOLOGY AND COMMUNICATION

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INTRODUCTION

This unit highlights some of the very important aspects of the amalgamation of technology and communication in the face of new information and communication technologies. It is a matter of fact that the internet provides us three most overwhelming information and communication technologies which include worldwide web, newsgroups, and e-mails. The worldwide web (www) is a protocol or system through which people from across the globe can access a variety of information stored on other computers in a convenient manner. One aspect which is important to understand by the students of mass communication is that many people are now feeling more convenient in seeking quicker information from newsgroups as compared to magazines and newspapers. Social media is another revolution in knowledge seeking, creation, and dissemination. The changing media landscape loaded with new information and communication technologies is bringing some overwhelming social impacts including information overload, digital divide, unemployment, ever-increasing knowledge and information gap between haves and haves-not, intrusion in the personal lives of citizens, gender inequality in media usage and fragmentation of the users of mass media.

Internet is actually the cause of the media convergence through which the services which were separated previously in the form of traditional mass media have been coming together in amalgamation like the television, telephone, cable and the internet etc. Similarly, e-commerce is also becoming more common nowadays and is going to play a significant role in days to come. The Contents of this unit have been designed to enable the student of mass communication to understand the use of new media technologies for mass communication and various aspects and implications of the changing media environment due to the evolution in the information and communication technologies. This unit will surely develop the basic approach on the Knowledge-Gap Hypothesis, various strategies used in the Technology Acceptance Model and explicate the Information Overload Phenomenon.

OBJECTIVES

The Contents of this unit have been designed to enable the student of mass communication to:

- analyze and understand the use of new media technologies for mass communication.
- understand the various aspects and implications of the changing media environment due to the evolution in information and communication technologies.
- develop the basic approach on the knowledge-gap hypothesis and difference between haves and haves-not in terms of information.
- learn the various strategies used in the technology acceptance model.
- explicate the information overload phenomenon and its important perspectives.

2.1 NEW MEDIA TECHNOLOGIES

The internet is the basics of all the technological advancements during the past few decades. Basically, the internet is a network of several dispersed computers placed at remote locations and distant from each other. The internet provides the users with the possibility of two-way communication between computers and individuals, transmission of files, sending of e-mails and messages and many more. The internet provides us with three most overwhelming information and communication technologies which include world wide web, newsgroups, and e-mails.

The world wide web (www) is a protocol or system through which people from across the globe can access a variety of information stored on other computers in a convenient manner without the restriction of borders. Many web-browsing software have provided the users of internet the user-friendly operating systems with special focus on ease of use as advocated by the Technology Acceptance Model.

Similarly, huge number of people from different parts of the world communicate with each other electronically through e-mails at a fast pace and in economic manner. Another milestone achievement of new media technologies is the sharing of electronic messages about a particular topic or field through newsgroups and mailing lists, which has greatly privileged the common man in seeking information and knowledge. One aspect which is important to understand by the students of mass communication is that many people are now feeling more convenient in seeking the better and quicker information from newsgroups as compared to magazines and newspapers.

Social media is another revolution in the process of knowledge seeking, creation, and dissemination. Nowadays people from all walks of life and beyond the limitations of borders and nationalities are sharing the latest and exclusive information through social media and are also greatly depending upon the social media for the information seeking. In this case the youth is leading all the classes to a great extent.

2.2 CHANGING MEDIA ENVIRONMENT

The field of mass communication seems to bear huge challenges in this information and digital age. It is important to observe that how the mass communication and the mass media is bringing the changes in their mechanism to welcome the new developments in the media technologies like the internet-based

media, social media, digital television and the most importantly the media convergence. The communication and information systems are nowadays evolving at a face pace. The internet is now the part and parcel of every information system and the mass media outlets. Its significance is enhancing manifold with every passing day. The internet is actually the cause of the media convergence through which the services which were separate previously have been coming together like the television, telephone, social media, cable and the internet etc. Similarly, e-commerce is also becoming more common nowadays and is going to play a significant role in days to come.

In today's changing media environment, the most important thing to keep in mind is that we cannot think of a monolithic or uniform media system disseminating the same information to the receivers. This phenomenon challenges the validity of many mass communication theories that talk about a uniform or monolithic media message from the traditional media outlets. So, the impact of the mass media on today's segmented or fragmented audience is also debatable, which means there is need for the revision of many theories of the mass communication. Now, there is need to formulate the theories that can explain the phenomenon of mass communication in the convergent media landscape.

Similarly, the changing media landscape loaded with new information and communication technologies is bringing some overwhelming social impacts which include information overload, digital divide, unemployment, ever-increasing knowledge and information gap between haves and haves-not or simply between poor and rich, intrusion in personal lives of citizens, gender inequality in media usage, and fragmentation of the users of mass media. So, the theorists of the mass communication are to face new challenges in the face of changing media environment by focusing on the major theoretical perspectives relating to the new media including hyperlinks, hypertext, interactivity, convergence of media etc. The theorists have also to analyze the application or modification of the existing theories according to needs of the new media framework like the cyberspace, digital transformation and the social media.

2.3 THE KNOWLEDGE-GAP HYPOTHESIS

During all the ages or time, the information has been an important resource. With the help of information, we can perform many tasks which would otherwise be difficult to materialize. With the marvelous power the knowledge provides, we are able to take advantages of multiple opportunities. However, it is a matter of fact that the information and knowledge is not distributed equally among the

citizens like any other kind of wealth. The divide of haves and haves-not with respect to information and knowledge is evident in every society just like the divide in respect to financial wealth. People with less socio-economic conditions are often found information poor, while on the other hand people with better financial resources are found information rich as well. This factor is the basis of the knowledge-gap hypothesis, which suggests that the people with better financial resources or financial stability are found haves in the context of information or knowledge as well and people struggling with the financial resources or simply the poor are also found poor in information.

We all know that a democratic society depends heavily on the information-rich citizens. In a democratic society, citizens have the power to elect their representatives to hold the public offices and run the government, and the success of a democratic system is only possible when the citizens are well informed about the manifesto of the political parties and political situation of the country. Only then the citizens will be able to vote intelligently and elect the best representative into the parliament. Information will become even more important and precious in days to come in the new media environment based of new information and communication technologies. Many international as well as national problems emerging as a result of heavy industrialization and technological advancements will require information rich citizens for their appropriate solutions. These problems include nuclear power, environmental pollution, risks from new food patterns like food additives and frozen foods, risk of nuclear war etc. In these circumstances, the role of the mass media is tremendous to inform the people without any divide and segmentation and by reaching haves-not along with the haves.

2.4 TECHNOLOGY ACCEPTANCE MODEL

The technology acceptance model (TAM) is a theory of information systems which explains the acceptance and practice of a new technology by the users. The major concern of the model is the use of a technology by the people. The model postulates that the attitude (A) which is the general impression about any innovation influences the behavioral intention (BI) of the people, which ultimately leads to the acceptance of the technology among the users.

The technology acceptance model emphasizes on two important factors for bringing a favorable decision regarding the adoption and use of a new technology when it is presented to the people. The first factor is the 'Perceived Usefulness' (PU) which explains the level of belief a person has on the new technology of the system about the benefits or better performance that person is going to seek after

the adoption of the particular technology. The second important factor in the technology acceptance model is the 'Perceived-Ease-of-Use' (PEOU) which explains the level of belief which a person has on the new technology that it is user friendly and there will be no efforts required in adoption of the new technology. So, if a new technology is easy to use, it will be adopted by the people more easily, however, if it is not user friendly, people will not have positive attitude towards it, which is must for moving towards acceptance of the technology. Furthermore, some external factors can also influence the adoption of a new technology which include the social influence, socio-economic conditions, age, gender, cultural norms and beliefs of the people.

2.5 INFORMATION OVERLOAD

Information overload is a phenomenon in which there is a lot of information about an aspect or issue, and it is difficult to make a decision wisely. The reason is that too much information about an issue makes the people confuse and indecisive. Information overload is sometimes called as too much information, information explosion, information anxiety, and infobesity. In this digital age, when we are having multiple sources of information including the traditional media, digital media, internet-based media and social media, we are bombarded with the excessive information on daily basis, which ultimately makes us confused on a particular issue on which we are supposed to make a decision.

To make it further elaborate, we can have an example that if a person is to make a decision about an issue and the person is provided with many sets of information like contradiction and complexity, the person having limited time and resources to process all the information will be disturbed and confused and the quality of the decision will surely be decreased and there are chances of making poorer decision due to the information overload.

The basic reason of information overload in this digital era is the advent of modern information and communication technologies due to which the dissemination of information has been made easy and affordable. The digital culture or the internet culture along with informatics has further heaped up the information overload. Furthermore, the excessing viewing of information, over-exposure, and abundance of data and information input are associated with the information overload phenomenon.

SELF-ASSESSMENT QUESTIONS

1. Explicate the impact of new media technologies on the mass media.
2. Analyze the changing media environment as a result of marvelous development in the information and communication technologies.
3. Explain the Knowledge-Gap hypothesis with suitable examples from Pakistan.
4. Elaborate the Technology Acceptance Model and its important factors.
5. Define and explain the Information Overload phenomenon.

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Unit-3

USES OF MASS MEDIA

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INTRODUCTION

Media study is influenced by use and satisfaction. The research conducted to explain the enormous appeal of certain media contents served as the foundation for the approach's first conception. Research asks why and how people use media. This approach assumes that audiences know how to use media to satisfy their needs. In modern communication, the uses and gratifications method places the onus squarely on the shoulders of the target audience to make the connection between their own particular set of needs and their preferred medium of information delivery. It argues that people's demands shape their preferences in media, their engagement with different forms of media, and the satisfaction they derive from consuming various forms of media. Instead of focusing on "what media do to people" and assuming audiences are homogeneous, the uses and gratifications method asks "what individuals do with media". It lets audiences use media based on their social and psychological background. The method stresses viewers' choices by evaluating their justifications for utilizing a particular medium to the exclusion of everyone else, as well as the varied pleasures they get from it based on their social and psychological needs. It offers a framework for comprehending the procedures by which media consumers seek information or material carefully, following their requirements and interests, as a more significant viewpoint among communication studies.

OBJECTIVES

After reading this unit, you should understand:

- Uses of mass media
- The concept of active audience
- Strength and weakness of Uses and Gratification.

3.1 HISTORICAL BACKGROUND

It is generally agreed that communication ideas have evolved in psychology and sociology throughout the last century. With significant ideas and new domains in these two disciplines, researchers evoke more fabulous notions of media. Uses and gratifications come from a functionalist perspective. On the other hand, the functional theory of communication does concur, to some degree, with the media's influence on individuals. In the Hypodermic Syringe Model, for instance, it is argued that "the mass media have a direct, immediate, and influential influence upon audiences by 'injecting' information into the awareness of the people". Between the 1920s and 1940s, functional theory affected communication studies. The subsequent change that rediscovered the media-human interaction established the uses and gratifications perspective. The study of media gratifications predates empirical mass-communication studies. Researchers have been curious about why people listen to particular radio shows, such as soap operas and quiz shows, and have read particular newspapers since at least the 1940s. In these studies, researchers came up with a list of roles that either certain content or the medium can play. For example, radio soap operas gave listeners advice, support, or a chance to express their feelings. Newspapers were found to be more than just a source of information; they also gave readers a sense of security, common topics to talk about, and a way to organize their daily lives. Herzog (1944) called these user satisfaction characteristics "gratifications." When television grew from the late 1950s to the 1970s, uses and gratifications dominated. When it was found, certain fundamental assumptions were suggested. Elihu Katz is a well-known uses and gratifications researcher who helped create its framework. Elihu Katz's societal and scholarly interests as a communication researcher are catered to. They saw media usage humanistically. They propose that media consumers choose a source that meets their demands, and they offer alternatives.

3.2 ASSUMPTION OF MASS MEDIA

Media serves as surveillance, correlation, entertainment, and cultural transfer for society and individuals. The following five fundamental presumptions that help to comprehend media and audience relationships.

1. The audience is regarded as active, i.e., media usage is believed to be goal-oriented, and media use patterns are influenced by clear expectations of what given material may provide the audience member.
2. In mass communication, the audience member must connect need fulfillment and medium choice. This limits the theory about the linear influence of media on attitudes and behaviour.

3. The media compete with other sources. The requirements addressed by mass communication are a subset of human needs, and the extent to which they may be satisfied by mass media usage varies.
4. Many of the desired outcomes of mass media consumption may be inferred from data provided by individual audience members; that is, individuals have enough self-awareness to be able to report their interests and intentions in specific circumstances or at least to identify them when faced with them in an understandable and familiar linguistic formulation.
5. Value judgments concerning the cultural value of mass media should be postponed while exploring audience inclinations. Katz, Blumler, and Gurevitch noted that prior studies on gratifications discovered numerous gratifications that draw individuals to media, but they did not examine the links between them.

Uses and gratifications study should focus on these areas, they said:

"The social and psychological foundations of wants and expectations" " mass media or other sources that lead to unequal exposure (or other activities), leading to the need for gratification and additional repercussions, maybe mainly unintentional". Katz and his colleagues' work helped establish the uses and gratifications method. Since then, this topic's study has grown. Current uses and gratifications are based on Katz's initial research, notwithstanding the emergence of new media formats in the electronic information era.

3.3 NEEDS AND GRATIFICATIONS

A focus on audience members' motivations and their perceived wants are central to the "uses and gratifications" analysis method. Based on their research, Blumler, and Katz (1974) concluded that the same communication message may be used for various objectives by various persons. The same piece of media might serve many purposes for various audiences. As a result, there is more than one media consumption method. In contrast, there are as many motives for utilizing the media as there are media consumers.

People's opinions about what they want from media and which media fit their demands depend on their basic needs, social circumstances, and backgrounds, such as experience, hobbies, and education.

Audience members know and may specify their media motivations and rewards. McQuail, Blumler, and Brown (1972) established a model of "media-person interactions." to categorize four major media gratifications:

- (1) Diversion: getting away from problems or routines; emotional release;

- (2) Personal relationships: social utility, companionship;
- (3) Personal identity: reality exploration, self-reference, and reaffirming value; and
- (4) Surveillance: keeping an eye on someone or something (forms of information seeking).

McGuire (1974) categorized audience motivation based on human needs. Cognitive and emotive requirements were differentiated. "Active" vs. "passive" initiation, "external." versus "interior" goal orientation, and "growth" and "preservation" feeling stability.

Katz, Gurevitch, and Haas (1973) categorized 35 media demands into five groups.

1. Cognitive needs, such as gaining information, understanding and knowledge,
2. Affective needs, such as experiencing emotion, pleasure, and emotions
3. Personal integrative needs, such as credibility, stability, and status
4. Social integrative needs, such as associating with friends and family,
5. Tension release needs, such as escape and distraction

3.4 MEDIA USE

McQuail's Categorization of media use:

Information

- Gathering information about one's local environment, a larger community, and the global environment.
- Advice-seeking may include a variety of scenarios.
- Addressing a broader audience's interests and passions
- Knowledge Acquisition; Educating Oneself learning to feel safe and secure

Personal Identity

- Finding Support for One's Values
- finding models of behavior
- identification with cherished others
- Developing an introspective perspective

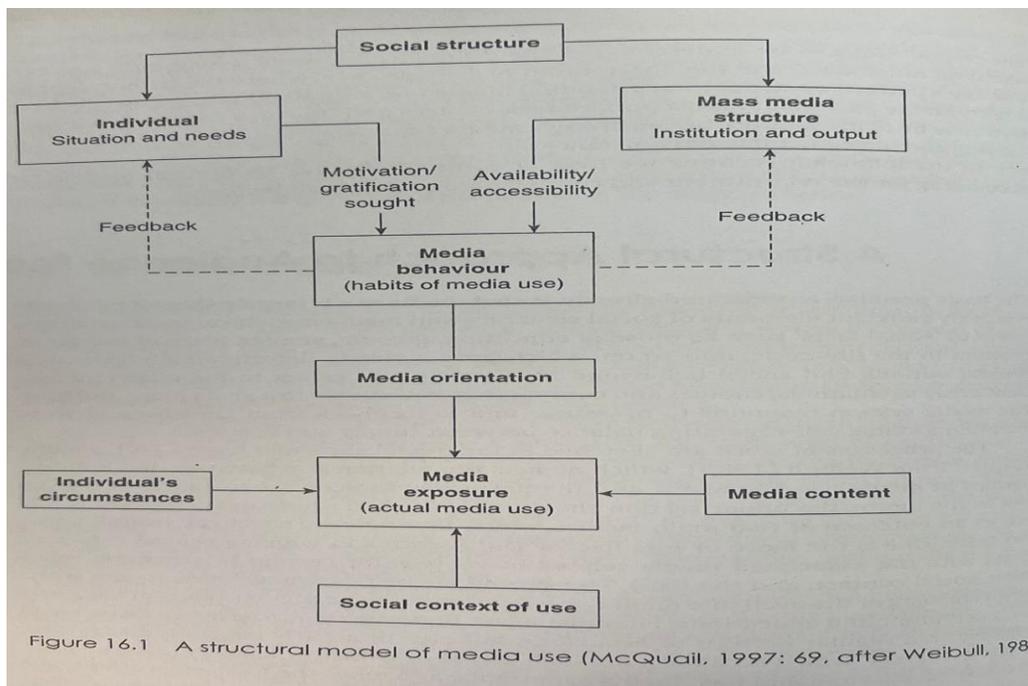
Integration and Social Interaction

- understanding other people and their situations, being empathetic
- establishing rapport with individuals and acquiring a feeling of belonging
- establishing a foundation for social interaction
- having an alternative to actual friendship
- Facilitating the fulfillment of social obligations
- facilitating relationships with family, friends, and society

Entertainment

- avoiding or being diverted from issues
- relaxing obtaining cultural or aesthetic satisfaction
- filling time emotional release sexual arousal.

These uses and gratification presuppose a receptive audience that makes informed decisions. McQuail (1994) contributed a new aspect to this concept. Personal Social conditions and psychological dispositions impact both available media usage and ideas and expectations about the media's advantages, which shape individual actions of media choosing and consumption, followed by appraisals of the experience's worth (with repercussions for continuing media use) and presumably, applications of benefits obtained in other domains of experience and social engagement. This broader approach accommodates a diversity of individual demands and partly explains variances in the kind of media desired for various gratifications.



