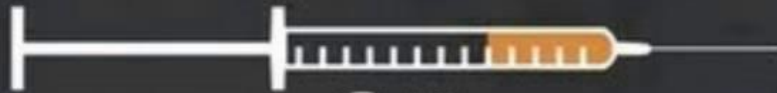


Communication Theories

Athira K M

THE HYPODERMIC NEEDLE THEORY



OR

MAGIC BULLET THEORY

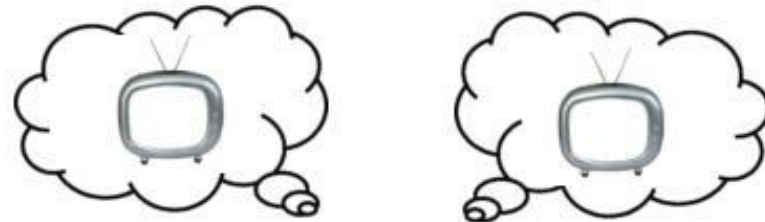


- Hypodermic Needle Theory, also known as Magic Bullet Theory (hypodermic syringe model or transmission-belt model) was promulgated by **Harold Lasswell in 1920s.**
- It was written in the book **“Propaganda Technique” in the World War.**

The Magic Bullet Theory



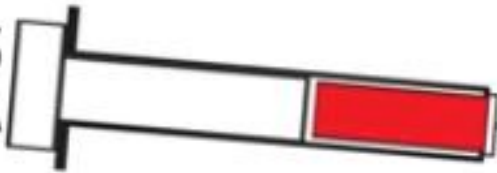
Mass Media



You

- Sender is media.
- Receiver is audience.
- Media fired the Message.
- Directly into audience head.
- cause the instant reaction.
- Designed message brings change in audience's behaviour.

**MASS
MEDIA**



INFORMATION



**Hypodermic
Needle
Theory**

Ordinary Opinions



+



=

Different Opinions





+



=



CONCEPT & HISTORY: MAGIC BULLET OR HYPODERMIC NEEDLE THEORY



The Hypodermic Needle Model

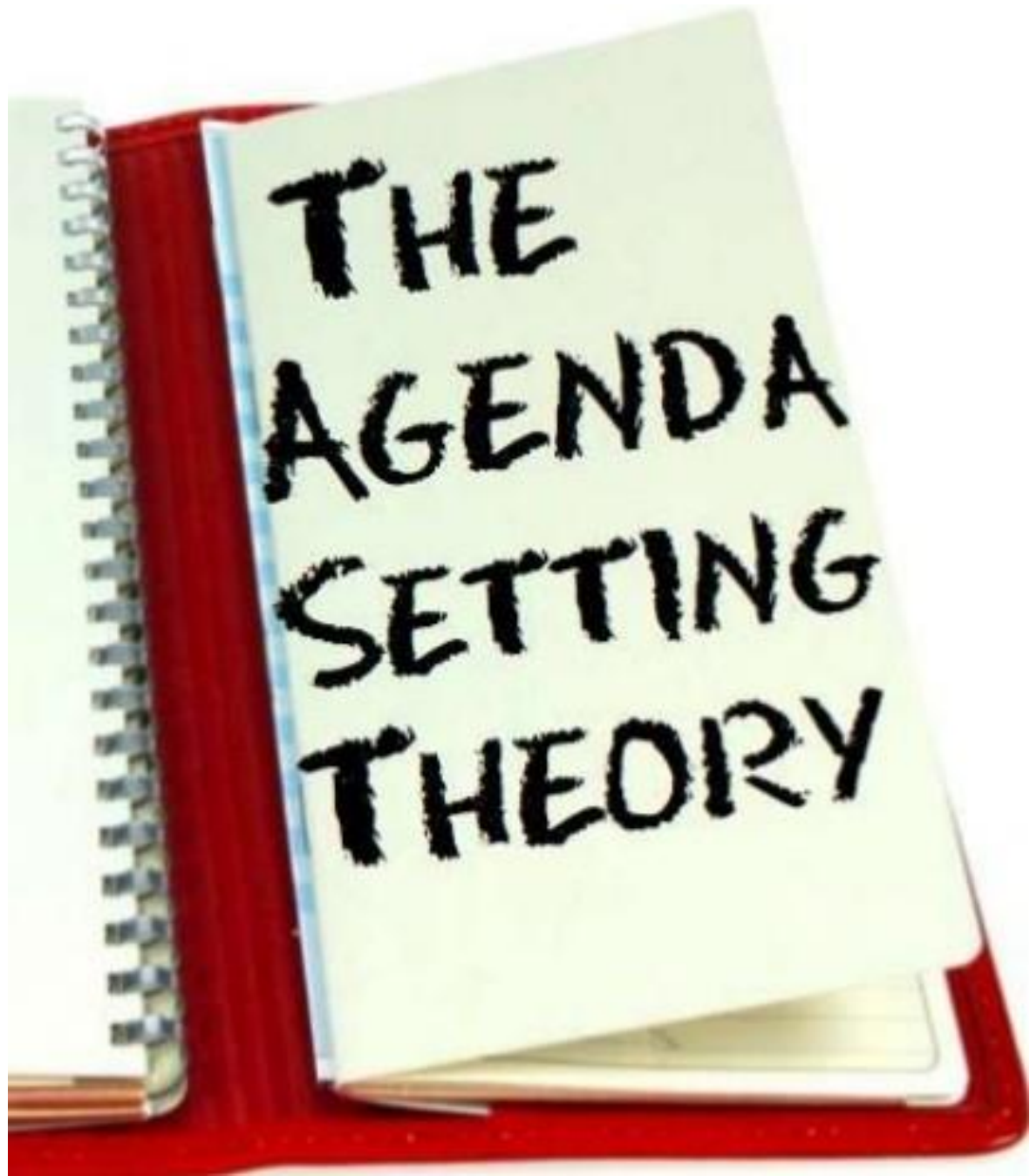
- Basically the concept of this theory is based on media's direct, immediate, and powerful effect on viewers. This theory was derived in the late 1930's era when mass media is very strongly making its impact on the audience. In the second world war, the media played a vital role between both countries and also made a propaganda setting about U.S. propaganda against Germany's Hitler. Nazi used their film industry and made an influence on people's mind against Hitler rather than Hitler also used his film industry against U.S.
- The media (magic gun) fired the message directly into the audience's head. The message causing the instant reaction from the audience's mind without any hesitation is called "Magic Bullet Theory".

THE MAGIC BULLET THEORY

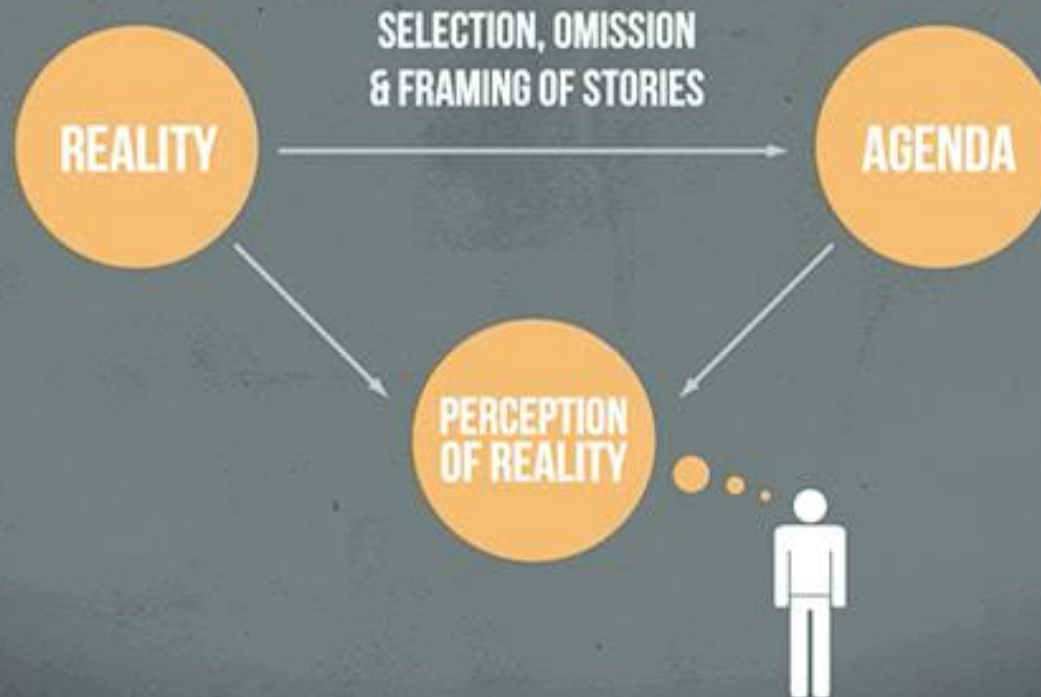
- Magic bullet theory says – media messages are like magic bullets that enter people’s minds and hearts with force and which people can’t stop. (It is also called the “hypodermic needle” theory.)
- People are seen as powerless against the media
 - E.g. - people will behave in whatever ways propagandists in control of media messages want.
- One of the most cited examples of the magic bullet was the war of the worlds
- About one million people believed Orson Welles’ story and became very scared.
 - <http://www.youtube.com/watch?v=4wf5TPVz56A>



