Mass Communicator

International Journal of Communication Studies

A TRUE VISIONARY

*"You see things and you say **Why**? But I dream of things that never were and say **Why** not?"*

- George Bernard Shaw
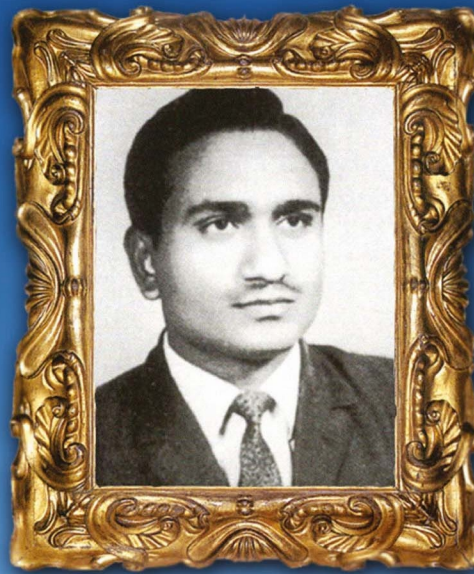
Shri Jagannath Gupta

(1950 - 1980)

Also a true visionary...who dared to dream!
He lives no more but his dreams live on....and on!

JIMS (Rohini)	-	**1993**
JIMS (Kalkaji)	-	**1997**
JIMS (Vasant Kunj)	-	**2003**
JIMS (Jaipur)	-	**2003**
JNIT (Jaipur)	-	**2004**
JIMS (Greater Noida)	-	**2008**
Jagannath University (Jaipur)	-	**2008**
Jagannath University (Bahadurgarh)	-	**2013**

And more dreams to come!

Editor's Desk

Peace is essential for progress and also for the survival of man on this planet. Appropriately enough, it finds mention as one of the seventeen Sustainable Development Goals and also as the focus area of the UNESCO and the UN itself. Yet, a look at the chronology of events ever since the birth of the UN shows that it remains at the best an elusive dream. Far from achieving even a modicum of success on this front, the UN has for the most part been busy managing to put out the fires of conflict between nations and stamping out non-state actors out to disrupt international peace and understanding, though with little success because of the power play at the international level. It is not that the UN has not been making efforts for the establishment of peace as attested to by the massive institutional framework created for the purpose. The asymmetry between the efforts made and the results achieved begs the question: what has gone wrong with these efforts? A critical examination of all the communication campaigns for peace and understanding shows that these are founded on the quicksand of morality and logic. Ever since the time Enlightenment hit the shores of Europe, human quest for right conduct has been founded on the logic of scientific enquiry with moral homilies on peace and understanding rooted in its shifting sands. The problem with logic is its divisive and discreet character. It sees life in parcels of reality as an object for scrutiny and exploitation. Its natural outcome was the mindless exploitation of Nature until Nature hit back making (wo)man sit up to ponder as to what had gone wrong. And to patch up this fragmented view of reality, (s)he conceived the dangling modifiers of values and ethics. Now, the modern avatar of values and ethics lacks the power of religious injunction that morality in pre-Enlightenment era enjoyed. Scientific enquiry, that is based on the principles of Newtonian Mechanics, refuses to fill this gap as it shows that every individual is a discreet entity responsible for its survival. And Economics steps in to build on it with the philosophy of Adam smith that market forces determine both the allocation of resources and their price. In such a mechanistic world, the homilies of right conduct conducive for Peace fall on deaf ears and each individual and group of people fights for resources unmindful of the consequences at the macro-level. In the jargon of Economics itself, micro-Economics prevails over macro-Economics in the power play between individuals, communities and nations. The only ray of hope that could salvage the problem lies in integrating scientific enquiry into Truth with the mystic search for Truth. The mystic approach to Truth, much like that of Quantum Mechanics, integrates the subject and the object and sees life as both a puissant transcendental whole, the particle of Quantum Mechanics, and a continuum, much like the wave of Quantum Mechanics. An epistemological foundation such as this could transform not only the consciousness of (wo)man from dis-unitive to unitive, but also lay an unflinching foundation for a new moral code that ensures Peace in the world.

(Ravi K. Dhar)

Guidelines to Authors

Mass Communicator solicits articles and papers on contemporary communication issues by academicians, communication experts and researchers. The journal is published with the aim of providing well conceptualized and scholarly perspectives, edited for easy reading.

1. Articles must be sent by e-mail to *masscommunicator@jagannath.org*

2. The length of the article should be between 5000 and 7000 words. Each article must be accompanied with an abstract of 150-200 words.

3. All drawings, graphs, and tables should be provided on separate pages.

4. The author's name, designation and affiliation must be provided on a separate sheet.

5. Editorial decisions will be communicated within a period of 4 weeks of the receipt of manuscript.

6. References must follow APA style sheet.

7. Contributors will receive one copies of the journal.

8. Articles submitted for consideration in **Mass Communicator** should be accompanied with a declaration by the author that they have not been published or submitted for publication elsewhere.

SUBSCRIPTION FORM

Subscription Rates-2019

Subscription Rates (4 Issues)			
CATEGORY	**Period**	**Print***	**Online**
Institution/Individuals	1 Year	1,500.00	863.00
	2 Year	2,800.00	---
	3 Year	4,200.00	---
Students**	1 Year	750.00	500.00
Foreign (USD)			
CATEGORY	**Period**	**Print***	**Online**
Institution/Individuals	1 Year	125.00	100.00
Students**	1 Year	100.00	80.00

Terms & Conditions:

1. *Print** Subscription includes online access.
2. *Students*** should send a photocopy of their identity cards.
3. Print Subscription is Volume Based, whereas Online Subscription is Calendar Year Based and is subject to renewal.
4. Online Subscription includes current subscriptions + back files from 2005, if available.

Ordering Information

Subscriptions: Payment has to be made in favor of "indianjournals.com" payable at New Delhi, India.

The Manager
Sales and Marketing
indianjournals.com
B-9, Basement, Local Shopping Complex, "A" Block,
Naraina Vihar, Ring Road, New Delhi - 110028

Dear Sir,

I/We would be interested in subscribing to Mass Communicator for _____year(s). I/We would be interested in availing myself/ourselves of the subscription offer in the_____ category. I/We am/are enclosing a cheque/DD No._____ dated _____drawn on _____ (specify Bank), favouring **indianjournals.com** for Rs. _____.

My/Our particulars are as under:

Name: Mr./Ms./M/s: _____
Profession: _____
Address: _____
_____
Tel No: _____ Fax: _____

For subscription please contact:

indianjournals.com
B-9, Basement, Local Shopping Complex, "A" Block
Naraina Vihar, Ring Road, New Delhi-110 028
Ph: 91-11-45055535,55

TACKLING SOCIAL RESPONSIBILITY ISSUES THROUGH TELEVISION: A STUDY OF AUDIENCE PERCEPTION OF PROFESSOR JOHNBULL TELEVISION SERIES

Ottah Gabriel Alhassan*

The television drama series, Professor Johnbull, had been a weekly series on the Nigerian Television Authority (NTA) and other stations to engender social responsibility and good citizenship. Despite its long period of transmission, the extent of its influence on the audience is yet to be ascertained. It was in view of lack of studies that this research was conducted with objective of ascertaining the viewership of this drama series; determining the extent to which the series had instilled social responsibility; identifying specific aspects of social responsibility emphasized; and ascertaining the extent to which the social responsibility messages in the drama brought about social order among Nigerians. The study adopted the social responsibility theory, using Cochran formula, a sample of 625 respondents was drawn from a population of 12,738,700, which covered the North-Central geopolitical zone of Nigeria. Questionnaire was used as the instrument for data collection. It was found that the level of exposure of Nigerian audience to the television series was high as attested to by 75% of the sample. The level at which Professor Johnbull drama advocated social responsibility on the viewers was also significantly high (51.9% very high and 31. 6% high). But the influence in curbing lawless activities was not as very high as expected. Most of the respondents (63.9%) said the series had high level of conviction against social irresponsibility on them, but the impact on maintaining social order in actual and general terms was not so felt, judging from the fact that Nigeria was still witnessing incidences of anti-social behaviour among the people. The study therefore concluded that mass media should intensify efforts in the direction of championing social responsibility advocacy through attitude-changing communication strategies in drama. The findings of the study among others also recommended that the drama series should be sustained and made more regular. Content developers should intensify efforts at creating content that highlights good characters, social responsibility and decency in private and public conducts. It was also recommended for the viewers to pay attention to the social responsibility messages conveyed in the drama series to create a stable environment development for all aspects of life in Nigeria.

The media of mass communication are saddled with the duties of adequately and accurately informing the audiences. It is this responsibility that earns the media people the name of an all-knowing being by society. Nwabuzor (2011, p. 179) stresses that the potential of the mass media to enlighten and educate is no longer in doubt. He maintains that "the role of the mass media in society can be summarized as that of information, entertainment, persuasion and education.

In view of the significant role of the media in society, Ciboh (2017, p. 1) asserts that "Media accounts constitutes an increasingly important source of citizen knowledge about public affairs and contribute significantly to the social construction of reality." Beyond this, the media also champion the cause of social responsibility among the citizenry and create an environment where people do the right thing without being coerced. It is this assignment that brings about the social responsibility function of the mass media as propounded by Siebert and his colleagues in 1956. According to Bittner (1987) the theory was meant to instill in the press to be socially responsible in expressing the human freedom granted by the libertarian theory. By this, we adopt a free and responsible press, which will provide for a better society in a democratic setting.

Mass media exert great persuasive effects on the thoughts and behaviours of human by encouraging people into new lifestyle pattern; fashion etc. Mass media refers to any means of information addressed to society members. Various forms of the media which have the stronger capacity to impact on the society are radio and television termed electronic media. Others include the internet,

* Department of Mass Communication, Kogi State University, Anyigba, Nigeria

newspapers, magazines and billboards. According to Iredia (2017, p. 13) "Nigerian households (83% for radio and 74% for television) are sufficiently informed by the broadcast media." Media can affect the society both negatively and positively. They have become powerful tools which if not used positively, may lead to many undesirable results such as domestic violence, psychological disturbances, juvenile delinquencies and many more. On the role of television effect on development, Ralph and Innocent (2003, p. 46) hold that "a nation's television system develops as a nation develops. The scope, sophistication, purpose and/or philosophical foundation of television portray a suitable relationship with the nation's growth." Television according to Asemah (2011, p. 22) is "an audio-visual device that is used for conveying messages from a source to a large and heterogeneous audience." As an electronic medium, it can be used to bring about positive attitudinal change in the viewers. It helps to achieve development both in the rural and urban areas, as issues of development are aired to viewers in the form of various programmes and individuals are exposed to happenings in and around the society through watching the television programmes. Television as a broadcast medium has the advantage of combining all these elements to present information to the audience as real as it is (Ottah, 2015). Drama on television is even more powerful in influencing the audience. Through its interpretation of reality in audio-visual terms, it has the capability to hold and retain the attention of the audience over a long expanse of time, thereby inculcating its own world in them.

Professor Johnbull is a television drama series on the Nigerian Television Authority. It runs fresh episodes every Tuesday and repeats on Friday at 8: 30 in the evening. The series are equally transmitted on Africa Magic Channel on DSTV. It features the lead actor, Kanayo O. Kanayo, who interprets the character of a professor in eastern Nigeria who goes by the name, Professor Johnbull. Other characters include Mercy Johnson who interpretes the role of Caroline; Osita Iheme, a kinsman to the professor by the name Jeroboam (or Boam); Queen Nwokoye, who plays the role of Elizabeth, the professor's daughter; Angela Okorie, a house help by the name Nje; and Bishop Imeh, who interprets the role of a business man by the name Etuk. The play also features other actors like Yomi Flash, Olaniyi Olanipekun, Ogus Baba and Bimbo Akintola who plays (Ufuoma). In addition to the regular performers, some episodes feature special entries of stars in the movies and music industries such as Chika Okpala, Richard Mofe Damijo, Patience Ozokwo Koredo Bello and Chinedu Okolie to add spices and didactic strength to the drama.

The setting of the play is somewhere in the South-East of Nigeria. Because of Johnbull's wealth of experience and academic status, his family becomes a beehive of constant activities where knotty societal issues and conflicts are resolved. Professor Johnbull, a retired academic, shows his prowess in the academic sojourn through rich contribution to social progress at the individual, family, community and by extension, state and national levels. He uses high- sounding words, perhaps to justify the accolade of a professor. The interpretations and lesson of every episode of Professor Johnbull is captured in the epilogue, usually in the Professor's office with the caption "Professor Johnbull's Conclusion." Here, the actor tells viewers the core message and the significant moral benefit to be derived from the drama. With a raise of the left hand, the professor signs out with "I remain your Professor. Over and out!"

Objectives of the Study
1. To ascertain the viewership of the drama series, Professor Johnbull, in Nigeria.
2. To determine the extent to which the drama series have instilled social responsibility on the audience.
3. To identify specific aspects of social responsibility emphasized by the drama series.
4. To ascertain the extent to which the social responsibility messages in the drama have brought about social order.

The research questions raised were following;
1. What is the level of viewership of the television drama series, Professor Johnbull, in Nigeria?
2. To what extent has the drama series instilled social responsibility in the audience?
3. What are the specific aspects of social responsibility emphasized by the drama series?
4. To what extent have the social responsibility messages in the drama brought about social order?

Television Drama Series in Nigeria
In Nigeria for instance, The New Masqurade was a drama series on the NTA that played mainly entertainment and education roles. Other than were Cockcrow at Dawn, Fuji House of Commotion and The Village Headmaster among others. Wale Adenuga's Super Story has been noted as one of the best television drama series and beyond with entertainment, education, didactic messages and general information. Similarly, Jenifa's Dairy, with its comic contents, plays the role of cautioning the young generation against certain characters that are inimical to their progress and reputation in life. Other television drama series hitting the Nigerian airwaves include The

Johnsons, Tinsel, Husbands of Lagos and Skinny Girl to mention a few. Television drama has been with us right from time. Before the emergence of television in Nigeria TV entertainment had started out as a novel idea in the developed parts of the world. According to Usaini and Ekeanyanwu (2011, p. 6) the shows consisted of pointing a camera at some action and letting it be transmitted. The early programmes included variety of shows, puppet-comedy shows, stand-up comedians, domestic comedies and game shows. Many of these programmes were carbon copies of radio shows, but with pictures. In fact, popular radio personality Arthur Godfrey merely brought television cameras into his studio to televise his daily radio programme on CBS. Godfrey and the performers on the programme wore headphones, had large microphones blocking part of their faces, and tended to ignore the cameras while concentrating on the radio broadcast. But people watching early television were dazzled to be able to see action and watch their long-time radio stars' present familiar sitcoms in their living rooms (Usaini and Ekeanyanwu, 2011).

These television series have been observed to have performed one social function or the other. In the work of Ryerson (2004, p. 1) television drama series are said to have more impact on the audience than the television documentaries. He maintains that: One of the advantages of using serial dramas, as opposed to documentaries or single-episode dramas, is that they allow time for the audience to form bonds with the characters and allow characters to evolve in their thinking and behaviour with regard to various issues at a gradual and believable pace in response to problems that have been well illustrated in the story line. Just as important, entertainment programmes forge emotional ties to audience members that influence values and behaviours more forcefully than the purely cognitive information provided in documentaries. In addition, the emotional context of a melodrama improves retention of lessons learned by the audience, in much the same way that we remember the details of where we were. Since the various audiences of television drama series identify with the characters, they (the characters) can then be developed in a way to reflect the audience, so that the show is in harmony with the culture of the people. Through the gradual evolution of characters in response to problems that many in the audience also are facing, soap operas can show adoption of new, non-traditional behaviours in a way that generates no negative response from the audience. Because of the bonds that are formed between audience members and characters, and because of the commonality of problems between characters and the audience, audience members tend to accept these changes, even though they may challenge some cultural traditions. Wogu (2013, p. 95) in

his inputs on the psychodynamic model of communication and its relevance in influencing audience behaviour asserts that for a persuasive message to be considered effective, it must succeed in altering the psychological functioning of the recipient (s) in such a way that he, she or they will respond overtly with models of behaviour desires or suggested by the communicator. In the case of television drama series, the communicator comprises all the actors and the development of the stories. It also includes the thematic structure, the use of sound and visual devices to attain a coherent and dramatically impactful piece for the purpose of information, education and entertainment. These indeed are the primary roles of the media generally. The result of proper information and education is a society where people behave in a socially responsible way, besides other possibilities.

Synopsis of Some Episodes of Professor Johnbull and their Themes

Three episodes have been randomly picked for treatment. First is the episode titled Kitchen on the Run. The play begins with Ufuoma coming to give a well-prepared dish to the Professor, but is intercepted by the house girl, Caroline. On the pretext of Johnbull being absent, she collects the dish from Ufuoma for safe keeping for him. She however eats up the food instead of giving it to the man it is meant for. Later, Ufuoma returns to meet the Professor. Upon her enquiry, she realizes Caroline did not deliver the food. Asked why, Caroline tells Professor Johnbull why she ate up the food. It was purchased from a food vendor, and not cooked by Ufuoma as she has claimed. This revelation corroborates the orientation which another character, Patience Ozokwo, gives to a friend on giving food to family from fast food vendors instead of cooking at home. This results in a serious quarrel and threat of divorce from the husband when he gets to know about it.