Gratifications obtained (GO) and Gratifications sought (GS)

The human motives for media usage, show that media provide the anticipated gratifications for viewers. These pleasures might be seen as the appreciated psychological impacts felt by people. The model differentiates GS from GO. Thus, if GO is much greater than GS, the audience satisfaction and evaluations of appreciation and attention is likely great. To analyze the link between GS. and

GO, Palmgreen et al. (1980) surveyed the most popular television news shows to determine the association between GS and GO. Despite the findings showing that each GS had a moderate to high correlation with its associated GO, the researchers also discovered that the gratifications audiences claim to want to differ from the gratifications they get. In subsequent research, Wenner (1982) demonstrated that audiences might gain varying degrees of satisfaction when exposed to evening news shows, depending on what they desire.

3.5 GRATIFICATION OF NEEDS

Need Type	Description	Media example
Cognitive	Acquiring information, knowledge, comprehension	Television (news), video (“How to Install Ceramic Tile”), movies (documentaries or films based on history, e.g., <i>Stonewall Uprising</i>)
Affective	Emotional, pleasant, or aesthetic experience	Movies, television (sitcoms)
Personal integrative	Enhancing credibility, confidence, and status	Video (“Speaking with Conviction”)
Social integrative	Enhancing connections with family, friends, and so forth	Internet (email, Facebook, Instagram, Listservs)
Tension release	Escape and diversion	Television, movies, video, radio, Internet

Source: Adapted from Katz, Gurevitch, & Hass on the use of mass media for important things.

People choose media for their reasons.

- A. According to Katz, studying how media affect individuals must consider the reality that people intentionally utilize media for specific reasons.
- B. Viewers are not quiet.
- C. Usage and gratifications the theory highlights that media preferences are individual and subject to change.
- D. Exposure to media messages has a different effect on everyone but serves various reasons at different times. According to the uniform effects model of media, media messages have the same impact on all audience members.

Media compete for our attention and time.

- A. Various media compete for your attention, along with non-media-related activities.
- B. It is necessary to identify the need that drives media consumption to comprehend why individuals make their decisions.
 - a. Audiences consist of individuals who are not similar.
 - b. These distinctions impact the consumer's result or level of satisfaction.
 - c. If the uses and gratifications hypothesis would go anywhere, researchers needed a mechanism to learn what kinds of media people watched and why.
 - d. People should be directly questioned about their media consumption habits.
 - e. Whether people can accurately discern the motives behind their media intake is a contentious feature of this assessment technique.
 - f. Scholars have tried, with mixed success to demonstrate that people's reported motivations for media use may be believed, However, this is still hotly contested.

People's media exposure motivations

- A. Uses & gratification scientists have collected lists of people's media exposure motivations for 50 years.
- B. Typology is a categorization technique that sorts particular situations into manageable groups.
- C. Rubin says his eight reasons may explain why people watch TV.
 - i. Passing the time.
 - ii. Companionship.
 - 1. Escape.
 - 2. Enjoyment.
 - 3. Social interaction.
 - 4. Relaxation.
 - 5. Information.
 - 6. Excitement.
- D. Each category may be subdivided.
- E. Rubin says his typology encompasses most media-use justifications.
- F. Researchers have advocated for habitual media consumption.

Para-Social Relationships: Using media to have a fantasy friend.

- A. Consumers form emotional bonds with media figures.
- B. Para-social interactions can anticipate how the media will affect viewers.
- C. Uses & gratification may be utilized to investigate TV and social media.

- A. S. Shyam Sundar, founding head of Penn State's media impacts lab feels social media challenges the idea that individuals utilize media to address internal needs.
- B. Media technology may generate gratifying possibilities.
- C. Whether or not Sundar is accurate that gratification may come through technology, the satisfaction possibilities with new media differ from when TV reigned mass media.
- A. The theory's reliance on description rather than explanation and prediction is criticized.
- B. Jiyeon So observes that the uses & gratifications the theory was never meant to be descriptive; it was aimed at making media predictions.
- C. The idea that people utilize media to satisfy particular needs and that these needs may be categorized into eight categories appear easy.
- D. Scholars wonder whether individuals can correctly report their media consumption.
- E. Uses & gratification could be more helpful, even for active users.
- F. Instead of stating that media viewers were equally engaged and making deliberate decisions, Rubin amended the theory by making action or a variable.
- G. Uses & gratification have spawned much quantitative study.

Uses and Gratifications in a Digital Era

Uses and gratifications have traditionally given the cutting edge conceptual model in the early phases of any new mass media, such as newspapers, radio, TV, and the Internet. The uses and gratifications hypothesis is extensively utilized and better for the Internet research. Compared to more conventional forms of media, Internet users are even more invested in the communication process. The theory also posits that individuals intentionally pick the medium that best meets their requirements and that audiences can comprehend the motivations behind media selections. According to several polls, Internet users have no difficulty articulating their requirements. Katz et al. (1974) said that media compete to meet individual requirements. Thus, the Internet competes not just with conventional media but also with itself. Despite the length of this list, history shows that new medium creates new gratifications and motives for audiences. These new user motives and gratifications must be met. Most uses and gratifications studies investigate Internet use for a variety of reasons, including but not limited to boredom, company, habit, passing time, entertainment, social contact, information/ surveillance, arousal, and escape.

Internet usage is for entertainment. Some researchers put diversion/entertainment higher than information exchange in prompting media usage. Rafaeli (1986) discovered that bulletin board users are motivated by pleasure, enjoyment, distraction, followed by knowing what others believe about essential matters via

engaging with influential individuals. Entertainment material satisfies consumers' needs for escape, hedonism, aesthetic pleasure, and emotional release. Therefore, amusement might encourage people to utilize the media more often.

Johnson and Kaye (1998) Viewed the Internet as a political resource. They concluded that most individuals use it for surveillance and voter advice and only afterward for amusement, social usefulness, and excitement.

The Internet's unique traits contribute to its uses and gratifications. "Learning" and "socialization" are major Internet motives. "Personal participation" and "lasting connections" as new motivation components. Internet usage gives users control and power. People may act, interact, and engage in society and politics online. This may boost self-esteem, self-efficacy, and political knowledge. Internet use is also motivated by increased interactions. The Internet's interactivity via discussion forums, e-mail, direct ordering and connections to additional details. Internet services should provide relevant information and social interaction. Internet use also helps with group assistance. The Internet may trade information, lend assistance, and meet without fear of persecution. It is easy to locate others with similar hobbies and ambitions. They may share thoughts and concerns in a supportive group.

According to other research, confidentiality is one the reason why individuals go online. Individuals utilize the anonymity of the Internet to build healthy connections Moreover, satisfy their social needs. Minority groups may communicate equally with less fear of social penalties and retaliation, provided the technology is generally accessible.

3.6 CRITICISMS OF RESEARCH ON USES AND GRATIFICATION

Although the uses and gratifications approach retains a prominent position in communication research, its study has been criticized for its theory and methodology. McQuail (1994) said that the technique had yielded few compelling predictions or explanations of media selection and usage. Since most media consumption is incidental and weakly motivated, the technique seems most effective when investigating specific forms of media where motivation may be present.

Scholar in Ang has also taken the issue with the uses and pleasures paradigm in these three ways:

1. As a result, is very individualized in that it emphasizes psychological satisfaction solely experienced by the
2. the user at the time of media consumption. More consideration must be given to how media consumption fits into users' wider social lives.
This ignores the possibility that some media consumption has nothing to do with the search for pleasure, as in the case of consumption that is compelled rather than voluntary.
3. Researchers pay little attention to the media material, focusing more on why individuals use the media than what meanings they get from it.

Since monitoring exposure patterns via observation is challenging, studies on uses and rewards mainly depend on self-reports.

As a result, the respondents may recollect wrongly how they utilize media, and the research may be subject to distortion.

The media-effects tradition focuses on the impacts of media on individuals. The emphasis of Uses & Gratification is what individuals do with media. *Media consumption* is an intentional decision made to meet particular demands. Media do not have uniform impacts on the audience; instead, the effects vary based on the unique motives for media consumption. (Socio-psychological legacy)

1.1 Strengths and weakness of Uses-and-Gratifications Theory

Strengths	Weaknesses
1. Focuses attention on individuals in the mass communication process	1. Relies on functional analysis, which can create a bias toward the status quo
2. Respects the intellect and ability of media consumers	2. Cannot easily address the presence or absence of effects
3. Provides insightful analyses of how people experience media content	3. Many of its key concepts are criticized as unmeasurable
4. Differentiates active uses of media from more passive uses	4. Is too oriented toward the micro-level
5. Studies the use of media as a part of everyday social interaction	
6. Provides useful insight into the adoption of new media	

3.7 CONCLUSION

Uses and Gratification theory tries to explain why individuals consume media for different reasons and how the same message may have different effects on different people. Need satisfaction drives media consumption. Uses and gratifications theory has five assumptions. Understanding needs to help understand media usage motivations and impacts. Uses and gratifications theory rejects this picture and substitutes it with one of individual desire-based freedom of choice. We may have a genetic propensity to be drawn to certain media, but biology cannot explain our active decision. People's media selections are dependent on the gratifications they want. Media content alone can only predict behavior by considering the customer. Understanding media relies on a person's requirements when choosing a message.

SELF ASSESSMENT QUESTIONS

1. The hypothesis assumes individuals can appropriately report media usage reasons. It is also contentious. Is this a realistic assumption?
2. Consider your late programs TV program. Which of Rubin's rewards prompted your viewing? Do you have any viewing motivations not listed?
3. Para-social interaction. Have you or a friend experienced it? When is Para social Is engagement healthy?
4. Compare Rubin's TV-watching typology with how people use social media nowadays (Facebook, Twitter, Instagram, Etc.). Which sites provide gratifications? What does not? What gratifications might complete the list of social media motivations?

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Unit-4

RECEPTION STUDIES

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INTRODUCTION

Receptions Studies got tremendous popularity among researchers and scholars of Mass Communication all over the world. How people receive different messages from media and how they perceive. A number of internal and external factors influence our reception and perception. Encoding and Decoding are the major concepts of this sphere of knowledge and a detailed discussion has been included in this unit to elaborate the phenomena of reception. In this unit, you will study different aspects of the subject under study.

OBJECTIVES

This unit has been designed to achieve following objectives:

- to explore the historical background of the reception theory.
- to understand the phenomena of encoding and decoding.
- to know how human mind reacts in different situation.
- to examine how social and psychological factors influence the meaning of a message.

4.1 RECEPTION THEORY

The reception theory also referred to as the reader's reception theory or audience theory was created in 1973 by Stuart Hall. "Encoding and Decoding Television Discourse," is an essay written by him that focuses on the encoding and decoding of the content that is sent to the audience across media that includes radio, television, newspaper, periodicals, and videogames. Today, sociologists who analyze the media through the reception theory tend to frequently draw their conclusions from the experiences that viewers of videogames, novels, or movies have. The concept of the reception theory suggests that whether a book, movie, or a game does or does not have any intrinsic meaning, the audience tends to assign them meaning. The idea of whatever is happening on the screen or page is understood by the reader or viewer.

The audience receives the creative work and then interprets its meaning in either a different or similar way. The meaning of the message may be altered depending on how an individual interprets it or the way in which it fits into their social context.

- Encoding: The encoded messages usually contain shared norms and symbols that are understood by other individuals. Therefore, it is necessary for the sending encoder to consider how the message will be interpreted by the recipient of the message.
- Decoding: Decoding would be considered successful only if the message of the encoder is fully understood and it includes everything that it is supposed to contain.

Words that are conveyed through verbal and nonverbal cues or gestures do not tend to have the intended effect every time. Sometimes, they may convey a completely different meaning or provide a different insight on the concerned topic. Due to the inability of the audience having the idea of comprehending different perspectives can result in the distortion of the conclusion. Factors such as age, gender, color, ethnicity, culture, class, religion, political beliefs, or mood of the audience contribute to causing such distortions.

Compiling the required data that examines every audience member's experience as a member of a mass can be challenging. For such work, social media platforms and other media outlets can be useful tools for reaching large audiences and learning about their perspective or experiences. For the analysts to determine how the product has been received, press releases, and additional types of publicity such as fan letters, fan message boards, commercials, celebrity word, and reviews are all important resources.

Here, there are three ways that to perceive the work:

- **Dominant Reader**
These viewers tend to absorb the work of the director as it is presented without offering any further commentary. A parent suggesting their child to clean their room or a teacher requesting their pupil to turn their homework in are examples of a direct message. The child correctly comprehends the messages and complies with them. Lord Voldemort is portrayed as a villain in the series of Harry Potter. The creators of the series did so by making him bald, giving him a black cloak, sunken eyes, a cold and menacing voice, and a menacing presence within his surroundings.

- **Negotiated Reader**
The negotiated readers are the audience members who believe that they are aware and know that the deeds displayed in a movie were wrong or bad, yet they continue to accept that it is okay since there may be a reason behind it, according to the negotiated reading. Despite the audience member's opposition due to personal belief, they tend to adopt the message presented by the author. For instance, comics or videogames may contain content or material that goes against our belief, however, we still like them, read them, and accept them due to how they are presented such as in fiction about zombie hunts, etc.

- **Oppositional Reader**
This kind of audience does not accept the author's interpretation of a movie's theme or issue being covered. They may reject the concept due to it being emotionally upsetting, ethically wrong, displaying blood and violence, containing adult content, due to religious convictions, or political philosophies, etc. For instance, between 1970 and 1980, smoking used to be shown as a symbol of power, prosperity, and happiness in Indian movies, despite the fact that it causes cancer. The pleasurable sensation of smoking is nothing more than a contrast to its awful scent and widespread perception as a very hazardous behavior.

The reception theory is far more difficult to comprehend, given that every mind perceives things in its own unique way. When an individual is receiving a message, they may have mixed reactions that include being an oppositional, dominating, or a negotiated reader. The creator of the article cannot judge or represent each and every individual viewpoint. The decision of the audience, which is/was/will be accurate for the situation, and their perspectives, which will feel accurate for the conclusion reached at that time, will change as time passes.

4.2 GENERATIONS OF RECEPTION STUDIES

Reception studies can be divided into three generations.

- The first generation: reception research
- The second generation: audience ethnography
- The third generation: a constructionist view

4.2.1 The First Generation: Reception Research

It is generally agreed that Stuart Hall's Encoding and Decoding in the Television Discourse, published in 1974 as "Stencilled Occasional Paper," No. 7 in the Media Series of the Centre for Contemporary Cultural Studies, is the work that led directly to reception studies in the field of mass communication research. Although it has since been noted that reception theory also has other origins, in media studies, what became known as reception research was initially linked to cultural studies and the Birmingham Centre. First, it continued and in certain ways revisited the issues posed by what was referred to as the "uses and gratification" paradigm. Second, German reception theory, which was created in late 1960s literary criticism, historically predated and later affected reception studies in mass communication study.

The assertions regarding consequences are essentially eaten up or at the very least, made reliant upon interpretations or mental processes of people with the linguistic or semiotic approach that Hall offers. This change in direction may have quickly resulted in a revolutionary phenomenology where everything is seen of as a social and linguistic construct, including, perhaps, the "structures of production" Hall discusses. Hall focuses on using the semiotic perspective to what he refers to as the "determinate moments" of first "encoding" and then "decoding" rather than making such a large jump.

The Nationwide Audience by David Morley was the first of a series of empirical studies using Hall's encoding/decoding model that examined how different audiences viewed television programs (1980). Morley might develop Hall's theory about the four codes outlined above by picking various groups and presenting them with the Nationwide public affairs television program. For instance, Morley analyzed how the curriculum was received by art students who essentially embodied the "professional code." An exciting team of young academics had started an empirical endeavor as a result of an original, schematic hypothesis.

4.2.2 The Second Generation: Audience Ethnography

Studies about the popularity of serials in general, particularly romantic ones, were published shortly after Morley's fundamental study (Ang, 1985; Hobson, 1982; Katz and Liebes, 1984; Liebes, 1984; Liebes and Katz, 1990). The analysis of a program is what gave rise to the term "qualitative audience reception studies and 'in-depth' interviews with its viewers to learn more about how it is received by a certain population. Even so, there have been a number of incremental changes as a result of the growing body of empirical reception research changes to the entire reception paradigm, which led to the emergence of a new audience ethnography paradigm.

First, there was a shift in focus from traditional politics to identity politics, especially in relation to gender issues. This can be seen, for example, in how a decline in interest in public affairs programming was offset by a rise in interest in fictional programming, especially romance serials. The ideologies of gender were focused in this research along with the frameworks within which, gender is addressed in the programming, and how female viewers perceive and utilize the provided readings in light of their circumstances and day-to-day lives. Feminist scholarship in particular has played a significant role in this area of addressing new issues and breaking new ground in reception study, as quoted by Ann Gray.

Second, considerably more emphasis was placed on the functions of the channel at the price of waning interest in program contents, for example, with James Lull's (1980a, 1980b) studies of the David Morley's Family Television or the social implications of television (1986). The resurgence of the traditional American paradigm of uses and gratifications could be interpreted in part by the rising interest in how television serves family needs. The new audience ethnography, in contrast to the old paradigm, focuses on television being used as a social resource for discourse or on how the usage of television mirrors and replicates (gendered) relations of power in family life. A sizable study on the use of ICTs in the home also reflected the growing interest in the social applications of television and other media (Silverstone, 1991).

Third, from the audience's end of the chain, researchers began to examine audience reaction even when the studies of this second generation focused on a specific serial or show. By looking into an "interpretive community" (Fish, 1979), one does not attempt to explain how a program was received. Instead, one investigates a group's day-to-day activities and connects them to how a program or medium is used (or received). One investigates how the media affects daily life, not how daily life affects (or has an impact on) how a program is received (e.g. Gray, 1992; Hermes, 1995).

4.2.3 The Third Generation: A Constructionist View

The beginning of the new agenda for cultural audience studies can be traced back to the late 1980s where a number of authors questioned and debated the audience ethnography tenets (Allor, 1988; Ang, 1989, 1990; Fiske, 1988, 1990; Grossberg, 1988; Lull, 1988; Radway, 1988). For instance, Allor, Grossberg, and Radway (1988) underlined that actually, there isn't any such thing as the "audience" out there; alternatively, one must keep the term "audience" in mind as it is mostly a rhetorical construct that is created by a specific analytic gaze. Media audiences, in the words of Grossberg, "are dynamic constellations, placed inside varying multiple discourses that are never fully outside of the media discourse themselves" (1988: 386). According to Radway (1988), the point of departure and the subject of research ought to be people's daily lives rather than a specific chain of producer, text, and audience. There was intense criticism of conventional ethnography. On the contrary perspective, some theorists of cultural studies were ecstatic about the impossibility of performing empirical work, despite the fact that they had never even tried it, which troubled other researchers like Lull (1988).