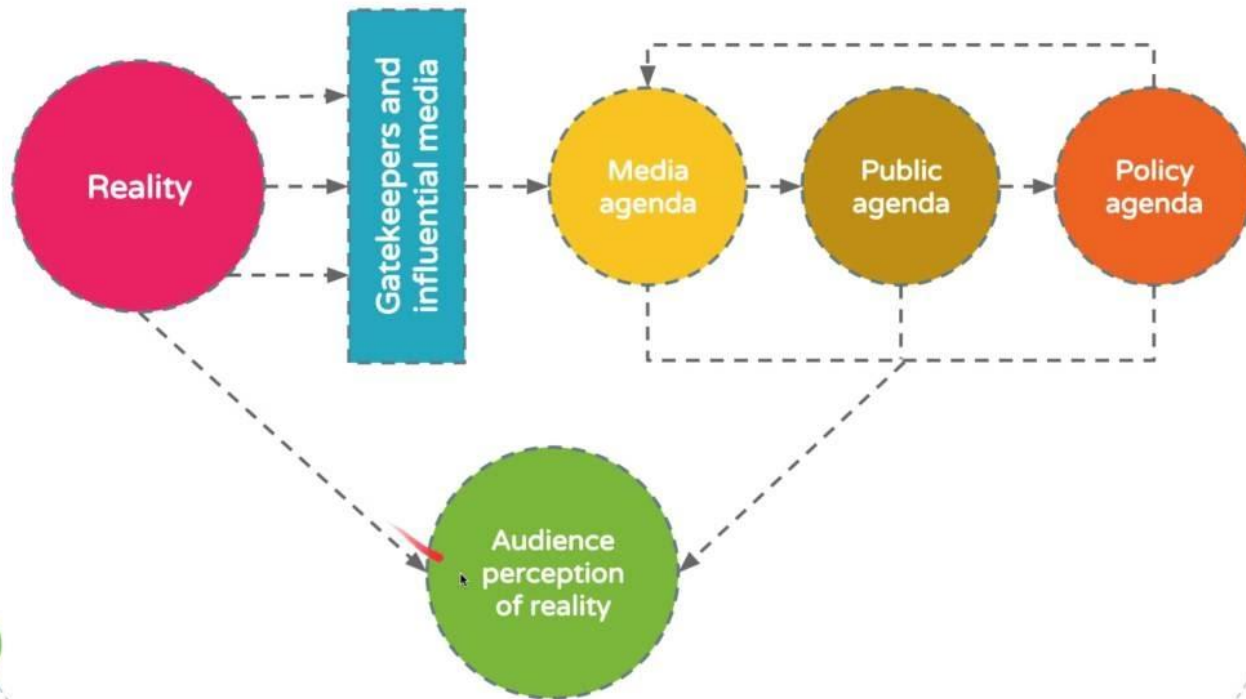
**THE
AGENDA
SETTING
THEORY**



AGENDA SETTING FUNCTION THEORY



The Agenda-Setting Function theory model



A decorative graphic featuring a central white circle with a dashed border. Surrounding this circle are various colorful elements: a large green circle at the top left, a blue circle with a white quotation mark at the top center, a yellow circle at the top right, an orange circle at the bottom left, and a yellow circle at the bottom right. There are also several smaller circles in green, blue, orange, and pink, and various colored arcs and semi-circles scattered around the central circle.

“

This theory suggests that the media does not tell audiences what to think, but rather what to think *about*. Revisions of the theory also suggest that the media may encourage an audience *how* to think about an issue.



Agenda-Setting Function

The theory was created in 1972 by McCombs and Shaw, who found a correlation (influential relationship) between how often and to what extent the media covered a news story, and the degree to which the public perceived an issue to be important.

Their research centred around news reports during a recent US Presidential election and as such focus on this kind of **influence in terms of news media**.

They attest that influential “**gatekeepers**” in the media use **selection, omission and framing** to decide what issues will be presented and how (or from which angle) they will be presented. This encourages the **public** to believe an issue is important, which in turn shapes **political policies**.

Mute (m)

Key Terms

Selection - when influential media makers decide what to **include** in a media broadcast.

Omission - when influential media makers decide what to **exclude** in a media broadcast.

Priming - the amount of time and space allocated to an issue, or whether it is covered at all. This sets the stage for audience to understand how important an issue is.

Framing - when a media broadcast **emphasises** certain points and **downplays** others in a news story.

Eg. a news report may use the words "anti-abortion protesters" or "pro-life campaigners" to create a positive or negative connotation for the audience.



Criticisms

- ◎ The theory attempts to explain how the media might shape audience opinions, but **does not conclusively determine how audience behaviour may be influenced.**
 - ◎ Agenda-Setting Function focuses on news media, but it **ignores other types and uses of media** such as those used for entertainment or social media. Not everyone watches the news, so how are they influenced?
- 

What is agenda setting?

- A theory that holds intense media attention increases the importance of certain topics, issues, and individuals
- It has the ability to tell us what issues are important and has a very powerful influence of the media



We perceive information
the way mass media
wants us to

Levels of Agenda Setting

First
level

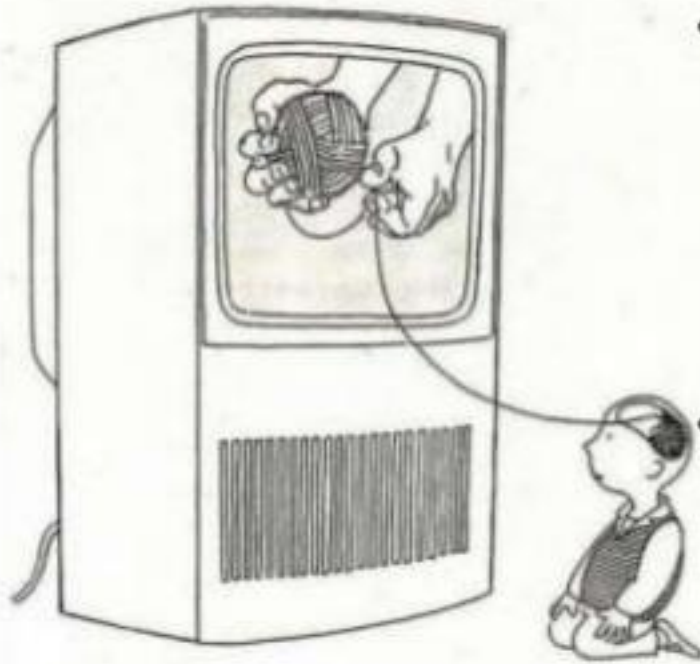
- *enacts the common subjects that are most important.*

Second
level

- *decides what **parts** of the subject are important.*



Original cultivation theory

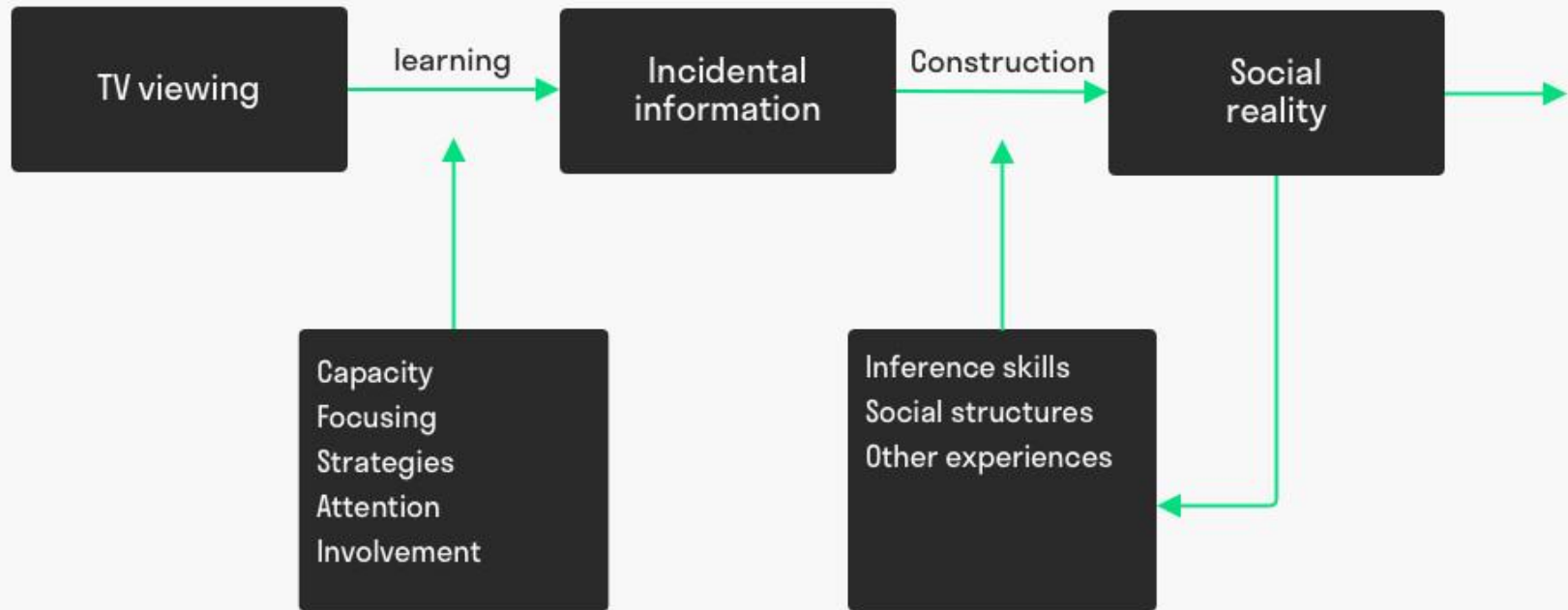


- Proposed by Professor George Gerbner & Larry Gross of the university of Pennsylvania in 1970s
- Definition: “Cultivation theory is the study examines the long-term effects of television”

(James Shanahan & Michael Morgan 1999)

Cultivation Theory

toolshero





+



=



Cultivation Theory

- According to Gerbner, the main thing that people saw on television was violence and he was especially concerned that it “cultivated” the view among people that the world was a violent place
- What was dramatic violence according to Gerbner ?

Cultivation Theory

- He defined it as “ the overt expression of physical force (with or without weapon), compelling action against one’s will on pain of being hurt and/or killed or threatened to be so victimized, as part of the plot.”
- Included: Dramas, cartoons, news and news magazines

Cultivation Theory

- However, they found significant inequalities in victimhood with older people, women and minorities particularly at risk.
- So even though minorities were under-represented on television, when they appeared, they were much more likely to be victims of violence

Cultivation Theory

- To analyze the effects of the violence, Gerbner correlated the data from his content analysis of television with survey data from people who were classified based on the amount of time they spent watching television and questioned about their views on violence in the world.

Cultivation Theory

- Gerbner classified people into two groups:
- Heavy watchers (over 4 hours per day)
- Light Watchers (less than 2 hours per day)

He predicted that heavy viewers saw the world as more dangerous than light viewers.

1



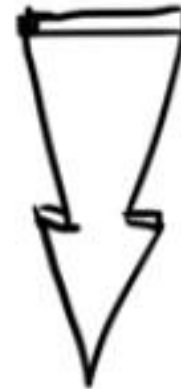
watched **lots** of television



2



watched **little** television



Cultivation Theory

- Using a survey, he targeted four attitudes

1. Chances of Involvement with violence

Light viewers predicted their weekly odds of being involved in violence were 1 in 100 while heavy viewers said it they were 1 in 10.