In conclusion, Johnbull advocates that wives should prepare their own food for economic advantage. Besides, preparing food at home makes the children to learn the art of cooking. He adds that in as much as eating fast food cannot be completely done away with for some reasons, families should not make it a habitual practice. In another episode, Eye of the Blind, a man plays destitute and begs for arms. At the same time, a lady goes about begging for money using false excuses, such as not being in possession of her ATM card, her car developing a fault along the way and her purse missing. Later, she meets her end when one of those she has received money from meets her asking for help from another person. Particularly, it is Professor Johnbull. While this is going on, Johnbull learns from online that Flash, a student in a

university, has sent a false notification to a charity agency asking for financial assistance from them to enable him treat a chronic kidney disease. As if that is not enough, Chief Olaniyi, the food vendor, has realized that his brother's wife who just came with a request for financial assistance is also a liar. Her husband did not fight another lady and he is not in police custody as she has claimed.

In conclusion, Professor Johnbull advises viewers to be hard working and avoid laziness. The theme of the episode is on the need for individuals to work for their own living and avoid beggarly attitudes. Those who defraud should deviate from such acts. There is joy spending money you have laboured for, Johnbull advises.

In 2016, the Federal Government of Nigeria through the Ministry of Finance came up with the Whistle Blowing policy. Government, by the policy, urged Nigerians that had knowledge of money looters to inform designated agencies through given phone numbers. Citizens who leaked such secrets to government would have 5% of whatever amount was recovered from those who stole government money. Such informants would not be made known to the public but would be secretly rewarded as long as the information given was correct and money recovered. It paid off at first. Some Nigerians who were involved in one form of financial fraud or the other began to get exposed. Not long however, the whistle blowing became a witch-haunting tool in the hands of some people. The result became different from government intention. It was in view of this that an episode of Professor Johnbull was televised. In the episode titled The Whistle Blower, the main actor aptly defines what the whistle blowing is all about. That a politician or government official lives a comfortable lifestyle does not necessarily mean such a person has helped himself to the public treasury. Similarly, it is not every Ghana must go bag that contains looted funds as often mistaken by some overzealous whistle blowers. The drama ends with the didactic message to viewers not to use the whistle blowing policy as an avenue to tell lies against perceived political enemies. The episodes portray a sort of symbiotic relationship among members of society. It may be about a family or families for the overall progress and peace of the society.

I. Review of Literature

A work in this line was carried out by the former Director General of the Nigerian Television Authority, Dr Tonnie Iredia (2017). In his "Fostering Peaceful Coexistence in Nigeria through Broadcast Content Development", the writer states that in many heterogeneous societies particularly those in developing countries, a plethora of centrifugal forces often combine to stretch to breaking point the fabric of solidarity which binds society together. This, he says has been the experience in Nigeria in which every ethno-religious category appears too aggrieved to be at peace with one another. Iredia (2017, p. 12) cited instances of separatist threats from the Igbos of South-East Nigeria and the Yorubas of the South-West Nigeria in 2017. This led to the decision by the National Broadcasting Commission to organize a forum for broadcasters on content development and peaceful co-existence. Four research questions were drafted to guide the study while interviewing was the instrument for data collection from 20 randomly selected experts in media content creation. First the study found that a forum of peer review and professional exchange of views would not be enough to bring all broadcasters on the same page on the subject of fostering peaceful coexistence through broadcast content development. Further still, the study found that there were several challenges facing content developers for peaceful coexistence in Nigeria. Apathetic listenership, illiteracy, ethnic cleavages are among the challenges staring the content developers.

Iredia (2017) concludes his study by identifying the long standing problem of Nigeria, which is ethnicity. He encourages media experts to make concerted efforts in the fight against hate speech that can endanger peace. While we commend the work of Iredia for the solutions recommended, we must not jettison the fact that it has not mentioned in specific terms how the contents should be developed to foster unity and in what format. It is important to understand the demographic and psychographic differences in Nigeria and apply this understanding in adopting a format of media content for peace. For example, the programme Professor Johnbull is a television drama featuring characters that interpret different aspects of Nigerian diverse people. What is left is the understanding of its influence on the audience. Placed in a juxta-position to each other, this work is more specific and provides definite answers to how the television drama can tackle the plethora of issues bordering on Nigeria's peaceful coexistence. Another study was conducted by Chia (2019) on the influence of the television programme, Professor Johnbull, on the public speaking ability of students of Kogi State University, Anyigba. Hinged on the observation, cultivation and uses and gratifications theories, the study sets to achieve the determination of the level of exposure of students of the institution to the programme; and how it affects their public speaking using the parameters of phonetics, grammar and fluency. Using the questionnaire to gather data from a sample of 399 out of 17,390

students, the study found that the level of exposure to the series was high among the students. Less than half of the respondents (47%) said the programme made them effective in their public speaking, judging from how the professor spoke eloquently. Another section (26%) said it did not really influence them because the language and the choice of words were complex. Chia recommends among others that the creators of the programme should sustain it and make the choice of words of the main actor less complex in order to enhance understanding among undergraduates. By so doing, the writer feels the students would have improved knowledge of the English language to speak confidently in public.

The study is relevant to this in two aspects. First, it is the exact television programme being discussed. Second, it is about its influence on the audience. However, while our focus is holistically on the social responsibility role of the drama, Chia is concerned with how it helps students in public speaking. It is unarguable that public speaking is an aspect of the influence of the drama series, but it is not the ultimate intention of the production. The lack of holistic approach to the treatment of the influence of the programme therefore creates an academic lacuna which this study tackles here.

Theoretical Framework
The social responsibility theory believes that that press should be free and responsible. Also known as the free but responsible press theory, the social responsibility theory was one of the four normative theories propounded by Siebert, Schram and Peterson in 1956. It holds that a press has the right to criticize government and institutions but also has certain basic responsibilities to maintain the stability of society (Bittner, 1989). Siebert, Schram and Peterson cited in Okunna (2002, p.11) noted that the social responsibility theory believes that freedom carries concomitant obligation. In it, the press is to be responsible to society by carrying out certain essential functions of mass communication. As long as the press does not assume its responsibilities, some other agencies, according to this theory, must see that the essential functions of mass communication are carried out. The theory attempts to reconcile three somewhat divergent principles: Individual freedom and Choice, Media freedom, and Media obligation to society. Beyond this, the theory also imposes on individuals the duty of social consciousness and responsiveness in daily interactions and businesses. It means that as we expect the press to be socially responsible as shown on Professor Johnbull, viewers are to also learn to be responsible in their dealings in society. This translates to lessons on television to reality. The relevance of the message of social responsibility would be tested by how much of compliance it has had from the audience.

II. Research Design and Methods

Survey design was adopted for the study, using questionnaire as the instrument for data collection. North-Central Nigeria constituted the population of this study. The states that fall within the region are Kogi, Nasarawa, Benue, Kwara, Plateau and the Federal Capital Territory, Abuja. The projected population of the selected states for 2016 (which was the last official projection) according to the National Bureau of Statistics is as follows:

Benue	5,741,815
Kogi	4,473,490
Nasarawa	2,523,395
Total	**12,738,700**

This study was focused on investigating a sample that adequately represented the population. To realize this objective, I adopted the formula proposed by Cochran (1977) which states that one would arrive at an acceptable sample with a margin error between 1 to 5% and confidence level of 95 to 99%. With a confidence level of 96% and a margin error of 4%, the sample of this study was 625, as calculated below:

$$n = \frac{N}{1 + N\,(e^2)}$$

Where n = desired sample size

N = Total population
e = Accepted error limit (0.04) on the basis of 96% confidence level.

$$n = \frac{12738700}{1+12738700(0.04^2)}$$

$$n = \frac{12738700}{1+12738700(0.0016)}$$

$$= \frac{12738700}{20382.9}$$

$$= 624.99$$

$$= \textbf{625 sample.}$$

The states were selected because they constituted the east, middle and western regions of the sampled area, thereby ensuring an acceptable spreading of the sampled areas across the population. Further still, three local

government areas were selected from each of the three sampled states. This figure means that in each local government, I administered the instrument on at least 69 respondents using purposive and systematic sampling as tabulated here.

III. Results and Discussion

A total of 625 copies of the questionnaire were distributed and a total of 601 representing 96.2% were retrieved and found usable. Tables and percentages were used to present and analyze the data. A large percentage of the respondents admit that the extent to which the television series have instilled social responsibility on them is high. It became imperative to find out the specific areas the series have actually impacted on the respondents. They were given options to tick as many as were appropriate as seen on the next table. Discussion here was based on the issues raised at the opening of the work which were discretely developed into research objectives and converted into questions. The questions were used to guide the items in the questionnaire which answers were tabulated and now discussed. Research question one was asked to determine the level or extent of viewership of the drama series Professor Johnbull on the NTA and other channels. To properly get at this, respondents were asked if they watched the programme. All the 601 respondents, representing 100% admitted watching the TV station and the programme. On the frequency with which they watched, respondents were given options to make reaction easier. To that effect, the answers were apt. Three hundred and two respondents representing 50.3% said they watched every episode of the programme; 150 others (25%) said they watched most episodes, while 149 (24.7%) said they watched only some episodes of Professor Johnbull. It therefore means the audience viewership of the programme is high. High or heavy viewership of television has the propensity to classically condition audiences to certain aspects or character traits exhibited in the things watched. If the issues raised repeatedly border on morality and social responsibility, then the audience would imbibe the culture of maintaining order at both private and public settings, a situation that sustains a peaceful and development-oriented society. This translates to using the television for the positive reason as against promotion of violence as pointed out by writers on the cultivation effects of television. On this note, we recall the position of Bittner (1989, p. 386) that "cultivation suggests that repeated heavy exposure to television 'cultivates' in us a distorted perception of the world we live in making it seem more like television portrays it than it is in real life." In the argument, Bittner suggests that someone who engages in heavy television viewing may perceive the world as a much more dangerous place than it really is, since television mirrors reality and much of television programming portrays violent behaviours. But in his own view, Baran (2004, p. 435) says that cultivation does not necessarily mean that television consumers imbibe only violent characters. He argues that "Although cultivation analysis was developed by media researcher George Garbner and his colleague out of concern over the effect of television violence, it has been applied to countless other television-cultivated realities such as beauty, sex role, religion, the judicial process, and marriage." Back to our chosen television drama series, what is mostly transmitted on the programme suggests advocacy for good moral conduct and exhibition of social responsibility. We are compelled to hold that if heavy viewership of violence on television promotes violence in reality, then heavy viewership of programmes that teach morality also promotes good conduct among the people.

Besides, the related study by Chia (2019) earlier pointed out shows that heavy viewership of the television programmes has a certain amount of influence on the vocabulary and public speaking ability of undergraduates. Put together, it is proper to see heavy television viewership from the perspective of its positive, and not negative, influence. Another perspective of Bittner (1989, p. 386) was that "as consumers of mass communication (television programmes in this case), we are constantly exposed to information that informs and persuades—information about new discoveries in technology, products designed to make our life easier, inventions and other innovative procedures." Using this, the next research question was meant to ascertain the extent to which the television series have instilled social responsibility on the audience in Nigeria. In order to arrive at credible positions, respondents were asked to first state the level of conviction derived from the series. Three hundred and eighty-four respondents (63.9%) said it was highly convincing; 210 others (34.9%) said it was convincing; but a negligible proportion of the sample (01%) said it was not convincing. Similarly, respondents were asked to rate the extent to which the series had instilled social responsibility in them. On this, while 313 respondents representing 51% admitted it made them socially responsible to a very high extent, 214 respondents (35.6%) said it did to a high extent. Eleven percent of the sample said the extent was low. It therefore means that the level at which Professor Johnbull television drama instilled a sense of social responsibility on the viewers was considerably high judging from the fact that those who chose very high and high put together would give us 87.2%. We must not forget that the views

of the respondents might not translate to what obtained in the actual sense in society. It therefore became germane to pose the research question 4 which said "to what extent have the social responsibility messages in the drama brought about social order among Nigerians?" respondents were again asked to rate the extent in the order of very high (which had 20%); high (which also had 21.6%); low (16.5%); and very low (12.5%). From the table 8, we see that 28.6% of the sample did not remark in favour of either high or low and it may well suggest that the extent of maintenance of social order from audience exposure to the television drama, Professor Johnbull, is fairly high despite the silence by up to 28% of the respondents on this.

Nigeria has continued to experience incidences of anti-social behaviour among youths, corruption among government officials, crime in public and private spheres and terrorist attacks in many parts. Most of these issues have been severally spoken of in the drama series, but the influence in curbing these lawless activities is not as very high as expected. Most of the respondents have said that the series have had high level of conviction against social irresponsibility on them, but the impact on maintaining social order in actual and general terms is not so felt, judging from the result; and the fact that our society is still witnessing incidences of anti-social behaviour among the people. It therefore imposes on the various mass media to intensify efforts in the direction of championing social responsibility advocacy through attitude-changing communication strategies.

IV. Conclusion

Our findings leave us with the conclusion that the viewership of the television drama, Professor Johnbull, is very high among Nigerian Television Authority and other television stations audiences. The drama has also instilled a sense of social responsibility among the viewers through its advocacy, but there is more that can be done to make the programme more rewarding in terms of causing the viewers to promote attitudes that are socially acceptable in an ideal civilized society. On the strengths of the findings of this study and conclusions reached, the following recommendations are invaluable to the Nigerian citizens on one side and the programme creators on the other hand.

1. The television drama, Professor Johnbull, should be sustained and made more regular both on the NTA and other stations to allow for a higher exposure to the contents of the drama and its thematic aim of instilling social responsibility on the people.

2. There should be more concerted efforts at using the television to instill social responsibility through similar drama series and other programmes that engage the audience in meaningful ventures such as parental responsibility, good morality, decency in public conducts among others. This can be achieved through the transmission of comedies, tragedies, melodrama and other forms of plays that advocate social responsibility.

3. Instilling discipline in family life, evocation of zeal for good citizenship in the audience, building vocabulary for improved English like the Professor, discouragement of anti-social behaviour, discouragement of dangerous lifestyles like smoking, teaching courtesy in relationships and enlightenment on security consciousness have all been highlighted as specific lessons the viewers have derived from the programmes. It is therefore recommended that the producers and directors of the series should picture more of these areas of human activity in contemporary drama so as to quicken the pace of eradication irresponsibility from society.

4. It is also recommended for the viewers to pay attention to the social responsibility messages conveyed in the drama series to create a stable environment for development in all aspects of life.

References

Asemah, E. S. (2011). Mass media in the contemporary society. Jos: University Press.

Baran. S. J. (2004), Introduction to mass communication: media literacy and culture. New York: McGraw Hill.

Bittner, J. R. (1987). Mass communication: An introduction. Ibadan: Heineman Education Books.

Chia, O. J. (2019). Influence of the television programme, Professor Johnbull, on the public speaking ability of students of Kogi State University. An undergraduate project submitted to the Department of Mass Communication, Kogi State University, Anyigba.

Ciboh, R. (2017). Framing the Fulani herdsmen attacks and peace building in Nigeria. Mkar journal of media and culture 2 (2), 1-17.

Iredia, T. O. (2017). Fostering peaceful coexistence in Nigeria through broadcast content development. International journal of communication 22, 12-21.

Nwabuzor, M. N. (2011). Students' perception on the use of educational films for instruction at the

University of Benin. Benin Mediacom journal. 1 (4), 179-193.

Okunna, C. S. (2002). Introduction to mass communication (2nd Edition). Enugu: New Generation Books Limited.

Ottah, G. A. (2015). Creative advertising. Lokoja: Onaivi Publishing Company Ltd.

Ralph, A. and Innocent, E. (2003). Issues in Nigeria mass media history. Ibadan: Malthous Press Limited.

Ryerson, W. N. (2004). The effectiveness of entertainment mass media in changing behavior. USA: Population Media Centre. Accessed from www.populationmedia.org on 11 March, 2019.

Usaini, S. and Ekeanyanwu, N. T. (2011). Perceived role of entertainment television in shaping social behaviour of teenagers. Nigerian journal of communication, 9 (1) 153-182.

Wogu, J. O. (2013). Elements of Communication theory. In Okoro, N. (ed) Contemporary readings in media and communication studies. Lagos: St Benedette Publishers Ltd, 68-96.

www.punching.com.

Table 1. Number of Respondents in Local Government Areas.

States	LGAs	No of Respondents
Benue 209 allocated from sample	Gboko	70
	Katsina-Ala	69
	Otukpo	70
Kogi 208 allocated from sample	Idah	69
	Kabba	69
	Okene	70
Nasarawa 208 allocated from sample	Akwanga	69
	Keffi	70
	Lafia	69

Table 2: Demographic Data of Respondents.