A broader framework for conceptualizing the media and media use is required for the third generation. While ethnographic audience clinical studies and investigations of specific programs are not necessarily abandoned, the major objective is no longer just to learn how a given audience responds to or "reads" a given program. Instead, the goal is to understand our modern "media culture," especially as it relates to how the media affects daily existence as a subject and as an activity that is both shaped by and shapes the forums in which it is debated. One will be concerned with the discourses in which we conceptualize our roles as the general populace and the viewers, as well as the ways in which media messages and assessments of current events and the state of the "world" incorporate ideas of programming or messages with an audience. The third generation rekindles their interest in computer programs and programming, but this time, not in the form of academic subjects to be studied in seclusion from how they are used in daily life. Through addressing the audience's conceptions concerning themselves as the "audience," it also provides a dimension of reflexivity that has been disregarded in the research on the "reception" of media messages.

4.3 FEMINIST RECEPTION STUDIES

One of the first American cultural studies scholars to demonstrate the shift from a sole emphasis on the analysis of text and toward greater dependence on reception studies was Janice Radway (1984–1991). Her research is generally considered among the best instances of feminist cultural studies research and served as a

model for American scholars. Radway first examined the material in well-known romance books. She believed that patriarchal myths, in which male-dominated social order is considered to be natural and just, are the source of romantic characters and stories. Men were frequently portrayed in these writings as heroic, forceful, and strong, while women were shown as submissive, meek, and dependent.

Radway (1986, 1984/1991) surveyed women who read romance novels and frequently got together in groups to speak about them after she had finished her material study of them. She was taken aback to see that many readers utilised these novels as a platform for a covert uprising against male dominance, where they expressed "eloquence about their own lives" (1984/1991, p. 6). They perceived them as a way out of household duties or kid care. Numerous romantic readers disproved some tenets of patriarchal beliefs. They exhibited a considerable preference for male characters who mixed attributes that are usually associated with both men and women, such as physical strength and kindness. Readers also valued strong female characters that were in charge of their own lives while maintaining stereotypically feminine traits.

Therefore, reading romance novels could be seen as a tacit protest against a culture that is dominated by men. The desired reading was rejected by romance readers, who instead participated in contested or oppositional decoding. According to Radway (1984/1991, p. 11), their "statement of independence" was their personal meaning-making. She claimed that her research "was less an account of the way romances as texts were perceived than it was a behavior that acted as a complicated intervention in the continuing social lives of genuine social subjects, women who regarded themselves first as wives and mothers" (1984/1991, p. 7). Similar interpretations of the content decoding of female soap opera viewers have been suggested in research.

There is documentation, according to a feminist cultural studies scholar claiming women to be engaging frequently in oppositional decoding of media information. Linda Steiner (1988) looked at 10 years of Ms. Magazine's feature "No Comment" where readers report instances of subtly and not-so-subtle male dominance. According to her, Ms. Readers engaged in oppositional decoding and formed a community that would work together to create these readings quite frequently. Some examples from those magazines help women recognize these texts and assist them in coming up with interpretations that serve their own needs rather than that of a patriarchal elite. In her investigation of teenage girls' negotiated readings of the films *Flashdance* and *Fame*, Angela McRobbie—committed to "research on or with living human subjects, particularly women or

girls"—reached a similar conclusion. (1982, p. 46.) She came to the conclusion that the young girls having "passion" for these movies "had far more to do with their own yearning for bodily autonomy than with any simple notion of acculturation to a patriarchal definition of feminine desirability" (1984, p. 47).

4.4 THE INFORMATION PROCESSING THEORY:

In first half of 20th century, the American psychology was dominated by "behaviourism" which are the study of observed behaviors. This helped the psychologists to describe the different processes of the brain, attention and the perception that may be compared to putting information into a computer system. It includes temporary and permanent spaces to store the data. The processing of data is very much concerned with how individuals select, store and retrieve the stored information.

Most of the early research on this topic came from cognitive psychologists, scientists interested in how an individual organizes the mind and structures its processes, "observes and understands a complex environment" (Axelrod 1973, p. 1249). These cognitive psychologists rejected the behaviorists' notion that people simply respond to stimuli in their environment and then use their cognitions to justify those responses. Clearly, there was a lot more going on as people went about their lives.

As explained by Robert Axelrod, "The world is highly complex, and people can create a sense of different scenes. Yet leaders and the average people understand more or less intelligent explanations of events and different relationships.

In 1956, A psychologist named George A. Miller proposed a theory and argued that a limited quantity of information can be kept in short-term memory.

It is crucial for inclusive communication theory to understand how average people perceive messages.

Generally, the focus of media research remained on the measurement and conceptualization which ignored problems related to message processing.

The information processing approach contributed to the study of the effects of mass media in multiple ways. Firstly, it offers a unique description of people with reference to media messages. Conceptually, it highlights that how people comprehend, give attention to media text and recollect television content. Messages coming from television, in turn are being defined on the basis of

different psychological traits that can impact these processes. These traits of messages include the structure, genera, and presentation of message.

Secondly, a unique methodology is used which is based on controlled experiments, and while gathering the information about the thought process implicit measurements are taken.

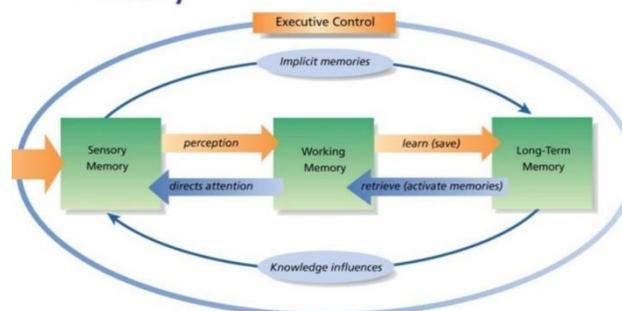
Research on the impact of mass media at the individual level has been constrained by the conceptualization of how the human mind processes and is an incomprehensible “black box”.

There is no absolute way to comprehend the different processes of receiving messages, behaviors, and traditional output.

Rather, the important results and predictors are considered through these component processes in their own manner. To summarize, the media effects’ black box works the finest in accordance with the examination of the working of a black box of the human information processor.

Lazars Feld’s electoral research and Hovland's research on attitude changes just before and after World War II have dissolved some of the most serious concerns about the power of propaganda. They discovered that the propaganda was not as strong as many had feared. Most people were protected from the influence of propaganda by their pre-existing social relationships and attitudes. However, the researchers did not find that people were able to independently evaluate and reject

The Information Processing Theory



problematic messages. Even the most educated people were susceptible to entertain types of propaganda messages.

More and more people are looking for media that confirms and reinforces what they already believe, and the media is evolving to be able to serve this desire.

Widespread ignorance exists in many important areas of science, health, safety and technology. The entertainment media continues to dominate our attention while the information media is marginalized. There are many imaginative myths about the nature of the social world, while scientifically based reports are met with widespread skepticism.

4.5 OCCURRENCE OF PHENOMENA OF PROCESSING INFORMATION

The consciousness of a human mind has a filter and only a small portion of the content that we consume every day is stored. Despite the huge amounts of sensory information, we only select a small fraction of this information due to the attention and processing span and that is preserved as long-term storage.

We are information avoiders rather than information handlers, which means that our mechanism is evolved in a way that discards irrelevant data or information. When sensory information is overloaded, we are prone to make mistakes by not capturing and processing critical information.

4.6 COGNITION AND CONSCIOUSNESS

The important differences are made between the cognitive processes and consciousness by Cognitive psychologists. Our consciousness is usually unaware of a lot of what is happening.

At times this activity has an impact on our conscious thoughts, but the influence is very indirect on other cognitive processes. In reality, the conscious mind has restricted and fairly indirect charge of this cognitive activity although the mind act as the ultimate controller.

This study reveals the contradiction regarding what usually people would like to assume about how they have control over their minds. It contradicts what conscious thought reveals and according to it how our personal experiences are influenced.

For instance, while watching a news report on television, we feel that our brain is processing all the necessary and useful information in it. however, recent research suggests that only a portion of the original information is perceived despite paying

close attention. The brain focuses on compelling images while it wastes our valuable cognitive resources in processing them.

This research exposes the reality of consciousness and shows how easily consciousness is influenced and can misguide that alters the representation of the social world.

4.7 ORIGIN OF COGNITIVE PROCESSING MECHANISMS

According to some cognitive psychologists, early humans must have evolved in a predatory environment in order to adapt and survive therefore the information is discarded and goes through filtration in the processing mechanism (Wood & McBride, 1997).

It was the need of the environment to be spontaneous as potential predators and prey were everywhere. The conscious processing was of not much use because of less time and more urgency. If a predator was identified nearby, it would flee and if a prey was spotted then the humans would attack it. People who survived; predatory death and didn't starve to death, developed necessary surviving cognitive abilities. In close social relations, it became critical for adaptation and survival.

4.8 SALIENT FEATURES OF INFORMATION PROCESSING THEORY

- The understanding of handling information is freshened-up by the information processing theory.
- The fundamentals of the use of sensory data and how it is perceived are opposed by it.

For instance, let's assume that taking in more information and remembering it better is the ideal way. However, more is not always good. To understand it further, think about filling your computer's hard drive to its maximum limit. Finding things quickly gets harder and harder.

The chances of losing important files and documents in thousand of useless junk will increase.

- The limitation of consciousness is realized by useful insight provided by the information processing theory. The conscious thought processes have great value in our culture, however, we have an indirect or not at all skeptical or suspicious of the usefulness of mental processes related to conscious control. People relate rationality and conscience together, it is an ability when relevant information is present and a wise decision is made based on careful analysis.

Unconscious thoughts and actions are linked to rampant emotions, wild intuitions, or even considered a mental illness. Sometimes the achievements of athletes are discounted because their best work often happens without conscious thought: she is in the zone; it is natural. Therefore, it is quite normal for us to disown our heavy reliance on our conscious thought process.

- The advantage of this process is that it provides an objective perception of learning.
- In this theory, the viewers are not held responsible for the errors in the use of media.

Instead, it tries to foresee and overcome these errors and challenges put forward by the content and the limitation of information processing skills of the people.
Concept of limited cognitive resources:

information processing theory further explains limited cognitive resources which says that when more resources are utilized for a task, another suffers.

In simpler terms, we have limited cognitive resources, if more energy will be used on one particular task then the other ongoing task will fail. As the mind will be preoccupied and more attention is drawn towards one aspect of information processing, this may lead to the failure of another aspect of processing.

Normally the information we are dealing with reaches us through multiple different media simultaneously. We watch TV, surf the Internet, monitor instant messaging, and talk on calls, all at the same time. This collegiate generation is called the “M” generation because their media usage is ubiquitous and they constantly multitask. No wonder why we are prone to make more mistakes and have limited cognitive resources.

For example, while watching the news on TV, we consume information in visual and verbal forms. We are most likely to prioritize visual information in processing; As a result, strong visuals force us to utilize more cognitive resources to understand the content being displayed. And in doing so verbal information will be ignored.

With the help of this theory, a more objective assessment of the errors while we intake the information can be made. A specific cognitive process results in routine mistakes.

In some cases, common or routine errors are associated with information processing errors, and ways to avoid them are suggested.

4.9 LIMITATIONS OF INFORMATION PROCESSING THEORY

1. The analogy is limited between the human being and the computer. The mind of a person is compared with a computer in information processing theory due to the following aspects: The combination of new information with existing information extracts new information which can offer various solutions to different problems.
The processing power of a central processing unit in a computer is limited. Similarly, humans are designed in a limited capacity that has an impact on their attention system. The limitation of the human brain is up to the scale of 108432 bits to store information. This study shows that human memory has more capacity than that of a computer. (Wang, Liu, and Wang, 2003).
2. Serial processing is assumed in the already existing models of information process theory, which means that the next task will only be operationalized when the first task has been processed and completed. This is very much similar to the working of a computer.

Although, the human mind is capable of processing multiple things simultaneously (Laberge & Samuels, 1974). This ability can be utilized with the amount of practice by an individual and depends upon the processes required in order to perform a task.

Strengths:

1. It helps in specifying what is commonly considered routine and unimportant behavior
2. It gives an objective perspective on learning which means that mistakes are routinely made and natural as well
3. It allows browsing of various multimedia content
4. The generated results are consistent in a variety of communication configurations.

Weaknesses:

1. It is entirely micro-oriented
2. It places too much emphasis on the consumption of the media on a daily basis
3. The prime focus is on cognition and other factors like emotions are ignored

4.10 PROCESSING TELEVISION NEWS

4.10.1 Brief Overview

In the research of mass communication extensive use of the information processing theory has been made while conducting research on how the audience

interprets a message sent via television. An abundance of useful literature is now available with the numerous studies that have been carried out with the help of this theory. (Davis, 1990; Davis & Robinson, 1989; Graber, 1988; Gunter, 1; Robinson et al Davis, 1990; Robinson, Levy, and Davis, 1986). Different types of research such as surveys of the mass audience or small laboratory experiments have yielded very similar results. This depicts a very apparent image of what the audience does with television news.

The news can lead to distorted memories of certain reported events when the routines presented cause viewers to ignore the crucial points of a story. Explaining the study of Fiske and Hartley (2010), Zelizer (2010), and Gunter (2015), they stated that the news environment has changed and the consumption habits of an individual have also changed to accommodate advances in media. News audiences can experience news at different psychological stages. TV news can convey information without being misleading to viewers who are (not) successful in remembering. People's ability to deal with the information presented in a linguistic manner is highly influenced by their ability to use particular systems of symbols.

Perceptions, beliefs, and views can easily be influenced and shaped by television news regarding current events and issues. The news can be newsworthy and uplifting only when the linguistics style of that news is efficient in eliminating unnecessary processing requirements and making it easier for them to make connections to prior knowledge.

- In reality, media is an elusive medium whereas we use media because it is convenient and allows us to witness important events. Information is often portrayed in a way that inhibits the new rather than facilitates the learning process. Members of the audience are part of the problem here. Television is consumed primarily as a source of entertainment medium by most of us. The strategies used by television are good at helping us understand entertainment content but at the same time, our many information-processing skills have been enhanced. As a result, it hampers effective interpretation and news retrieval.
- It is rare for us to take a deep analysis of the processing of news content and take control by the conscious mind to make meaning out of something (Kubey & Csikszentmihalyi, 2002).

As a result, most content of the news is discarded and forgotten before its proper consumption.

The insightful interpretation of information can still lack even with conscious efforts, on the other hand, long-term memory has stored these interpretations.

- The news channels are also to be blamed along with the audience. An average news program is difficult for a layman to understand, it could be described as "biased against understanding".
The typical show on TV is jammed with too much information and too many different stories in a small span of time.
- The stories represented in media are composed with a complex configuration and combination of visual and verbal content (to reflect our response orientation). Mostly, visual information dominates verbal information. Contextual information is less remembered in contrast to the mental image. Images are usually unnecessary in a story, they work as a distracting element than informing. In the research of Dennis Davis and John Robinson (1989), surveyed more than 400 viewers to examine what they have learned so far and did not learn from newscasts on three major networks. They recognized various attributes of the story that either promoted or inhibited learning. The stories are not well perceived and interpreted that used more complex structures or terminology with unnecessary visuals. People often confuse such stories and mix them up. Stories that had the human interest in a simpler yet with the dramatic plot were well perceived.

4.11 IMPLICATIONS FOR MEDIA EFFECTS

Information processing strategies help people cope with the vast amount of news coming their way and empower them to achieve meaning and understanding that suits their needs... Strategies can be more laborious, sophisticated and analytical or less sophisticated simple and heuristic. More elaborate active processing is associated with stronger message recall and greater exclusion of irrelevant information” (2003, p. 125).

Information processing theory's implication in media content:

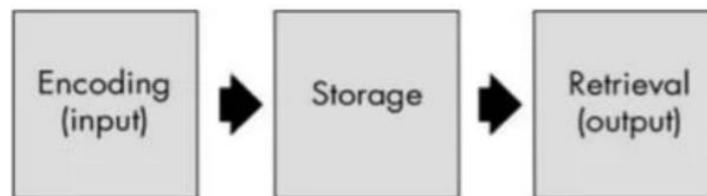
This theory enables us to explore the content of the media beyond news and on a wider spectrum. This research is applied to various other segments such as advertising, (Lang, 1990), political content on television, and children's shows (Young, 1990). According to this research, the usage of media content and our adaptive innate cognitive abilities are correlated. This can be easily proven by observing watching television and learning habits of a child. In the coming years, children will no longer be blinded by changing colors and to make a complex

distinction between good or bad and strong or weak by on-screen sounds about how the story progresses.

For instance, children are beginning to realize that Disney stories have happy endings despite the plot twists and evil characters. However, these may appear very simple and routine acts but it shows the adaptation and progress of the cognitive process in media.

4.12 SCHEMA THEORY

Origin of Schema theory:



Doris Graber brought schema theory to the discipline in *Processing the News*, her seminal attempt to understand how humans “tame the flow of information” (1984). Schema theory dates back to 1932 and was initially poorly received by the cognitive psychologist Sir Frederic Bartlett *Recalling*.

Explanation

The encoding and processing of information called “schemas” is dependent on learned Cognitive structures that are more stable in long term memory. The knowledge about people, concepts, events, and themselves is included in these cognitive structures. When encountered by a stimulus, people tend to mentally search for an appropriate scheme that matches it. The way the stimulus is interpreted is then structured by the selected scheme. The schema theory is an example of a top-down or concept-based processing since people use prior knowledge to understand and process stimuli.

A Schema Theory Perspective On Media Effects

In communication research, the broadest application of the schema theory has to do with the reception and impact of messages. For every topic in the news, people don't have too many plans. As Graber (1984) found, without their schemas, people would be unable to tame the flood of information. The schema theory helps explain how people learn from news, resist the media information, change their attitudes, and set the public agenda.