Cultivation Theory

2. Fear of walking alone at night

Women were more afraid than men, but both sexes who were heavy viewers, overestimated criminal activity, believing it to be ten times more than figures indicate.

Cultivation Theory

3. Perceived activity of police

Heavy viewers believed that about 5% of society is involved with law enforcement. In comparison, light viewers estimated 1 %.

Cultivation Theory

4. General mistrust of people

People who were heavy viewers tended to see other people's actions and motives more negatively.

Gerbner called this "the mean world syndrome"

Cultivation Theory

Based on this research, Gerbner sought to quantify in percentage terms the differences in the answers of light and heavy television viewers about violence in the world. He called this “the cultivation differential.”

"SPIRAL OF
SILENCE
THEORY"





**Elisabeth Noelle - Neumann
(19 December 1916 – 25 March
2010)**



**A German
political scientist**

**formulated the theory
in Germany, 1974**

History



- **Elisabeth Noelle-Neumann**, a German political scientist, the President of **World Association for Public Opinion Research** and one of the founders of **Public Opinion Organization** first presented the **spiral of silence theory** in two scientific articles in **1974**.
- In **1980**, the first book on the spiral of silence was published in German, followed by the first **edition in English** in **1984**.

Cont.

- **Germany's downfall in World War (II) inspired her to propose Spiral of Silence theory.**
- **It was made for both politics and mass communication.**



Examples

- In political elections, usually people are asked about their thoughts on candidates. They try to support the popular candidate confidently or do not give out their opinions.
- In 1991, support for Gulf War from the people of U.S. was measured through survey. People who did not support the war were many, but did not speak up against it. They got the view that what media showed was the view of the majority.

This is spiral of silence.



Definitions

- Anchored in social psychology, the theory explains:

How sways in public opinion may come about, especially in morally and emotionally laden debates!

- Being on the controversial issues, the spiral of silence theory counts among the most cited and replicated theories in social sciences.



Concept

- The concept of the theory is that, people through intuition or awareness know what the majority thinks. **They do not talk out loud unless they know that their views conform to majority.** If a person thinks that his/her views are closer to that of the majority, he/she express it more often and with more value.
- On the other hand, **people restrain themselves from telling it to others if they think the opinion of majority is changing.** This might lead to change in their own opinion as well.



Assumptions

The theory of the spiral of silence can be broken down into the following core assumptions:

- Most people are **afraid of social isolation**.
- Therefore people constantly observe other people's behavior in order to find out which **opinions and behaviors** are met with **approval or rejection** in the public sphere.



Cont.

- People who feel **public support** tend to express their opinion **loud and clear**.
- **Loud opinion expressions** on the one side and **silence** on the other side sets the **spiral of silence** into motion.



Cont.

- In case of consensus on an issue in a given society, it is **unlikely** that a spiral of silence will be set into motion. The **spiral is usually elicited by controversial issues.**
- The process is typically ignited by emotionally and morally burdened issues.



Cont.

- Mass media may have a decisive influence on the formation of public opinion. If the media **repeatedly and concordantly support one side in a public controversy**, this side will stand a **significantly higher chance** of finishing the spiral-of-silence process as **winner**.
- Public opinion is limited in time and space. It stabilizes and integrates society because **conflicts will be resolved** through spirals of silence in **favor of one opinion**.



Relationship with Media

- Spiral of Silence Theory takes media as a reference.
- Media shows what majority thinks to be true as true.

According to Elisabeth Noelle-Neumann, **three factors** play their role in producing **powerful role of mass media**.

Ubiquity:

Media is everywhere as a source of information.

Cumulative:

Various news media repeat news stories across their different programs, across the time.

Consonance:

similarity of values which influence the content which media produce.



Factors influencing Silence

- Following are a few factors which influence silence:

Fear of
Isolation

Assessing
Public Opinion

Willingness
to Speak

Contingency
Factor



Strengths

- Following are the strengths of Spiral of Silence Theory:

This theory is applicable both at macro and micro levels

It raises some important questions about the responsibilities and role of mass media

It determines public opinion during the elections

It has gained attention both empirically and critically



Criticism

Individual personality differences influence in people voicing their opinions or not. Confident people can speak anything they like even if they fall on the minority group.

People will find other group of people who share similar opinions if they want.

Individualistic cultures promote freedom of speech, whereas collectivist cultures want conformation to groups.



MAJORITY



MINORITY

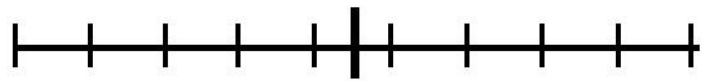


Individuals

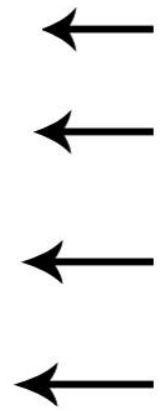
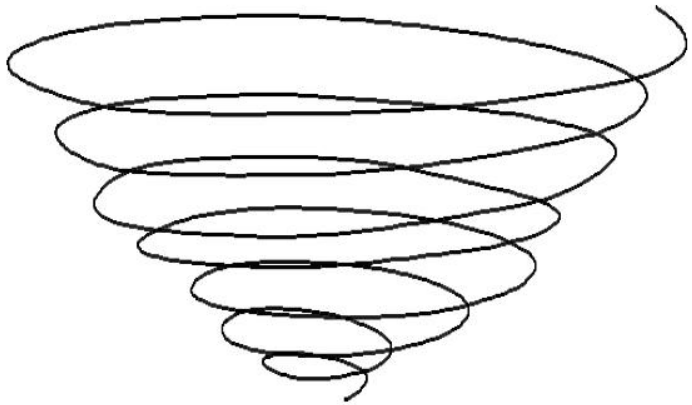
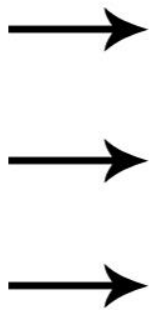
has fear of isolation



a group of people



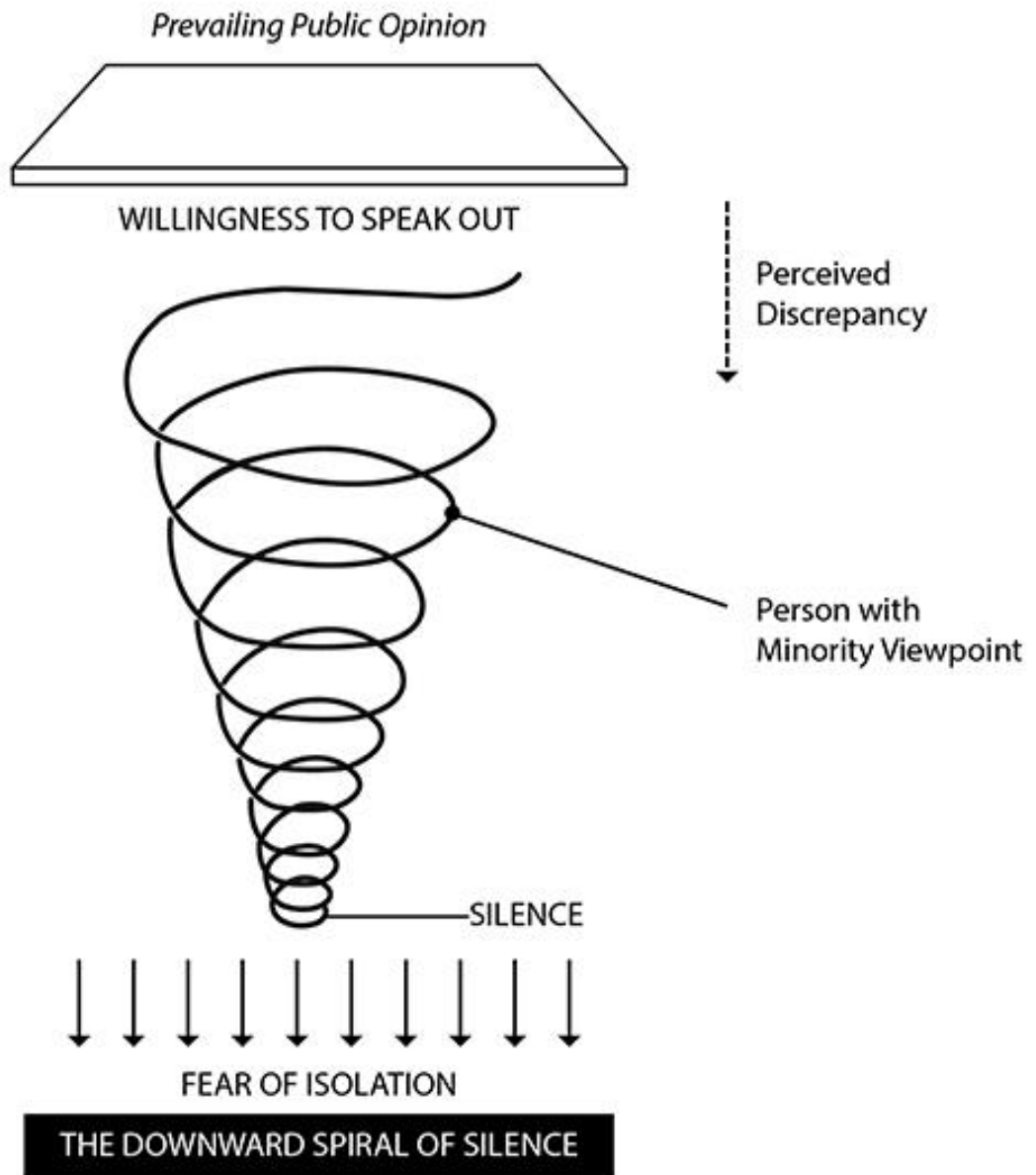
Opinion expressed
as dominant by
mass media



Interpersonal support
for deviant opinion

Amount of people not openly
expressing deviant opinion
and/or changing from deviant
to dominant opinion

Elisabeth Noelle- Neumann's Spiral of Silence



MEDIA DEPENDENCY THEORY



MEDIA DEPENDENCY THEORY

A theory of mass communication that assumes the more dependent an individual is on the media for having his or her needs filled, the more important the media will be to the person.