	Options	Frequency	Percentage	Total
Age	15-24	166	27.6	601 100%
	25-34	161	26.8	
	3 and above	274	45.6	
Sex	Male	342	56.9	601 100%
	Female	259	43.1	
Education	No education	77	12.8	601 100%
	Primary/SSCE	284	47.3	
	BA, BSc, NCE, ND, HND, MA, MSc, PhD	240	39.9	
Occupation	Student	225	37.4	601 100%
	Civil servant	209	34.8	
	Farming	12	02	
	Business	103	17.1	
	Others	52	8.7	
Marriage	Married	334	55.6	601 100
	Single	202	33.6	
	Widowed	65	10.8	
	Divorced	00	00	

Table 3: Viewership of the Television Series, *Professor Johnbull* by the Audience.

Options	Frequency	Percentage
Yes	601	100
No	00	00
Total	**601**	**100**

Table 4: Frequency with which Respondents Watch the Television Series.

Options	Frequency	Percentage
Every episode	302	50.3
Most episodes	150	25
Some episodes	149	24.7
Total	**601**	**100**

Table 5: How Convincing the Series are on the Audience.

Options	Frequency	Percentage
Highly convincing	384	63.9
Convincing	210	34.9
Not convincing	07	1.1
Total	**601**	**100**

Table 6: Extent to which the Series Instill Social Responsibility on Respondents.

Options	Frequency	Percentage
Very high extent	312	51.9
High extent	214	35.6
Low extent	71	11.7
Very low extent	04	0.6
Total	**601**	**100**

Table 7: Aspects of social responsibility touched by the series on respondents.

Aspects	Frequency	Percentage
Instilling discipline in family life	372	61.9
Evocation of zeal for good citizenship in the audience	425	70.7
Building vocabulary for improved English like the Professor	325	54.1
Discouragement of anti-social behaviour	406	67.6
Discouragement of dangerous lifestyles like smoking, etc	299	49.8
Teaching courtesy in relationships	302	50.2
Enlightenment on security consciousness	152	25.3

Table 8: Extent to which the social responsibility messages have brought about social order in Nigerian society.

Options	Frequency	Percentage
Very high extent	125	20.8
High extent	130	21.6
Low extent	99	16.5
Very low extent	75	12.5
Cannot say	172	28.6
Total	**601**	**100**

ALTERNATIVE MEDIA AND GENDER COMMUNICATION IN THE HIGHER EDUCATION SECTOR OF INDIA WITH SPECIAL REFERENCE TO VISVA-BHARATI

Esha Chakraborty*

Gender communication is the way in which gender as a social construct can be created, maintained and changed through communication. In many parts of the world, discussion and debates have raged regarding gender participation in politics, economic empowerment of men and women, female reproductive rights, gender violence, sexual harassment and rape, and social integration of gender groups in society. Gender differences in the workplace typically stem from social factors, which influence the behaviors of men and women. This research paper tries to explore the female workforce participation in teaching as well as administrative posts and decision making posts at Visva-Bharati. The implications of gender inequality under this purview have also been discussed. To delve deep into the study triangulation method has been used. A sample survey was done to collect the primary data, it was found that gendered representation varies in different departments where again a typical gender stereotype exists. The study also tries to delineate the process of communication to address the gender issues in the University and has tried to put forward some alternative media to address the gender issues in Higher Education System especially in Visva-Bharati, since alternative media do not belong to the conventional media like print, radio, television etc. which are basically meant for commercial interests. On the contrary, alternative media interest in the non-corporate purposes and promote the reason of a particular community for their benefit. So the alternative media can be utilized to address the gender issues in the higher education system in a very effective way. The findings portray the gender situation first and recommend some alternative media and their usage for the development of the gender situation in the higher education community. Gender stereotypes are hard to break, and we like it or not, we all are prone to engaging in stereotyping at one time or another. Of course, things are rapidly changing and alternative media can be an imperative tool to combat this long drawn battle and can also be helpful for the improvement of the situation.

In recent years' gender has become an important focus of conversation throughout the World. The reason is the continuous discernible differences between the sexes in the society. Gender inequality is a common factor in our society.

I. Review of Literature

Gender inequality is a result of an autonomous system of patriarchy, which is the primary form of social inequality (Walby, 1986). In our society it is a phenomenon on a daily basis that women suffer violence from men within the family in a way which is not reciprocated (Pizzey, 1974) and provide forms of emotional support and engage in forms of sexuality from which men benefit more than women (Hite, 1981). Kate Millett says that patriarchal relations are to be found everywhere and are not confined to particular spheres of social life. She argues that every aspect of social life, including the family, economy, force, socialism, religion, sexuality and psychology contributes to the maintenance of patriarchy (Millett, 1977). Again Shulamith Firestone has produced one of

the most fully developed theories of patriarchy in which she suggests that different sets of patriarchal relations have their places, and even attempts to specify their articulation with class and race relations. She argues that the biology of reproduction is the basis of women's subordination to men. Firestone suggests that child-bearing, breast-feeding, child care, pregnancy, menstruation and all other aspects of the biology of reproduction put women in a vulnerable position vis-à-vis men. This weakens through the biology of reproduction enables men to be dominant over women. She says that this affects all aspects of the organization of society (Firestone, 1974). Sexuality is the social process which creates, organizes, expresses and directs desire, creating the social beings we know as men and women, as their relations create society (Mackinnon, 1982). Amongst all the above said aspects of gender differences, in this paper women employment or women representation of

---

* Research scholar, Centre for Journalism & Mass Communication Visva-Bharati, Santiniketan, India

employment in the higher education sector will be discussed and focus will be on gender communication or how the communication helps to resolve gender issues in the higher education sector. Along with the research I shall also try to recommend the alternative media to make gender discourse more vivid in the higher education sector of India. When we talk about employment, patterns of women's employment can be adequately explained only if the history of overlapping rounds of restructuring in employment is examined. This restructuring is chiefly influenced by capitalist relations in industry and by patriarchal relations in the household, in workplace organization and in the state. As we know that the gender composition of the workforce in each arena is different (Walby, 1986).

Now if knowledge is the electricity of the new informational-international economy, the institutions of higher education are the power sources on which the new development process must rely (Castells, 1994). Universities have been identified by a range of governmental, public and private institutions and corporate organizations as centrally positioned for the effective delivery of the knowledge economy. Again within the framing of the 'new economy', science and technologies are seen as more relevant and valued areas of knowledge than the humanities and social sciences (Brooks, 2001). The connections between men and management, and between men's practices and managerial practices, are numerous and intense. The historical development of management, especially as an identifiable professional group, cannot be understood without naming most managers as men. In the late nineteenth and early twentieth centuries, management was an almost exclusively male social category in both state and capitalist organizations. Managers and men managers, whether in universities or elsewhere, not only organize the organizational, technical and personnel matters in their charge. They also set and are set within the power relationships between the relevant social groups in a relatively determinate way. Both these aspects involve the creation of knowledge, both local organizational and managerial knowledge, and broader knowledge in and out of society-indeed of what counts as knowledge. This latter activity is especially important in the men's management of universities, as one set of key institutions contributing to gendered production and reproduction of gendered knowledge in society (Hearn, 2001).

Universities are of special interest in the production and reproduction of dominant ideologies, including the very process of knowledge formation. What has counted and still counts as knowledge has been severely gendered, so

that women's relationship to knowledge and its production and reproduction has been diminished and devalued (Longino, 1996). So, to see the gender situation the higher education sector, Visva-Bharati University was chosen as the sample. Here in this paper, facts related to the female workforce participation in the teaching as well as non-teaching staffs at Visva-Bharati University along with the other aspects of gender at the higher education sector. It is a well-known fact to all of us that the higher education sector of India is dominated by male persons. So it interests to explore the gender difference in my university at present.

II. Research Design & Methods

Both qualitative as well as quantitative, research methods have been used to delve deep into the study to understand the women workforce participation and the proportion rate in decision making in higher education sector of India with special reference to Visva-Bharati. At the same time the study concentrates on highlighting the discussion of gender issues in higher education, and also some alternative media for discourse on gender in the higher education sectors of India has also been suggested.

III. Results & Discussion

Right from its inception in 1951 till date among the twenty Vice-Chancellors, Visva-Bharati have had only two women Vice-Chancellors (Upacharyas) that too as acting VCs. Indira Debi Choudhurani was first appointed as an acting Vice Chancellor of Visva-Bharati on 28th March, 1956 and she worked till 30th June, 1956. And the other female Vice-Chancellor of Visva-Bharati is Prof. Sabujkoli Sen and she had also been appointed as an offering VC on 1st April, 2018 and hold the post for two years nine months.

Again the gender issues in the University are addressed only through the Internal Complaints Committee (ICC). Sexual harassment at workplace is a rampant problem all through the World. However, women can look for some assistance in this regard through the Internal Complaints Committee (ICC) under the sexual harassment of women at workplace (Prevention, Prohibition and Redressal) Act 2013, generally named as POSH Act and the rules framed there under. Hereby the university adopts some procedure for determining complaints filed to the Internal Complaints Committee (ICC) constituted under the Act. The procedure acts in accordance with the basic principles of natural justice and fair play and has to be adhered to in all complaints, though, in individual complaints, for reasons to be stated in writing. There are some time taking procedures to work with the ICC

(Chanda, 2018). Besides this there are no other options to address the gender issues and as we all know there are so many issues regarding gender other than sexual harassment. In fact, health and hygiene is another important issue to be addressed in a workplace especially for women. Again sanitation can be a major issue for women at the workplace which also needs to be considered.

After collecting the primary data, small sample survey within the university was done to see the real situation among the women employees who are working in different sections. A sample size of 50 employees to do the sample survey was done in which employees from each category to get a clear picture, was selected. Focus was to see whether the women employees are given preference at their workplace or not in case of making a crucial decision, three questions as follow-
1. Before making an administrative decision or before amending an existing one, your opinions are asked or not? (Yes or No)
2. Is your opinion put into effect? (Yes or No)
3. On a scale of 0 to 5 (0 being the lowest and 5 being the highest), what score would you give to the fact that your opinions and views are considered and taken into account? (Give a score. May not be whole numbers.)

It is very important to mention here that in different administrative section the women generally work in clerical sections preferably in Grade C. But evidently the accounts sections of the University is male dominated. Surprisingly, it was found that most of them are of the opinion that they are asked but not given much preference and of course their opinions are generally not put into effect. Same reflection is also seen on the 0-5 scale while describing that how much their opinion and views are considered and taken into account. The results are as below:

The answers for question number 1- Before making an administrative decision or before amending an existing one, your opinions are asked or not? (Yes or No):

	Yes	No	Total
Answers	42	8	50

The answers for question number 2- Is your opinion put into effect? (Yes or No):

	Yes	No	Total
Answers	13	37	50

Answers for question number 3- On a scale of 0 to 5 (0 being the lowest and 5 being the highest), what score would you give to the fact that your opinions and views are considered and taken into account? (Give a score. May not be whole numbers):

	0	1	2	3	4	5	Total
Answers	5	8	19	11	6	1	50

But this scenario is different in case of teaching staffs. Since the lady teachers are highly qualified in the University and that is why they are considered as the high opinion makers in case of academic decisions. In fact, in the above mentioned result analysis most of the employees who said that their opinions are taken into account are from the teaching staffs from different departments. Again the Science departments are more male dominated than humanities and social sciences.

So it can easily said that the gendered representation varies in different departments where again a typical gender stereotype exists. Thus the sexual division of work at any time is the result of the accumulation of the rounds of restructuring gender relations. From the above discussion it can concluded that options for best women at work are not much better, because it is evident that men have usually been successful in excluding women from the better forms of work. In this paper, the importance of explaining the contemporary pattern of gender relations in workplace of higher education sector, of examining variations in the nature of patriarchal relations in the workplace and of considering the specific ways that they interact with capitalist relations (Walby, 1986) has been shown.

IV. Conclusion

It has been recommending that some alternative media particularly for the women in the higher education especially in Visva-Bharati. Palpably, internet has become one of the prime media in India today and day-by-day the use of internet is mounting by leaps and bounds. The number of Internet users in India was estimated to be 481 million in December 2017, a growth of 11.34% over December 2016 estimated figures. The number of internet users is expected to reach 500 million by June 2018, according to a report 'Internet in India 2017', published jointly by the Internet and Mobile Association of India & Kantar IMRB, today. According to the report, as on December 2017, the overall internet penetration is 35% of total population. According to the findings of the report, Urban India witnessed a growth of

9.66% from December 2016 and is presently estimated to have around 295 million internet users as on December 2017. On the other hand, Rural India witnessed a growth of 14.11% from December 2016 and is presently estimated to have around 186 million Internet users as on December 2017. Internet user market is still a male preserve in India. There are estimated 143 Million Female internet users overall, which is approximately 30% of Total Internet users (Media Inner/IAMAI, 2018). So, now-a-days internet or the interactive media can work best in any regard. In my opinion a Facebook page can be created and groups can also be created where women employee can be in touch with each other 24*7. They can discuss and share their problems with each other through that Facebook page which is easier than to go and make a face-to-face communication every time. Again a discussion on social media can speed up the proceedings of ICC which is an added advantage. The social media can support and promote gender issues in all spheres of society. Social media can raise awareness of the challenges facing women at the workplace, and factors that contribute to the exclusion and stigmatization of women at the workplace. It can bring discussion on gender issue into the public arena to challenge the idea of it as a taboo subject. Again, social media can create awareness regarding gender issues across the globe. Social media can portray the fact that everyone irrespective of gender at the workplace have the same range of emotions, interests, talents, skills and behavior and should be portrayed as having the same complexity of personality and experience. Special blogs can also be created for opinion making. Open forums in each department in a regular interval can also be a good initiative. It is important to support a positive approach towards gender communication which is linked to the social model that speaks about a transformation within society to ensure equality and justice for all. Changes are needed in society to ensure this, starting by changing perceptions and the tool can be social media.

References

Brooks, A. M. (2001). Introduction: Globalization, Academia and Change. In A. B. Mackinnon, *Gender and the Restructures University* (p. 6). Philadelphia: SRHE and Open University Press.

Castells, M. (1994). The univaersity system: engine of development in the New World Economy. In J. S. Verspoor, *Revitalizing Higher Education* (p. 6). London: pergamon.

Chanda, R. (2018, March 23). *A Quick Guide on what the Internal Complaints Committeeshould do in your college*. Retrieved September 08, 2018, from youthkiawaaz.com: http://www.google.co.in

Firestone, S. (1974). *The Dialectic of Sex: The Case for Feminist Revolution.* New York: Morrow.

Hearn, J. (2001). Academia, management and Men: Making the Connections, Exploring the Implications. In A. B. Mackinnon, *Gender and the Restructured University* (p. 21). Philadelphia: SRHE and Open University Press.

Hite, S. (1981). *The Hite Report: a nationwide study of female sexuality.* London: Corgi.

Longino, E. F. (1996). *Feminism and Science.* Oxford: Oxford University Press.

Mackinnon, C. A. (1982). *Feminism, Marxism, Method and the State: An Agenda for Theory.* Brighton: Harvester Press.

Media Inner/IAMAI. (2018, Februiary 18). Retrieved September 09, 2018, from https://www.iamai.in/media/details/4990

Millett, K. (1977). *Sexual Politics.* London : Virago.

Pizzey, E. (1974). *Scream Quietlyor the Neighbours Will Hear.* Harmondsworth: Penguin.

Walby, S. (1986). *Patriarchy at Work.* Cambridge, UK: Polity Press.

Table 1.

	Male	**Female**	**Total**
Number of Teachers	396	118	514
Number of existing Non-teaching Staffs	745	122	867

Table II. Grade wise distribution of Male & female in non-teaching staffs is as follows:

	Male	**Female**	**Total**
Grade A	63	7	70
Grade B	170	32	202
Grade C	298	37	334
Multi- tasking staff (MTS)	215	46	261

IDENTIFYING NEW GOALS AND STRATEGIES FOR ANTI-SMOKING CAMPAIGNS TARGETING ADOLESCENTS

S Jaishree* Deepa Makesh** Sandhya Rajasekhar***

Globally acknowledged as a public health emergency, the battle against tobacco consumption has emerged as a challenge to countries, developed and developing. India is the second largest consumer of tobacco in the world with smoking being the second major form of tobacco consumption. Every thirty seconds, there is a tobacco related death in India. Tobacco is one of the major causes of death and disease in India, accounting for nearly 0.9 million deaths every year (www.searo.who.int 2018). While there is evidence to state that some people are biologically predisposed to become addicted, young adults are most likely to be influenced by psychosocial factors like peer pressure or seeing their parents or role models who smoke. Cognitive factors – beliefs and attitudes are important determinants too. Understanding the role of all these factors is imperative for any research attempting to find the right formula to dissuade smoking. This paper aims to understand the progress made in dissuading young adults from adopting this habit, identify the problem areas which raise gaps in the process, assess the challenges in addressing this vulnerable yet uninformed age group and suggest interventions that may contribute to impact the young minds in a strong and sustainable way. Specifically, the study aims to identify new goals for anti-smoking campaigns targeting adolescents India and recommend strategies to address new goals for effective anti-smoking campaigns targeting adolescents. The methodology used is the survey. Respondents are adolescents in the age group 12 to 18 years from Chennai city the capital of Tamilnadu. Sampling method was non-random, among adolescents studying in private English schools/ colleges in the city. The survey aimed to cover a sample size of 300.