Schemas and Learning from the News

Three broad processes of schema learning are proposed by Rumelhart (1980): growth, adaptation, and restructuring. As for accumulation, it refers to the accumulation of new information into an existing schema while also following the existing schematic structure. Through this type of learning, the acquisition of specific knowledge in large amounts on a given topic is made possible. As for the effects of media, the accretion process explains why increased learning is associated with prior knowledge. On a topic, when people already have schemas, there is a higher likeness for them to understand the information since its integration into an existing structure would be easy. As a result, learned information is recalled better. If a schema is not available for integrating incoming information, people cannot effectively learn the information (Rhee & Cappella 1997). However, when people are ready to understand and process information, the existing schemes need to be modified. This can be achieved by adapting an existing scheme or by creating a new one (restructuring). The need for change will be greater depending on how much inconsistent the incoming information is in the schema. Fine-tuning may be enough in case of smaller discrepancies. In tuning, the scheme is changed gradually. This can be done through continuous updating regarding the direction of current experience, for example, by generalizing a schema other situations or by adding a new space to the schema (cf. also Scheufele 2004). However, if the information from the schema is very conflicting, a new schema must be created. Adaptations and restructuring are likely to occur less frequently in connection with message reception than accumulations. The first two processes require significant time and effort. So instead of restructuring their memory system, most people tend to ignore the information.

4.12.1 Measurement of Schemas

Schemas are measured before the stimulus treatment in experiments. For example, Shen (2004) prior to the experiment, asked the subjects to fill out a survey. It was under the guise of a different research project. According to their pre-existing schemas, subjects could be divided into several groups. The groups received a schema-consistent or inconsistent newspaper article at the time of the actual experiment. Some authors manipulated the schemas directly instead of measuring them before the stimulus. To invoke a schema about population growth, Wicks and Drew (1991) gave their subjects a newspaper article. After filler stories, the subjects read consistent and inconsistent newspaper articles with their initially invoked schema.

In Experiments, schemas are usually measured before the stimulus treatment. For example, Shen (2004) asked subjects to fill out a survey before the

experiment (under the guise of another research project). On this basis, the subjects could be divided into different groups according to their existing schemas. At the time of the actual experiment, the groups received a newspaper article that matched the outline or the outline. Instead of measuring the schemas before the stimulus, some authors manipulate the schemas directly. Wicks and Drew (1991) gave their subjects a newspaper article aimed at evoking a pattern about population growth. After a few fill-in stories, subjects read other newspaper articles that did or did not match the scheme originally called.

Strengths

1. Draws attention to the individual cognitive processing in the process of mass communication
2. Respect the information processing capacity of the consumers of media
3. The described role of Information processing experience is specified
4. A variety of media information can be scanned
5. Results are consistent across a variety of communication configurations and situations

Weaknesses

1. Very micro-oriented
2. Suffers from tag confusion (e.g. schema, framework, script)
3. Under represented neurological influences
4. Further research is needed to understand the processes involved in schema formation and modification.

4.12.2 Hostile Media Effects

What happens to information processing when people believe the media is "friendly" or hostile to certain issues or groups? ... It was shown that [these] attitudes towards the media are important since they influence a range of political and social behavior's" (Tsfati & Cohen, 2013, p. 1). The hostile media(HME) research has consistently shown that supporters – those with strong opinions have a problem – media coverage sees their problem as more sympathetic to the other side, less sympathetic to their side, and generally hostile due to being biased against their position (Vallone, Ross and Lepper, 1985)

- The supporters recall more negative references to their position as compared to positive ones when asked to recall the contents of an account. (Vallone et al. al., 1985)
- Advocates believe that hostile media coverage will convince a neutral audience of their point of view although the evidence suggests this does not necessarily have to be the case (Perloff, 1989). Albert Gunther and Cathleen Schmitt showed that supporters they did lay your perception of hostility the feet

of the media. The very same neutral article about genetically modified food was presented to the people that were taken from real newspaper articles. In one situation, the story was submitted as a newspaper article while in the other, as a student essay. They found that “supporters found the information in the news format to be uncomfortably biased. In the student essay format, however, the anti-media perception disappeared” (2004, p. 55).

SELF-ASSESSMENT QUESTIONS

1. In light of reception theory is media propaganda heightened or limited? Can one event be justified with different perspectives by different readers? Or somewhere it's the same.
2. Do you think the context of communication influences the interpretation of the audience? Elaborate in the light of Reception theory.
3. Americans are not that much well informed on news related to war of terror and Middle Eastern wars as much as Muslims in Middle East or subcontinent are. In other words, will the people holding specific political viewpoints always and unavoidably find conventional media as more-or-less hostile?

SUGGESTED READINGS

- An Introduction to Communication Theory by Don W. Stacks, Sidney R. Hill, and Mark, III Hickson.
- A Cognitive Psychology of Mass Communication by Richard Jackson (2004) Lawrence Erlbaum Associates, (4th edition).
- A First Look at Communication Theory by Em Griffin (Published by McGraw-Hill)
- Baran, S.J. and Davis D.K. (2000) Mass Communication Theory: Foundation, Ferment, and Future 2nd Edition, Wadsworth.
- Building Communication Theory by Dominic A. Infante, Andrew S. Rancer, and Deanna F. Womack
- Communication Theory: Epistemological Foundations by James A. Anderson.
- Communication Theories: Origins, Methods and Uses in the Mass Media (5th Edition) by Werner J. Severin and James W. Tankard.
- Communication: Theories and Applications by Mark V. Redmond.
- Communication Theories: Perspectives, Processes, and Contexts by Katherine Miller.
- Communication Theory: Media, Technology and Society by David Holmes.
- Clarifying Communications Theories: A Hands-On Approach by Gerald Stone, Michael Singletary, and Virginia P. Richmond.
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Unit-5

POLITICAL COMMUNICATION

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INTRODUCTION

Agenda Setting, Framing and Priming are three different but closely related theories of Political Communication. All three theories provide a solid base for the theoretical framework of Mass Communication. The students of Mass Communication and Media Studies are expected to have a deep knowledge of these theories and how these theories emerged. How they support each other and how they differ from each other. Most of the research studies conducted in the field of Mass Communication and Journalism heavily depend on these three theories which provide a platform for theoretical framework. Agenda Setting is a theory of media effects which states that media agenda become public agenda with the passage of time and pictures in our heads are heavily influenced by the pictures presented in media outlets. Framing theory states that media gives certain frames (positive or negative) to some issue or event through its power of framing. Priming is third important theory mentioned in this unit which states that media messages produce some effect in the audience when they meet already saved memories in audience minds and brings result in the shape of media effects.

OBJECTIVES

This unit has been written to achieve following objectives:

- to have a deep understanding of the theory of agenda setting.
- to have a grasp on the theory of framing and be able to measure different frames given by media to different issues and events.
- to be able to investigate the priming effects of media.

5.1 AGENDA SETTING

We are living in a world where millions of events are taking place simultaneously. Media organizations and institutions have employed thousands of people to observe those events and report them. The news media tell us which issues are important and which ones are not. Most of us have never seen the war situations of Afghanistan, Iraq, Palestine and Kashmir with our own eyes. Even then we have pictures of these disputed areas in our minds. The media's daily reports inform us about the latest events and changes taking place in the world beyond our reach. As a result of this phenomenon, most of our perceptions about the world are a second-hand reality created by the media organizations. There is no assurance and no guarantee that this reality is an accurate picture of the world.

Media organizations do not just passively broadcast information repeating the words of the official sources or conveying exactly the incidents of an event. They also do not select or reject the day's news in proportion to reality. Through their selection and display of the news stories, the reporters and the editors focus their attention and influence the public's perceptions of what are the most important issues of the day. Our pictures of the world are shaped and refined in the way journalists frame their news stories. This function of media is called the agenda-setting function of media (McCombs 2002).

Agenda Setting is one of the most important media theories of the present times. The concept of agenda setting took its name from the idea that the mass media have the ability to carry the salience of items on their news agendas and then transfer it to the public agenda. Usually, journalists deal with the news in several important ways. First of all, they decide which news to cover and which to ignore. Then they assess all of these available reports. In the words of McCombs (2002), in a typical daily newspaper, over 75 percent of the potential news of the day is rejected and never transmitted to the audience (p.4). Newspapers don't have enough space to print each and everything that is available. There is no way other than choices. These are the first steps in gate-keeping routine. But the news items that pass through the gate of the media organizations do not receive equal treatment when presented to the audience. Some news stories are published in a greater length and prominently displayed. Others receive only brief attention. Newspapers very clearly state the journalistic salience of an item through its page placement, headline and length etc.

Agenda setting claims that audiences obtain this salience of the issues from the news media, incorporating similar sets of priorities into their own agendas. Agenda setting describes the transmission of these saliences as one of the most

important aspects of mass communication. The news media not only inform us about the world at large, giving us the major elements for our pictures of the world, they also influence the prominence of those elements in these pictures.

In the 1968 presidential election of the USA the agenda-setting role of the news media was investigated by the two researchers McCombs and Shaw (1972). They simultaneously collected data on the agenda of the news media and the agenda of the public. They argued that any impact of the news media was most likely to be measurable among the undecided voters. In their study, they surveyed undecided voters in Chapel Hill, North Carolina, USA and analyzed the content of the local and national news media outlets, both print and broadcast, regularly used by these voters. A great degree of relationship between these two agendas of political and social issues established a relationship that became a substantial chain of evidence for an agenda-setting role of the media (McCombs and Shaw, 1972). The research of McCombs and Shaw gave birth to a new mass communication theory which opened new doors of mass media research. This theory can be divided into a couple of dimensions. The first dimension is about the transmission of issue or object salience from the media agenda to the public agenda. The second dimension relates to the media's role in framing those issues and events in the public minds.

From a general theoretical point of view, the determination of Shaw and McCombs on the cognitive effects of the mass media regarding the awareness and information supplying functions of the media has an important consequence. It provides an explanation and clarification about the broad theoretical paradigm in which the agenda-setting function of the media persists. Hence, the agenda setting becomes one of the processes in which the media in the modern societies participate in the social construction of reality for the people to whom they serve. The authors wrote:

“The agenda-setting function of mass communication clearly falls in this new tradition of cognitive outcomes of mass communication. Perhaps more than any other aspect of our environment, the political arena—all those issues and persons about whom we hold opinions and knowledge is second-hand reality. Especially, in national politics, we have little personal or direct contact. Our knowledge comes primarily from the mass media. For the most part, we know only those aspects of national politics considered newsworthy enough for transmission through the mass media.” (McCombs and Shaw, 2002, p.5)

Since that initial study till now, more than 1000 published studies have proven this influence of the news media. The agenda-setting power of the news media has

also been proven experimentally in the laboratory. Iyengar and Kinder (1987) conducted a series of controlled experiments in which participants viewed television news programs that had been designed to highlight some issues, such as national defense or pollution of the environment. When the participants' ranking of the importance of these experimentally manipulated issues was compared to the salience for them with the other issues of the day, clear agenda-setting effects were found. The issues highlighted in the experimental versions of the newscasts were perceived as more important. The researchers concluded their findings by stating that in some experiments, exposure to a single television news program produced the agenda-setting effects. However, usually the agenda-setting effects were found only after watching several newscasts.

Today, we are living in a global village where the mass media are an important source of information about what is going on in the world. This is an obvious fact that the news media organizations seem more interested in some events than in others. This is widely understood and accepted that the material presented by the media organizations is selective. That selectivity is a result of its limited capacity to provide total surveillance. Some factors are imposed on the people who do the gatekeeping (reporters and editors), and some financial limitations and economic pressures are also placed on the media because they must survive as profit making commercial organizations. These factors play a vital role to decide which stories to select, follow up, emphasize, interpret and manipulate in particular and desired ways.

According to the agenda-setting theory, because of the fact of paying attention to some issues and neglecting and ignoring some others, the mass media will influence public opinion. People will be inclined to know about those issues and things, which are highlighted by the mass media, and they adopt the order of priority assigned to different issues. This theory primarily deals with learning and not with attitude or opinion change. Some of the empirical studies of mass communication had confirmed that the most expected effects to occur would be on matters of information. Usually, people learn what the issues are and how these are ordered in importance in the media agenda.

This is important to mention that most of the agenda-setting research has concerned itself with the election campaigns. In a typical election campaign, it has become a common practice to build the 'image' of a candidate by association with certain point of view on the important problems and issues of a society and with certain other issues of the candidate's choice. This is assumed that if voters can be convinced that an issue is important, they will vote for the candidate or the political party which has been projected as the most capable to deal with it.

Some researchers take the Watergate scandal because of the agenda-setting function. In the words of Becker (1982), “there was nothing new in uncovering political corruption, but the intense press exposure and the televised US senate hearings that followed, made it topic of the year” (P.521). So, it can be imagined how the media play a significant and vital role in shaping pictures in our heads.

5.2 FRAMING

The other closely interlinked theory, with the theory of agenda setting, is the theory of Framing. The concept of framing is related to the agenda-setting theory but expands the research by focusing on the real meaning of the issues. Framing theory states that the media focus attention on certain events and then places them within a specific field of meaning. Framing is an important area in media studies because it can have a big influence on media audience.

Definition and History of Framing Theory

Framing theory is one of the most widely researched and well-focused concepts about the news media. Framing theory presumes that the widespread media will focus attention on newsworthy events and place them within a specific circle of meaning. A framing effect occurs when, “in the course of describing an issue or event, a speaker's emphasis on a subset of potentially relevant considerations causes individuals to focus on these considerations when constructing their opinions” (Druckman, 2001, p.1041). Some other definitions make its linkage with the media theories of agenda-setting and gatekeeping. Framing occurs practically in every situation where an event or piece of information is considered worthy of transmission by influential media persons.

The beginning of the Framing theory may be traced in Walter Lippman's book, *Public Opinion* (1922). As a newspaper columnist, Lippmann was perhaps first person to express concern about media influence on public attitudes. “We are told about the world before we see it. We imagine most things before we experience them, and those preconceptions, unless education has made us acutely aware, govern deeply the whole process of perception,” he described (p.55). He titled his first chapter as “The World Outside and the Pictures in our Heads.” He presented his theory that the mass media, mainly newspapers and magazines create our pictures of the world. However, he also stated that these pictures of the world were often incomplete and distorted. Lippman's ideas on media persuasion provided the foundation for future studies in both the effects of framing and agenda-setting theory.

In 1974, Goffman presented his ideas about framing in his book “Frame Analysis”. He suggested, “We classify our experiences in either natural or social frames” (p.56). These frames, he argued, are fundamental cognitive structures, which guide our own assessments and characterizations of reality. Goffman’s abstract inquires into the way we construct our social reality of beliefs and responses through framing.

However, according to some modern researchers of the framing theory, Goffman’s work provided some basic grounds of framing in a global sense, without placing much importance to media-driven frames. The major significance of Goffman's theory lies within the idea that “events, actions, performances, and selves do not always speak for themselves but rather depend on framing for their meaning” (Owen, 2000). Current understandings of framing are no longer completely compatible with Goffman's concept, yet these are frequently associated with the original idea (König, n.d.).

Gay Tuchman (1989) was the person who formulated connections between media content and collective meaning: “When journalists choose content and frame it, they are constructing reality for their audiences” (p.147). Tuchman’s research provided some solid grounds to framing theory.

There were some more developments in the research on framing when Robert Entman (1993) joined the team of Tuchman and Goffman as a pioneer of the framing research. “To frame is to select some aspects of a perceived reality and make them more salient in a communicating text, in such a way as to promote a particular problem definition, causal interpretation, moral evaluation, and/or treatment recommendation,” he explained (p.52). He tried to improve a fractured model of framing research through a unified understanding of Goffman’s original concepts of frames, framework, and framing.

Entman (1993) described four stages in the communication process where framing can occur: “the communicator, the text, the receiver, and the culture” (p.52). Therefore, according to Entman, the source may provide frames before the audience receives any written or verbal information; the channel itself may contain frames within the language; the receiver of the media messages processes these frames as they interact with preoccupied social and cognitive behaviors. Finally, framing affects public discussions and debates based on media presentations of political and social topics.

In explaining framing theory, researchers have taken different viewpoints on applications of the basic concept of the theory. Scheufele (1999) observed a

variety of various conceptual inconsistencies in some of the previous studies, many of which had referred to agenda-setting, priming, and framing as nearly or completely similar terms. To develop a comprehensive conceptualization, Scheufele prepared a process model of framing, which portrayed framing as “a continuous process where outcomes of certain processes serve as inputs for subsequent processes” (p.103). This model placed significant importance on the concepts of frame building and frame setting, attempting to define framing effects in a better way.

Scheufele also presented the idea of the frame building. He explored the kinds of organizational and systematic factors of the media structure that affect the framing of news content. He argued, “the future research should address the processes that influence the creation or changes of frames applied by journalists” (p.118).

In 2002, D'Angelo presented a new theory of framing, arguing that there was no single pattern of framing, but rather three separate paradigms of news framing research: cognitive, constructionist, and critical. D'Angelo stated that framing theory was too complex to explain through one clarified approach, opposing to Entman's suggestion of understanding through simplification.

According to D'Angelo, the image of negotiation affects the cognitive paradigm of framing, occurring “at the point of contact of frame and an individual's prior knowledge” (p.870). This approach leads to research aimed at the role of human psychology when activated by encountering certain stimuli, or frames. On the other hand, the critical paradigm supports the claim that frames are the result of newsgathering practices of the reporters. It also supports the idea that the media present information about news events and issues from a perspective of values held by prominent opinion leaders of the society. Such frames are supposed to dominate the news media, and therefore potentially dominate the perceptions of the audiences of the mass media (D'Angelo, 2002). Finally, the constructionist model states that “news organizations limit the range of information about a topic because journalists judge that there are few credible sponsors (i.e., sources) about the topic” (p.887).

There are two types of frames: episodic and thematic. The episodic frame elaborates the public issues in terms of solid instances or specific events. It may be an accident of a vehicle, the event of a suicide bombing, a demonstration or protest against the government policies, etc. On the other hand, thematic news framing is its contrast and it usually takes the form of a detailed report aimed to achieve general objectives. It places public issues in some general or theoretical

context. It may be about some social or political grievances of certain groups of a society, or consequences of the change in foreign policy etc. By its nature episodic framing is visually appealing because usually it depends on live coverage. On the other hand, thematic coverage needs interpretive analyses. It can be said that the coverage of political issues in our country is heavily episodic.

Relationship of Framing with other Communication Theories

Framing theory has a close relationship with the theories of agenda setting, gatekeeping and priming. In developing the basis for agenda-setting theory, McCombs and Shaw (1972) assumed that the mass media will set the agenda for political campaigns, influencing public attitudes toward desired issues. Through their research, McCombs and Shaw focused on the effect of the media on people's perceptions and priorities specially their thinking about the political content.

Agenda-setting theory is based on the idea that media sources shape the way people think about the issues while framing plays its role behind the screen in highlighting certain attributes of these issues. The difference between framing and agenda-setting theory appears in terms of the scope of influence, as well as in the salience of issues. Coleman and Thorson (2002) explained: "Agenda setting concerns a more macro level of influence than framing theory; whereas agenda setting deals with the subjects or topics of media messages, framing can be thought of as the focus or angle within those subjects" (p.401). Therefore, the concept of framing may be considered as a subset of agenda setting within the media.

