



ORIGINAL RESEARCH PAPER

Education

A STUDY ON PSYCHOLOGICAL CONSEQUENCES OF TV NEWS AMONG COLLEGE STUDENT

KEY WORDS: Psychological consequences, TV news

Dr.N.Johnson

Assistant Professor & Head i/c, Dept of Lifelong Learning, Alagappa University, Karaikudi, Tamil Nadu INDIA.

ABSTRACT

This research paper attempts to assess the Psychological consequence of TV news among college students. A sample of 150 college students was selected from Sivaganga district (50 students from Alagappa arts and science college, Karaikudi and 100 students from Nachiappa Swamigal arts and science college, Koviloor). For the present investigation the investigator has adapted descriptive survey method to find out the Psychological consequences of TV news among college student. The investigator developed a tool to find out Psychological consequence of TV news among College Students. The findings of the study reveals that 52.7% students sometimes made behavior change through watching news followed by Rarely (28%), Often (13.3%) and Always (6%). 54% students feel sad through emotional news sometimes followed by rarely (22.7%), Always (14.7%), and Often (8.7%). 42.7% students believe the news that is telecasted Sometimes followed by Rarely (30.7%), Often & Always (13.3%). 40.7% students think TV news have higher emotional impact than print media sometimes followed by always (32.7), rarely (16.7%), and often (10%). 46.7% student always shares the news with emotion followed by sometimes (21.3%), rarely (17.3%), and often (14.7%).

INTRODUCTION

Television signals were initially distributed only as terrestrial television using high powered radio-frequency transmitters to broadcast the signal to individual television receivers. Alternatively television signals are distributed by coaxial cable or optical fibre, satellite systems and, since the 2000s via the Internet. Until the early 2000s, these were transmitted as analog signals, but a transition to digital television is expected to be completed worldwide by the late 2010s. A standard television set is composed of multiple internal electronic circuits, including a tuner for receiving and decoding broadcast signals. A visual display device which lacks a tuner is correctly called a video monitor rather than a television.

The television industry in India is a wide-ranging one; which produces thousands of programs in many of India's official languages. More than half of all Indian households own a television. As of 2016, the country had over 857 channels of which 184 were pay channels. In India, the broadcast of free-to-air television is governed through state-owned PrasarBharati Corporation, with the Doordarshan group of channels being the only broadcaster. As such, cable television is the primary source of TV programming in India. Private channels were started in about 1993.

As per the TAM Annual Universe Update - 2015, India now has over 167 million households (out of 234 million) with television sets, of which over 161 million have access to Cable TV or Satellite TV, including 84 million households which are DTH subscribers. Digital TV households have grown by 32% since 2013 due to migration from terrestrial and analog broadcasts. TV owning households have been growing at between 8-10%. Digital TV penetration is at 64% as of September 2014. The growth in digital broadcast has been due to the introduction of a multi-phase digitisation policy by the Government of India. An ordinance was introduced by the Govt. of India regarding the mandatory digitization of the Cable Services. According to this amendment made in the section 9 of the Cable Television Networks (Regulation) Amendment Ordinance, 1995, the I&B ministry is in the process of making Digital Addressable System mandatory. As per the policy, viewers would be able to access digital services only through a set top box (STB). It is also estimated that India now has over 823 TV channels covering all the main languages spoken in the nation.

Psychological Consequences

Psychology is the scientific study of the mind and behavior. Psychology is a multifaceted discipline and includes many sub-fields of study such areas as human development, sports,

health, clinical, social behavior and cognitive processes. Psychology is really a very new science, with most advances happening over the past 150 years or so. However, its origins can be traced back to ancient Greece, 400 – 500 years BC.

The emphasis was a philosophical one, with great thinkers such as Socrates influencing Plato, who in turn influenced Aristotle. Philosophers used to discuss many topics now studied by modern psychology, such as memory, free will, attraction etc. Psychologists examine behaviour from a variety of psychological perspectives, each one underpinned by a shared set of assumptions of what people are like, what is important to study and how to study it. The classic contemporary perspectives in psychology to adopt scientific strategies were the behaviourists, who were renowned for their reliance on controlled laboratory experiment and rejection of any unseen or subconscious forces as causes of behaviour.

Later, cognitive psychology adopted this rigorous, scientific, lab based scientific approach too, with application to memory, perception, cognitive development, mental illness, and much more. Television, popular in American homes since the 1950s, is the best studied ICT. Evidence about its effects is mixed. The content of TV programs and the amount of time spent watching, rather than the medium itself, appear to be the primary sources of negative effects. However, many of the cognitive effects of ICTs, positive or negative, are not well understood.