- **Media dependency theory**, a systematic approach to the study of the effects of mass media on audiences and of the interactions between media, audiences, and social systems.
- It was introduced in outline by the American communications researchers **Sandra Ball-Rokeach and Melvin DeFleur in 1976.**

- Dependency theory conceives of dependency as a relationship in which the fulfillment of one party's needs and goals is reliant on the resources of another party.
- A main focus of the theory is the relationship between media and audiences.
- In industrialized and information-based societies, individuals tend to develop a dependency on the media to satisfy a variety of their needs, which can range from a need for information on a political candidate's policy positions (to help make a voting decision) to a need for relaxation and entertainment.

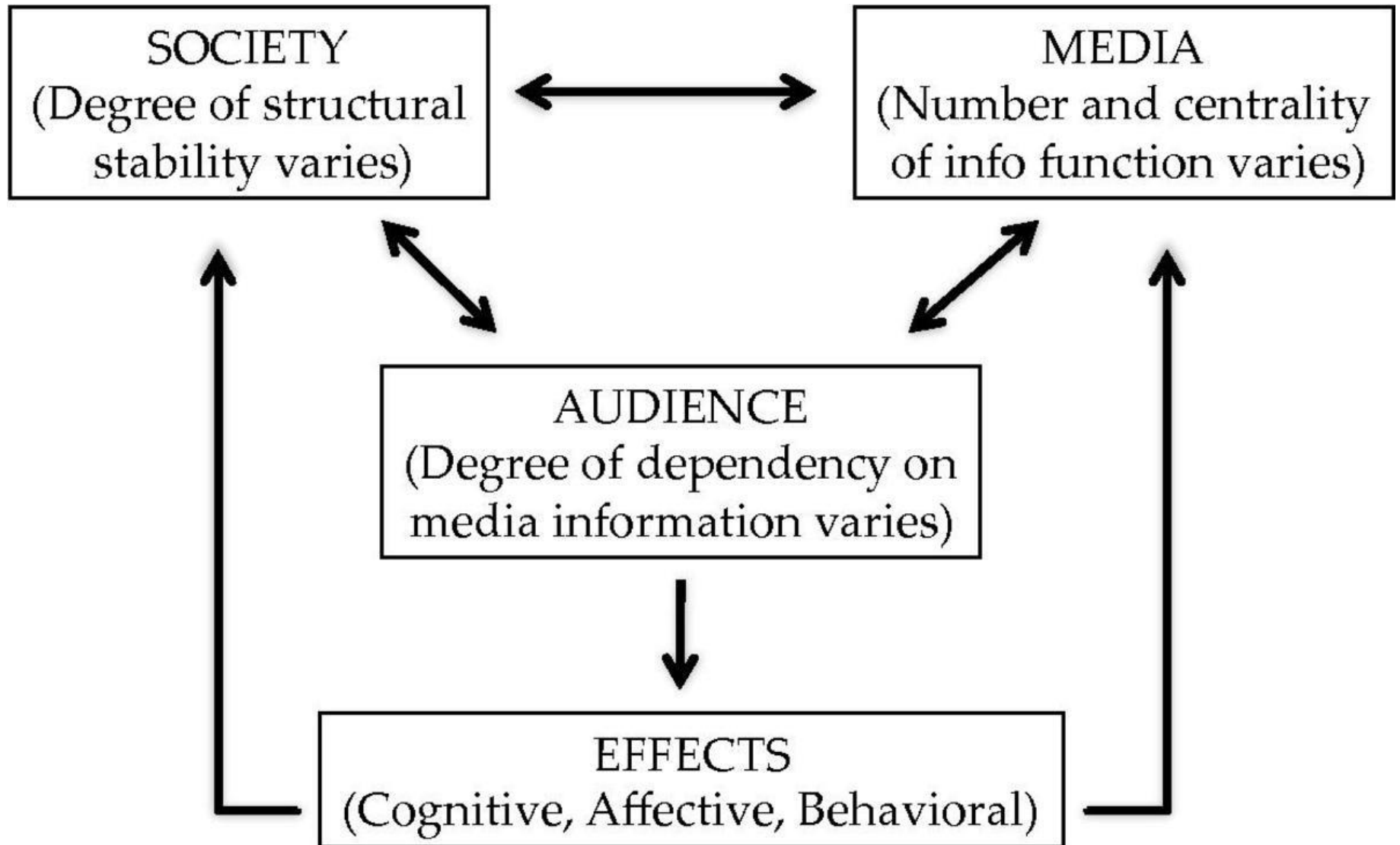
In general, the extent of the media's influence is related to the degree of dependence of individuals and social systems on the media.

Two of the basic propositions put forward by Ball-Rokeach and DeFleur are:

- (1) the greater the number of social functions performed for an audience by a medium (e.g., informing the electorate, providing entertainment), the greater the audience's dependency on that medium, and
- (2) the greater the instability of a society (e.g., in situations of social change and conflict), the greater the audience's dependency on the media and, therefore, the greater the potential effects of the media on the audience.

- There are potentially three types of effects that result from an audience's dependency on the media: cognitive, affective, and behavioral.
- Cognitive effects are changes in an audience's attitudes, beliefs, and values, including changes brought about by the media in its role in political "agenda setting."
- Affective effects include, for example, the development of feelings of fear and anxiety about living in certain neighbourhoods as a result of overexposure to news reports about violent events in such areas.

- An example of a behavioral effect is “deactivation,” which occurs when individual members of an audience refrain from taking certain actions that they would have taken had they not been exposed to certain messages from the media.
- Not voting in political elections may be such an effect
- Since its inception, media dependency theory has generated many cross-disciplinary studies. It has also served well as a theoretical basis for research in the domain of political-campaign communication, in which the relationship between the mass media, the electorate, and political candidates is a central focus.





1976 – University of Washington
Sandra Ball-Rokeach
Melvin DeFleur

Brief History

Sandra Ball-Rokeach and Melvin DeFleur proposed the “Dependency theory” in 1976. The theory is combined with several perspectives like psycho analytics & social system theory, systematic & casual approach and base elements from uses and gratification theory but less focus on effects. Media Dependency theory is one of the first theory which regards audience as an active part in communication process. The dependency theory is expanded from the theory of Uses and Gratification.

Definition

This is the idea that people are highly dependent on the media for information. This is especially so in crises situations. In such cases, PR people can be quite influential in controlling and shaping information as journalists are dependent on official spokespeople during the first stages of crises.

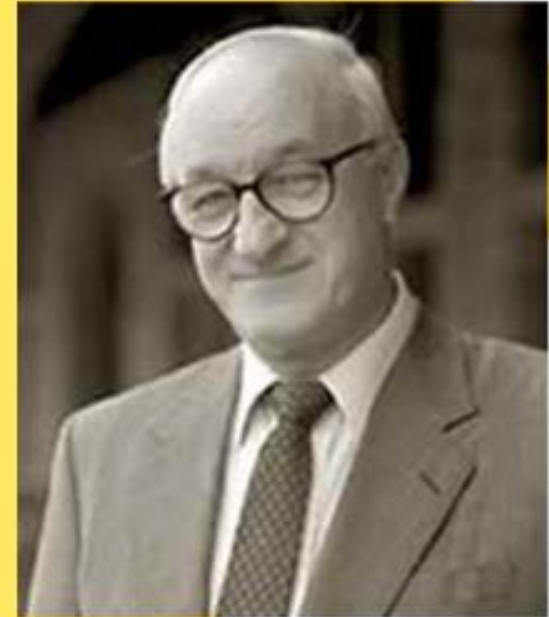
DEPENDENCY THEORY

According to this theory, there is an internal link between media, audience and large social system. The audience learning from the real life is limited, so they can use media to get more information to fulfill their needs. An extensive use of media generates dependent relations in audiences. Media is also able to create a dependent relationship with target audiences to achieve their goals by using their media power.