Research by Lopez-Escobar and others (1998) has strengthened the relationship of media framing and agenda-setting by stating them as interdependent concepts: "An important part of the news agenda and its set of objects is the perspectives and frames that journalists and, subsequently, members of the public use to think about and talk about each object" (Lopez-Escobar, Llamas, McCombs, & Lennon, 1998, p.225). Here, these researchers described how frames implemented through the news agenda, draw and focus attention to particular attributes and divert their attention from others. Furthermore, agenda-setting theory assumes that audiences who rely more on the media for their news information will adopt the media agenda more rapidly, whereas those people who are less dependent on the media for information will have an agenda altogether different from the media. Another media scholar Tsfaty (2003) also hypothesized that the agenda-setting effect will be weaker for those people who mistrust the media. While these assumptions seem obvious at first glance, recent research (Yang & Stone, 2003) has shown the media agenda to influence overall society regardless of its reliance on the media. The research states that as a result of two-step flow of communication takes its

course and media-dependent opinion leaders spread the desired framed media agenda to less media-reliant people through the channels of the interpersonal communication. Through a combination of media theories, information is chosen and presented to the public through various channels, eventually reaching even those who do not actively seek it out from traditional media outlets (Yang & Stone, 2003).

There are two levels of influence within agenda-setting. The first level is about the ranking of issue importance in the presentation of information in the media, while the second level relates with the framing of those issues. “News coverage can influence the salience of objects on the public agenda. That is the first level of agenda setting,” McCombs explained (1999, p.11). “The framing of those objects on the media agenda can also influence the pictures of those objects in our heads. That is the second level of agenda setting. (McComb, 1999, p.11)” McCombs also emphasized the effects from framing on the salience of objects and their impact on subsequent attitudes, opinions and public behavior (1999, p.14).

While setting the media agenda and framing, media organizations must first decide which news stories will be provided to the public. From a lot of potential news items incoming daily from news agencies, reporters, correspondents and other sources, the media have to reject those news stories that are not fit for public presentation. This is the function of gatekeepers because each medium whether print or electronic, only has a limited space or time daily for broadcast of the news content. Media organizations have their own criteria to decide which stories to publish or broadcast and which stories to reject. Therefore, very few media professionals (editors, news editors, and other journalists) take the roles of gatekeepers, having a control on public knowledge of actual events in the process of meeting the needs of the news medium.

Similarly, the process of priming relates closely to agenda-setting and framing theory, particularly during the political communication campaigns. Severin & Tankard (2001) defined priming as “the process in which the media attend to some issues and not others and thereby alter the standards by which people evaluate election candidates” (p.215). On the other hand, Kiouisis & McCombs, 2004 reinforce this definition, suggesting that “media attention to political issues provides the criteria for how governmental leaders are evaluated in public opinion.” Scheufele (2000) also explained that priming influences the thematic areas or issues that people use to establish these evaluations.

The plethora of agenda-setting, framing, and priming form a more complete model of media’s role in making public opinion. As media organizations control

the length and tone of each story allowed through the “news gate,” present angles for each of the news item and provide frames that interact with the existing ideas about the issues and hence many powerful media effects emerge.

McCombs (1997) stated that there was a great need for both framing and agenda-setting in successful news reporting. “For the most part, news media in democratic societies do not consciously and deliberately set the agenda. But they do set it inadvertently as a by-product of the necessity to choose a few topics for attention in each day's new report” (p.433). Gatekeeping, agenda-setting, and framing, all of them play their role in shaping the media agenda which becomes public agenda after some time.

After having a detailed discussion on the neighboring theories, now we again come back to the agenda setting role of mass communication.

5.3 PRIMING

Priming theory is an extension of agenda-setting theory having its basis in cognitive psychology. It stated that media images stimulate the existing related memory in the minds of the viewers. Priming works on the associative network model of the human mind. The theory focuses on the phenomenon that how one thought can trigger other thoughts and how decisions are made based on preconceptions already present in the minds. The memories have connections with one another, and one memory can recall the other events, happenings and thoughts when triggered and the subject decides to consider those thoughts.

Priming evaluates the effective role of media in triggering the relevant thoughts that would lead to the decision-making process. It also probes the influence of media on which the audiences make judgements and decisions. Like many other theories role of priming became important in analysing how a voter would choose a candidate. It also observes how people would make choices based on the information they have received from the media. Political priming also explains how the media addresses some of the issues while leaving the others. This is how memories and cognitions are influenced for the sake of capturing the votes.

Agenda setting only explained that media sets the agenda but priming explains how the agenda would be set. It explains that the information which was already stored in the minds will be vitalized and would lead to the decision-making process. Findings of various studies have confirmed the powerful effects of priming theory and initially, it was titled as priming effect. It is assumed that

people do not analyse deeply and take the decision on rapid thoughts that prompt into their minds.

The effects of media have been in debate for so long and researchers have used this theory in understanding the violent behaviours in audiences. Even when certain issues are highlighted during the election campaigns it is how it would influence the minds of people. Hence media give them cues of thinking and convince them to take certain decisions. This theory has also implications for the children as they would adopt certain roles and habits of their favourite movie or cartoon character. Using this theory media can also prompt some issues by leaving the rest after understanding the effects of such matters on the cognition of the viewers.

The general aggression model subjugates the priming and social learning theory to explain the actions of the viewers that were triggered after receiving the message from the media and then its impact on the behaviour. However, its assumptions could not be proved in research due to which it had to face a lot of criticism. One of the limitations this theory has faced is replication. When one study is replicated it fails to show similar results on other people from different environments. Thus, it could not make the assumption true that suggested messages would also be effective as in previous cases and makes the findings less credible.

SELF-ASSESSMENT QUESTIONS

1. What do you know about the theory of Agenda Setting? Why this theory got tremendous popularity among the media scholars and students all over the world during the past half century? Elaborate the role of its founder Prof. Max Well McCombs.
2. Analyze the theory of Framing? How media frames different issues and events? Discuss with appropriate examples from Pakistani media.
3. What is your knowledge about the theory of Priming? How it relates or differs with Framing and Agenda Setting? Strengthen your answer with adequate arguments and examples.

SUGGESTED READINGS

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Communication Theories: Origins, Methods and Uses in the Mass Media (5th Edition) by Werner J. Severin and James W. Tankard

Theories of Human Communication (9th Edition) by Stephen W. Littlejohn and Karen A. Foss

Communication: Theories and Applications by Mark V. Redmond

Communication Theories: Perspectives, Processes, and Contexts by Katherine Miller

Communication Theory: Media, Technology and Society by David Holmes

Building Communication Theory by Dominic A. Infante, Andrew S. Rancer, and Deanna F. Womack

The Communication Theory Reader by Paul Cobley

Clarifying Communications Theories: A Hands-On Approach by Gerald Stone, Michael Singletary, and Virginia P. Richmond

An Introduction to Communication Theory by Don W. Stacks, Sidney R. Hill, and Mark, III Hickson

Introducing Communication Theory by Richard West and Lynn H. Turne.

Unit-6

EFFECTS OF MASS MEDIA

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INTRODUCTION

This Unit has been designed to explore different types of media effects on society and individuals of the society. These effects have great importance for human beings as they are members of a society which is surrounded by the media. Hence, when they eat and live the media stands by them. Initially, it was believed that media is quite powerful in society, then later this notion was challenged by some media scholars who were of the view that media's effects are minimal. Hence, the debate continued about the effects of media from different aspects. This unit will encompass all types of effects and media as culture industry as well which is primarily a reflection of media effects.

OBJECTIVES

After thoroughly reading this unit, you will be able to elaborate on:

- different kinds of media effects
- difference between types of media effects
- media ecology
- media determinism
- theory of spiral of silence
- media as culture industry

6.1 POWERFUL MEDIA EFFECTS

There has always been a great debate about the effects of mass communication and the public has been concerned about the effects of media. In the past, the research has remained focused on comic books, motion pictures and television violence. Now, due to the arrival of fast-speed internet, the concern has increased manifolds.

The powerful media effects paradigm talks about the ultimate power of media which sees media as a powerful influencer which directly influences the minds and conscience of the people. Lowery and DeFleur (1988) and Hall (1982) have named this paradigm as the existence of a mass society where media operate within mass audience members. The members of mass society due to industrialization have weak interpersonal relations and hence they rely directly on mass media to seek information or any guidance. This perspective of media debates the direct, immediate, and powerful effects of media. This paradigm or perspective of mass communication debates the direct, powerful, and unmediated effects of media. This paradigm can be traced to post World War I era when propaganda was extensively used through print and electronic media. The notion of strong media effects is linked to a model of communication proposed by Claude Shannon and Weaver (1949) which elaborated on the linear flow of messages in which the communicator directly influences the receiver.

6.2 MAGIC BULLET THEORY

The name “Magic Bullet Theory” has been proposed by later researchers who have been concerned with the effects of mass communication and this is one of the first conceptions of the effects of mass communication. This notion is also sometimes referred to as hypodermic needle theory or transmission bullet theory as well (DeFleur and Ball-Rokeach, 1982). This concept is considered one of the primary and naïve concepts about mass communication which consider mass media as more powerful, and it predicts the effects of mass media on media audience who are exposed to different kinds of media content. Furthermore, it is pertinent to note that the name “Magic Bullet Theory” has never been ostensibly used by any of the media researchers of the discipline of mass communication and relevant fraternities (Chaffee and Hochheimer, 1985). However, this phrase has been constantly used and it seems quite normal to mention the term magic bullet theory. This notion believes in the strongest power of media. It sees audiences as passive members of society who are directly influenced by the media's content and are highly vulnerable to these effects. This model is highly influenced by the propaganda power of media pre- and post-World War I era. This model is of the

view that media have a direct, immediate, and powerful influence on its target audience. It believes that the audience absorbs media messages as it is and is unable to counter them, and hence they believe what the media tell them. This was the power of media that America had to establish the Institute of Propaganda Analysis in 1937 in response to the fear created by mass media during wartime.

6.3 LIMITED MEDIA EFFECTS

It is pertinent to note that scientific research on the effects of mass media has not provided much support to the notion of the magic bullet theory. There has been found a piece of evidence that supports the limited effects of media. Several studies over a period elaborated that the effects of media are not universal as has been discussed in the past. Hovland's Army studies described that orientation films were effective in transmitting information but were not quite powerful in attitude change. Cooper and Jahoda's research on the Mr Biggott cartoons indicated that the process of selective perception is considered one of the determinants that can reduce the effectiveness of media messages. The study on elections by Lazarsfeld and his associates also indicated that during the elections, voters are less likely to be influenced by the media and are more influenced by interpersonal communication with their friends and relatives. This model has been very explicitly stated in Joseph Klapper's book *The Effects of Mass Communication* (1960). Klapper is of the view that media serves through a nexus of mediating factors and influences. He opines that these mediating factors render mass communication one of the contributory agents but not the sole cause for influences on audiences. According to Joseph Klapper, mediating factors include selective exposure, selective perception, selective retention, group norms and opinion leadership. His position, that the effects of mass communication are limited, is also sometimes referred to as "the law of minimal consequences."

This phrase was coined by Hope Lunin Klapper, a faculty member and wife of Klapper (Lang and Lang, 1968, p. 273). Klapper is of the view that media to some extent may reinforce our existing views, yet it is not as effective in changing attitudes.

6.4 MEDIA ECOLOGY

This concept of Media Ecology is related to Marshal McLuhan, a Canadian philosopher. His most of writings elaborate that technology and media are interchangeable. He opines that media are technologies and technologies are media. He believes that media is an artefact that tends to operate between a user and her environment. Whereas her environment is comprised of physical, biological, and social aspects of human society. A technology or medium is any

artefact or methodology that mediates between a human user and his or her environment where the environment includes the physical, biological, and social dimensions of human interactions. It is believed that just like the biosphere media spheres have no endpoints.

6.5 MEDIA DETERMINISM

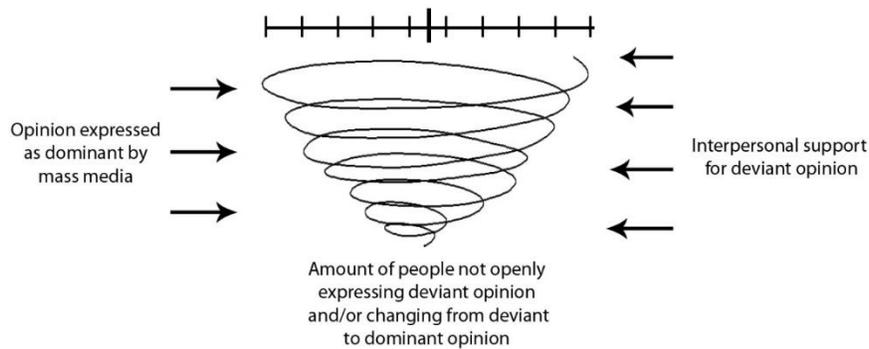
Marshall McLuhan (1965) left the whole world speechless in 1964 when he devised a famous statement that "the medium is the message" (p. 7). He had to face a lot of criticism in different circles on this statement but to our greater understanding, his classic "Understanding Media" describes very explicitly what he means when says that medium is the message. He is of the view that the type of media is more important than the content of the medium. He further wrote: "The effects of technology do not occur at the level of opinions or concepts but alter sense ratios or patterns of perception steadily and without resistance" (p. 18). He is a strong advocate of the perception that the most evident effects of mass communication are those effects which are likely to strongly influence our habits of perception. About print media, McLuhan believes "It emphasizes vision, so it has influenced our thinking and has made it linear, sequential, regular, repeated, and logical. He is of the view that the rise of print media has resulted in specialization and technology. But its darker side is that it has created a sense of alienation and individualism. In contrast to print media, Television emphasizes more senses. He considers television as a visual, aural, and tactile medium which involves seeing, hearing, and comprehending as well. It has been observed that TV is the medium that involves more of the senses by engaging its audience. Marshal McLuhan thus is of the view that medium matter more than the contents and that is why he used the term" Medium is the Message" (Griffin & Park, 2006)

6.6 THE SPIRAL OF SILENCE

This theory of mass communication talks about more power of mass media in comparison with the other theories of mass media and it was proposed by Elisabeth Noelle-Neumann (1973, 1980). This theory deals with one primary question, "How is a public opinion formed?" The answer to this question lies in the interplay between mass communication, interpersonal communication, and the individual's perception of his own opinion concerning others' opinions. Noelle-Neumann is of the view that media is quite powerful, especially in the domain of formulation of public opinion. She believes that media is gifted with three distinct characteristics namely, ubiquity, cumulation and consonance. Ubiquity means that media is everywhere in our lives; cumulation means that once media develop certain themes such themes keep on accumulating, and consonance means that

media shows and builds a unified picture in the minds of its users and with time this picture is found everywhere. Hence, the media is quite powerful in developing a public opinion about certain issues.

In Noelle-Neumann's theory, public opinion is formed through a process called the spiral of silence. He is of the view that individuals formulate their opinions; especially about controversial issues through knowing about the public distribution of certain issues. He opines that people judge their opinions by weighing them in the majority or minority. If they feel that they are in majority, then they remain stuck to their opinions and if they feel that their opinions fall in the minority they change their opinions. This is because of the fact individuals avoid isolation in terms of being alone. In this whole process of opinion formation, the basic role of media is dominant as media is a key influencer which creates a certain environment for the support or refutation of certain issues. The whole process of the spiral of silence can be understood through the illustration below:



Elisabeth Noelle-Neumann's Spiral of Silence

Another important concept that needs special attention is “Pluralistic ignorance”- a situation in which most of the audience holds opposing views, but they cannot express their views publicly because of the environment created by the media. Hence, they fear that their views are not prevailing and might be rejected by society. In such a situation they prefer to remain silent, and this situation results in pluralistic ignorance (Griffin, 2008).

6.7 MEDIA AS CULTURE INDUSTRY

This relates to Theodor Adorno and Max Horkheimer (1944) who belong to the Frankfurt School of thought. They are of the view that media has become a cultural industry which focuses on making profits and larger revenues. They believe that movies, dramas, music, and all forms of art that are exhibited through mass media are no more art rather they are just businesses primarily meant to

make more and more profits and that's it. This theory opines that media is a modern shape of capitalism where the primary concern is on making money. The proponents of the media industry are of the view that they care about public sentiments, and they produce such media contents which reflect public taste. According to this theory, media has become a tool of dominance which once was done through coercive power and now this power is practised through the tool of mass media. It is never mentioned on which basis technology has gained power over society, and the matter of fact is that the power of technology lies in economic power and those powerful economies control media and media in turn is a puppet in the hand of the powerful ones. It is believed that the content of media is mass-produced and the relation between media and industrialists are interwoven, ultimately cannot ignore the interests of powerful individuals. They criticize that when it is talked about consumers it is simply consumerism in terms of just displaying the consumers in bar and pie charts of different colours and it is just a propaganda technique used to express the popularity of certain media contents. The huge budget in the culture industry never bears any relation to factual values, and the meanings of the products themselves. The focus is on the products themselves as it is they are. The varying budgets in the culture industry do not bear the slightest relation to factual values, to the meaning of the products themselves.

In short, we can say that the media industry has become a type of culture industry where culture in the form of media content is mass-produced, and media has become a source of mass deception. It is pertinent to note that the media users in the quest for leisure must accept what the culture manufacturers produce for them and offer them (Horkheimer et al., 2017)

SELF-ASSESSMENT QUESTIONS

1. Enlist some of the theories of powerful and limited media effects
2. Differentiate between newspapers and television through the lens of McLuhan Media Determinism
3. How has television changed the world into a global village?
4. How has media as a cultural industry affected our cuisine and clothing?

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Unit-7

TELEVISION VIOLENCE THEORIES

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INTRODUCTION

Violence has been a serious concern as an effect of mass media for the communication scholars and critics. Several research studies have identified different dimensions of media violence and prospect effects both physically and psychologically. Violent media effects range from imitation to criminal behaviors. Communication theory examines the violent content of media as well as the way such mediated content manipulates their audiences. Cognition, imitation, gratification, and efficacy are among the major conceptual attributes dealing with the media violence. This unit will help the students understand the theoretical perspectives and major assumptions regarding the violence on media.