Keywords: Anti-smoking, Goal, Strategy, Campaign, Adolescents.

The fight against tobacco consumption has warranted multiple strategies to be evolved across the world. Acknowledged globally as an epidemic, countries irrespective of their status, developed or developing, have been drawn to wage their own wars against this public health emergency. The initiatives of the WHO in making the world tobacco-free have seen substantial progress (WHO report on the global tobacco epidemic 2015). The role of WHO is significant in this crusade, to name a few, enforcing ban on tobacco advertising, promotion and sponsorship, increasing taxes on tobacco products, health warning covering 85 percent of the packaging of tobacco products etc. With 4.7 billion people – 63 percent of the world's population covered by such policies (WHO report on the global tobacco epidemic 2017), many countries have emerged as models of action in this endeavor. Dr. Tedros Adhanom Ghebreyesus, WHO Director-General reiterates that governments around the world must waste no time in incorporating all the provisions of the WHO Framework Convention on Tobacco Control into their national tobacco control programmes and policies; and clamp down on illicit tobacco trade, which is exacerbating the global problem and its related health and socioeconomic consequences (WHO report finds dramatic increase in life-saving tobacco control policies in last

decade, news release, 19 July, 2017). The WHO launched new guidelines at the 2018 World Conference on Tobacco or Health. Dr. Douglas Bettcher, WHO's Director of the Department for the Prevention and Control of Non-communicable diseases says, "these new tools provide useful resource to countries to either introduce or improve existing tobacco product regulation provisions and end the tobacco industry's reign". Dr. Vinayak Prasad who leads WHO's Tobacco Free Initiative explains that 'failure to regulate represents a missed opportunity as tobacco product regulation, in the context of comprehensive control is a valuable tool that complements other tried and tested tobacco control interventions such as raising taxes,

*   **Associate Professor, School of Communication and Media Studies M.O.P. Vaishnav College for Women (Autonomous) Chennai, India.**

**   **Assistant Professor, Department of Visual Communication SSS Shasun Jain College for Women T Nagar Chennai, India.**

***   **Associate Professor, School of Communication and Media Studies M.O.P. Vaishnav College for Women (Autonomous) Chennai, India.**

and ensuring smoke-free environments' (WHO steps up fight against tobacco, The Hindu, March 11, 2018).

The Indian Scenario

India adopted the WHO Framework Convention on Tobacco Control on February 27, 2005. Also, a series of Health Communication Campaigns using mass media has been executed since 2012. However, India is the second largest consumer of tobacco in the world with smoking being the second major form of tobacco consumption. Every thirty seconds, there is a tobacco related death in India. Tobacco is one of the major causes of death and disease in India, accounting for nearly 0.9 million deaths every year (www.searo.who.int 2018). According to the Global Adult Tobacco Survey 2016-2017 India fact sheet, nineteen percent of men, two percent of women and 10.7percent (99.5 million) of all adults currently smoke tobacco, 29.6percent of men, 12.8percent of women and 21.4percent (199.4 million) of all adults currently use smokeless tobacco. This startling statistic is just the tip of the iceberg, the associated maladies are very many. Henk Bekedam, WHO representative states, "The economic burden attributable to tobacco related diseases is a staggering Rs. 1, 04,500 crores annually in India, while human cost is nearly a million deaths" (The Hindu, March 25, 2016). Tobacco singularly emerges as the cause for 40percent of all cancers, a study titled 'Smoking Prevalence and Cigarette Consumption in 187 Countries - 1980-2012' carried out by the Institute for Health Metrics and Evaluation at the University of Washington reveals that the number of women smokers in India went up from 5.3 million in 1980 to 12.7 million in 2012, making it the second largest number of female smokers after the United States. (Smoking dips 10percent in 2 years, but women smokers up sharply, TOI, 29 December, 2015). Tobacco's stranglehold on the younger generation is evident in the fact that 14.6 percent of students aged 13-15 in schools in India use tobacco (Global Youth Tobacco Survey, 2009), 10 percent in the 15-17 age group consumed tobacco in some form (Global Adult Tobacco Survey, 2010), nearly 4.4 million children in India in the 15-17 age group use tobacco daily reveals Global Health Promotion Journal, August 2015 (Sounding the smoke alarm, The Hindu, January 28, 2016). The greater seriousness exercised by India in dealing with these issues has resulted in a steady decline in cigarette consumption in the year 2014-15, as declared by the Health Ministry. Also, large, graphic pictorial warnings on tobacco products have a telling effect on consumer behaviour with the proportion of cigarette smokers in India wanting to quit witnessing a significant increase from 38 percent in 2009-10 to sixty-two percent in 2016-17, bidi smokers from thirty percent to fifty-four percent and smokeless tobacco among adults from thirty-

four percent to forty-six percent, declares the GATS survey 2016-17 (Scary, yet banal, The Hindu, 30 April, 2018).

It is estimated that five million Indian children are addicted to tobacco. More than 55000 children try tobacco for the first time every day. (http. // www. Newsonair.com/anti-tobaccocampaign.asp). The fact that the younger generation continues to be enticed by tobacco products is a matter of serious concern, though the nature and form of consumption may vary according to the rural urban background and social strata. It's a double whammy in the case of young women as the ill-effects are likely to be carried over to the next generation as well. Tobacco products remain easily available to students as sale continues outside institutions despite law, reports 'The Hindu', February 28, 2018. Though the law prohibits sale of tobacco products within 100 yards, activists declare that for the youth of Tamil Nadu, it is very easy to access when they buy snacks outside their schools and colleges, which reflects the lacuna in thoroughly implementing the Cigarettes and other Tobacco Products Act (COTPA), 2003.

I. Review of Literature

C. Jackson, L. Henriksen, D. Dickinson, L. Messer, and S. B. Robertson (1998) in their study, 'A longitudinal study predicting patterns of cigarette smoking in late childhood', point out that those students who experiment with smoking in initial stages of smoking are at greater risk of becoming habitual smokers. They also point out that the chances of becoming habitual smokers are high with lack of parental monitoring and peer pressure against initiating smoking. Hence an important step in smoking prevention is to implement tobacco education programs intended to prevent early initiation of smoking. Ch Rehman Nasir in his study, Impact of Anti-Smoking Media Campaigns on Students of IIUI, analyses the impact of anti-smoking media campaigns on students of Islamic University, Pakistan. The results of his survey indicate that although smoking has become a 'necessity' in most of the countries of the world, especially Pakistan, with due precautions and measures, smoking can be uprooted through various media campaigns and the use of celebrities in the campaigns. He concludes that higher the students are exposed to anti-smoking campaigns; the greater is the chance that they will leave it.

The findings of Indian studies on tobacco consumption are astounding and promulgate the need for an all-out approach. 'Tobacco survey among youth in South India' (Gajalakshmi V, Asma S Warren, 2004) conducted in Tamil Nadu across 100 schools where 4820 students

participated found 1 in 3 students who were current tobacco users thought that it made them more attractive. About 80percent of students considered using tobacco (smoking or chewing) to be harmful to their health. The study also found exposure to tobacco ads to be high and tobacco prevalence among girls to be alarming. 'Why youth smoke? An exploratory community-based study from Chandigarh Union Territory of Northern India' by Thakur J S, Lenka S R, Bharadwaj S, Kumar R (2010) with a sample of 500 youth (250 from urban area,125 each from the slum and rural areas) in the median age of 18, records 55percent of respondents finding it difficult to quit smoking. An average of 30percent among all the categories find smoking to be attractive, 68 percent are of the view that smoking makes them comfortable in a social gathering. Parents (48 percent) as smokers and friends (97 percent) as smokers was a significant finding of this study. 85 percent of smokers had seen cigarette advertisement in the media.

Gajalakshmi V and Kanimozhi C. V (2010) in their paper 'A Survey of 24,000 students aged 13-15 years in India: Global Youth Tobacco Survey 2006 and 2009' assess the prevalence of smoking and smokeless tobacco use, attitudes, knowledge and behaviors towards tobacco use and its health impact. Smoking among boys is three times that of girls, consumption of smokeless tobacco among girls is twice that of smoking, in both the surveys. A comparison of 2006 and 2009 surveys illustrates that there is an increase in the number of boys who initiated smoking before age ten, a decline in the number of parents who smoke, a slight increase in the percentage of friends who smoke, a noticeable decline in their attitude that smokers have more friends and are more attractive. There is an increase in awareness of anti-smoking messages but they are also equally exposed to tobacco ads. While it is disheartening to note that seventy percent of respondents were not refused purchase (because of their age) of cigarettes/ bidis in stores, the increase in help and advice to stop smoking from professionals/ family/ friends is a positive factor. The study recommends among others, increased efforts to raise awareness to reduce tobacco use among girls, allocation of more resources for public awareness campaigns and developing school-based tobacco cessation programs.

Raj Narain, Sarita Sardana, Sanjay Gupta, and Ashok Sehgal (2011) in their study titled 'Age at initiation & prevalence of tobacco use among school children in Noida, India: A Cross-sectional questionnaire based survey' find that nearly 70percent of the boys and 80percent of girls initiated the habit of tobacco before the age of eleven years. The data on tobacco use collected from 4786 students of class seven to twelve (age 11-19 years) studying in different private and government schools of Noida city during July- December 2005 also reveals rising prevalence of tobacco use especially 'exclusive smoking' among girls. Also, use of smokeless tobacco products was found to be more common in government school boys in comparison to private school boys, suggestive of the fact that low socio-economic status may often lead to seeing tobacco as an alternative to food. The pattern was reverse amongst girls. Salim et al (2011) in their study highlight that schools play an important role in shaping student behavior and attitudes against tobacco consumption. They conclude that anti-smoking education programs should train the students in refusal skills, involve parents, and teachers. The study had a video-based smoking education program and the results of this study indicate that a multimedia (video and book) educational program can be used not just to capture the attention of the children, but also educate and reinforce retention about the ill effects of smoking.

Various socio-economic conditions, exposure to childhood abuse, violence within family, depressive symptoms, stressful life events, poor academic performance, negative peer influence etc. are found significantly associated with increased risk of regular smoking in the study on 'Smoking and associated psychosocial factors among adolescent students in Kolkata, India' (Nilay Ranjan Bagchi, Samrat Ganguly, Sumita Pal, Sukanta Chatterjee, 2014). This study, conducted among 363 male and 163 female students, found 37 percent of male students and twenty-two percent of female students to be current smokers, the mean age of initiation of smoking was 13.46 years among boys and 14.73 years among girls.

The findings of Singh S, Vijayakumar N, Priyadarshini H R, Jain M (2015) in their research, 'Tobacco use among high school children in Bangalore, India: A study of knowledge, attitude and practice among 13-15-year-old school children of Bangalore City' cites that peer pressure was the main reason for tobacco use among children and age was not a barrier in buying tobacco products. It also points out that for the maximum outreach and impact, integration of tobacco control into other health care programs is essential, and that tobacco control programs and anti-tobacco campaigns need to be implemented at both government and community levels.

The North East region of India has an overall high incidence of cancer in India. A report compiled by the National Centre for Disease Informatics and Research under the Indian Council of Medical Research analyzing a total of 37,448 cancer cases reported from eleven population-based cancer registries in the North Eastern

States from 2012 to 2014 says that as many as 57percent of all cancers in males and 28percent of all cancers in females are because of tobacco consumption. (Northeast faces uphill cancer challenge, The Hindu, October 29, 2017).

In his article titled, 'How our self-control affects the way we see risk' Kerry A Dolan (2016) observes that people with low self-control look at consequences differently than those with higher self-control. Researchers from Stanford & the University of Hong Kong, Khan and her colleagues in a series of seven experiments found that those with low self-control preferred the probability-mitigating strategies (shift to cigarettes with fewer toxins) over the consequence-mitigating strategies (switch to a diet/habit recognized to help body fight/prevent cancer). These studies reveal useful takeaways in areas of persuasive messaging and in designing laws. Even while the debate on adolescent invulnerability- the belief among young adults that they are somehow immune from the potential harm of high-risk behaviours ensues, it is observed that adolescents more likely engage in high-risk behaviours as they find rewards associated with such actions so pleasurable, and or comply to the social norms of the groups they belong to which favours high-risk actions. The Health Belief Model complements this view; because the likelihood of a serious illness or injury is very low in their minds, young adults often fail to engage in actions that would be effective in preventing it.

Smoking is associated with genetic, psycho social and cognitive factors. While there is evidence to state that some people are biologically predisposed to become addicted, young adults are most likely to be influenced by psychosocial factors like peer pressure or seeing their parents or role models smoke. Cognitive factors-beliefs and attitudes are important determinants too. Understanding the role of all these factors is imperative for any research attempting to find the right formula to dissuade smoking. Theoretical explanations, like the Theory of Planned Action, associated with this behavior places the issue in the right context and also illustrate the right method of addressing the issue to arrive at formidable solutions.

II. Research Design and Methods

This paper aims to understand the progress made in dissuading young adults from adopting this habit, identify the problem areas which raise gaps in the process, assess the challenges in addressing this vulnerable yet uninformed age group and suggest interventions that may contribute to impact the young minds in a strong and sustainable way.

The study has the following specific objectives:
- Identify new goals for anti-smoking campaigns targeting adolescents in India and
- Recommend strategies to address new goals for effective anti-smoking campaigns targeting adolescents in India.

To set new goals, it is imperative to know the state of awareness and understanding of the present campaigns among target groups. The survey methodology is used for the purpose. Respondents are adolescents in the age group 12 to 18 years in Chennai city. Sampling method was non-random, among adolescents studying in private English schools/ colleges in the city. The survey aimed to cover a sample size of 300.

Strategies would include message and media strategies to help achieve new anti-smoking campaign goals.
The questionnaire includes questions in the following areas to answer study objectives:
- Smoking habit, if any, among the respondents
- opinion of adolescents about smoking
- awareness of the effects of smoking among adolescents
- beliefs among adolescents about the ill effects of smoking
- source of awareness about the effects of smoking
- recall of anti-smoking campaigns by the Indian government
- media usage among adolescents
- values and aspirations among adolescents.

III. Results and Discussion

The questionnaire was administered to 300 respondents in the age group12 to 18 years, in Chennai.226 responses were received.

Profile: Of the 226 respondents surveyed, 120 were male and 106 were female. 51 percent of them came from an income group of greater than one lakh per month.61 percent of them were in the age group of 15-18 years, this group comprised students who were in higher secondary and college levels. Interestingly, while almost fifty percent say they get pocket money, a good number of them, thirty-eight percent, do not have any source of income. A significant number, 216 or 82 percent of respondents do not or have never smoked. Of the ten who smoked, seven were boys, three were girls, and all of them were in the age group 15-18 years. While this is an encouraging sign, the fact that students may find it embarrassing to accept that they smoke, have to be kept in mind. Findings are analysed

according to data collected from non-smokers and smokers.

Non-Smokers (216 respondents)
The findings are skewed towards a negative opinion about smoking. Of the 216 non- smokers, a significant majority-eighty-one percent- think smoking is a bad habit. A little more than fifty percent of the respondents find smoking unattractive and unacceptable. As many as thirty percent of the respondents think smoking is a personal choice. Most non-smoking respondents claim to have rarely (almost 25percent) or never (39 percent) been around people who smoke, which means exposure to passive smoking is limited. A sizeable thirty percent are still exposed to the dangers of passive smoking. The majority of non-smokers did not smoke because they found it unhealthy (seventy-five percent), or because they were not interested (63percent). A good forty percent also found it unethical.

Awareness of effects of smoking: Not surprisingly, there is agreement either somewhat or strong, among a majority of non-smokers on the ill effects of smoking. More boys (74.5 percent of male respondents) than girls (56.8percent of female respondents) believe that smoking causes cancer. Eighty-eight percent of the respondents do agree somewhat or strongly that smoking causes cancer. More boys than girls believe that smoking pollutes the environment. Twenty-five percent of non-smokers do not believe that smoking kills and sixteen percent do not agree that smoking ultimately results in an unhealthy society. 23 percent also do not believe that passive smoking is as bad for health as active smoking. These are areas which should be focused on in the communication strategy.

84.7 percent of the non-smokers believe that smoking is a personal health hazard, a fact that the anti-smoking campaigns seem to have brought out effectively. This includes an equal percentage of males and females; and an equal percentage of non-smokers from both age groups.

Sources of information: Of all the sources of information for non-smokers, the family (seventy percent) and warning scrolls in film and television (62.9 percent) seem to be the most prominent ones, leaving a larger role for institutions like schools to play. This is true for both males and females and for both age groups. Only 35.6percent of non-smokers from the 12-14 age group identify government campaigns as a source. The most popular for this age group is the family and warning scrolls.