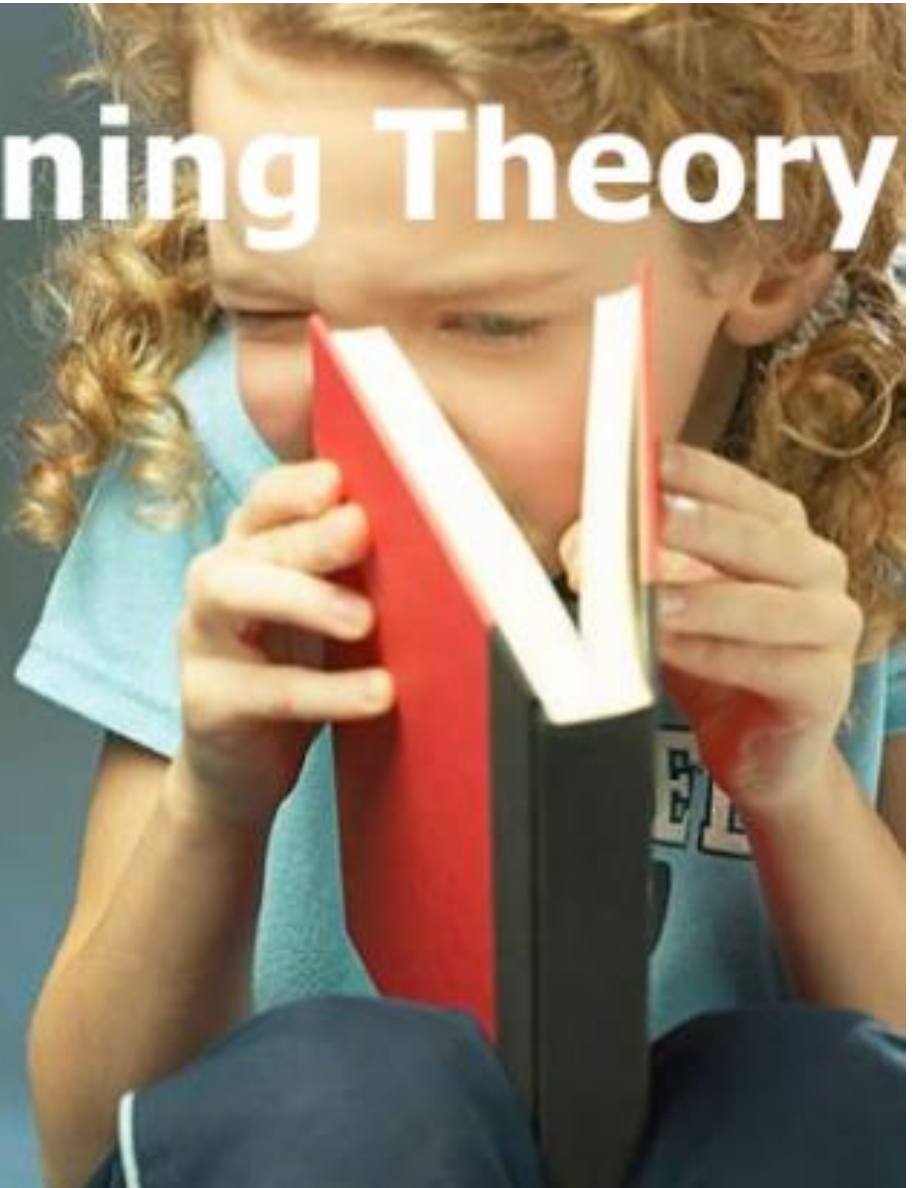
Albert Bandura

Social
learning
theory



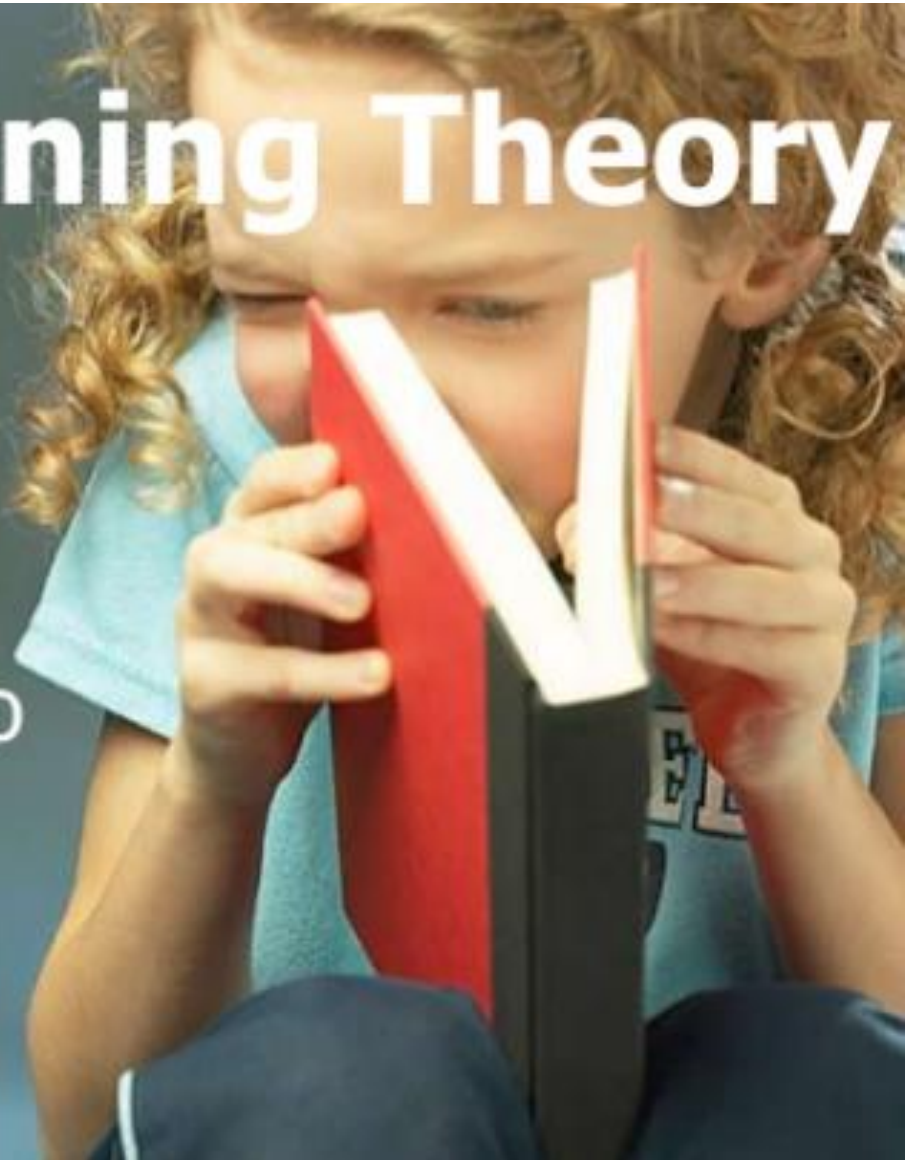
Social Learning Theory

- also called observational learning
- theory that emphasizes learning through observation of others



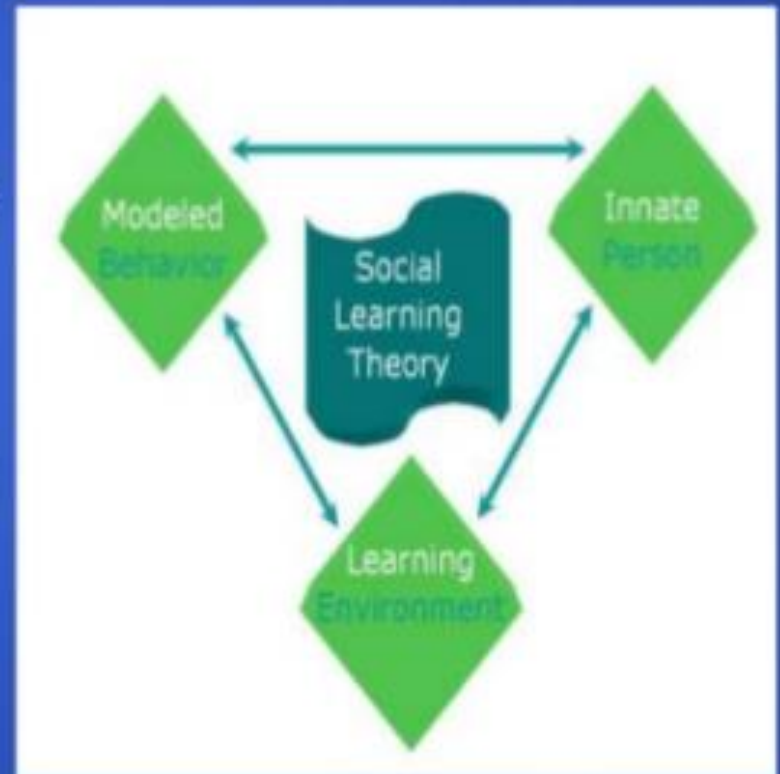
Social Learning Theory

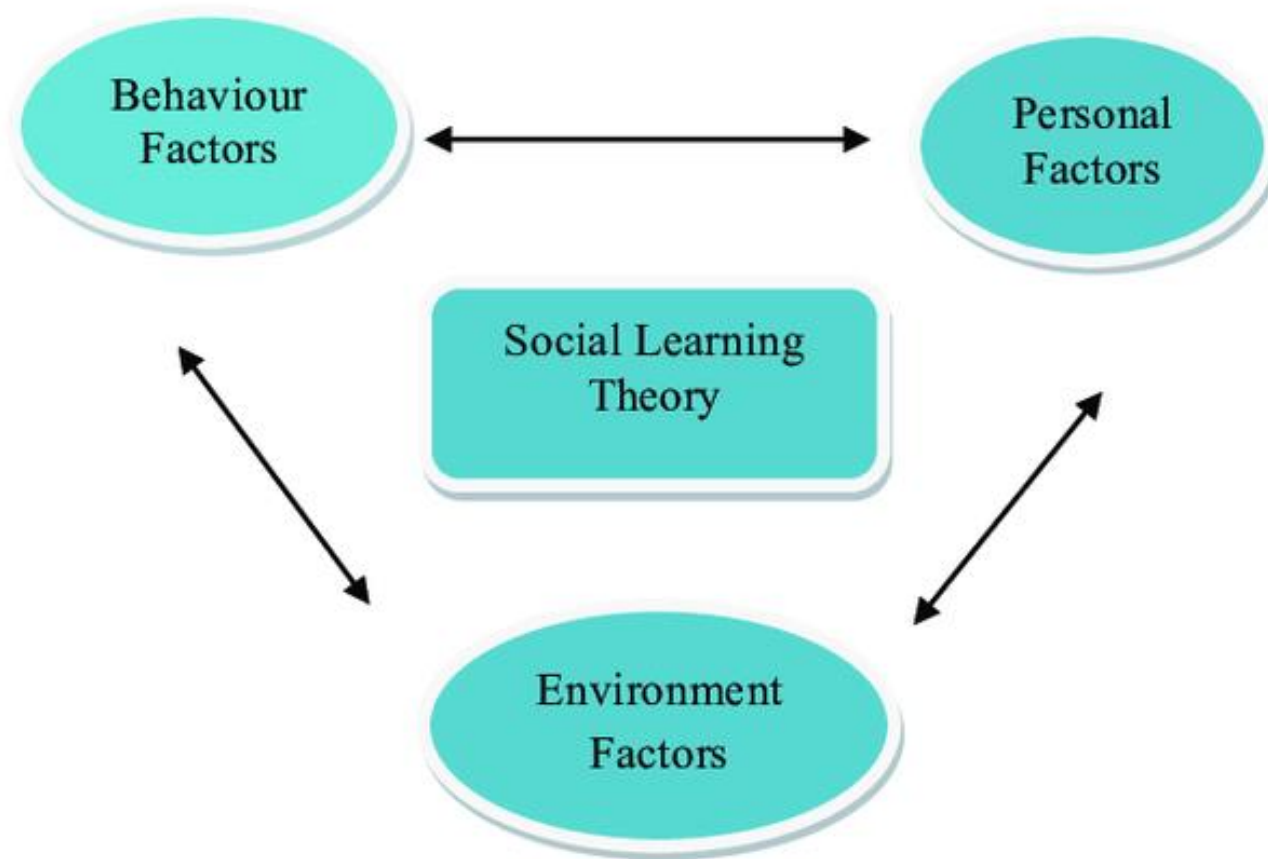
We learn not only how to perform a behavior but also what will happen to us in a specific situation if we do perform it



Social Learning Theory

- The Social Learning Theory states that people learn from one another via observation, imitation and modeling.
- It is often referred to as a bridge behaviorist and cognitive learning theories because it encompasses attention, memory and motivation.