OBJECTIVES

After reading this unit, the students will be able to:

- understand major concepts related to the violent contents on mass media
- seek the relationship between violent media content and prospect change in cognition, attitude and behavior or the audience
- comprehend different theoretical approaches on media violence.

Theories of Television Violence

When it comes to issues of violence in the media, various people are likely to hold extremely divergent viewpoints. In a similar vein, it's possible that individuals in general won't agree on what kinds of behaviours constitute aggressive and violent behaviour. However, the majority of academics have a crystal clear understanding of what media violence and violent behaviour are. Many academics use the term "media violence" to refer to depictions of an act of physical aggression committed by a human or a figure that appears to be a human against another individual. You need to have an understanding of why and how violent media might cause individuals to behave aggressively in order to comprehend the study that demonstrates violence in electronic media is a social concern. In point of fact, there are a number of well-established psychological explanations for why media violence poses such a threat. These principles also explain why a person is more likely to engage in violent behaviour after witnessing violence in the real world, such as among family members, friends, or in the community.

In light of these theoretical underpinnings, specialists examine research that demonstrates how young people who consume violent media grow more angry and aggressive over the short and long terms. It should come as no surprise that the majority of study on media violence and aggressive behaviour has been on fictional television, movies, and video games given the amount of violent content that can be found in these mediums. People are affected in different ways and at different periods when they witness acts of violence. According to the findings of several pieces of study, the environment, both physical and social, in which children are exposed to violent content in the media might mitigate the negative impacts of such content on those youngsters. The majority of researchers are of the opinion that shifts in societal attitudes, which influence how individuals behave, are responsible for the long-term repercussions of violence in the media. Additional study is required in order to locate all of the mediators. However, it is quite likely that normative views about proper social acts, world schemas that lead to hostile or non-hostile attributions of the intents of other people, and social scripts that govern automatically are all engaged in this phenomenon. This chapter provides compelling evidence that consuming violent media, such as watching violent television or playing violent video games, makes people more likely to engage in violent behaviour, both in the short term and in the long term. Studies that used a random sampling method found that exposure to media violence quickly made both children and adults more aggressive. There is a possibility that priming and mimicry are responsible for this effect. However, the following hypotheses demonstrate how exposure to violent content in the media can have a broad variety of consequences depending on the following contexts.

7.1 CULTIVATION THEORY

In the 1960s, as part of the Cultural Indicators Project, George Gerbner developed the "cultivation theory" in order to investigate the effects that watching television had on its audience. According to the cultivation theory, people's perspectives on the world and their behaviours may be altered by prolonged exposure to the media. According to the cultivation hypothesis, the more individuals watch television, the greater the likelihood that their perception of reality will change to become more similar to what they see on television. There is a widespread misconception that the "actual" world corresponds to the reality seen on television, which is often skewed and only partially accurate. Gerbner also coined the phrase "mean world syndrome" to explain the phenomenon wherein individuals who watch violent television episodes have a tendency to believe that the world is a more hazardous place than it actually is. To better understand how cultivation theory operates, academics have increasingly turned their attention to various forms of media, such as reality television and video games.

George Gerbner, an academic who was born in Hungary and raised in the United States, developed the concept of "cultivation theory" (also known as "cultivation analysis") in the 1960s as a method to investigate how individuals are influenced by television (Gerbner, 1989). Later on, the American screenwriter Larry Gross improved upon Gerbner's concepts by building on and expanding upon them. According to this theory, those who consume a significant amount of media are more in tune with the realities of the world because they are more aware of how events are portrayed in the media. The capacity of television to render the perspectives of individuals more consistent and comparable is an illustration of the cultivation concept. Children who watch commercial television are far more likely to hold sexist beliefs about women and men than children who don't watch commercial television. This is especially true when compared to children who don't watch commercial television.

In the early phases of the research, it was essential to determine the impact that exposure to violent content on television may have on individuals (Settle, 2018). Gerbner's presentation of the cultivation theory was a component of a wider research initiative known as the Cultural Indicators Project. This investigation was commissioned by the National Violence Commission (Gerbner, Gross, Morgan & Signorielli, 1986). In addition to cultivation analysis, which investigated how people's exposure to various forms of media influenced their perceptions of reality, the Cultural Indicators Project looked at two other connected topics (Vinney et al., 2020). Both an institutional process analysis, which investigated how media messages were produced and disseminated, and a

message system analysis, which investigated the substance of all media messages taken as a whole, were carried out by the organisation.

7.1.1 Acculturation, Television Industry and Theory

Gerbner was primarily fascinated by the inner workings of television. In addition to that, a number of fundamental presumptions underpin this approach. At initially, many considered television to be its own distinct category of mass media (Gerbner et al., 1978). For instance, it was possible to see and hear it at the same time, although reading wasn't required at any point. Additionally, nearly everyone had access to a television set. Additionally, the manner in which the majority of television shows tell stories is quite intriguing, which makes it incredibly simple to hold the attention of the audience. The second argument was that people's ways of thinking and interacting with one another altered as a result of television (Settle, 2018). For instance, Gerbner and Gross believed that individuals become more conscious of both the laws of morality and the realities of life as a result of watching television (Gerbner & Gross, 1972). Gerbner discovered moreover that television perpetuated cultural norms and rendered individuals reluctant to change (Gerbner et. al, 1980). Third, according to Gerbner, the influence of television was only to a certain extent (Gerbner et al., 1978). Television is a component of a much bigger social and cultural infrastructure. It was therefore believed that the cumulative impacts of its actions in a certain direction were considerably more important than the consequences of a single programme at a particular period (Gerbner et. al, 1980). So, according to Gerbner, while viewing television might not immediately result in a specific behaviour, it might significantly alter how we see the world over the course of our lifetimes (West & Turner, 2014).

7.1.2 The Manifestations of the Case of the Mean World Syndrome

During his research in 1980 on the effects of viewing television on individuals, Gerbner coined the phrase "mean world syndrome" to explain the cognitive bias in which individuals who watch violent television episodes are more prone to see the world as being more hazardous than it actually is. Regular viewers of violent content were more likely to experience dread, pessimism, increased anxiety, and a heightened sensitivity to hazards that did not exist. This was especially true for people who watched violent content online. This is due to the fact that people's thoughts and perceptions of the world may be altered by the programmes they watch on television. On the other hand, those who did not spend as much time in front of the television tended to have a more positive outlook on the state of the world (Vinney et. al, 2020).

7.1.3 Harmonic Resonance and Blending

Gerbner and his colleagues improved the cultivation theory by including the concepts of mainstreaming and resonance as its popularity grew. This was done as the theory gained more adherents.

7.1.4 Mainstreaming

The phenomenon known as "mainstreaming" refers to the process by which viewers of television programming who come from a variety of various backgrounds end up holding the same worldview as a result of constantly being exposed to the same labels and images (Griffin et al, 2012). Therefore, conventional distinctions between groups are becoming more difficult to discern as a result of the development of a new worldview that is shifting the mainstream toward the interests of television sponsors. Therefore, people may find themselves giving up their own ideals in favour of a cultural and social melting pot if they watch a lot of television (Gerbner et. al, 2002).

7.1.5 Resonance

When a TV program's storyline incorporates elements that are relatable to the viewer's life outside of the screen, the show is said to have resonance (Gerbner et al., 2002). According to Gerbner, this resemblance results in a twofold dosage of signals, which makes the effects of culture far more potent. These methods of farming, which are more labor-intensive, might have significant repercussions for society (Griffin et al, 2012). People who have already been victims of crimes, for example, watch more violent stuff on TV and think the world is much more frightening than it actually is. This is due to the fact that violent media portrayals are more prevalent. Because of this, individuals could feel increased pressure on their government to take more precautions to ensure their safety.

7.2 THEORY OF SOCIAL LEARNING

People employ the concept of social learning instinctively and organically throughout their whole lives, beginning when they are young, to determine where they belong in the world and in society. This process is known as "social learning." In the beginning, core ideas and worldviews are shaped through social learning. These might include gender roles, religion, political views, and emotions of self-worth. This is something that occurs when individuals see the responses of other individuals to contrasting points of view. People employ the concept of social learning instinctively and organically throughout their whole lives, beginning when they are young, to determine where they belong in the world and in society. This process is known as "social learning." In the beginning, core ideas and worldviews are shaped through social learning. These might include gender

roles, religion, political views, and emotions of self-worth. This is something that occurs when individuals see the responses of other individuals to contrasting points of view. The process of changing how you behave in social situations by observing how other people behave in those same situations is referred to as social learning. People, in general, don't have the most logical worldviews, but we are taught to act in ways that get the least amount of criticism in our particular setting. This is despite the fact that people don't generally have the most logical worldviews.

It's in our nature to desire to be liked by other people, therefore in order to figure out how to modify how we behave, we observe how other people behave and what happens around them. Social learning allows us to achieve our goals by modelling our behaviour after that of those who have already been successful. People have a tendency to think of social learning as a method for acquiring specialised knowledge, but in reality, it is a process that we employ on a daily basis without even being aware of it.

The concept of questioning and modifying one's own behaviour in response to what one observes other people doing in a social situation is what we mean when we use the term "social." Motivation, work ethic, and learning tactics are all examples of behaviours that may be observed and then replicated in order to achieve one's goals. It's possible for others who are in the same social context as you to be influenced by behaviours that are socially learnt.

7.2.1 Components of Acquiring the Ability to Get Along with Others

a. Observation

Observing the behaviours of other people is a significant component of social learning. seeing what transpires as a result of completing particular actions in particular settings, and afterwards acting in a manner that is consistent with the outcomes of those observations. People learn through this what sorts of behaviours are considered socially acceptable and what kinds of behaviours are generally looked down upon. People are able to adapt more quickly and feel more confident in novel situations when they engage in observational learning.

b. Assessment

Next, we evaluate whether or not the behaviour we've observed is consistent with our personality, as well as whether or not the outcomes and the responses of others are what we desire. When we make the decision that we want to be complimented and recognised for something, the first thing we do is investigate how the person we are observing arrived at their judgement. In many cases, there are not sufficient data to determine which factors affect the response that is

desired. Therefore, it is frequently necessary to continue observing the same things happen over and over again in order to gain a better understanding of them.

c. Imitation

Following observation and evaluation of a particular action, the next step in achieving the desired outcome is to imitate the behaviour in question. The ability to imitate is constrained by aspects of ourselves that we are unable to alter, such as our bodies, personalities, and experiences in life. The majority of the time, the consequences of a person's actions are determined by a variety of other elements. For a behaviour to become a habit, it has to be praised frequently, but a tiny amount of criticism is enough to stop it from recurring again and again. Everything, such as a person's point of view, location, time, personality, and circumstances, may influence how they react to some activity.

d. Identification

The concept that individuals desire to identify with others and their triumphs or seek the approval of the people they look up to is a significant component of social learning. This concept underpins a large portion of the concept of social learning. The concept of "identification" in social learning is analogous to Freud's concept of the "Oedipus complex" (Friedman & Downey, 1995). This concept refers to adopting the actions of other people or consciously choosing to behave in a certain way. While imitation is simply one aspect of learning, identification is the process through which numerous learned behaviours come together. By mimicking their role models in terms of their language, attitude, habits, and points of view, people get the false sense that they are just like them.

It is essential to keep in mind that social learning is built on modelling what one does after the actions of others, but that doing so might have quite varied outcomes. People are unique, and the outcomes of the actions they choose might also vary greatly as a result of this. You should be able to determine, via the process of social learning, if the strategies that are successful for other people are also successful for you. However, the comparison of the outcomes shouldn't be made in a straightforward manner. It's about being open to trying out new approaches, routines, and modes of behaviour, but you shouldn't expect to receive the exact same outcomes as the person you look up to as a model. The process of social learning does not include altering who you are or how you behave in order to be more like another person. It's not only about becoming better than you were yesterday; it's also about growing better at what you do.

7.3 SOCIAL COGNITION FROM MASS MEDIA

The social learning theory developed by Albert Bandura in 1977 investigates the connection between one's level of knowledge and their level of social behaviour. It suggests that people can improve their behaviour by adjusting to their surroundings and modelling the actions of those around them. It is stated there that education is a mental process that takes place in a group environment. It asserts that learning may take place, apparently, by obedience and direct instruction, despite the fact that there is neither a basis nor a reward. The concept illustrates how essential it is to observe, imitate, and otherwise model the mentalities and actions of others in order to improve oneself and one's position in society. The concept centres on the ways in which both environmental and psychological variables influence the degree to which people are driven and skillful. In a similar fashion, social learning investigates the ways in which various forms of media influence the minds of individuals (Salomon & Perkins, 1998). This application of the mass media encompasses a wide variety of media properties, such as media violence, that cause the brain to behave in a variety of different ways. Each of these factors triggers a reaction in the brain that is either anticipated or unanticipated, depending on the context. In the twenty-first century, some good examples of how psychological research may be applied include social learning as well as how individuals engage with various forms of media and technology.

The social learning theory and the influence of the media have both had a significant impact on how people perceive and evaluate different aspects of the world. Because of this, the role of traditional learning theories, which state that behaviour is controlled by reinforcement, has been called into question. This has been done by examining how important various external factors are in the process of learning. 88% of those surveyed between the ages of 18 and 29, but only 64% of those surveyed between the ages of 50 and 64 said they used mass media platforms. This demonstrates how significant the media's influence is on the current climate of culture and technology. The fact that mass media have been around since the beginning of time demonstrates how the capacity of people to understand has evolved over time. Many individuals hold a variety of opinions concerning the positive and negative aspects of the media. Most importantly, the mass media ensures that we all remain connected to one another. Before the advent of mass media, the majority of people in any given region were ignorant of the dominant cultures that made up that region. Nevertheless, the proliferation of mass media has helped people develop a sense of oneness and harmony, and it has disseminated a sense of knowledge and connectivity across the globe. The continuous dissemination of information that is provided by the mass media is another way in which it has been beneficial. The dissemination of news all over

the world has been significantly aided by the presence of television, which belongs to the category of mass media. It had been possible for the mass media to reach every confluence and convergence on the earth, even in locations where people were unable to get the items they need to survive. Since of this shift in the media, those with less power now have a voice and the opportunity to fight for their rights because a platform has been provided for them. Also, the mainstream media has demonstrated that it is a voice that questions the prejudices and biases that are put on individuals based on the colour of their skin, their ethnicity, the race they were born into, the religion they practise, and the culture they come from.

Facilitating business operations is one of the primary roles that the mass media are expected to play. By elevating the quality of advertising and marketing, it has had a significant impact on commercial activity. Because of this, it is now much simpler for companies to rapidly access potential clients and marketplaces in different parts of the world. The mass media have collaborated with a wide variety of various civilizations to improve the connections that exist between them. People are able to get a more well-rounded understanding of the world as a whole by way of the increased exposure to foreign arts and cultures that result from the proliferation of mass media. People are able to take part in the exciting journey of discovering the world and see it through the eyes of those who are experts in the field. (Bloom, 2018).

Despite the fact that people living in rural and urban areas speak different languages, the mass media has been an important link between the two. There are segments of the media that make an effort to appeal to the local population by demonstrating an interest in the people of the area, their traditions, and even speaking their language. For the percentage of illiterate people to decrease, this was an absolutely necessary step. Furthermore, the mass media alter the ways in which we amuse ourselves throughout our lives. People's spirits have been lifted throughout the last few decades thanks to things like movies, game shows, sports, and documentaries.

Now comes the bad news, which, for some reason, always seems to follow the good news in this order. The media buried the composure and resoluteness of the younger generation beneath layers of confusion and hopelessness. Therefore, the media contributes to people's anxiety by not just demonstrating how appealing artists might be, but also by spreading rumours to those who do not have a great deal of information about them. In addition to lowering the moral standards of young people, the pornographic content that is freely broadcast in the mainstream media has made everything appear more shiny and like an item in their eyes.

When someone becomes dependent on mass media, their life will change irrevocably; they will never again lead a normal existence. This addiction causes people to be sedentary for extended periods of time, which increases the risk of developing heart disease and weight gain. Additionally, the media has played a role in contributing to the worsening of violence by normalising it and making it appear to be an everyday occurrence. This phenomenon is referred to as "media violence." Teens and young adults who are subjected to violent content in the media have a higher risk of developing serious mental and physical health issues. Because of these issues, it is now more common for adolescents to engage in risky behaviours such as smoking and drinking alcohol covertly. Huesman (2009) asserts that there are a variety of psychological and physiological factors that demonstrate the effects that media violence has on people's thoughts, actions, and feelings on social, economic, and political issues. In terms of gaining new friends, it has proven to be successful. According to the social learning theory, children are more likely to imitate what they see in the media, which means that the prevalence of violent content has a greater impact on their lives (Rosenberg & Chopra, 2015).

In conclusion, the realms of knowledge and information are where life is, which is why mass media are important in the world that we live in today. Therefore, in the modern society, where intelligence is measured by one's intuition and aptitude, the mass media is an instrument that is useful. Even though it does have some issues, the mass media is still tolerated in today's society because of the positive contributions it makes. It is unparalleled in its capacity to transform, express, and conceal anything and everything. It is possible for it to improve or worsen any component. Even trivial matters that were previously blown out of proportion by the media are now considered significant by each and every person. Because of this, the media now have a special responsibility. As a result of this, the media is the most potent and significant weapon, provided that it is handled appropriately.

7.4 AGGRESSIVE CUES

A number of factors, including instinct, a hormonal imbalance, inheritance, temperament, environment, stress, and social learning, can contribute to aggressive behaviour. These indicators of aggressive behaviour eventually lead to physical conflict.

7.4.1 What Causes People to Lose their Temper?

People are likely to experience anger when they are stuck in traffic or have issues with their coworkers. But why does one act in this manner and what kind of thoughts are driving it? People become angry for a variety of reasons, which helps

to explain why some people are more violent than others: One of the impulses that keeps us alive is the instinct to be aggressive. According to Sigmund Freud (2014), hostility develops over the course of time and eventually manifests itself as aggressive behaviour. While some people are able to rein in their rage and rely on their other instincts to keep themselves alive, others can only react.

7.4.2 An Unbalanced State of the Body's Hormones

Aggressive behaviour may emerge in a person whose hormone levels are not properly balanced. For instance, research has shown that increased amounts of testosterone can make people more violent. This helps to explain why the vast majority of males are more aggressive than the vast majority of women.

7.4.3 Genetics

Additionally, aggressive tendencies can be inherited through one's DNA. If a child's genes predispose them to be aggressive, then there is a greater chance that the child may develop aggressive tendencies. Both the father and the son treat each other with disdain on a consistent basis.