Intellectual development – Evidence suggests that educational television programming can have positive long-term effects on academic achievement, while violent programming can have the opposite effect. Some preliminary research on computer and videogames shows that games specifically targeted at developing certain cognitive skills can be successful. However, excessive playing of violent video games correlates to some extent with poor scholastic achievement.

Imagination – Research suggests that heavy television viewing can lead to less exercise of the imagination in children. However, more moderate watching can have a positive effect, particularly if content is specifically designed to encourage creativity and use of the imagination, as is the case with some educational programs. Attention span – Most research shows no tie between television watching and attention span, with two exceptions. For children, educational programming that attempts to teach attentional skills is often successful, while violent programming has a tendency to increase impulsivity. Here too, research on other ICTs has been quite limited, so their effects are still to be explored.

Effect of violent content – Violent content, presented via both television and video/computer games can have negative effects for some individuals, under some conditions. Researchers have established at least six ways in which watching violence can produce later effects; there is no single mechanism that produces the negative effect. Particularly for younger children, viewing of violent content may lead to simple imitation of the violent acts. For older children and adults, viewing of such material may lead to short-term "priming," where tendencies toward violent or aggressive behaviour (or their endorsement) are increased. Exposure to violent material may also lead to desensitization, rendering viewers less likely to feel empathy with real victims of violence.

Addiction – Any technology that facilitates a given activity also opens the way for excessive or obsessive engagement in that activity — otherwise known as addiction. Web surfing, online stock trading and email are examples of socially acceptable behaviours that can become genuinely addictive for certain individuals. In addition, people with existing illegal or socially unacceptable addictions may use networked ICTs to facilitate their addictive behaviour. Easy Internet access to pornography and gambling are obvious examples.

Anxiety – ICTs can produce new levels and types of anxiety, often stemming from feelings of loss of control or of "information overload." The exact nature and extent of this phenomenon has not been thoroughly explored, though our bibliography points to some sources.

Depression – Early research suggested that excessive Internet use could lead to loneliness and depression.

Reliance on external stimulation – Excessive use of ICTs can decrease the incentive to become active in the world around us, physically, socially and politically. Researchers are concerned that children overexposed to ICTs at a young age will fail to develop important internal mechanisms for determining the relevance of environmental stimuli. For example, they might not notice an unexpected movement presaging danger.

Objectives of the Study

The following are the objectives of the study

- To assess the Psychological consequence of TV news among college students.
- To suggest Psychological consequence of TV news for making to present better news programs.

RESEARCH METHOD

For the present investigation the investigator has adapted descriptive survey method to find out the Psychological consequences of TV news among college student. A questionnaire was developed and used in the present survey. An exclusive interview schedule was prepared for college students used for present study. A pilot study was conducted by using this tool and reliability and validity are established. The tool includes personal details, opinion scale and impact of students.

Sample of the Study

The investigator had adopted a random sampling for the study. For the present study a sample of 150 college students were selected from Sivaganga district (50 students from Alagappa arts and science college, Karaikudi and 100 students from Nachiappa Swamigal arts and science college, Koviloor). The investigator developed a tool to find out Psychological consequence of TV news among College Students.

DATA COLLECTION

In the present study, direct questionnaire administration approach is employed in order to ensure objective of the collection of data from the respondents. This is preferred

because it enhances high response rate and the researcher has an opportunity to clarify the doubts raised by the respondents. Prior to the tool administration, proper explanation were given by the investigator about the present investigation and the mode of responding items in the questionnaire. The respondents were assured that the data collected would be used for statistical interpretation only. A close report is maintained with the respondents. No time limit is fixed while responding the items. The respondents are asked to respond all the items in the questionnaire.