All campaigns have been recalled by more than half the number of non-smokers. While Mukesh symbolizes the ill

effects of smoking, 74percent of non-smokers recall the father and daughter campaigns that focuses on the fatal consequences of passive smoking as well. The father-daughter campaign is the most recalled by both boys and girls, and by non-smokers of both age groups.

Media habits: The mobile phone is easily the most popular device used by non-smokers to access the internet. While seventy-six percent of respondents access the internet using the computer sometimes/often or always, over 96 percent of them access the internet on the mobile phone sometimes/often or always. Sixty-two percent of the non-smokers watch television entertainment. More boys than girls are often/always on the internet either on the computer or on the phone. Most boys are often or always on games apps, internet, news/current affairs on television. Almost none of the boys are on Snapchat, with only one boy being on Snapchat, sometimes. Fifty-seven percent of the boys are sometimes/often or always on games apps, while only 24 percent of the girls are on games apps, sometimes. Watching movies in theatres is popular among girls. Facebook, YouTube, WhatsApp, Instagram, are almost equally popular among both boys and girls.

Values: Most girls (65.6 percent of female non-smokers) think it is important to obey family and teachers. 62.2percent of the male non-smokers think it is important to be successful in life. An almost equal number of female non-smokers also believe that it is important to be successful in life. Obeying family and teachers, and leading a healthy, fit life, are also considered important by boys. Parents are the most popular role models, followed by sibling's/family members, public personalities and friends among boys and girls and from both age groups. The list of popular role models includes actors, politicians, sports celebrities, singers, writers and scientists. Interestingly, 55 non-smokers did not have any role models.

Smokers
Only ten respondents mentioned that they smoke/or have smoked. All of them are from the age group 15-18 years, seven of them boys and three of them girls. Five of them first smoked when they were 16-17 years old. Five of them are always around those who smoke. Cigarettes are more popular than beedi/cigar. Seven of them believe that smoking is a personal choice. Friends introduced all seven of them to smoking. Most of them also smoke only in the company of friends. It is no surprise then, that they smoke for fun or to enjoy themselves. Of the ten smokers, three of them have stopped smoking. Nine of them, interestingly, agree that it is a personal health hazard. Family and anti-smoking campaigns are their sources of information. The

father-daughter campaign against passive smoking, is the most recalled campaign. Three of the ten mention teachers as their role models, this is followed by parents, siblings and public figures. Two of them do not have a role model.

IV. Conclusion

The need of the hour seems to be intensified, strategic, sustained communication campaigns which would hit the nail on the head. Some interesting points can be drawn from the present study: Primarily, all respondents, including smokers are aware of the health hazards of smoking. The anti-smoking campaign has succeeded in creating awareness about the personal hazards of smoking. A majority of the non-smokers did not smoke because they found it unhealthy. 81 percent of the smokers think smoking is a bad habit. A little more than fifty percent of the respondents find smoking unattractive and unacceptable.33 percent of them think smoking is a personal choice.

Sources of information for most is the family, warning scrolls in films and anti-smoking campaigns. The father-daughter campaign is found to be the most memorable. Only a little more than half the non-smoking respondents seem to realize the hazards of smoking at the societal and environmental levels.

Some of the recommendations based on the study are: New goals for anti-smoking campaigns for adolescents: Based on the findings of the study, the following goals are identified:
1. To reinforce that smoking can kill and highlight the multiple health risks associated with it.
2. To create awareness of the wider impact of the ill effects of smoking- on the family, the society, environment. Maitreyee Boruah (2013) presents consolidated view points from medical fraternity and the key takeaway is that the focus of campaigns should be on impressionable young minds, highlighting social responsibility.
3. To emphasize that smoking is *not* a personal choice, because passive smoking also kills and it has wider repercussions.

Strategy
Target group: Have campaigns that are demographic specific: some aimed at girls, some at boys, some on youth, importantly, on younger age groups.

Message: Make emotional/relatable campaigns that catch the attention and interest of the younger age groups. The father-daughter campaign is the most recalled by both boys and girls, and by non-smokers of both age groups. Avoid moralistic messages, focus on the habit, not the character of the person. As most respondents want to be successful in life, campaign messages should link personal success to not only personal health, but also to community and environmental health.

Channel: Non mass media or channels like the family and school are to be given more importance. The school should be developed as an important source of awareness about the personal, societal and environmental hazards of smoking. This should be effective since most respondents do believe that it is important to obey one's parents and teachers. The mobile phone is the most important medium of the future, hence, media strategy to include WhatsApp, Facebook, YouTube, games apps for boys, more campaigns at movie theatres, news apps and twitter for girls. Warning scrolls on television and cinema screens to remain, since respondents attribute this as a source of awareness about the harmful effects of smoking.

In a country bearing the world's largest population of children, it is wise to acknowledge that societal wellbeing to a great extent depends on tackling a huge and entirely preventable cause of disease and death.

References

Baron (1995), Psychology, 3rd Edition, Allyn & Bacon, USA.

Elizabeth H Schar& Karen K Gutirrez (2014), Smoking Cessation Media Campaignsfrom around the World, Recommendations from Lessons Learned

Feldman (1997), Essentials of understanding Psychology – 3rd Edition, McGraw Hill Companies Inc.

Gajalakshmi V, Asma S Warren (2004), Tobacco survey among youth in South India, Asian Pac J Cancer Prev Jul-Sep;5(3) 273-278

V Gajalakshmi and C V Kanimozhi (2010), A Survey of 24,000 Students Aged 13-15 Years in India: Global Youth Tobacco Survey 2006 and 2009, Tobacco Use Insights.

Jackson.C, L. Henriksen, D. Dickinson, L. Messer, and S. B. Robertson (1998), A longitudinal study predicting patterns of cigarette smoking in late childhood, Health Education and Behavior, vol. 25, no. 4, pp. 436–447.

James Mahoney (2010), Strategic communication and anti-smoking campaigns, Public Communication Review, Vol. 1 No.2.

John RM, Rout SK, Kumar BR, Arora M (2014), Economic burden of Tobacco related diseases in India- Public Health Foundation of India with

support from Ministry of Health & Family Welfare, Government of India & the WHO Country office for India.

Kerry A. Dolan (2016), How our self-control affects the way we see risk, The Daily Sabbatical/ Stanford/ May.

Maitreyee Boruah (2013) Anti-tobacco campaigns to take a creative turn, TNN, May 31, 2013.

Nilay Ranjan bagchi, Samrat Ganguly, Sumita Pal, Sukanta Chatterjee (2014) A Study on Smoking and Associated Psychosocial Factors Among Adolescent Students in Kolkata, Indian Journal of Public Health, Vol 58, Issue 1, Jan-Mar 2014.

Raj Narain, Sarita Sardna, Sanjay Gupta & Ashok Sehgal (2011) Age at initiation and prevalence of tobacco use among school children in Noida, India: A Cross-sectional questionnaire based Survey, Indian J Med Res 133 March 2011, pp 300-307.

Salim Surani, Raghu Reddy, Amy E. Houlihan, Brenda Parrish, Gina L. Evans-Hudnall, and Kalpalatha Guntupalli (2011), Effects of Smoking: Baseline Knowledge among School Children and Implementation of the "Anti E Tobacco" Project, International Journal of Pediatrics, Article ID 584589, 7 pages.

Satyanarayana Gavarsana, Vijaya Prasad Doddi, Gorty VSNR Prasad, Apparao Allam and Bellana SR Murthy (1991) A Smoking Survey of College Students in India: Implications for Designing an Anti-Smoking PolicyJpn J Cancer Res. 82 142-145 Feb 1991

Singh S, Vijayakumar N, Priyadarshini H R, Jain M (2015) Tobacco use among high school children in Bangalore, India: A study of knowledge, attitude and practice. Indian J Cancer 2015; 52:690-693

Thakur J S, Lenka S R, Bharadwaj S, Kumar R (2010), Why youth smoke? An exploratory community-based study from Chandigarh Union Territory of Northern India, Indian Journal of Cancer, Year 2010, Vol 47/Issue 5/ Pg 59-62.

Table I: Demographic profile of respondents.

	Age		Source of Income				
	12-14 years	15-18 years	Pocket money	Self - earning	Other	None	Not mentioned
Male	43	77	65	5	5	45	4
Female	43	63	47	6	7	42	7
Total	86	140	112	11	12	87	11
Income (Rs) less than 25000	1	5	2	1		2	1
25000-50000	7	21	13	2	1	8	2
50000- 1 lakh	21	25	26	1	1	23	1
greater than 1 lakh	35	82	61	5	7	45	1
not mentioned	22	7	10	2	3	9	6
Total	86	140	112	11	12	87	11

Table II: Number of respondents who are non-smokers or smokers.

Option	Yes	No
Male	7	114
Female	3	102
Total	10	216
Age 12-14 years	-	87
15-18years	10	129
Total	10	216
Income in rupees Less than 25000		6
25000-50000	1	24
50000-1 Lakh		51
1 Lakh and above	9	106
Total	10	186

Table 1. Opinion of the respondent about smoking by young people.

	A	B	C	D	E	F	G	H	I	J	K
Male	6	7	8	9	5	34	63	37	99	74	72
Female	3	7	5	8	3	34	53	26	86	46	46
Total	**9**	**14**	**13**	**17**	**8**	**68**	**116**	**63**	**185**	**120**	**118**
Age 12-14	3	4	6	6	4	33	40	26	73	48	46
Age 12-14	3	4	6	6	4	33	40	26	73	48	46
15-18	6	10	7	11	4	35	76	37	111	72	72
Total	**9**	**14**	**13**	**17**	**8**	**68**	**116**	**63**	**184**	**120**	**118**
Income Less than 25,000	1	2		1	1	1	2	2	3	2	2
25000-50000	3	3	4	5	3	11	7	2	17	9	9
50000- 1 lakh	2		4	2	2	10	32	19	43	29	33
1 lakh and above	2	7	4	6	2	35	56	30	97	63	57
Not Mentioned	1	2	1	3		11	19	10	24	17	17
Total	**9**	**14**	**13**	**17**	**8**	**68**	**116**	**63**	**184**	**120**	**118**

N= 216 non-smokers, NA- 5

A. Smoking makes one feel mature and grown up **B**. Smoking is stylish and cool **C**. Smoking stimulates the mind **D**. Smoking makes one part of the group **E**. Smoking is exciting **F**. Smoking is a personal choice **G**. Smoking is not for young people **H**. Smoking cuts one off from the circle of friends/peers **I**. Smoking is a bad habit **J**. Smoking is unattractive **K**. Smoking is unacceptable.

Table 2. Respondents who are around people who smoke.

	Always	Sometimes	Rarely	Never
Male	-	38	25	50
Female	2	28	31	39
Total	2	66	56	89
Age 12-14 years	-	26	21	38
15-18 years	2	40	35	51
Total	2	66	56	89
Income in rupees Less than 25000	-	1	2	2
25000-50000	1	8	6	6
50000-1,00,000	1	15	17	19
1 lakh and above	-	36	26	46
Not mentioned		6	5	16
Total	2	66	56	89

N=216 non-smokers NA= 10

Table3. Reasons for not smoking/not having ever smoked.

	A	B	C	D	E	F	G	H	I
Male	77	85	55	32	4	3	32	42	43
Female	60	78	39	24	5	3	30	34	26
Total	**137**	**163**	**94**	**56**	**9**	**6**	**62**	**76**	**69**
12-14	42	66	36	23	5	1	28	33	32
15-18	95	97	58	33	4	5	34	43	37
Total	**137**	**163**	**94**	**56**	**9**	**6**	**62**	**76**	**69**
Less than 25000	3	2	1	1	1			1	
25000-50000	11	15	6	4	1	2	7	5	1
50000-1 lakh	37	39	33	13	2	1	15	21	17
1 lakh and above	70	83	68	33	2	3	30	40	43
Not Mentioned	15	23	23	5	3		10	9	8
Total	**137**	**163**	**94**	**56**	**9**	**6**	**62**	**76**	**69**

N=216 non-smokers, NA=2

A. Not interested B. It is unhealthy C. Pollutes the environment D. It makes one unattractive E. Other:(Unappealing, Because of pictures in movies, Wheezing / asthma, Because I think it is a drug, Influences others) F. Haven't have the chance yet G. Smoking is not for young people H. Not acceptable to my values and beliefs I. It is unethical

Table 4. Degree of agreement/disagreement with statements on the effects of smoking among non-smokers.

	Strongly agree		Agree somewhat		Disagree somewhat		Strongly disagree	
	Male	Female	Male	Female	Male	Female	Male	Female
Smoking is injurious to health	68	79	40	4	-	27	1	1
Smoking causes cancer	85	58	35	14	26		1	1
Passive smoking is as bad for health as actual smoking	51	64	48	21	29	19	1	1
Smoking discolors the skin, teeth, nails	61	60	62	33	-	-	3	1
Smoking gives a bad odour to the smoker	64	42	60	37	13		2	1
Smoking pollutes the environment	79	40	63	29	5	2	2	1
Smoking kills	54	47	32	30	30	24	2	1
Smoking ultimately results in an unhealthy society	64	33	48	37	23	11	1	1

N=216 non-smokers

Table 5. Statement that is closest to the non-smoking respondent's belief about the effects of smoking.

	Personal health hazard	Bad for the environment	Disturbs the well-being of the society
Male	97	59	67
Female	86	41	51
Total	183	100	118
12-14	73	39	48
15-18	110	61	70
Total	183	100	118
Less than 25000	4	1	2
25000-50000	19	7	13
50000- 1 lakh	45	26	27
1 lakh and above	92	56	59
Not mentioned	23	10	17
Total	183	100	118

N=216 non-smokers

Table 6. Sources of awareness about the effects of smoking among respondents -non-smokers.

	Family	Friends	School	Warning scrolls in films and TV	Government campaigns	Others
Male	88	49	49	69	52	3
Female	64	44	33	67	43	5
Total	152	93	82	136	95	8
12-14	68	42	30	56	31	3
15-18	84	51	52	78	64	5
Total	152	93	82	136	95	8
Less than 25000	4	2		1	1	

25000-50000	17	10	9	16	6	
50000-1 lakh	30	20	15	34	27	1
1 lakh and above	80	52	49	69	48	7
Not Mentioned	21	9	10	15	12	
Total	**152**	**93**	**82**	**136**	**95**	**8**

N= 216 non-smokers NA: 5

(Others include: 1. Wikipedia 2. News articles 3. Social media 4. Strangers 5. Elementary school learning)

Table 7. Recall of anti-smoking campaigns among non-smokers.

	Smoke less campaign with Mukesh	What is happening to our city	Father & daughter: Smoking kills, passive smoking also kills	Others
Male	65	61	84	-
Female	55	51	76	-
Total	120	112	160	-
12-14	41	44	61	-
15-18	79	68	99	-
Total	120	112	160	-
Less than 25000	2	3	1	-
25000-50000	13	10	17	-
50000-1 lakh	28	19	38	-
1 lakh and above	64	64	86	-
Not Mentioned	13	16	21	-
Total	**120**	**112**	**160**	**-**

N=216 non-smokers, NA: 14

Table 8. Media usage among non-smokers.

Medium	Often/always		Sometimes		Rarely		Never	
	Male	Female	Male	Female	Male	Female	Male	Female
Internet on the computer/laptop/tablet	71	40	38	16	34	10	9	1
Internet on mobile phone	73	51	42	45	-	5	3	1
Facebook	56	57	43	17	-	34	12	-
Twitter	2	-	-	65	58	30	50	25
YouTube	60	55	-	29	1	33	34	8
WhatsApp	68	52	-	-	41	-	44	25
Instagram	44	40	11	16	23		37	8
Snapchat	-	44	1	16	49	48	39	25
News apps	20	18	51	77	29	-	18	6
Non news apps	1	-	52	61	2	-	39	55
Game apps	82	-	42	53	2	13	23	13
Television- news/current affairs	69	44	32	7	12	1	2	3
Television- entertainment	36	45	36	17	24	31	10	19
Movies at the theatres	46	64	26	27	35		13	9
Movies on Netflix/other	41	27	13	8	6	3	16	2
FM radio	30	21	35	40	34	20	28	11
Magazines	64	38	44	7	24	9	13	20
Newspapers	46	37	35	23	7	30	23	19
Music-audio	42	27	37	24	26	13	33	16
Music videos	51	48	24	45	32	4	9	7

N=216 non-smokers

Table 9. Degree of agreement to the following statements by non-smokers.

	Agree strongly		Agree somewhat		Disagree somewhat		Disagree strongly	
	Male	Female	Male	Female	Male	Female	Male	Female
It is important for me to obey teachers and family	59	67	20	39	10	23	5	6
It is important for me to lead a healthy and fit life	58	43	26	29	30	21	15	7
I think an unpolluted environment is important	38	27	37	-	42	39	45	1
I think it is my duty to keep the environment clean	52	34	43	48	-	42	1	-
It is important for me to be successful in life	71	63	27	35	11	20	1	-

N=216 non-smokers

Table10. Role models identified by those non-smokers who have role models in life.