7.4.4 Both the Patient's Body and Their Mind Were Unwell

Because of the stress and other mental effects of serious illness, a person's mood and behaviour can be drastically altered, and this can lead to the person acting irrationally. The degree of a person's aggressiveness can also be influenced by their temperament. People who have a temper that flares up easily are more likely to act aggressively than those who have a level temperament. Aggression is a learned behaviour that is acquired through social interaction. Some individuals acquire a more violent disposition as a result of their own experiences or by observing the behaviour of others. Children are constantly looking for hints about how they should behave, as demonstrated by the experiment with the Bobo dolls. They get more violent as a result of engaging in activities such as watching violent films and playing violent video games.

7.4.5 Things that Make You Feel Uneasy on a Mental Level

When things don't appear to be going as planned, it's only natural for people to become frustrated. This aggravation may be related to job or love, for example, and it may result in an overarching sense of pessimism. As a result of this, this negativity transforms into a threat, which may result in aggressive behaviour.

7.4.6 Social Learning

Aggression is a skill that may be learned. Some individuals acquire a more violent disposition as a result of their own experiences or by observing the behaviour of others. Children are always seeking for hints about how they should behave, as

demonstrated by the experiment with the Bobo dolls. They get more aggressive as a result of engaging in activities such as watching violent films and playing violent video games.

7.5 THE CONTEXT OF MEDIATED VIOLENCE

People are influenced both unconsciously and unwittingly by the media in how they behave and how they feel about violent situations. Before they turn 10, the vast majority of children and adolescents have already been exposed to some form of violent content in the media. It is difficult to deny the prevalence of violence across the world given recent increases in the number and length of homicides, school shootings, and conflicts that are still active in many parts of the world. Teenagers' minds are still evolving at this age, thus it may be detrimental to their progress both in terms of their worldview and their psychology if they are subjected to incorrect music, movies, or television shows. There is a possibility that viewing television might teach people of all ages valuable lessons. According to the findings of the BLS American Time Use Survey, which was carried out by the A.C. Nielsen Co., almost 99.9% of homes in the United States have at least one television. This demonstrates how simple it is for individuals to watch television as well as how widespread the practise is. According to a new research that was published in the Journal of Pediatrics, the average time spent by an eight-year-old consuming media is eight hours per day, while the average time spent by a teenager consuming media is more than eleven hours per day. This is longer than a whole school day, which means that young people are exposed to the media and the unsuitable things that it has to offer. During this time, they are also exposed to inappropriate things. They are exposed to a wide variety of content, from humorous memes to videos of extremely violent fights and beatings. When young individuals are exposed to these things at such an early age, it already becomes established in their brains that this type of behaviour is prevalent in society since it is applauded and laughed at. This causes them to believe that this kind of behaviour is acceptable. Because of this, there is a greater possibility that they may engage in hostile behaviour without even recognising it.

In a study conducted by Kaj Bjorkqvist, a professor of developmental psychology at Ko Akademi University, children ages five to six from Finland were split into two groups. One group viewed movies that were violent, whereas the other group saw movies that were tranquil. The evaluators were led into a room where the children were playing, but they were not told what sort of movie they had just viewed. Children who had just watched a violent film got significantly higher scores on measures of both physical violence and other types of hostility. Other studies have demonstrated that being exposed to violent imagery in the media

might cause individuals to think and feel more violently, as well as increase their tolerance for aggressive conduct. It is common knowledge that each of these items poses a potential threat for aggressive and violent conduct in the future. The children didn't comprehend how much the violent movie influenced them to act and be hostile because of their age and the fact that they didn't know too much. They were only recreating what they had seen in the movie through their actions. They were completely ignorant that they were acting in a violent manner, which demonstrates how naive individuals are of how media violence influences them (Lagerspetz, et al, 1988).

The above cartoon is an excellent illustration of how people are uninformed of the challenges that our society continues to face. We frequently ponder the question, "What are some of the fundamental causes of violence?" because it is a problem in every region of the world. Nevertheless, the response is obvious. The way in which we bring up our offspring will define the course of the future, which may or may not be favourable based on our actions. This animation demonstrates that encouraging children to constantly reflect on the violent imagery they encounter in the media will only serve to make them more hostile and aggressive as adults. In the previous image, you can also make out the toddler yelling, "Kill them! Kill everyone!" With a broad grin on his face, indicating that he does not mind the fact that other people are being murdered. This cartoon depicts a family in which both the parents and the child are oblivious of how the presence of violence impacts and alters their life.

The Umpqua Community College in Oregon was the location of a shooting that took place on October 1, 2015. There were nine fatalities and a great number of injuries. Christopher Harper-Mercer was put down by police bullets immediately after he had been responsible for the deaths of nine innocent individuals. After the event, the authorities conducted an investigation into Harper's past Mercer's life and discovered that he was preoccupied with playing violent video games and didn't spend as much time as he ought to have with his family. His neighbours thought he was a kind young man, but he spent the most of his time alone himself and was mainly interested in having conversations about video games and firearms. During the course of their investigation, the police discovered a hidden internet chat channel where he and other individuals whom they were not familiar with organised his criminal acts. Just prior to him carrying out this heinous act, he remarked, "I've been waiting years to do this." During this period, his buddies encouraged him and even provided him with suggestions on when it would be best to put the plan into action. Recent findings from a research conducted by academics at Ohio State University have led them to the following conclusion: "People who play these violent video games often may view the real world as

hostile and violent." It's possible that someone's perspective on the world might shift subtly and unintentionally as a result of them playing violent video games over and over again (Vanderhart et al., 2015). In the end, it's possible that the media subtly influences the decisions that we make on a daily basis. Watching movies, television shows, video games, and other forms of media that are less violent is one way to lessen the impact that violence in the media has on us. Nobody will start thinking in a limited and unhealthy way as a direct result of this. Promoting media that has a constructive impact on our lives and actually teaches us something useful, both in the short term and the long term, will not only educate us but also put us in the right frame of mind, which is beneficial for everyone on the planet.

7.6 ACTIVE THEORY OF TELEVISION VIEWING

Active audiences are people who obtain information from the media and figure out what it means for them depending on their own social and personal conditions. Instead of hearing the messages from the media, they listen to them. However, engaged audiences obtain information from the media on purpose, but the process of acquiring information from the media is unintended. Therefore, engaged audiences pay great attention to what is being said and figure out what it means to provide input. The most common types of listening focus on either the people, the content, the action, or the passage of time. On the other hand, "passive audiences" are people who watch or listen to the news but do not comprehend what they are hearing or seeing. They are referred to as "inactive receivers" as a result of this trait. Audiences that are passive don't want to process the information, aren't very good at processing the information, and will only pay attention to the most basic cues (e.g., appearances instead of content). According to the active audience theory, individuals do not merely take in information that is presented to them by the media; rather, they interpret the message based on how it relates to their own personal and social circumstances. Active audience theories include, but are not limited to: the hypodermic needle model of communication; the encoding/decoding model of communication; the uses and gratifications theory; the two-step flow theory; etc. The hypodermic needle model gave the impression that the information was provided to the audience or receiver in a straightforward manner. It also demonstrates that the message is fully accepted by those individuals who choose not to pay attention to it. The encoding/decoding model of communication demonstrates how information is created, disseminated, and understood via the use of various forms of media. The theory of uses and gratifications is a method that may be used to explain how and why individuals or audiences actively seek out particular forms of media to fulfil specific requirements. Another benefit of this approach is that it enables one to examine

the process of mass communication from the perspective of the audience. According to the two-step flow of communication model, the information that comes from opinion leaders is more likely to be accepted by the general public, even if it originates via the media. Therefore, the public is impacted by mass media if an opinion leader believes the information should be disseminated.

7.7 EFFECTS OF VIDEO GAMES

When compared to other types of entertainment, video games are unique in that they allow the participant to take an active role in the narrative. Video games have been around for more than 30 years, but modern games are so difficult to play that you can't afford to let your concentration wander even for a second. People who watch television or movies are less likely to be physically or emotionally immersed than those who play video games. According to a research from 2018, two-thirds of adolescents in the United States aged 13 and older stated that they were gamers. According to research from 2017, youngsters in the age range of 12 to 15 spend an average of 12.2 hours per week playing video games. The percentage is significantly higher for older adolescents (Vogel, 2020).

7.7.1 The Advantages of Playing Video Games

Many people in the fields of psychology and science are of the opinion that playing video games is beneficial to one's health, particularly due to the fact that it teaches one how to think in a more intricate and abstract manner. Your brain undergoes a shift similar to the one that occurs when you learn to play the piano or read a map when you engage in activities such as playing video games. Working out one's intellect is analogous to working out one's muscles, and both can result in increased strength. When you play games, you have to maintain concentration while also releasing neurotransmitters, all of which contribute to the strengthening of neural circuits and provide your brain with a rigorous exercise. Playing video games is one way to hone cognitive abilities like problem-solving and reasoning, two of the many mental talents that may be developed.

Coordination of the small muscles, hand-eye coordination, and the ability to see space are all essential talents. The management of resources, including with their planning and logistics.

- a. Quick thinking and the ability to make judgments.
- b. Accuracy.
- c. Reading and mathematics are both very essential.
- d. Cooperation and teamwork are cultivated through participation in multiplayer video games.
- e. There are Some downsides to playing video games

A great number of parents are concerned about the psychological impact that playing violent video games can have on their children. Is there a justification for my being concerned?

A limited study that was conducted in 2017 discovered that even when people played violent video games "too much," it did not affect their empathy in the long term. This was the conclusion of the study. The American Psychological Association (APA), on the other hand, identifies a "consistent link" between engaging in aggressive behaviour and playing violent video games (though not enough evidence to associate gaming with criminal violence). In 2018, researchers from four major nations, including the United States, examined the results of 24 studies involving 17,000 young people. They discovered that children who played violent video games had a higher likelihood of acting aggressively themselves, for as by fighting or striking other people. The World Health Organization (WHO) recognised compulsive gaming as a diagnosable mental condition in June of this year (2018). Video games can and do get youngsters hooked.

7.7.2 The Entertainment Software Ratings Board (ESRB)

The Entertainment Software Ratings Board (ESRB) is a self-regulatory organisation that was established in 1994. Concerned organisations exerted pressure on the most prominent video game firms to develop this board, which is analogous to the rating system that the film industry uses. Now, all of the major video game publishers send their newest creations to the Entertainment Software Rating Board (ESRB) to be evaluated by individuals who have received the necessary training in this area. The ESRB considers a variety of factors before assigning ratings to video games. In particular, it examines the levels of bloodshed, sexual content, profanity, and drug use that are present in a video game. After analysing the gameplay of each game, the ESRB then provides an age rating suggestion as well as a summary of the game's content.

ESRB rating symbols are:

Everyone (E): People of all ages are able to appreciate the material. There is a possibility that there will include cartoons, fantasy, or mild violence.

Everyone10+: The vast majority of the content is appropriate for people of that age and up. There is a possibility that there will be a greater prevalence of cartoons, fantastical elements, minimal suggestive themes, and/or language that is not overly intense.

Teen (T): Content that is suitable for people who have reached the age of 13 or older. The content is significantly more violent than that of an E rating, and it may contain mild or strong language as well as suggestive themes.

Content that is deemed suitable for viewers aged 17 and older is labelled with the letter "M." The content is unquestionably more mature in terms of sexual themes, the level of violence, and the language used.

Adults Only (AO) denotes that the material can only be accessed by those who are 18 years old or older. It's possible that there will be protracted, graphic sequences of sex or violence. People under the age of 18 are not permitted to view this content.

Rating Pending (RP) is a status that indicates a game has been sent to the ESRB but is still awaiting a final rating.

SELF-ASSESSMENT QUESTIONS

1. Highlight salient concepts of media violence with adequate examples from local settings.
2. What are the major assumptions of Social Learning Theory? Elaborate with examples.
3. Describe the challenges to control media violence in the cyberspaces.

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Unit-8

CULTURE AND COMMUNICATION

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INTRODUCTION

Culture and Communication, two are the most significant terms of our times. Both are highly dependent on each other, and both are considered as highly important terms in the field of media studies and media effects. Communication plays a vital role in shaping and reshaping a culture and a culture influences the dimensions of Communication. This makes the subject area of cultural communication which has become one of the most pivotal areas of media research. In this unit of your study guide you will read different aspects and dimensions of Culture and Communication. Hegemony is also a part of this unit which states that the ideology of rulers and elite class always rule over the countries and societies.

OBJECTIVES

This unit has been designed to achieve following objectives:

- to impart an in-depth knowledge of the interplay between culture and communication.
- to have a grasp of the field of globalization and journalism and how both affect each other.
- to have a command on the subject area of hegemony and counter hegemony.

8.1 CULTURE AND COMMUNICATION

In the neoliberal movements around the globe, progressive governments have been overthrown resulting in a program that defines significantly liberal conformist forces in the economy and culture. However, the ineffective results of the recent elections, the principles such as reducing economic unjust, promoting chances of economic flourishing, empowering the sovereignty of the country, strengthening relations between the common people, and it is signifying the reach to preparation places and proficient activities. Furthermore, to the unchallengeable defense, communication and culture are essentially linked to leftist powers. In the rising of neo-liberalism that is restructuring the governments and considering the basics of citizens as their fundamental rights i.e. housing, peace, and stability in the country, health and education are the central agenda of the organizations and social and political movements (Dantas & Cabral, 2021). Moreover, culture and communication are also considered one of the significant factors in the priorities of progressive governments. This unit explores the theories and the rhetorical conflict between the phenomenon of culture and communication dealing with the media environments, democracies, and societal and cultural perspectives. In order to deal with the relationship, it focuses on the application of policies made for the masses and explores the theories of culture and communication, which provide a better understanding of the phenomenon. It seeks to highlight the broader scope of culture and communication in economic, political, and socio-cultural environments of the neo-liberal stream, which is examined from the perspective of critical theories of mass communication.

This unit explores and signifies culture, communication, and their interaction with mass communication systems in the context of the prevailing media environment in Pakistan and the globe.

8.2 GLOBALIZATION OF JOURNALISM

Journalism, like every other social practice, can no longer be understood entirely apart from globalization. This process refers to the intensification of social interactions, which allows us to grasp the world as an abode, creating a greater awareness of ourselves. The modern world and relative position within the sphere of peoples' experience- mass media channels and journalism extend audience experience and contribute as an important organ of social change by the causation of culture and communication. With the connection of journalism and globalization, issues from society, culture, and their impact on communication and technology reinforce the academia to explore and investigate the factors, which are contributing to the public sphere, political discourse, and cultural

spaces. Globalization has emerged as a phenomenon of recent political, economic, and social debate. Journalism become a significant field within the domain of media and communication focusing on various issues of international concentration in this context (Rees, 2009; Doherty & Worthy, 2022). Journalism and globalization need to consider careful investigation when we are studying complex issues relating to political issues, global politics, and economic and societal issues and it could examine the terminology of globalization and countrywide case studies. The role of media is considered a residual category of social change or a self-driven symbol of the global age in globalization i.e. conglomeration of global media networks (News Corporation). Although, globalization has observed gradual trends of change in media and communication research. In the comparison of popular journalistic streams of financial and entertainment in global journalism, cultural globalization and economics are broadening the scope of globalized journalism. Journalism and politics are interlinked phenomena in democracies, which connect and essentially have roots in local communities. However, the media concentration of research in communication and journalism in media is associated with the globalization of journalism. In the process of globalization, the digitalization of media through the internet, satellite channels, and integration of the media industry are the driving force of global connectivity and global journalism.

Media conglomeration governs the structures of new forms of journalism that create the avenues of spaces of politics within the domain of social order that leads to social changes and creates opportunities for new structures and forms. Every day, global journalism is playing a significant role in the creation of opportunities for international policymakers, elites, journalists, and global citizens. This interaction increases because of reasoning, social change, and democratic values. However, questions arise on the issue of cultural convergence, a global conglomeration that may incite single media and journalistic practice. It pledges global media's monolithic assumption of global journalism.

In the process of globalized journalism, transnational reasoning will evolve with the prevailing reasoning. Walker (2022) argues that there is an assault on global democracies-the principles set by Western societies on social transparency, and democratic values are themselves deviating from these values, which are also significantly influencing the practice of globalized journalism. However, the societies that are controlled or national communities are also witnessing social change because of technological evolution, global connectivity, and journalism. The issues discussed in this unit examine the theoretical and structural issues at the juncture of journalism. This unit discusses the macro-network of globalization and media.

The players in journalism create evolving spaces for the global audience. The debate is essential in understanding global journalism in the interaction of global and local. An interdisciplinary approach that combines the sociology of globalization from the perspective of geography and social anthropology. This develops the connection of the emerging journalistic world with social and anthropological domains in the public sphere in global journalism. In this unit, we will explore the relationship of globalization with various perspectives within the domains of media hegemony, counter-hegemony, intercultural communication, and critical perspective.

8.3 MEDIA HEGEMONY

The theory of media hegemony reflects the relationship of media with the powerful elite of society, which controls the media, and endorses the dominant ideology. The theory explains that dominant consent controls through the regulating and controlling mechanisms governed by the powerful elite. The concept of media hegemony is derived from Antonio Gramsci (1971, 1977), a communist theorist who explains and theorizes the concept of hegemony. In 1930, Gramsci defines hegemony from the perspective of politics, society, ideology, and leadership. He argued on the potential of consumerist classes that win in the industrialized West. In social formation, there is necessary renegotiation among the classes and the need to reinforce if it would challenge by the emergent political or social power (Ekers et al., 2009). According to Gramsci, powerful elite and dominant groups are unwilling to surrender power fundamentally. Contested social forces in historical blocs are in competition with their political agencies. Language, theory, and communication are considered important tools to understand this competition.

Media is considered an integration force, which converged the technology, production, distribution methods, content of programs, and reception of social context, organizational structures, and regulatory regimes. This includes the forms of media communities, nation-states, and international bodies, which appeared at the global level. In the entire spectrum of media throughout history, varied technologies, methods of production, norms, programming content different genres, social use, and institutional and regulatory structures revealed which directly or indirectly control media. Media technology significantly influences the system of mass communication-social and cultural usage of technology governs the control of technology. Media hegemony articulates and deals with a specific system of production, distribution, and consumption of media that dominates the previous and current practices of media. The media system operates through

norms, models, and laws i.e. Hollywood is considered a film production branded by studio-oriented, celebrity, and star-driven, stylistically ‘narrative realist scripts’ and visuals. Further, the instrument of mass marketing is carried out to create revenues from the film audience. Whereas the global film industry competes with Hollywood and follows the trends of ‘blockbusters’ developed by them, even these trends can be observed in Indian cinema, Pakistani cinema, and cinema across the globe.