Findings of the Study

- It was found that 52.7% students sometimes made behavior change through watching news followed by Rarely (28%), Often (13.3%) and Always (6%).
- It was found that 38.7% students think that crime news threatens them Rarely & Sometimes followed by Always (12%), and Often (10.7%).
- It was found that 34.7% students sometimes receive the interest from the background music followed by Rarely (32.7%), Always (25.3%), and Often (7.3%),
- It was found that 64.7% students think that repetition of news bring irritation towards them Always followed by Sometimes (19.3%), Often (10%), and Rarely (6%).
- It was found that 38% students think headline of news bring interest to know the details of the news Always followed by Sometimes (32.7%), Often (18.7%), and Rarely (10.7%).
- It was found that 48% students feel excited to watch the winning moments of sports news Always followed by Rarely & Sometimes (18.7%), and Often (14.7%).
- It was found that 37.3% students have fitness awareness by watching sports news sometimes followed by Always (27.3%), Rarely (20.7%), and Often (14.7%).
- It was found that 53.3% students avoid watching negative news sometimes followed by Rarely (20.7%), Always (20%), and Often (6%)
- It was found that 44.7% students have favouritism to a political party through political news Rarely followed by Sometimes (26.7%), Always (14.7%), and Often (14%).
- International Conference on Cognitive, Psychological and Behavioural Perspectives in Education
- It was found that 54% students feel sad through emotional news sometimes followed by Rarely (22.7%), Always (14.7%), and Often (8.7%).
- It was found that 42.7% students believe the news that is telecasted Sometimes followed by Rarely (30.7%), Often & Always (13.3%).
- It was found that 52.7% students feel anxious after watching news that is telecasted Sometimes followed by Always (23.3%), Rarely (16%) and Often (8%).
- It was found that 40.7% students feel motivated through feature news sometimes followed by Rarely (22%), Often (21.3%), and Always (16%).
- It was found that 42% students have change of their mood after watching the news sometimes followed by rarely (28%), always (18%), and often (12%).
- It was found that 32.7% student think increase of stress due to the modern news broadcasting technique sometimes followed by always (27.3%), rarely & often (20%).
- It was found that 41.3% students watch sometimes the news despite of stress factor watching news for information followed by rarely (24%), always (23.3%), & often (11.3%).
- It was found that 33.3% students think sometimes girls are restricted after watching the crime news in which girls are the victims followed by always (29.3%), rarely (21.3%), & often (16%).
- It was found that 39.3% student sometimes have immediate reaction to a particular news followed by rarely (26.7%), always (20%), & often (14%).
- It was found that 40.7% students think TV news have

higher emotional impact than print media sometimes followed by always (32.7), rarely (16.7%), and often (10%).

- It was found that 46.7% student always shares the news with emotion followed by sometimes (21.3%), rarely (17.3%), and often (14.7%)

The limitations for the present study are:

- The present study is limited to “Psychological consequences of TV news among college student in Alagappa Arts & Science College and Nachiappa Swamigal Arts & Science College, Karaikudi and Koviloor only.
- The impact of college students was assessed only by opinion scale. The tool for the data collection is interview only.
- Only Psychological Consequences of TV news are considered for the research study.

CONCLUSION

The Television news has the important role in communication. Even though, people using social media for getting current update, TV news has the same level of significance in news communication. The present study shows that the remembrance of news among college students is high due to broadcasting techniques. This affects their personal worries negatively. The news story telecasted in the television has the intension of emotionalizing the audience. Due to this negativity, female students are restricted to some extent. The student also has increase in stress level due to TV news. The winning moment in sports news make the students more excited though they know the entire information. Comparing to print media TV news has higher emotional impact. The students are also willing to share the news in emotional manner with their peers.

ACKNOWLEDGEMENT

This article has been written with the financial support of ICSSR – IMPRESS sanction order F.No. IMPRESS/ P1255/170/2018-19/ICSSR dated 20.03.2019

REFERENCES

1. Anderson, D. R., Collins, P. A., Schmitt, K. L., & Jacobvitz, R. S. (1996). Stressful life events and television viewing. *Communication Research*, 23(3), 243-260.
2. Galician, M.L. (1986). Perceptions of Good News and Bad News on Television. *Journalism Quarterly* 63(3), 611-616.
3. Harrell, J.P. (2000). Affective Responses to Television Newscasts: Have You Heard the News? (Doctoral dissertation, Western Michigan University, 2000). *Dissertation Abstracts International* 61(5B), 2762.
4. Haskins, J.B., Miller, M.M., & Quarles, J. (1984). Reliability of the News Direction Scale for Analysis of the Good-Bad News Dimension. *Journalism Quarterly*, 61, 524-528.
5. Johnston, W.M., & Davey, G. C.L. (1997). The psychological impact of negative TV news bulletins: The catastrophizing of personal worries. *British Journal of Psychology*, 88(1), 85- 91.
6. Johnson. N et.al (2019) Impact of Internet on the Development of Knowledge and Application Skills among the College Students, *Think India Journal*, Vol-22-Issue-14-December 2019- Pg.2739-2747
7. Johnson. N (2019) A Study on Psychological Consequences of TV News