	Parent/s	Sibling/s / family	Friend /s	Teacher /s	Schoolmate /s	Acquaintance	Public personality
Male	58	48	24	17	10	5	38
Female	55	43	31	21	7	7	18
Total	113	91	55	38	17	12	56
12-14	36	40	25	13	6	3	25
15-18	77	51	30	25	11	9	30
Total	113	91	55	38	17	12	55
Less than 25000	3	1	1	2			3
25000 – 50000	13	8	5	9	3	1	5
50000- 1 lakh	27	20	14	10	4	1	13
1 lakh and above	57	46	25	11	7	8	26
Not mentioned	13	16	10	6	3	2	8
Total	**113**	**91**	**55**	**38**	**17**	**12**	**55**

N= 161 non-smokers who have role models. NA -3

USAGE PATTERN OF MOBILE PHONE AMONG TRIBALS OF JHARKHAND

Paramveer Singh* Rashmi Kumari**

Mobile phone has become an integral part of our day to day life. Indians are using mobile phone for various purpose. The last decade, Mobile phone has emerged as a great tool of communication in India. This study is based on the usage habit of mobile phone among the tribals of Jharkhand state. This study, tries to find out that why and how tribal society is using mobile phone and how much they are satisfied with this medium of communication. This study was done in two villages of Ranchi district of Jharkhand. Total 100 tribal were surveyed for this study. In these 100 tribal both 50 males and 50 females were taken as sample. Key findings of this study are that one third tribal have smart phone and they are spending up to Rs. 200/- per month for recharge it. Most of them are using this medium for communication and entertainment purpose. They are replacing their handset from time to time. More than 40 percent respondents shared that they are using this gadget for video recording. Approximately 30 percent are using internet on their mobile set and using social networking websites and WhatsApp on it. Satisfaction level on features of mobile is mixed. They are satisfied with some features and dissatisfied with some.

Keywords: Mobile & Tribal Society, Usage of Mobile, Tribal, Mobile in villages.

In 2002, the total number of mobile (cellular) phones in use worldwide exceeded the number of landlines. Current projections suggest that the world will continue to add mobile lines faster than fixed lines; indeed, the next billion new phone users will use primarily mobiles (ITU 2003; Lanvin 2005). Both the developed world and the developing world are participating in this boom, but in different ways. A report from the International Telecommunication Union called Mobile overtakes Fixed explains: the greatest impact of mobile communications on access to communication services in other words, increasing the number of people who are in reach of a telephone connection of any kind can be seen in developing countries. In countries where mobile communication constitutes the primary form of access, increased exchange of information on trade or health services is contributing to development goals; in countries where people commonly use both fixed-line and mobile communications, the personalized traits of the mobile phone are changing social interaction.

The mobile phone is probably the most disruptive communications device in history and in India its potential to stir up society is breath taking. The number of phones in India increased more than twenty times in the last ten years, and by the end of 2012 India had more than 900 million mobile phone subscribers. The impact of the simplest version of the mobile has been deep. Mobile cheaps has become the albums of photographs, video and songs. This technology has made possible everything without physically moving anywhere. Its services made the work easy and at a reliable price in less time.

Mobile phones have been accepted into everyday life and have become a way of life. They have changed global culture, especially for the younger generation. E-banking, e-commerce, e-books, e-paper, e-payment etc. are the things which provide the people to do their work from home only. Online shopping on different websites has become the new trend among the users. Now a day every channel, newspaper, magazines are available online. Users can use this content and services through their smartphone also.

Tribal development as a subject has been an important area of inquiry in social sciences. In recent years, the subject has acquired immense importance both at the national and International level. The active support and campaign by a number of International Non-Governmental Organisations (NGOs) championing the cause of the 'indigenous people' has made it a burning issue all over the world. These communities have primitive traits, live in geographical isolation, have distinctive culture, and shyness of contact with the community at large and economic backwardness. Certain communities amongst these scheduled tribes are so backward that they have been defined as 'Primitive Tribes' with specific characteristics such as

*   **Assistant Professor, Centre for Mass Communication, Central University of Jharkhand, Ranchi, India.**

**   **Scholar, Centre for Mass Communication, Central University of Jharkhand, Ranchi, India.**

pre-agricultural level of technology, declining or stagnant population and very low level of literacy.

Following are the objectives of the study:
1. To study about the profile of mobile phone users
2. To examine the purpose of using mobile phones
3. To study the features of mobile known
4. To find out the satisfaction level of tribal people about mobile phone.

I. Review of Literature

The study "Mobile phone and tribal women (A study of use and impact of mobile phone on Gond women of Madhya Pradesh)" has been done by Narayan Mohanty, Rajiv Gandhi Chair in Contemporary Studies, Bhopal. The study argues that mostly working women having the mobile facilities irrespective of varying income and occupation. The women mobile users have developed non-tribal attitude, behaviours and adopted modern patterns of lifestyle and means of entertainment in comparison to mobile non-users' tribal women. However, the tribal women indicate for tribal modernism on the basis of non-tribal beings in which non-tribal malevolence have been noticed in tribal behaviour and it often force to them obviate from tribalism.

The research about "Mobile Phones and Rural Livelihoods: Diffusion, Uses, and Perceived Impacts among Farmers in Rural Uganda" has been done by Brandie Lee Martin & Eric Abbott, The Pennsylvania State University and Iowa State University, USA. Interviews were conducted with 90 mobile phone-owning holders of small- to medium-sized farms-50 women and 40 men-actively involved in agricultural development-based farm groups in Kamuli District, Uganda. Respondents indicated use of the mobile phone for coordinating access to agricultural inputs, market information, to monitor financial transactions, and to consult with agricultural experts. Over time, the number and variety of agricultural uses increased among all users, indicating that adoption occurs for a few key purposes, but that uses will be added or reinvented to fit changing needs. This study identified a number of unique uses, including storing local market trends in the calendar, using the speakerphone function for group consultation with agricultural experts, and taking photos of agricultural demonstrations.

II. Research Design & Methods

The study on "Usages of mobile phone by rural consumers: with special reference to collegian students of Palanpur Taluka" has been done by Brijesh H Joshi, Apurva B Mehta, Bhautik A Patel, Kalpesh Patel of B. L. Parikh College of BBA, Palanpur. Study reveals that in recent years, the availability and uses of mobile phones have been rapid so fast in the whole world that mobile became part of everyone's life. We cannot spend time without mobile. Today, it's not just a symbol of urbanization but also it's a part of rural India. According to Telecom Regulatory Authority of India (TRAI), there has been rise of 18 % age in the use of mobile by rural subscribers. Rising from 93.2 million users at the end of last year, India today has a total of a massive 109.7 million rural mobile subscribers. Mobile phones have become a primary need compared to fashion accessory and other facilities. The research find that majority of the rural consumers are preferred Nokia phone because it is most affordable than other and these peoples are so price conscious. Our study explain about the rural consumers are those who comes from different villages from Palanpur taluka and studying in college.

The study of "Capabilities, costs, networks and innovations: impact of mobile phones in rural India" has been done by Balwant singh Mehta in the year 2013. This study explores the socio economic impact of mobile phone usage in rural areas on the basis of a field survey conducted in two states of India: Punjab and Bihar. The field survey revealed that mobile phones helped users gather information for both agricultural and non-agricultural purposes, as well as enabling them to keep in touch with their relatives and migrant family members. Mobile users benefit by obtaining timely information on a variety of subjects, including on employment opportunities and higher education for their children, by transferring funds and even by calling family members during emergencies. However, there is a marked difference in the usage of mobile phones among those in Punjab compared with those in Bihar. Cheap mobile phones help such households keep in touch and remit money. Social relations can also cross traditional boundaries. The study also reveals that there are many innovations in the use of mobile phones, often carried out by users of different kinds, pointing to the importance of users in innovation processes.

The study of "Information & Communication Technology for Improving Livelihoods of Tribal Community in India" has been done by Vinay Kumar and Abhishek Bansal, Professor, IT, Vivekananda Institute of Professional Studies (VIPS) and GGS Indra Prastha University, Delhi respectively. Tribal in India have been deprived of opportunities because of many factors. One of the important factors is unavailability of suitable

infrastructure for the development plan to reach to them. It is widely acknowledged that Information and Communication Technologies (ICTs) have potential to play a vital role in social development ICTs can be used to strengthen and develop the information systems of development plans exclusively for tribal and thereby improving effective monitoring of implementation. The paper attempts to highlight the effectiveness of ICT in improving livelihood of tribes in India.

The research has been conducted among the tribals living in two villages named Brambe and Bijupada in Ranchi district of Jharkhand in India. Stratified sampling technique was used to select the sample. Sample was divided in two categories i.e. male and female. A group of 25 males and 25 females was selected from each village, i.e. 50 people from each village. Thus total 100 respondents were selected as sample for this study from two villages. In sample selection Snow ball sampling method was used. Schedule was used to collect data for this study.

III. Results & Discussion

Primary data was collected through schedule for this study. Data regarding usage of mobile phone, satisfaction level towards different features of mobile is examined through simple percent analysis.

Using Mobile Phone- Mobile phone was introduced decade back but it gained popularity in last few years. A survey says that 46 percent tribal are using mobile phone for last two to four years. Thirty percent people are using mobile phone from more than five years. Some tribals are new user of this medium as 24 percent have been using for one year.

Type of mobile handset- Today the craze of smart phones has been increasing but in the rural area people are still using simple mobile handsets. Total of 66 percent respondents are using simple handsets but 34 percent is using smartphones. One interesting fact is that 83 percent tribal customers are replacing their mobile handsets frequently but 14 percent are using same mobile handsets for years. They do not change their mobile phone frequently.

Reason behind selection of Sim Card- Network is one factor to choose the sim card but 63 percent respondents still use sim cards according to call rates. Whereas, twenty-two percent go through the price or amount paid at the very first time of taking sim card and then they select sim card. Fifteen percent mobile users prefer the

network and quality of the service while choosing sim cards.

Purpose of mobile phone- Mobile phone has been mostly used for purpose of communication. The study says sixty-seven percent are using mobile for this purpose only and thirty-one percent use for playing games, doing photography and videography. Only two percent are using mobile for listening music.

Features known- About forty percent of the respondents know only about doing call through mobile phone. Although they don't know how to message, only calling facility is known to them, whereas twenty-three percent know about some selected features like games, playing music, calling and message. Thirty-seven percent respondents know about almost all features available their mobile handsets.

Mobile functioning knowledge- Learning about Functioning of mobile is the biggest issue, forty-one percent respondents learn it them self during use only but in case of women they learn from their family members like their son and daughter and forty-three percent respondents shared that they learn mobile functions from their family members. Eleven percent take help of their friends and relatives. Five percent respondents take the help from others to know learn the various functions of mobile phones.

Person who provides the mobile handset- In the case of women especially married women, they get the mobile handset from their husband, 31 percent of the women got it from their husband. But in the case of unmarried girls and boys they get the phones from their parents, their percentage is also thirty-one. Working male the handset them self, the percentage of this type of people is thirty. Eight percent of the respondents get mobile phone from their friends.

Money spent per month - Thirty percent respondents spend only hundred to two hundred rupees per month on recharge, 28 percent spend only hundred or less. But 25 percent spend more than five hundred rupees per month. These are youth, businessmen who use internet pack and all, whereas seventeen percent spend two hundred to five hundred rupees per month.

Call duration, type and satisfaction- About Eighty-six percent use phone to make local calls to connect to their relatives and friends. The percentage of these respondents is fourteen who make national calls. Data explains that eighty percent of the people use mobile phone for less

than two hours in a day. A interesting thing is that only one percent people use mobile phone for six to eight hours in a day, they are smart phone users who use internet frequently, but nineteen percent use it for three to five hours in a day.

Forty-six percent respondents are highly satisfied with the call facility on Mobile, whereas twenty-nine percent are satisfied. Twenty-three percent are neutral on this question only two percent are unsatisfied with the calling facility.

Usage of SMS- Study reveals that ninety percent of the respondents do not use SMS package, only ten percent use SMS pack. Some are using SMS service without SMS pack. Only 39 percent send SMS through their mobile. Twenty-eight percent send local SMS. Only 9 percent respondent said that they send national SMS. Most of the respondents send jokes and forwarded SMS through mobile. Only 7 percent respondents send some information through SMS.

Because most of the people are not using SMS to communicate that's why they have neutral response on satisfaction level toward SMS. Total 71 percent respondents said that they are neutral on this question. Sixteen percent respondents are unsatisfied with the service of SMS and one percent is highly unsatisfied. Only 11 percent are satisfied with SMS facility in their mobile and one percent is highly satisfied.

Photography through mobile phone- Two third of the respondents do not take photographs through their mobile phone because they have simple handsets. Total 67 percent do not take photographs through mobile. Only 33 percent take photographs. Out of these 33 percent, nineteen percent respondents click around twenty pictures every day and fourteen percent tribal take around ten pictures in a day. Tribal people, how have facility of camera in their mobile, take their personal photos or photos of places.

Most of the interviewed mobile users do not have camera facility, that's why they are neutral on the question about satisfaction towards photography through mobile. Nineteen percent respondents are satisfied with photography facility in their phone and 9 percent are highly satisfied. Five percent are unsatisfied with the photography facility in their mobile.

Video recording on mobile phone- Only 30 percent respondents are using their mobile phone for recording video. Most of the respondents are not capturing video

through their phones do not have this facility to record video. Seventy percent respondents are not capturing video on their mobile. 21 percent respondents capture up to 10 minutes' video daily, only 9 percent record up to 20 minutes daily. Persons, who capture video on their mobile, capture their personal videos or videos of places near them. Total 13 percent respondents are satisfied with videography facility on their mobile and 3 percent are highly satisfied with this facility. In the contrast, 10 percent are highly unsatisfied with videography facility on their mobile.

Music listening on mobile- Listening music on mobile is also a main reason to buy a phone. But 60 percent do not have any proper mobile handset to listen to music, but twenty-six percent listen to the downloaded songs, whereas fourteen percent listen songs through FM radio. Twenty-Seven percent listen to mix songs and nine percent respondents listen to latest songs on their mobile. Only four percent people listen old songs through their mobile phone. Hence 60 percent do not listen music on their mobile that's why they are neutral on the question of satisfaction on music listening through mobile. Twenty-three percent are satisfied on music facility and seven percent are highly satisfied with this facility. Only 10 percent are unsatisfied.

Games played on mobile- Only thirty percent play games on their mobile, seventy percent respondents do not play games. Fifteen percent play games for more than one hour daily and 8 percent are playing games for less than one hour daily. Seven percent play games more than 2 hours daily. All the respondents, who played games on mobile are satisfied with this facility. Sixteen present are satisfied with this facility and 14 percent are highly satisfied.

Use of Internet through mobile -Internet is for the new generation people. Twenty-nine percent tribal are using internet through mobile and 71 percent tribal do not use internet. All internet users are using Google, YouTube and WhatsApp on their mobile phone and most of the internet users are spending more than 90 minutes daily on internet. Only 1 percent use internet less than 30 minutes a day. Most of the respondents download songs and movies. 26 percent download songs and movies through data pack. All mobile internet users are using Facebook are spending some time daily on this social networking website. Sixteen percent are spending up to two hours daily on Facebook and 14 percent are using this website for more than two hours a day. All internet users are using Facebook for liking the contents of their friends and upload their photographs and videos.

E-mail is also used to communicate and get information through internet. All internet users have e-mail id. Twenty percent are using Gmail and 9 percent are using yahoo mail. Twenty-one percent said that they are using email for study purpose. Only 4 percent person are using email for chatting. Four percent respondents shared that they are using email for other purposes.

Interesting thing is that mobile internet users are divided on the question of satisfaction level towards the facility of internet on mobile. Fourteen percent are satisfied with this facility but fifteen percent are unsatisfied with the facility.

Use of WhatsApp- All internet users (29%) have WhatsApp account on their mobile. Seventy-one percent have not WhatsApp account because they are not using internet. Eighteen percent are spending 4 to 5 hours daily on WhatsApp. Eleven percent use this application up to 2 hours daily. All users are using this application to share videos/photos and for chatting. Nineteen percent respondents are satisfied with this facility but 10 percent are dissatisfied with this application.

IV. Conclusion

The study reveals that respondents are using mobile phone for various purpose. They are communicating through call, SMS, Facebook, Email and WhatsApp. Interesting fact is that approximately one third respondents for the study have smartphone and they are using this gadget for various purposes. Approximately one third know all the features of mobile handset. More than two third respondents choose their sim card according to call rates. Women get mobile set from their husband and unmarried youth get from their parents. One forth mobile users are spending more than five hundred rupees in a month on mobile bills.

Tribals are making local calls through their mobile phone and three forth are satisfied with the call facility on mobile. Most of the tribals are not using SMS pack to communicate. They use SMS rarely. One third respondents take photograph through their mobile and are satisfied with this facility. Most of the smartphone users capture videos through mobile. But they are divided on the question of satisfaction toward videography. One third listen to music on their mobile phone and they are

satisfied with this facility. One third are playing games on mobile phone and all are satisfied with this facility. 29 percent mobile users are using internet on their mobile phone and they are using Facebook, Email, WhatsApp and YouTube. Most of the internet users are using internet to download songs and movies. Study reveals that young mobile users are using smartphone and they are exploring all the potentials of this new medium of communication.