Albert Bandura



- The Social Learning Theory was proposed by Albert Bandura.
- Bandura believed that direct reinforcement could not account for all types of learning.
- His theory added a social element, arguing that people can learn new information and behaviors by watching other people which is known as observational learning (or modeling).

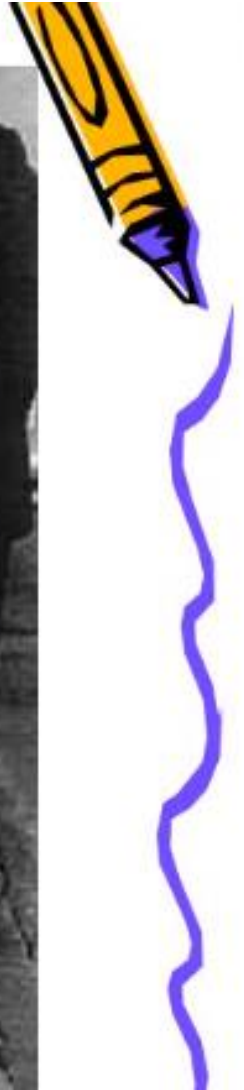
Modeling

Bandura's basic idea is that learning can occur through observation.

"Modeling is a behavior modification technique that involves observing the behavior of others (the models) and participating with them in performing the desire behavior"



- Modeling is basically mimicking the observed behavior.



What To Know About Social Learning Theory



1. People can learn through observation



2. Mental states are important to learning

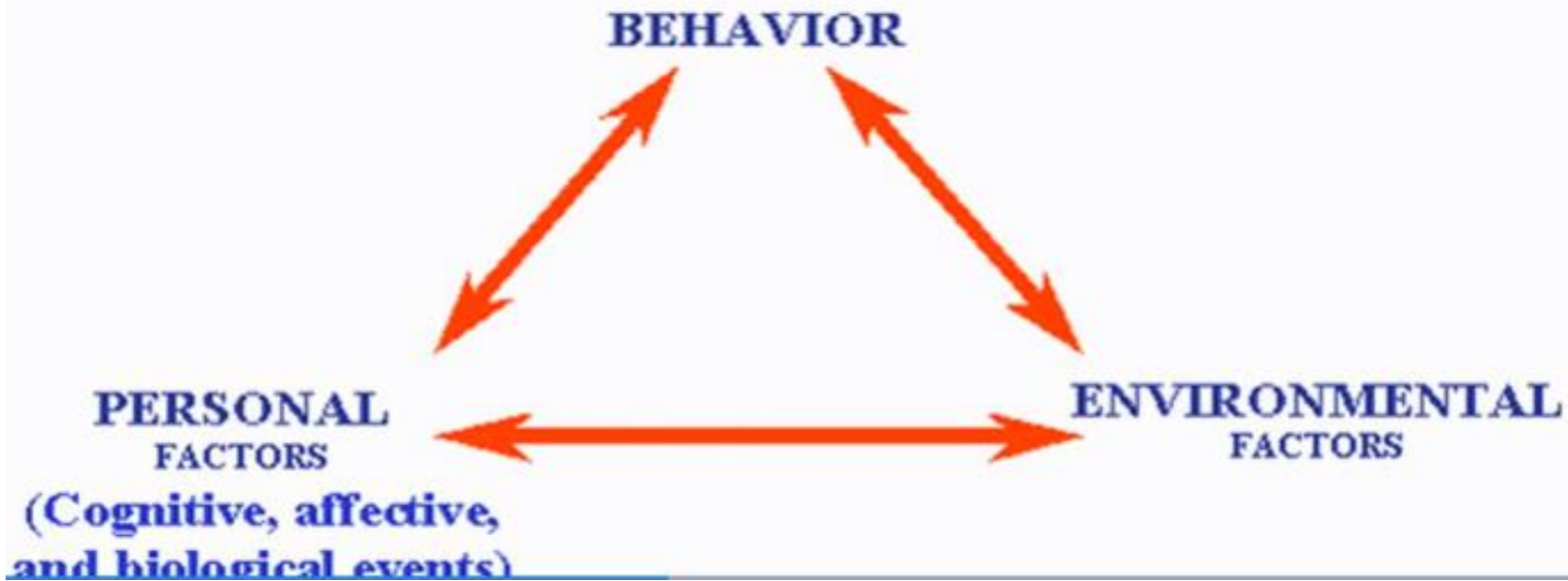


3. Learning does not necessarily lead to behavior change

The Reciprocal Concept



- Bandura's theory of learning takes into account three things
 - The person
 - The person's environment
 - The person's psychological processes



WHAT IS SOCIAL LEARNING THEORY?

- **The social learning theory proposed by Albert Bandura has become perhaps the most influential theory of learning and development.**
- **While rooted in many of the basic concepts of traditional learning theory, Bandura believed that direct reinforcement could not account for all types of learning.**

WHAT IS SOCIAL LEARNING THEORY?

- **His theory added a social element, arguing that people can learn new information and behaviors by watching other people.**
- **Known as observational learning (or modeling), this type of learning can be used to explain a wide variety of behaviors.**

WHAT IS SOCIAL LEARNING THEORY?

- *Basic Social Learning Concepts:*

There are three core concepts at the heart of social learning theory.

1) The idea that people can learn through observation.

2) The idea that internal mental states are an essential part of this process.

3) This theory recognizes that just because something has been learned, it does not mean that it will result in a change in behavior.

Social learning theory:

- People learn through observing others' behavior, attitudes, and outcomes of those behaviors.
- “Most human behavior is learned observationally through modeling: from observing others, one forms an idea of how new behaviors are performed, and on later occasions this coded information serves as a guide for action.” (Bandura).

Social learning theory:

- Social learning theory explains human behavior in terms of continuous reciprocal interaction between cognitive, behavioral, and environmental influences.

INTRODUCTION

- Summary: Bandura's Social Learning Theory posits that people learn from one another, via observation, imitation, and modeling.
- The theory has often been called a bridge between behaviorist and cognitive learning theories because it encompasses attention, memory, and motivation.

Bandura's theory:

- Bandura believed in “reciprocal determinism”, that is, the world and a person's behavior cause each other, while behaviorism essentially states that one's environment causes one's behavior.
- Bandura, who was studying adolescent aggression, found this too simplistic, and so in addition he suggested that behavior causes environment as well.

Bandura's theory:

- Later, Bandura soon considered personality as an interaction between three components: the environment, behavior, and one's psychological processes (one's ability to entertain images in minds and language).
- Social learning theory has sometimes been called a bridge between behaviorist and cognitive learning theories because it encompasses attention, memory, and motivation.

Bandura's theory:

- The theory is related to Vygotsky's Social Development Theory and Lave's Situated Learning, which also emphasize the importance of social learning

Four important factors in social learning (observational learning)

Attention

Paying attention to the model is a condition for learning



Retention

Remembering what the model did is a condition for imitating the model's behaviour



Reproduction

People must have the capacity (e.g. skills) for imitating the behaviour



Motivation

People must be motivated to imitate behaviour
(e.g. importance of model or reward)

Necessary condition for effective modeling :

- Attention — various factors increase or decrease the amount of attention paid. Includes distinctiveness, affective valence, prevalence, complexity, functional value.
- One's characteristics (e.g. sensory capacities, arousal level, perceptual set, past reinforcement) affect attention.

Necessary condition for effective modeling :

- Retention — remembering what you paid attention to. Includes symbolic coding, mental images, cognitive organization, symbolic rehearsal, motor rehearsal.
- Reproduction — Reproducing the image. including physical capabilities, and self-observation of reproduction

Necessary condition for effective modeling:

- Motivation — Having a good reason to imitate. Includes motives such as a past (i.e. traditional behaviorism), promised (imagined incentives) and vicarious (seeing and recalling the reinforced model).

Necessary conditions for effective modeling:

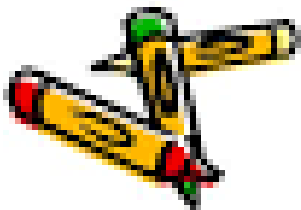
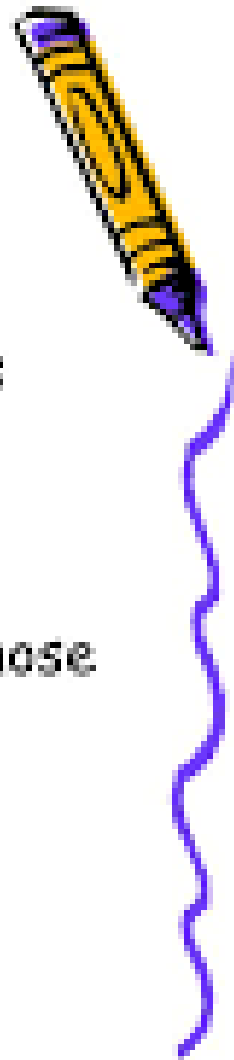
- Attention — various factors increase or decrease the amount of attention paid.
- Retention — remembering what you paid attention to.
- Reproduction — reproducing the image.
- Motivation — having a good reason to imitate.

There are 3 core concepts of the Social Learning Theory:

- People can learn through observation.
- Internal mental state is essential in the learning process.
- Learning does not necessarily lead to change in behavior.

Social learning theory

- Bandura's Social Learning Theory posits that people learn from one another, via observation, imitation, and modeling; people learn through observing others' behavior, attitudes, and outcomes of those behaviors.
- Also known as observational learning.



Types of Observational Learning Effects

INHIBITION - to learn not to do something that we already know how to do because a model being observed refrains from behaving in that way or does something different from what is intended to be done.



INHIBITION

Types of Observational Learning Effects

DISINHIBITION - to learn to exhibit a behavior that is usually disapproved of by most people because a model does the same without being punished



DISINHIBITION

Types of Observational Learning Effects

FACILITATION – to be prompted to do something that is not ordinarily done because of insufficient motivation



FACILITATION

Types of Observational Learning Effects

OBSERVATIONAL LEARNING – to learn a new behavior pattern by watching and imitating the performance of someone else



OBSERVATIONAL LEARNING

Elements of Observational Learning



Attention



- Mental focus or concentration
- Willingness of the child to observe and mimic the behavior of a model

Retention



- To encode the behavior in the memory
- Ability to store information

Production



- To actually perform the behavior observed

Motivation/Reinforcement



- Force that drives one to act

Three Forms of Reinforcement



Direct Reinforcement

- Occurs when an individual watches a model perform, imitates that behavior and is reinforced or punished by some individual



Direct Reinforcement

Very
Good!