This age is the age of media conglomeration and this hegemony is shifted by engulfing of local media by the ‘corporate international media. Corporate media hegemony reflects this dominance by the power media elite of the world where international conglomeration took place and it controls the global media. These conglomerates refer to the Western perception-centric values and dominance of global news and visual culture. However, there is immense criticism of the concept and modes that ‘corporate hegemony’ took place while managing and determining corporate global media. The global study structure of corporate media could be well understood by the global structure and behavior of the media economy, and how it governs within a particular system.

8.4 COUNTER HEGEMONY

In media hegemony, we study how media is controlled by the powerful elites of society by controlling the means of production and distribution. The media is an integral part of this combination so the media is also subservient to the powerful elite. Media is controlled by structures, norms, values, distribution, and laws. However, from the neo-Gramscian perspective, we examine media from the broader shift of the hegemony model. There is much more shift in strategies and practices and lifestyles of media audiences which replace the earliest model with the rule of capital and democratic socialism. Nicola (2004) defines counter-hegemony as an alternative hegemony through the instrument of civil society and broader social change.

The counter-hegemony is different from the earliest rivalry of paradigms Marxist, democratic electoral, and anti-anarchist and the earliest Gramscian approaches heavily were relying on liberal democratic values (Sugita et al., 2021). This shift emerged because of rising civil society, creative means of production and distribution and this shift moved to state centers with creative engagements with media audiences. This also brings a change in the patterns of politics, which is also thriving differently in democratic systems. Counter hegemony argues on the 21st-century neo-Gramscian assumptions, activities, and movements rather than an explanation of strategies and theories of the left. Counter-dominance could be

illustrated as a form of movement, which emerged as a counterforce of subordinate resistance that is forming ‘anticipated elements’ for the structure of emerging social life. This counter-hegemony narrative finds the possibilities of today with the capitalistic future in the changing democratic environments and wielding the old with the new. The ‘new’ is not just appeared as fashion but is an extension of modernity and it is connected with consumerist-capitalist accumulated strategies which are reproducing the status quo. The new prepositions are replacing the existing realities i.e. ingenious practices of media narratives, themes, and content emerged as an alternative neoliberal perspective but it is an existing perspective.

In the neo-Gramscian perspective, what already exists and what we can create is essential for productive socio-political change in society. Social movements across the globe are laboratories for social innovation. This creates new values, relationships, methods, types of careers, and opportunities. These relationships are referred to as ‘cultural emergence’ that not only creates new publics but also a democratic lifestyle for the audience. Social movements become successful when changing political and cultural opportunities opens up in the structures of society. However, counter-hegemony has the question that in which circumstances, conditions, alignments, and changing means of production and distribution of these social movements made, erupt and become successful. Carroll (2010) asserts that in 21st-century capitalism there are certain hegemony parameters that are central to the social formation and global North which are;

Postmodern fragmentation: Everyday life commodification fragmented the collective identity and created depoliticizing in form and manifestation.

Neoliberalization of political economic Relations: Opening up markets through deregulation furnish a safe sphere of protection by populism. The consumerist perspective promotes the accumulation of privatization and it encourages public interests.

Personal Uniqueness of capital globalization: International economic concentration relations increase the structural power of capital and it promotes global governance within the framework neoliberal approach.

Hence, counter-hegemony reflects neoliberal thoughts, which significantly focus on consumerist, populist perspectives of democracy and politics that are governed through globalization, which is achieved in the United States termed as *the globalization of Americanism*.

8.5 INTERCULTURAL COMMUNICATION

It looks normal when we are behaving, performing, and having similar values in the community in which we are raised or brought up. We opt the interactive patterns with others in a way of culture and usually, we take for granted how we are interacting with others within the domain of culture. It does not look bad if we have 'Pakistani' culture or any other culture but what matters a lot is how you are performing your thing in a similar fashion as others do in the sphere of culture. Ethnocentrism reflects the acceptance of the significance of culture. The individuals of the community decide on varied characteristics of another culture by their standards. Paige et. al., (2003) asserts that the 'ethnocentrism cultural model' of Bennet (1993) reflects the assumption of the cultural worldview of individuals is the focal point of accumulative reality. Edward Said argues on the cultural reality from the perspective of orientalism in which the West significantly polarized the East and Western culture (2014; p.136). He asserts that the West is referring to cultural literature on its positive qualities i.e. power, productivity, and reliability whereas the East refers to possessing the opposite qualities i.e. fragility, passivity, unreliability. Bennet (1993) proposed the model of intercultural sensitivity in which he explains the varied stages, individuals go through and find Intercultural hitches. The three stages of intercultural communication are denial, defense, and minimization.

Denial

In the stage of denial, the individuals avoid cultural differences or they go into denial of any difference. This happens in two ways, first through isolation and second through separation. Isolation ascends when individuals in the community physically separated themselves and create a similar to mainstream culture. In this case, the denial is considered the no cultural difference. Whereas, they become insignificant in mainstream culture. Isolation is the deliberate construction of barriers that develops differences between cultures. This separation facilitates denial. However, Bennet (1993) points out that the threats of isolation are that other cultures seem as inferior i.e. apartheid system in South Africa.

Defense

The second stage of ethnocentrism is defense. The threat is perceived as the counter effects of cultural differences. The individual acts on it as a way of maintaining the integrity of their perspective. There are three forms of defense; disapproval, superiority, and reversal. Negative stereotypes or humiliation involves attributes that are undesirable to anyone particularly i.e. the cultural categories of Nazis and Ku Klux Klan are radical versions of this form. Superiority is another form of defense. It is a positive assessment of an individual culture and does not necessarily refer to humiliating other cultures for instance

modernism refers to the superiority of the Western world and the objective is all developing nations have to follow the pattern of development of the West. The third form of defense is a reversal, which is another side of superiority. It is the degradation of one's own culture and asserting the superiority of another culture.

Minimization

Bennet (1993) refers that the third stage of ethnocentrism is minimization in which individuals try to hide differences as part of cultural similarity; it is the assumption of universality and common characteristics of all humanity. However, the dominant culture creates these assumptions. However, Bennet argues that individuals use their perspectives to interpret the behavior of others and that is the idea of universal truth that is centrally based on one's own values.

Although, the above-discussed stages initially argue on the intercultural communication sensitivity-cultural stereotypes, prejudice, language, and non-verbal communication also contribute to intercultural communication.

8.6 CULTURAL STEREOTYPES

Cultural stereotypes can be explained as an extension of ethnocentrism and stereotypes are an important obstacle in intercultural contact(s). Obioma et al., (2022) assert that gender and cultural stereotypes are complex and have a significant impact on people's perceptions. Stereotypes are the concepts, beliefs, and values that we hold about an individual or group and form our perception. Stereotypes emerged within a specific period in any culture. They are made of bits and pieces and they stored information that what is going on around us. Stereotypes are negative and positive, and it is about the situation and events, which classify our perspective. Stereotypes are significantly influencing the perception and understanding of the world. They are oversimplified, overgeneralized, and exaggerated.

Prejudice

Prejudice as stereotypes negative or positive but prejudice is an intolerant attitude or opinion about another person or group belonging to a specific ethnicity, race, creed, nationality, or wise versa. Prejudice comprises speculative perceptions of individuals or groups, opinions, attitudes, or beliefs. Jandt (2001; p.74-76) defines prejudice as harmful effects that individuals in the group are not observed on merit on their individual abilities according to the surface abilities that make them part of the group.

Language

Language is one of the significant barriers to intercultural communication. People within a culture do not share a language that they feel is not proficient enough for

them. Language can cause difficulties within a culture. Misunderstandings can develop because of communication when people share a common language. Similar language is not a guarantee of understanding; not even those who speak a similar language can understand the exact meaning of the words differently. For example, Americans and Australians both speak English as their first language but both use entirely different words for similar things.

Non-Verbal Communication

Non-verbal communication is also a barrier to intercultural communication. It is the type of communication, which is taking place with expression, gestures, and postures. Non-verbal texts are sent by signals, proximity, eye contact, and timing expectations. These forms are easily misinterpreted. Jandt (2001) explores several ways in which non-verbal communication is used. Non-verbal communication replaces orifice messages. For example, greeting from a distance by waving a hand or the way traffic police control traffic. Non-verbal messages can be considered in many forms, some are for our personal use whereas facial gestures, movements, eye contact, and intervals in communication can be considered, in nonverbal communication for multiple purposes of communication.

8.7 CRITICAL THEORY

By definition, critical theory involves the theories, applications, principles, values, and decisions aimed at bringing positive change in the basic social structure. There are the following features of critical theory:

- a. Critical social scientists believed that it is significant to understand from the pragmatic experience of real people and share the methods of interpretative theories.
- b. Critical scholarship becomes different because it interprets the actions and signs of society to understand oppressed social groups.
- c. Critical approaches study social conditions to uncover hidden structures in critical theory from the perspective of structuralism.

In this theory, analysts align themselves with the interests of the opponents of the dominant system of society. They raise questions about how to resolve conflicts in the favor of certain groups. The celebrated scholars of the last century were Karl Marx and Friedrich Engels who founded the critical theory. Significant loosely interrelated ideologies that oppose the dominant structure of the society comprising of economy, ideology, and politics are in the theories, discussions, and debates of critical theory. There are two significant perspectives that are widely discussed in critical theory; classical Marxist critical theory, neo-Marxism, and the new left.

8.8 CLASSICAL MARXISM

In the communist manifesto, Marx & Engels (2019) noted that means of production regulate society. This is the linear way of understanding that means of production are determined by the economic structure, which is the foundation of all social structures including institutions and ideas. In the capitalistic system, the means of production and distribution is the derive profit which dominates labor. There are working classes that are dominating profiteering groups in power. The institutions in the capitalist society control the economic system. This theory argues that the working class rises against the dominant system. This theory rises the question is the working-class liberation possible. The freedom of the working class in which opposing forces create conflict and resultant higher social order established. The classical Marxist theory is the opposite of political economy theory. Marxist classical critical theory studies the politics of textually, problematics of cultural studies.

Neo-Marxism

In the Frankfurt School of thought, critical theory is one of the longest-famous theoretical traditions. The scholars study varied concepts, ideas, and structures venerating themselves in the tradition of critical theory. Felix Weil founded the Frankfurt School in the Institute of social research in 1923 at Frankfurt University. Weil was a political scientist, which was having a passion for Political science with the passion of Marxism. Weil's father was a wealthier business-person who dedicated a substantial place to the institute. The significant objectives of this institute were to study and examine social change. Political scientist Karl Grunberg served as director from 1923-29, and philosopher and social scientist Horkheimer worked as a director in the years 1930-58. He stressed the interdisciplinary programs of research in the institute. However, many eminent names in sociology and politics were part of the Institute.

The New Left

Jürgen Habermas is a known scholar who spends three decades in the critical theory tradition. In the 1970s Habermas and Marcuse in the United States and Germany created varied thoughts, which cover articulated approaches. They argued that society must be studied from the combination of three i.e. work, communication, and, power. Work refers to the production of necessary material resources because it is very important to achieve concrete tasks and objectives. Communication is central to social survival. Groups are formed and structured because of communication within society. Power is self-reflected in a social structure that governed all forces of society and is central to the study of critical theory. Critical theories discuss the emancipatory role which empowers powerless groups (Habermas, 2021). However, in this domain, public sphere, feminist theories, Gramscian theory, and Louis Althusser's theory of ideology are seminal theories.

SELF-ASSESSMENT QUESTIONS

1. What is your understanding of the concepts of Communication and Culture? How both affect each other?
2. What do you know about the interplay of Globalization and Journalism? Strengthen your answer with adequate examples and arguments.
3. Elaborate Critical theory with examples from Pakistani society. How media works within the spheres of the Critical Theory?

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Unit-9

DIGITAL COMMUNICATION

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INTRODUCTION

We are living in the age of virtual reality where emotions and messages are expressed in ones and zero. The advent of internet has reshaped the traditional communication patterns and media outlets have converged. Consumers of digital media are in control of not only the content but the medium itself. They are interconnected and interactive. Communication scholars have new challenges to retest the existing theories, suggest modifications, and devise appropriate research techniques. This unit will define major concepts of ICT mediated mass communication and basic concepts of cyberspace, virtual reality, virtual community, hypertexts, and interactivity.

OBJECTIVES

Reading the contents of this unit will enable you to:

- understand the basic terminologies and attributes of ICT
- comprehend the new media environment
- have in insight to the development of communication theory in the digital age.

9.1 INTRODUCTION TO INTERNET

Mass communication has witnessed an immense ease of access in the last couple of decades. Advent of internet gave birth to mass societies and the world became a global village. In simple words, the internet is a global networking of computers for sharing data. Internet was originated in the USA as a medium of defense communication. Initial research on computer mediated communication was carried out by Advanced Research Projects Agency (ARPA), USA, involving selected researchers from different universities. Internet was known as ARPANET then. After 1980, general publics were given access to the internet. Interest in the internet got a boom when some Swiss researchers developed the World Wide Web (WWW) Protocol which granted a very user-friendly access to general consumers to share and access their data by creating websites and cyberspaces. In 2000s the Web 2.0 and social networking sites emerged as a strong means of intercultural and cross-cultural communication and in the recent wake, the Web 3.0, 5G internet and satellite control is dealing with the communication of big data. Consumers of internet are in billions today and tradition communication is rapidly being replaced by texts, tweets, posts, emoticons, comments and likes. New media has created an information-rich society. What makes internet so special as a mean of mass communication is its convergent nature, combining and converging all traditional mass media into a single outlet.

9.2 CYBERSPACE

The term Cyberspace originated from the science fiction novel of William Gibson. Cyberspace is a virtual space created by machines to share data through networking to computers. It's a world of bits and bytes, ones and zeros that are continuously changing their value. It is exponential, undefined, and as vast as humans can imagine. This electronic medium facilitates free flow of information and communication.

Communication scholars often distinct cyberspace as the new media and they do not consider it the extension of old or traditional media. Interactivity and automation are the key distinctive features while comparing both. Servin and Tankard (2001) are of the view that cyber interaction may involve human interaction with the machine alongside interacting with one another. Communication scholars believe that cyber spaces have increased segmentation and fragmentation in the society and there are several newer dimensions to base the theoretical framework on. Knowledge gap is creating a digital divide on the other hand.

9.3 VIRTUAL REALITY

Virtual reality is a computer simulated environment that creates or re-creates a real like situation and helps users interact with that. A support of software as well as hardware is required for this. It is like fantasizing an environment or situation and creating it on cyberspace. Virtual reality is achieved by regenerating the graphics into real-life experiences. The 3D images are processed to add the extra depth. There are three basic types of virtual reality (VR) environments:

a) Non-immersive VR

Users have a limited control over the virtual environment. Access to the VR environment generally depends on monitor screen with or without audio support. Direct user interaction is not possible in non-immersive VR. Keyboard or mouse etc. are generally used to command the environment. Basic video games are mostly non-immersive VR environments.

b) Semi-immersive VR

Users have partial access to the VR environment with the aid of monitor screen or VR glasses with or without audio support. Semi-immersive system does not process the physical movements of the users but users have some control over it. Pilot training simulations or army training simulations are some of its examples.

c) Fully immersive VR

Users completely immerse with the virtual world in this system. System is controlled by touch, audio commands or even the gestures. A lot of physical equipment is required to interact with the virtual environment. Advanced video gaming and health industry are the key beneficiaries of fully immersive virtual reality.

Virtual reality is extensively being incorporated in the mass media today. Digital storytelling, virtual sets and environments, virtual marketing, and augmented reality scenes are enhancing the audiences' experience.

9.4 VIRTUAL COMMUNITY

A group of people connected to one another by mutual interests or motives in the cyberspaces are referred to a virtual community. They socialize and communicate with each other and build relationships in the virtual world. Virtual community revolves around the following components:

a) Community Creator

A person or a team who create an online platform with certain objectives.

b) Community Members

Internet users who join that platform on the basis of common interests.

c) Community Channel

A cyberspace where the members get together and share their interests through communication or data.

Virtual communities have several benefits for netizens such as:

- Socialization
- Diversity
- Growth and multiplication
- Turning virtual connections into real connections
- Social capital
- Economic development

9.5 CONCEPT OF INTERACTIVITY

Interactivity, with reference to internet mediated communication refers to the active engagement of users with control on the content and communication process. In an interactive environment, users share and process the information. They engage with the medium too, in a way to command and control the whole process of communication.

Traditional media like radio or television lack interactivity as the audiences neither engage actively with the channel, nor there's a strong feedback mechanism. Interactive elements of social media such as graphics and motion graphics, digital texts, audio and video support provide the users an active system to interact and record their feedback. Facebook, Twitter, Instagram and hundreds of other interactive platforms are stormed by the citizen journalists besides the official presence of traditional media outlets, establishing a free flow of ideas and information.

9.6 HYPERTEXT

Hypertext is a web reference link to another text, placed at some other cyberspace. Hypertext has revolutionized the media industry by converting the mono-media into multimedia. Digital platforms are enabling their users fragmentize the media content, develop nodes and URL links and have a control over the content they need to consume. Hypertexts are the navigators guiding towards the desired information a user seeks on the internet.

Hypertexts are allowing the users to exercise their freedom of consuming the contents they desire of. They enhance ease of access, individuality and independence.

9.7 EXISTING THEORIES TO DIGITAL COMMUNICATION

Nature of mass communication is changing constantly with the development in communication technology. Traditional theories needs modification and new theories are to be emerged for this converged media. Some of the traditional mass communication theories that are still evolving with the digital media are:

- Normative theories
- Theories of powerful and limited media effects
- Agenda setting theory
- Framing theory
- Cognitive dissonance theory
- Lasswell's model
- Media determinism
- Persuasion theory and models
- Knowledge gap theory
- Media system dependency theory
- Postmodernism
- Two step and multi-step flow of information
- Uses and gratification
- Social learning theory
- Propaganda models
- Behavioral theories
- Symbolic interactionism
- Theory of digital divide

Communication scholars are of the view that new media theories are facing methodological challenges such as rapid change in the pace of communication and technological advancement, amalgamation of media, communication and telecommunication and scarcity of interdisciplinary expertise.

SELF-ASSESSMENT QUESTIONS

1. What is media convergence? Also explain the salient features of new media.
2. Define and elaborate virtual reality, hypertext and interactivity in digital communication.
3. Discuss how communication theory is evolving in the age of internet and social media.

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