References

Alexius Ekka. (2000). Jharkhand Tribals: Are They Really a Minority? Economic and Political Weekly, 35(52/53), 4610-4612. Retrieved from http://www.jstor.org/stable/4410103

Jeffery R & Assa Doron (2013). 'Cell phone nation: How mobile have revolutionized Business, Politics and Ordinary life in India'. ISBN- 978-9350093545, Hachette India

Joshi Brijesh H, Apurva B Mehta, Bhautik A Patel, Kalpesh Patel, Usages of mobile phone by rural consumers: with special reference to collegian students of Palanpur Taluka, Shiv Shakti: Internation Journal of in Multidisciplinary and Academic Research, ISSN-2278-5973, Vol-I, No-02, July-Aug

Kumar Vinay, Abhishek Bansal (2013), Information & Communication Technology for Improving Livelihoods of Tribal Community in India, International Journal of Computer Engineering Science, ISSN-22503439, Vol-3, Issue-5, pg-13-21

Martin Lee Martin & Eric Abbott (2011). Mobile phones and rural livelihoods: Diffusion, uses, and perceived impacts among farmers in rural Uganda, Information Technologies & International Development, Vol-7, Issue-4, Pg-17-34

Mehta Balwant Singh, (2013). Capabilities, costs, networks and innovations: impact of mobile phones in rural India, Working Paper, Capturing the Gains, ISBN-9781909336902

Mohanty Narayan, Mobile phone and Tribal Women (A study of use and impact of mobile phone on Gond women of Madhya Pradesh) https://docuri.com/download/mobile-phone-and-gond-women_59c1d942f581710b2867d0e8 _pdf

SOCIAL MEDIA AND STUDENTS ATTITUDE: A STUDY OF ACCESSIBILITY, ADDICTIVENESS, EXPOSURE AND COMMUNICATION AMONG COLLEGE STUDENTS IN COIMBATORE, TAMIL NADU

N. Boobalakrishnan*   R. Jayaseelan**   Malini Srinivasan***

Information and Communication Technology has broadened the scope of communication, education and learning. ICT provides a virtual learning space and experience as it would enable technology mediated learning among teachers and students. Mobile phone and social media usage has become inevitable in today's life. The ubiquity of smartphones made easy access of multimedia teaching aids as it is user friendly and convenient (anytime, anywhere learning). Apart from classroom learning, social media provides a platform for innovative and collaborative learning experience. The aim of the present study is to measure and analyze Students' attitude towards social media. The demographic variables are age, gender and educational qualification. The dependent variables—exposure, communication, addictiveness and accessibility. A survey was conducted among 507 college students from Coimbatore were chosen through multistage stratified random sampling technique. Results states that there is no difference with respect to their age, gender, educational qualification towards exposure, communication, addictiveness and accessibility with respect to social media usage.

Technology plays a predominant role in today's world and it has invaded in every aspect of human's life to a very great extent. Webster & Robins (2003) study mentioned that since the post two decades, the invasion of technology in people life is so high and the technology grows at rapid swift as it creates intensive change in people behaviour and attitude. One of the largest and latest revolution of networking is social networks, it helps users who have common interest to stay connected and also exchange information (Lequerica et al., 2010) and emergence of web 2.0 has altered the web into a dynamic and interactive platform (Rodrigues et al., 2011) and increased availability and accessibility enhances collaboration among users (Bradley, 2010).

I. Review of Literature

Kakihara & Sorensen (2002) study states that the primary access of internet is for social media usage as it helps the users to stay connected. The aspect and the most notable concept of mobility in mobile and internet technology has helped human to alleviate the geographical barrier; the three salient interrelated dimensions spatial, temporal, and contextual are the important aspect of mobility. Deuze (2011) states that in Netherland and Finland amount of media users are growing at a fast pace; the multi-tasking facility of the media enabled users to made people to spend more time than intended and it has become the part and parcel of day-to-day life. Papacharissi, (2002) mentioned that the internet and the booming technologies has revived the public sphere virtually, and it augments the various aspects of new technology potentially. Apart from formal learning, students have ample opportunities to acquire knowledge and to learn from social media. Bates (2005) mentioned

*   **Assistant Professor, Department of Media and Communication, Central University of Tamil Nadu, India**

**   **Assistant Professor and Head, Department of Visual Communication, VLB Janakiammal College of Arts & Science, India**

*** **Research Assistant, ICSSR (MRP), Department of Media and Communication, Central University of Tamil Nadu, India**

E-Learning as an outcome of historical progression in the arena of distance education, where new media and technology is amalgamated in teaching and learning process. Tuckman (1975) posited the observable illustrations like knowledge, understanding, skills and ideas used to evaluate academic performance; the outcome of this learning process provides mastery of the subject. Welsh (2003) demonstrated about the readiness and cost effective nature of the E-Learning as it is cheap; both the learner and the teacher can be benefitted. Banquil et al., (2009) mentioned about the millennials, who are addicted to social media. They surf their social media account regularly for updates; it makes them passive. They spend more time than intended in social media. Sirois & Pychyl (2013) argued that social networking site like Facebook, twitter and others cannot be used for academic purposes, they can lead to distraction from the subject; makes students subtle and at last ends with procrastination. Whereas productive group discussions, chats and email can act as a constructive tool for classroom learning.

Greenfield (2010) posited about the harmful effects of social media when used continuously for number of hours. Social media obsessed students are lacking the ability of move away from the social media screen. Their academic performance becomes deficit as they could not spend time for studies. Thus, this study investigates the factors influencing the students' attitude towards social media usage—accessibility, addictiveness, exposure and communication. Many studies done in developed countries were included in the literature review. Most of the studies were focused on the exposure of social media among the college students. This study is significant to the teachers, parents and students. The present study attempts to identify the students' usage level of social media, factors that are influencing the student's attitude towards social media. It will be relevant in assisting students to understand the diversified nature of social media. The primary focus of this research is to measure the influence of social media among college students in Coimbatore.

Bennett et al., (2008) study states about 'digital natives'. They are also termed as 'net generation'. The term itself denotes that these people are born in digital era and the technology has immersed in their life to a very great extent, they are permeating with worldly technical skills and traditional education is not prepared for these learning preferences. Bharucha (2018) mentioned that social media and the online application will remain to play the key role in Indian education system. Plenty of college, universities and educational institutions use

online media to assist their pedagogy, but the effective confrontation of using social media in curriculum should yield positive outcome. Zheng et al., (2018) suggests that social media can be used potentially and effectively to promote students' motivation in writing skills and increases their authorships.

Käihkö (2018) states that instant messaging feature of social media enables users to communicate in a rapid speed. The message dissemination takes place in a fast pace and reaches the receiver. Most of the information or communication through social media are passively consumed in the fast pace of an integral part of concurrent life and it is shared only with the acquaintances (Hall, 2018). Floridi (1995) study states that internet is an essential tool to manage the human knowledge efficiently on a global scale. Pallen, (1995) stated that internet (virtual community) is the largest computer network in the world, with its own set of 'netiquette'. Easy access and acquisition of connection empowers users to explore the resources, manipulate and disseminate data on internet. In traditional teaching methods, students and teachers are highly associated and students share high degree of personal contact with teachers. But with ICT, the socially oriented activity has become much students-centered learning and teacher-student relation is technologically mediated (Oliver, 2002). Deshpande and Hwang (2001) stated that virtual classroom learning allows live classroom experience for remote participant, it enables them to interact in live classroom session with audio and video with the help of Internet and communication technology. E-learning helps remote learners and promotes learner-centered activity which in turn results better performance than traditional learning experience (Zhang et al., 2004). Mobile computing enables students to involve content production and communication using digital media platform (Gikas and Grant, 2013). Fox et al., (2009) study results revealed that the students who are reported with more amount of time spending on Instant Messaging has low reading comprehension scores. Selwyn (2012) argued that social media goes hand in hand with knowledge acquisition and knowledge construction, but it does not follow traditional education principles.

Objectives:
- To measure difference between Independent variable—age and Dependent variable (Student's attitude towards social media: Accessibility, Addictiveness, Exposure, Communication).
- To measure difference between Independent variable gender and Dependent variable (Student's attitude

towards social media: Accessibility, Addictiveness, Exposure, Communication).

- To measure difference between Independent variable educational qualification and Dependent variable (Student's attitude towards social media: Accessibility, Addictiveness, Exposure, Communication).

II. Research Design and Methods

Based on the critical analysis of previous research studies based on this field, objectives were developed, which provides reliable and valid measures of the variables chosen for this study. The developed scale will offer scope to predict the psychometric properties in empirical terms. To measure the student's attitude, social media and student's attitude scale was adopted which contains set of descriptive questions developed on the extensive review of literature that extracts the nature of student's attitude towards social media. (2018). In the present study, the independent variables are- age, gender and educational qualification of the respondents. The dependent variables are students' attitude towards social media accessibility, addictiveness, exposure and communication. The samples for the present study were chosen as per the demands in objectives. The present investigation intends to include all college students in Coimbatore, Tamil Nadu, India. Importance has been accorded to those college students from various disciplines. However, considering the vastness of the area, multistage stratified random sampling method was adopted to choose the respondents, who are included in the sample for the present study. In order to find out the reliability of the scale, scale reliability test was performed and the reliability coefficient of the scale was r= .703. Keeping the objective in mind the following research questions were framed and presented in the Table 1.1 for the present study.

The present study aims to identify and analyze the students' attitude towards social media among a cross section of the students in Coimbatore, Tamil Nadu, India. Through multistage stratified random sampling method, 507 colleges students were chosen for this study.

III. Results and Discussion

To test the difference between the demographic variables (age, gender and educational qualification) and dependent variable—Student's attitude towards social media— Accessibility, Addictiveness, Exposure and Communication an Independent Sample T-test was conducted and the results are presented in the Table 1.2. To answer the specific research question 1.11, T-test was

conducted to evaluate the null hypothesis (H01.11). There is no difference between Gender (male, female) and Students' attitude towards social media (Accessibility). (N=507) The independent variable, gender included two groups: Male and Female. The assumption of homogeneity of variances was tested and found tenable using Levene's Test. There was no significant difference in the scores of Male (M=1.71, SD=.41, n=263) and Female (M=1.77, SD=.44, n=243); t(504)= -1.33, p=.184. Thus there is significant evidence to accept the null hypothesis (H01.11) and conclude there is no difference between Gender (male, female) and Student's attitude towards social media (Accessibility).

To answer the specific research question 1.12, T-test was conducted to evaluate the null hypothesis (H01.12). There is no difference between Gender (male, female) and Student's attitude towards social media (Addictiveness). (N=507) The independent variable, gender included two groups: Male and Female. The assumption of homogeneity of variances was tested and found tenable using Levene's Test. There was no significant difference in the scores of Male (M=2.08, SD=.55, n=264) and Female (M=2.06, SD=.54, n=243); t(505)= -.539, p=.590. Thus there is significant evidence to accept the null hypothesis (H01.12) and conclude there is no difference between Gender (male, female) and Student's attitude towards social media (Addictiveness). To answer the specific research question 1.13, T-test was conducted to evaluate the null hypothesis (H01.13). There is no difference between Gender (male, female) and Student's attitude towards social media (Exposure). (N=507) The independent variable, gender included two groups: Male and Female. The assumption of homogeneity of variances was tested and found tenable using Levene's Test. There was no significant difference in the scores of Male (M=1.75, SD=.54, n=264) and Female (M=1.74, SD=.50, n=243); t(505)= -.394, p=.694. Thus there is significant evidence to accept the null hypothesis (H01.13) and conclude there is no difference between Gender (male, female) and Student's attitude towards social media (Exposure).

To answer the specific research question 1.14, T-test was conducted to evaluate the null hypothesis (H01.14). There is no difference between Gender (male, female) and Student's attitude towards social media (Communication). (N=507) The independent variable, gender included two groups: Male and Female. The assumption of homogeneity of variances was tested and found tenable using Levene's Test. There was no significant difference in the scores of Male (M=2.18, SD=.52, n=264) and Female (M=2.16, SD=.57, n=243); t(505)= -.429, p=.668.

Thus there is significant evidence to accept the null hypothesis (H01.14) and conclude there is no difference between Gender (male, female) and Student's attitude towards social media (Communication). To answer the specific research question 1.21, T-test was conducted to evaluate the null hypothesis (H01.21). There is no difference between age (16 to 20 years, above 20 years) and Student's attitude towards social media (Accessibility). (N=507) The independent variable, age included two groups: 16 to 20 years and above 20 years. The assumption of homogeneity of variances was tested and found tenable using Levene's Test. There was no significant difference in the scores of 16 to 20 years (M=1.75, SD=.43, n=399) and above 20 years (M=1.70, SD=.43, n=107); t(504)= 1.175, p=.241. Thus there is significant evidence to accept the null hypothesis (H01.21) and conclude there is no difference between age (16 to 20 years, above 20 years) and Student's attitude towards social media (Accessibility).

To answer the specific research question 1.22, T-test was conducted to evaluate the null hypothesis (H01.22). There is no difference between age (16 to 20 years, above 20 years) and Student's attitude towards social media (Addictiveness). (N=507) The independent variable, age included two groups: 16 to 20 years and above 20 years. The assumption of homogeneity of variances was tested and found tenable using Levene's Test. There was no significant difference in the scores of 16 to 20 years (M=2.05, SD=.54, n=400) and above 20 years (M=2.14, SD=.55, n=107); t(505)= -1.422, p=.156. Thus there is significant evidence to accept the null hypothesis (H01.22) and conclude there is no difference between age (16 to 20 years, above 20 years) and Student's attitude towards social media (Addictiveness). To answer the specific research question 1.23, T-test was conducted to evaluate the null hypothesis (H01.23). There is no difference between age (16 to 20 years, above 20 years) and Student's attitude towards social media (Exposure). (N=507) The independent variable, age included two groups: 16 to 20 years and above 20 years. The assumption of homogeneity of variances was tested and found tenable using Levene's Test. There was no significant difference in the scores of 16 to 20 years (M=1.74, SD=.48, n=400) and above 20 years (M=1.77, SD=.55, n=107); t(505)= -.669, p=.503. Thus there is significant evidence to accept the null hypothesis (H01.23) and conclude there is no difference between age (16 to 20 years, above 20 years) and Student's attitude towards social media (Exposure).

To answer the specific research question 1.24, T-test was conducted to evaluate the null hypothesis (H01.24). There is no difference between age (16 to 20 years, above 20 years) and Student's attitude towards social media (Communication). (N=507) The independent variable, age included two groups: 16 to 20 years and above 20 years. The assumption of homogeneity of variances was tested and found tenable using Levene's Test. There was no significant difference in the scores of 16 to 20 years (M=2.18, SD=.55, n=400) and above 20 years (M=2.14, SD=.54, n=107); t(505)= -.682, p=.496. Thus there is significant evidence to accept the null hypothesis (H01.24) and conclude there is no difference between age (16 to 20 years, above 20 years) and Student's attitude towards social media (Communication).

To answer the specific research question 1.31, T-test was conducted to evaluate the null hypothesis (H01.31). There is no difference between educational qualification (under graduation, post-graduation and above) and Student's attitude towards social media (Accessibility). (N=507) The independent variable, education qualification included two groups: under graduation and post-graduation and above. The assumption of homogeneity of variances was tested and found tenable using Levene's Test. There was no significant difference in the scores of under graduation (M=1.74, SD=.43, n=432) and post-graduation and above (M=1.71, SD=.41, n=74); t(504)=.608, p=.543. Thus there is significant evidence to accept the null hypothesis (H01.31) and conclude there is no difference between educational qualification (under graduation, post-graduation and above) and Student's attitude towards social media (Accessibility). To answer the specific research question 1.32, T-test was conducted to evaluate the null hypothesis (H01.32). There is no difference between educational qualification (under graduation, post-graduation and above) and Student's attitude towards social media (Addictiveness). (N=507) The independent variable, education qualification included two groups: under graduation and post-graduation and above. The assumption of homogeneity of variances was tested and found tenable using Levene's Test. There was no significant difference in the scores of under graduation (M=2.05, SD=.53, n=433) and post-graduation and above (M=2.17, SD=.61, n=74); t(505)=-1.643, p=.101. Thus there is significant evidence to accept the null hypothesis (H01.31) and conclude there is no difference between educational qualification (under graduation, post-graduation and above) and Student's attitude towards social media (Addictiveness). To answer the specific research question 1.33, T-test was conducted to evaluate the null hypothesis (H01.33). There is no difference between educational qualification (under graduation, post-graduation and above) and Student's attitude towards social media (Exposure). (N=507) The

independent variable, education qualification included two groups: under graduation and post-graduation and above. The assumption of homogeneity of variances was tested and found tenable using Levene's Test. There was no significant difference in the scores of under graduation (M=1.75, SD=.50, n=433) and post-graduation and above (M=1.72, SD=.49, n=74); t(505)=.440, p=.660. Thus there is significant evidence to accept the null hypothesis (H01.31) and conclude there is no difference between educational qualification (under graduation, post-graduation and above) and Student's attitude towards social media (Exposure).

To answer the specific research question 1.34, T-test was conducted to evaluate the null hypothesis (H01.34). There is no difference between age educational qualification (under graduation, post-graduation and above) and Student's attitude towards social media (Communication). (N=507) The independent variable, education qualification included two groups: under graduation and post-graduation and above. The assumption of homogeneity of variances was tested and found tenable using Levene's Test. There was no significant difference in the scores of under graduation (M=2.18, SD=.49, n=433) and post-graduation and above (M=2.09, SD=.54, n=74); t(505)=1.29, p=.196. Thus there is significant evidence to accept the null hypothesis (H01.31) and conclude there is no difference between age educational qualification (under graduation, post-graduation and above) and Student's attitude towards social media (Communication).

IV. Conclusion

The factors influencing students' attitude towards social media—accessibility, addictiveness, exposure and communication. Social media has become the main source of information and important tool for communication, particularly among school and college students. From the recent years there is a substantial increase in the usage of social media among college students, irrespective of their gender and those who attended college is more likely to use than who are not educated. Perrin (2015).

In recent years, students are extensively dependent on social media platform to share, interact and communicate with each other which helps them to improve their academic performance. Considering the broad usage of social media by college students it is agreed and ascertains their usage for academic purpose which discerns its implications on students' performance. Findings of the present study states that there is no difference with respect to their age, gender, educational qualification towards exposure, communication, addictiveness and accessibility with respect to social media usage. From the findings of the present study it is evident that there is no difference in gender towards communication. Which supports the Sarva Shiksha Abhiyan (SSA) programme by Government of India, was universalization of elementary education. It also aims to bridge gender and social gaps in the society, and to achieve universal retention at the elementary education. Floridi (1995) study states that internet is an essential tool to manage the human knowledge efficiently on a global scale. The result of the present study states that through the social media platform students are exposed to various topics and discourse with their fellow users which in turn enables them to be rational.

References

Webster, F., & Robins, K. (2003). Times of the techno culture: From the information society to the virtual life. Routledge.

Lequerica, I., Longaron, M. G., & Ruiz, P. M. (2010). Drive and share: efficient provisioning of social networks in vehicular scenarios. IEEE Communications Magazine, 48(11), 90-97.

Rodrigues, J. J., Sabino, F. M., & Zhou, L. (2011). Enhancing e-learning experience with online social networks. IET communications, 5(8), 1147-1154.

Bradley, P. (2010). Be where the conversations are: The critical importance of social media. Business Information Review, 27(4), 248-252.

Kakihara, M., & Sorensen, C. (2002, January). Mobility: An extended perspective. In System Sciences, 2002. HICSS. Proceedings of the 35th Annual Hawaii International Conference on (pp. 1756-1766). IEEE.

Deuze, M. (2011). Media life. Media, Culture & Society, 33(1), 137-148.

Papacharissi, Z. (2002). The virtual sphere: The internet as a public sphere. New media & society, 4(1), 9-27.

Tuckman, H. P. (1975). Teacher effectiveness and student performance. The Journal of Economic Education, 7(1), 34-39.

Banquil, K., Chua, N. A., Leano, G. A., Rivero, M. A., Burce, C. A., Dianalan, S. A., ... & Timog, N. U. (2009). Social networking sites affect one's academic performance adversely. UST College of Nursing, 1-42.

Sirois, F., & Pychyl, T. (2013). Procrastination and the priority of short-term mood regulation:

Consequences for future self. Social and Personality Psychology Compass, 7(2), 115-127.

Greenfield, B. S. society should wake up to harmful effects of internet. (2010, September 15). Telegraph. co. uk.

Bharucha, J. (2018). Exploring education-related use of social media: business student's perspectives in a changing India. Education+ Training, 60(2), 198-212.

Zheng, B., Yim, S., & Warschauer, M. (2018). Social media in the writing classroom and beyond. The TESOL Encyclopedia of English Language Teaching, 1-5.

Hall, J. A. (2018). When is social media use social interaction? Defining mediated social interaction. new media & society, 20(1), 162-179.

Floridi, L. (1995). Internet: which future for organized knowledge, Frankenstein or Pygmalion. International journal of human-computer studies.

Pallen, M. (1995). Introducing the internet. BMJ: British Medical Journal, 311(7017), 1422.

Oliver, R. (2002). The role of ICT in higher education for the 21st century: ICT as a change agent for education. Retrieved April, 14, 2007.

Deshpande, S. G., & Hwang, J. N. (2001). A real-time interactive virtual classroom multimedia distance learning system. IEEE Transactions on Multimedia, 3(4), 432-444.

Zhang, D., Zhao, J. L., Zhou, L., & Nunamaker Jr, J. F. (2004). Can e-learning replace classroom learning? Communications of the ACM, 47(5), 75-79.

Gikas, J., & Grant, M. M. (2013). Mobile computing devices in higher education: Student perspectives on learning with cellphones, smartphones & social media. The Internet and Higher Education, 19, 18-26.

Fox, A. B., Rosen, J., & Crawford, M. (2009). Distractions, distractions: does instant messaging affect college students' performance on a concurrent reading comprehension task? Cyber Psychology & Behavior, 12(1), 51-53.

Selwyn, N. (2012). Social media in higher education. The Europa world of learning, 1, 1-10.

Bates, A. T. (2005). Technology, e-learning and distance education. Routledge.

Perrin A. Social media usage: 2005-2015. Pew Research Center; Oct, 2015. http://www.pewinternet.org/2015/10/08/2015/Social-Networking-Usage-2005-2015.

Table 1.1: Summary table of Research Question. Independent Sample T-test: Demographic variable vs. Students' attitude towards social media.

Major Research Question: Is there any difference between Independent Variable (Age, Gender, Educational Qualification) and Dependent variable (Student's attitude towards social media: Accessibility, Addictiveness, Exposure, Communication)?		
Specific Research Questions		
Research Questions	**Hypotheses**	**Null hypotheses**
1.11: Is there any difference between Gender (male, female) and Student's attitude towards social media (Accessibility)?	Ha1.11: There is a difference between Gender (male, female) and Student's attitude towards social media (Accessibility).	H01.11: There is no difference between Gender (male, female) and Student's attitude towards social media (Accessibility).
1.12: Is there any difference between Gender (male, female) and Student's attitude towards social media (Addictiveness)?	Ha1.12: There is a difference between Gender (male, female) and Student's attitude towards social media (Addictiveness).	H01.12: There is no difference between Gender (male, female) and Student's attitude towards social media (Addictiveness).
1.13: Is there any difference between Gender (male, female) and Student's attitude towards social media (Exposure)?	Ha1.13: There is a difference between Gender (male, female) and Student's attitude towards social media (Exposure).	H01.13: There is no difference between Gender (male, female) and Student's attitude towards social media (Exposure).
1.14: Is there any difference between Gender (male, female) and Student's attitude towards social media (Communication)?	Ha1.14: There is a difference between Gender (male, female) and Student's attitude towards social media (Communication).	H01.14: There is no difference between Gender (male, female) and Student's attitude towards social media (Communication).
1.21: Is there any difference between age (16 to 20 years, above 20 years) and Student's attitude towards social media (Accessibility)?	Ha1.21: There is a difference between age (16 to 20 years, above 20 years) and Student's attitude towards social media (Accessibility).	H01.21: There is no difference between age (16 to 20 years, above 20 years) and Student's attitude towards social media (Accessibility).
1.22: Is there any difference between age (16 to 20 years, above 20 years) and Student's attitude towards social media (Addictiveness)?	Ha1.22: There is a difference between age (16 to 20 years, above 20 years) and Student's attitude towards social media (Addictiveness).	H01.22: There is no difference between age (16 to 20 years, above 20 years) and Student's attitude towards social media (Addictiveness).

1.23: Is there any difference between age (16 to 20 years, above 20 years) and Student's attitude towards social media (Exposure)?	Ha1.23: There is a difference between age (16 to 20 years, above 20 years) and Student's attitude towards social media (Exposure).	H01.23: There is no difference between age (16 to 20 years, above 20 years) and Student's attitude towards social media (Exposure).
1.24: Is there any difference between age (16 to 20 years, above 20 years) and Student's attitude towards social media (Communication)?	Ha1.24: There is a difference between age (16 to 20 years, above 20 years) and Student's attitude towards social media (Communication).	H01.24: There is no difference between age (16 to 20 years, above 20 years) and Student's attitude towards social media (Communication).
1.31: Is there any difference between educational qualification (under graduation, post-graduation and above) and Student's attitude towards social media (Accessibility)?	Ha1.31: There is a difference between educational qualification (under graduation, post-graduation and above) and Student's attitude towards social media (Accessibility).	H01.31: There is no difference between educational qualification (under graduation, post-graduation and above) and Student's attitude towards social media (Accessibility).
1.32: Is there any difference between educational qualification (under graduation, post-graduation and above) and Student's attitude towards social media (Addictiveness)?	Ha1.32: There is a difference between educational qualification (under graduation, post-graduation and above) and Student's attitude towards social media (Addictiveness).	H01.31: There is no difference between educational qualification (under graduation, post-graduation and above) and Student's attitude towards social media (Addictiveness).
1.33: Is there any difference between educational qualification (under graduation, post-graduation and above) and Student's attitude towards social media (Exposure)?	Ha1.33: There is a difference between educational qualification (under graduation, post-graduation and above) and Student's attitude towards social media (Exposure).	H01.31: There is no difference between educational qualification (under graduation, post-graduation and above) and Student's attitude towards social media (Exposure).
1.34: Is there any difference between age educational qualification (under graduation, post-graduation and above) and Student's attitude towards social media (Communication)?	Ha1.34: There is a difference between age educational qualification (under graduation, post-graduation and above) and Student's attitude towards social media (Communication).	H01.31: There is no difference between age educational qualification (under graduation, post-graduation and above) and Student's attitude towards social media (Communication).

Table 1.2 Summary table of Independent Sample T-test: Demographic variable vs. Students' attitude towards social media.

Summary table showing the influence between Independent Variable (Age, Gender, Educational Qualification) and Dependent variable—Student's attitude towards social media—Accessibility, Addictiveness, Exposure, Communication			
Dependent variable	**Independent variable**	**Analysis/test performed**	**Null hypothesis**
Accessibility	Male	T-test	Tenable
	Female		Tenable
Addictiveness	Male	T-test	Tenable
	Female		Tenable
Exposure	Male	T-test	Tenable
	Female		Tenable
Communication	Male	T-test	Tenable
	Female		Tenable
Accessibility	16-20 years	T-test	Tenable
	21-25 years		Tenable
Addictiveness	16-20 years	T-test	Tenable
	21-25 years		Tenable
Exposure	16-20 years	T-test	Tenable
	21-25 years		Tenable
Communication	16-20 years	T-test	Tenable
	21-25 years		Tenable
Accessibility	UG	T-test	Tenable
	PG and above		Tenable
Addictiveness	UG	T-test	Tenable
	PG and above		Tenable
Exposure	UG	T-test	Tenable
	PG and above		Tenable
Communication	UG	T-test	Tenable
	PG and above		Tenable

MARKETING WARFARES

S. Ganesh*

The actor Prabhu had been used in Kalyan jeweler's advertisements vigorously and repeatedly as Kalyan jewelers Chennai has been waging a battle in pricing and under cutting resorted to by other jewelers. This type of marketing warfares are common in India as marketing communication has reached its helm here in India in numerous ways. Sreya Sharan has been featured in Kalyan jewelers and similar other advertisements and Shah Rukh Khan has been used in many car advertisements. The reason to use celebrity endorsement is because markets have become tougher and tougher with the entry of several manufacturers of a similar brand today. Katrina Kaif is use in Lux advertisements and IPL has been cricket matches on a marathon basis for 30 days or more because of it is a good marketing and advertising opportunity. Similarly, the clear cut profile of actors as Shah Rukh Khan and Vikram have been found useful in Hyundai car advertisement and Manappuram Gold loan respectively.

Many new terms have come in being including strategic marketing, gorilla marketing for these kind of strategies adopted but in advertising parlance comparative advertising is found very much in vogue in the west and other countries including India. Like one industrialist competing with another to amass wealth, one company has been competing with other for share of market and would use all it can including some unwarranted means to strike a point. The fact is that the markets have become so tough everywhere and it is a need to be persuasive effectively in whatever we do. And that's not all. There are strong government regulations binding people everywhere and companies have to comply with these very well. Marketing relates to people and people are the only users of products and there is a need to tie in with people's interests and habits. And the hope is not at all not there. New forms of communication and techniques such as Integrated Marketing Communication, Corporate communication, internet advertising and other methods as well as techniques have emerged. New media tools as AoD, VoD video conferencing audio conferencing voice mail, IPTV and other new media technologies have increased communication access to manufacturers and producers effectively to sell their goods and services.

Private Nature
The matter of fact is that it has become a norm to be innovative and hardworking everywhere and private nature

is rewarded in government sector also. The recent Bank of India advertising campaign illustrates this where a small boy who invests pennies in Bank treasures his money by hiding it from a person while travelling in a boat and how he is received at the bank of India branch and shown locker. This type of advertisements reinforces the marketing cultures and the working of governments and public sectors could also be told in India. The SBI and other public sector banks have been launching vigorous recruitment drives for agents and canvass hard like private sector for Mutual funds and for other deposits. This type of work culture prevalent in Indian democracy among people need to be welcomed and in many ways it is a welcome feature. You see publicity collaterals like pamphlets of public sector banks like SBI and you will find these are as competitive and as good as any private sector banking product. Still some difference in approach between public sector and private sector remains though in India. The public sector is quite dynamic in India and jobs cannot be taken for granted although unions are there and many people are sent on voluntary retirement as well. Thus, one can see light of relaxation in work ethic in India only when he gets old or only when proves his merit specially. Thus, the private nature of our society is still there with many colleges of technical education getting started and students going to competitive societies like the US and UK for education and everything in large numbers. This sort of situation helps marketing environment and private sector and culture greatly and a healthy climate is growing. Added to these are the changes taking place in Indian families, where women go to work in large number, divorces are taking place more often and the western orientation of the Indian society has come about greatly. Thus the private nature of Indian society is very much in vogue and helps marketing cultures. India has become much closer to America and the west over the years opposed to what it was during Indira Gandhi or Rajiv Gandhi periods more over. This is obvious in statements and actions of leaders of two states and governments in general. Populations of India and America have increased greatly whereas Russian population and other countries population might have decreased. The media in India have become competitive and are private, TV channels have

* **Assistant Professor, Journalism and Communication, HCAS Chennai, India**

been added greatly churning out hot steamy serials as well. There is a government deregulation of media and FDI to some extent have been allowed in media as well. The recent agitation against Wal Mart by merchant's association in Tamil Nadu and elsewhere might be different but there have been measures welcoming foreign investment in IT and other sectors. The support shown to agitation against Russian supported Kudankulam nuclear power plant in Tamil Nadu shows how much change has taken place in the fabric of Indian society and how much private orientation and pro-western support has gained in India. During Indira Gandhi days, these were never seen but these were obvious to any casual onlooker of Indian polity and society.

Developments in Eastern Bloc
The disappearance of communism in Russia and adoption to private sector and democracy in these countries show worldwide changes in economies and cultures. The emergence of America as a number one super power has helped to reassure private sector and likeminded forces that the US is with them and the growth in consumer product industries worldwide has to be welcomed as well. Rich poor division might have been increased in many countries but education as a means of social mobility has been stressed strongly everywhere. More education of western orientation has been taking place in India and everywhere with the opening up of Engineering and medical colleges everywhere. Many in the eastern countries like China go to the west for degrees and education as it remains reality today.

What it means to marketing advertising and media
Advertising, marketing and media are to grow greatly in India and would help in building Indian society on a different foot note. Advertising is a 22000 crore industry and it is booming as new media have come about, more TV channels, more radio stations including FMs and more corporate communication and PR agencies are getting started greatly. This means opportunity for those with private orientation and skills and it has to be welcomed generally. Media would boom as it is obvious when Chennai which used to have two main English dailies of the Hindu and New Indian Express could have four in the form of Deccan Chronicle and The Times of India getting added. Competition in media have become hectic as we could see disappearance of pages in the Hindu as for as opportunities pages are concerned. These opportunities pages have been named as Empower section in the Today's Hindu newspaper. Similar changes have been taking place in other paper with Chennai's New Indian Express getting better and better in appearance and production. Media have become more glamorous and there are more channels available today than before and these are very competitive. The public broadcaster Prasar Bharathi have come more dynamic in a competitive environment The government puts pressure on public broadcaster Doordarshan to be more dynamic and vital to match private profile which is very dynamic. More publications have come and these compete with rest of others to compete for advertising pie.

Jagannath International Management School
Vasant Kunj, New Delhi

presents

Radio JIMS Vasant Kunj 90.4 MHz

Voice of The Voiceless