Vicarious Reinforcement

- The observer anticipates receiving a reward for behaving in a given way because someone else has been so rewarded



Vicarious Reinforcement

I'll study in advance... just like him.



Self-Reinforcement

- The individuals strives to meet personal standards and does not depend on or care about the reaction of others

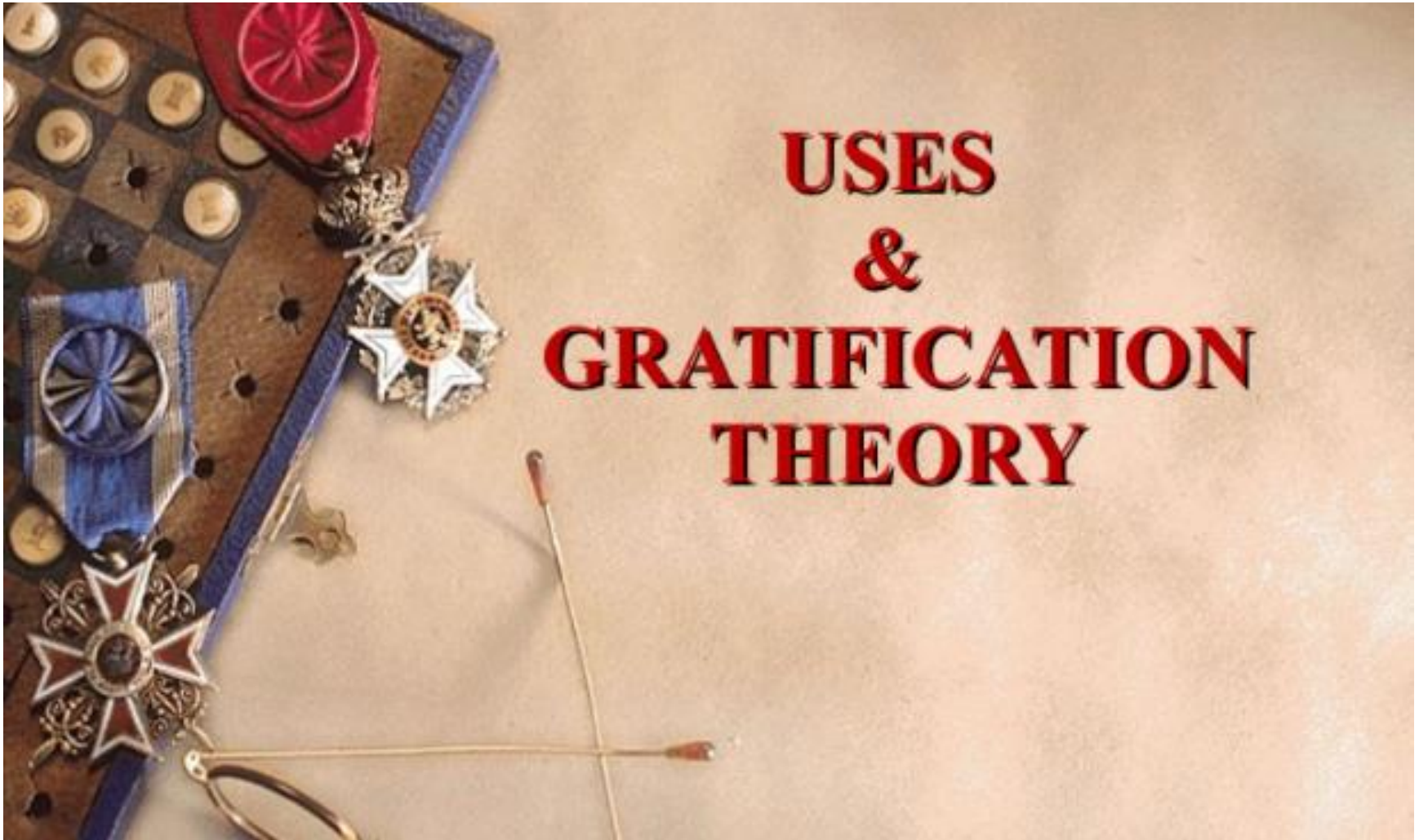


Self-Reinforcement

How do pollen grains look like in actual?



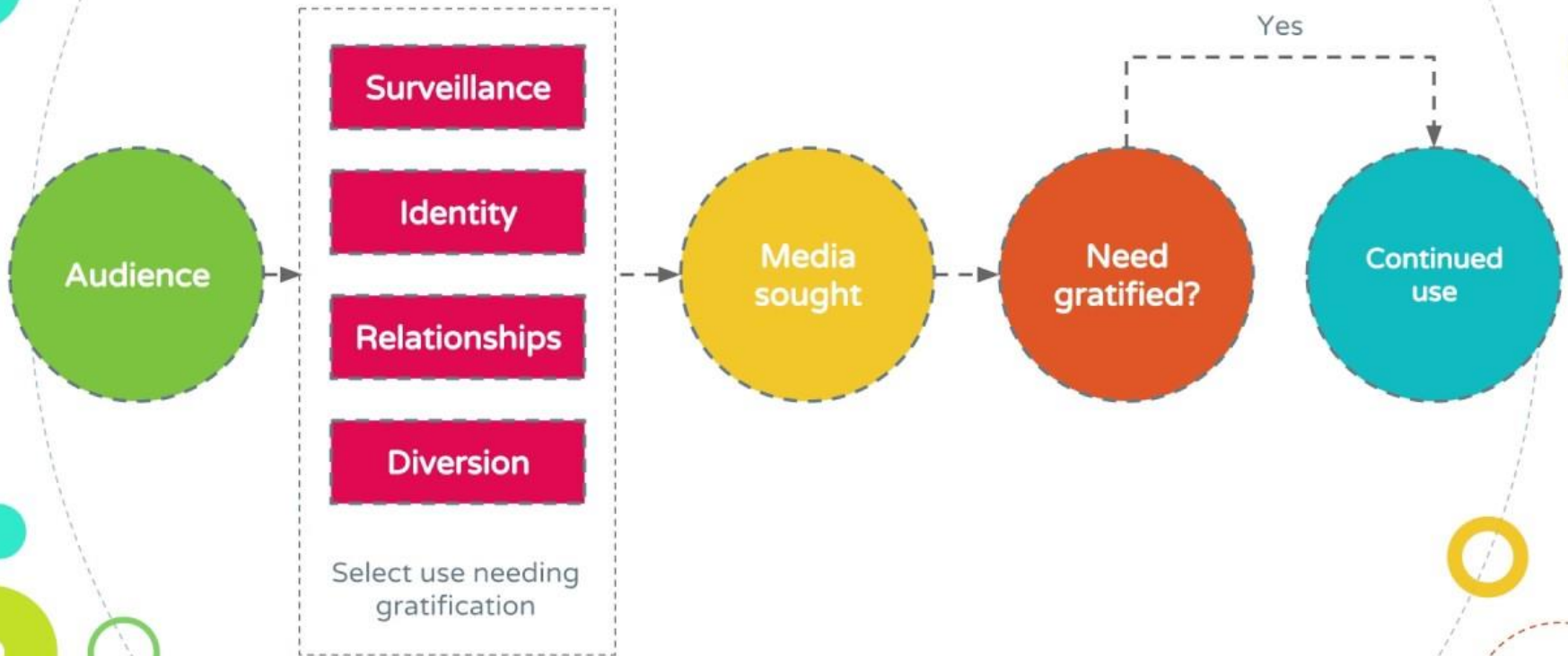
**USES
&
GRATIFICATION
THEORY**



Basic Idea

- Blumler & Katz in 1974 published a theory stating that individuals may chose a text to 'gratify' a range of needs
- This theory places more focus on the consumer and assumes that the audience are not passive, but they actively interpret the media they are consuming
- This theory can be applied to numerous media tools; including the internet, television, music videos etc

Uses and Gratifications theory model



What is the Uses & Gratifications Theory?

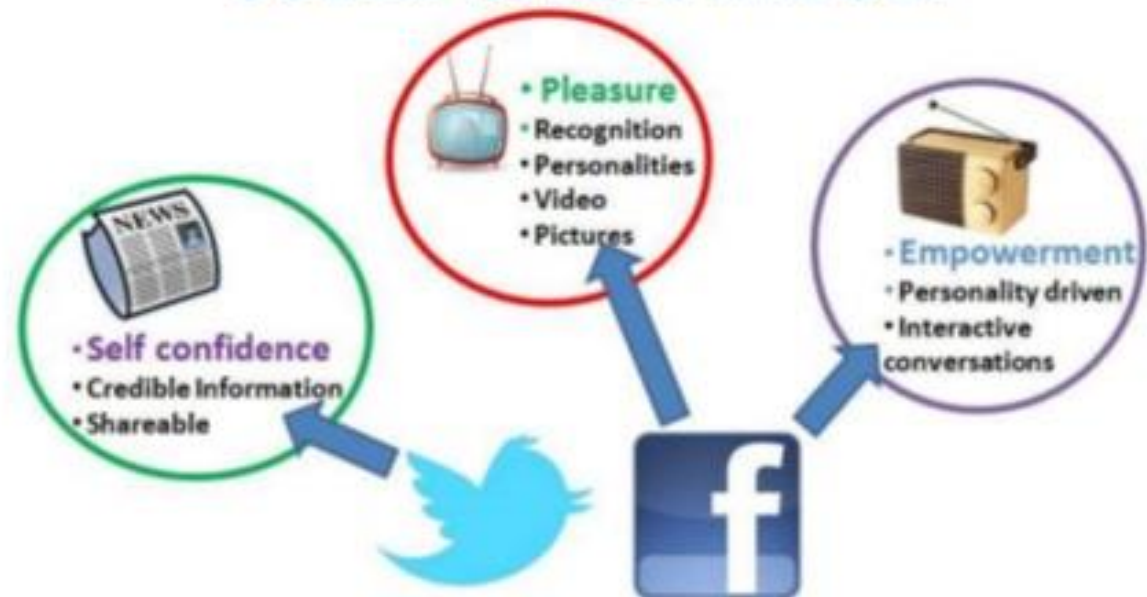
This theory suggests that media audiences play an active role in interpreting and integrating media into their own lives. The theory approaches why people actively seek out specific media forms to fulfil their needs. There are four different activities audiences are assumed to participate in:

- 1) **Diversion** – *Escape from everyday problems , an emotional release.*
- 2) **Personal Relationships** – *Substitution of media for companionship.*
- 3) **Personal Identity or Individual Psychology** – *Self understanding.*
- 4) **Surveillance** – *Using media to find out what is around us.*

Blumler and Katz suggested people use the media to satisfy their needs. This is called The Four Needs Theory. It has four main parts –

1. Escape and diversion from everyday life
2. Surveillance and information
3. Personal relationships
4. Personal identity

Uses & Gratifications Social Media Model



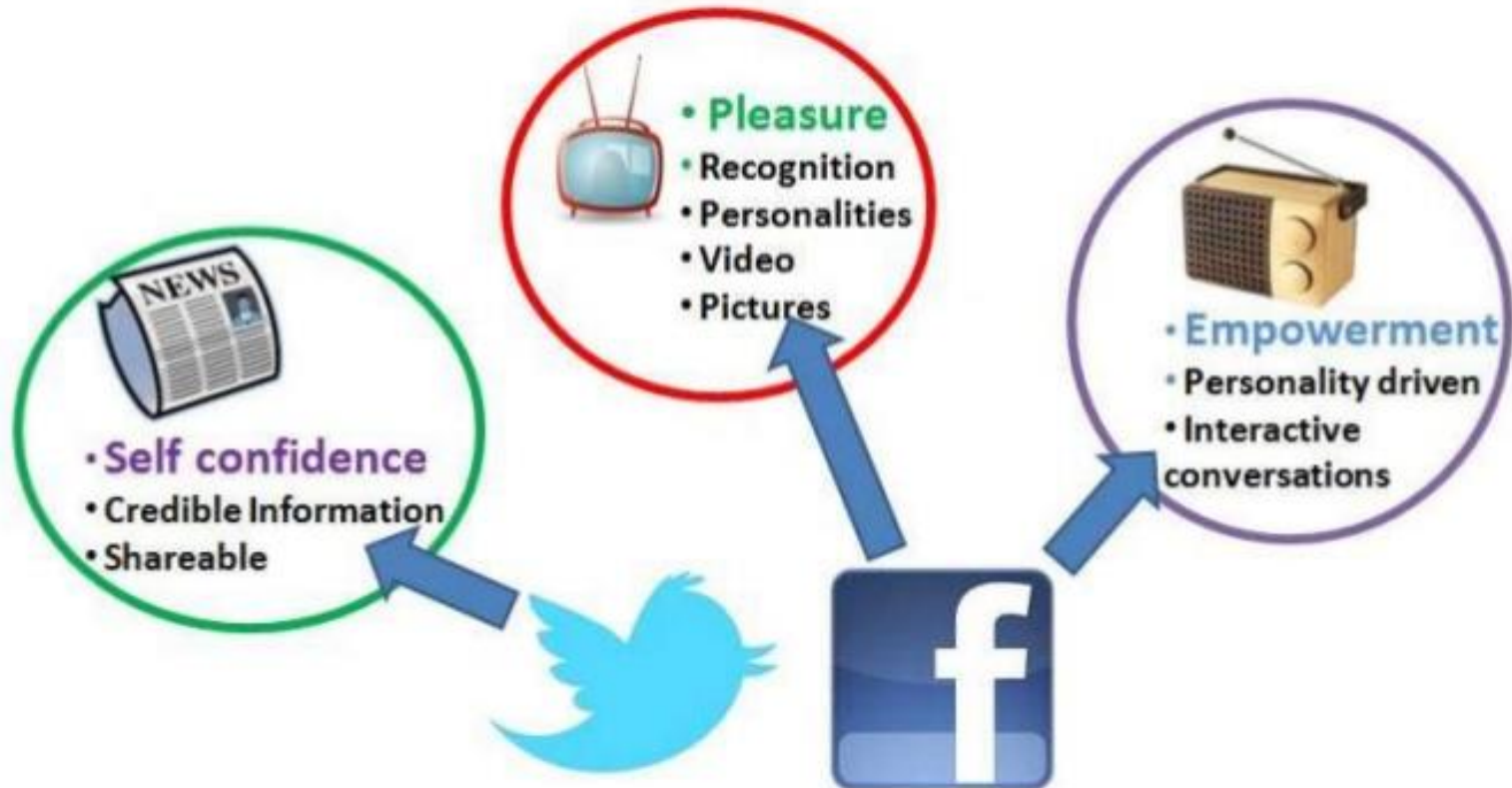
Uses and Gratifications Theory (Blumler & Katz, 1974)

Blumler and Katz's uses and gratifications theory suggests that media users contribute and have an active role in the media.

The user has 4 simple needs:

- Diversion (the need to relax and escape)
- Personal Relationships (using the media to fulfil their personal relationships with friends, becoming part of a social group)
- Personality identity (using media to find out more about yourselves)
- Surveillance (using the media to find out what is going on around us)

Uses and Gratification Theory



Definition

- U&G theory states what people do with media NOT what media does with people.
 - (Blumler & Katz 1974)
- > audience plays an active role in choosing and using media in their daily lives.



USES AND GRATIFICATION

- **Explanation of Theory:**
- Blumler and Katz's uses and gratification theory suggests that media users play an active role in choosing and using the media. Users take an active part in the communication process and are goal oriented in their media use. The theorist say that a media user seeks out a media source that best fulfills the needs of the user. Uses and gratifications assume that the user has alternate choices to satisfy their need.



4 Main Principles

- Diversion – to escape from everyday problems and routines
- Personal Relationships – using the media for emotional and other interactions
- Person Identity – finding yourself reflected in texts and learning behaviours and values
- Surveillance – information which could be useful for living (weather reports, financial news)

Katz, Blumler and Gurevitch

According to Katz, Blumler and Gurevitch's research there were five components comprising the Uses and Gratifications Approach;

- The audience is conceived as active.
- In the mass communication process, much initiative in linking gratification and media choice lies with the audience member.
- The media compete with other sources of satisfaction.
- Methodologically speaking, many of the goals of mass media use can be derived from data supplied by individual audience members themselves.
- Value judgments about the cultural significance of mass communication should be suspended while audience orientations are explored on their own terms.

According to the research, goals for media use can be grouped into five uses.

The audience wants to:

- be informed or educated
- identify with characters of the situation in the media environment
- simple entertainment
- enhance social interaction
- escape from the stresses of daily life



What is the Uses and Gratifications Theory About?

Uses and Gratifications Theory is an approach that is used to understand mass communication. The theory places more focus on the audience and taking them into more consideration rather than the actual message itself by asking “what people do with media” rather than “what media does to people” - Katz, 1959

The theory believes that the members of the audience are not passive but actually take an active role in interpreting and participating media into their own lives. The theory also believes that audiences are responsible for choosing media to meet their needs. The approach suggests that people use the media to fulfil specific gratifications. Also, this theory would then be implying that the media compete against other information sources for viewers' gratification.



An Example of Modern Applications of Uses and Gratifications

In general, people use mobile phones for the following uses and gratifications;

- Affection/sociability
- Entertainment
- Instrumentality
- Psychological reassurance
- Fashion/status
- Mobility
- Immediate access



- Internet usage- The Internet provides a new and deep field for exploring UGT
- Friend-networking sites- socialization might be finding old friends, making new friends, learning about events, creating social functions, and feeling connected
- Twitter- positive correlation between active time spent on Twitter and the gratification of a need for "an informal sense of camaraderie"—connection—with other users
- Instant messaging – Relaxation, Entertainment, Fashion, Inclusion, Affection, Sociability, Escape
- Online gaming- Achievement, enjoyment and social interaction are all motivations for starting to play an online game

DEFINITION

- The 'Uses and Gratification' theory deals with the effect of people on the media.
- The theory describes mass communication, as it provides an approach that is audience-centered.
- It deals with how and why people adopt specific media to satisfy their needs.
- Uses and Gratifications theorists explain why people choose and use certain media forms.
- The theory emphasizes a limited effect position; that is, the media have a limited effect on their audiences because audiences are able to exercise control over their media.

USES & GRATIFICATION

- One influential tradition in media research is referred to as 'uses and gratifications' (occasionally 'needs and gratifications').
- This approach focuses on why people use particular media rather than on content.
- In contrast to the concern of the 'media effects' tradition with 'what media do to people' (which assumes a homogeneous mass audience and a 'hypodermic' view of media), U & G can be seen as part of a broader trend amongst media researchers which is more concerned with 'what people do *with* media', allowing for a variety of responses and interpretations.
- However, some commentators have argued that gratifications could also be seen as effects: e.g. thrillers are likely to generate very similar responses amongst most viewers.
- And who could say that they never watch more TV than they had intended to? Watching TV helps to shape audience needs and expectations



4 Key Reasons of Media Use

- **Information:**

- Finding for relevant events.
- Seeking advice to solve the matters and make decisions.
- Satisfying curiosity and general interest.
- Self-education.
- Gaining a sense of security through knowledge.

Information

- Finding out about relevant events and conditions in immediate surroundings, society and the world.
- Seeking advice on practical matters or opinion and decision choices
- Satisfying curiosity and general interest
- Learning; self-education
- Gaining a sense of security through knowledge

4 Key Reasons of Media Use

- **Personal Identity:**

- Finding reinforcement for personal values.
- Finding models of behavior.
- Identifying with valued other (in the media).
- Gaining insight into one's self.



Personal Identity

- Finding Reinforcement For Personal Values
- Finding Models Of Behavior
- Identifying With Valued Other (In The Media)
- Gaining Insight Into One's Self

4 Key Reasons of Media Use

• *Integration & Social Interaction*

- Social empathy.
- Gaining a sense of belonging.
- Finding a basis for conversation & social interaction.
- Clarifying social roles.
- Enabling connection with family, friends and society.



facebook.



Integration and Social Interaction

- Gaining Insight Into Circumstances Of Others; Social Empathy
- Identifying With Others And Gaining A Sense Of Belonging
- Finding A Basis For Conversation And Social Interaction
- Having A Substitute For Real-life Companionship
- Helping To Carry Out Social Roles
- Enabling One To Connect With Family, Friends And Society



4 Key Reasons of Media Use

- *Entertainment*
- Free tension.
- Getting aesthetic enjoyment.
- Filling time.
- Emotional release.
- Sexual arousal.

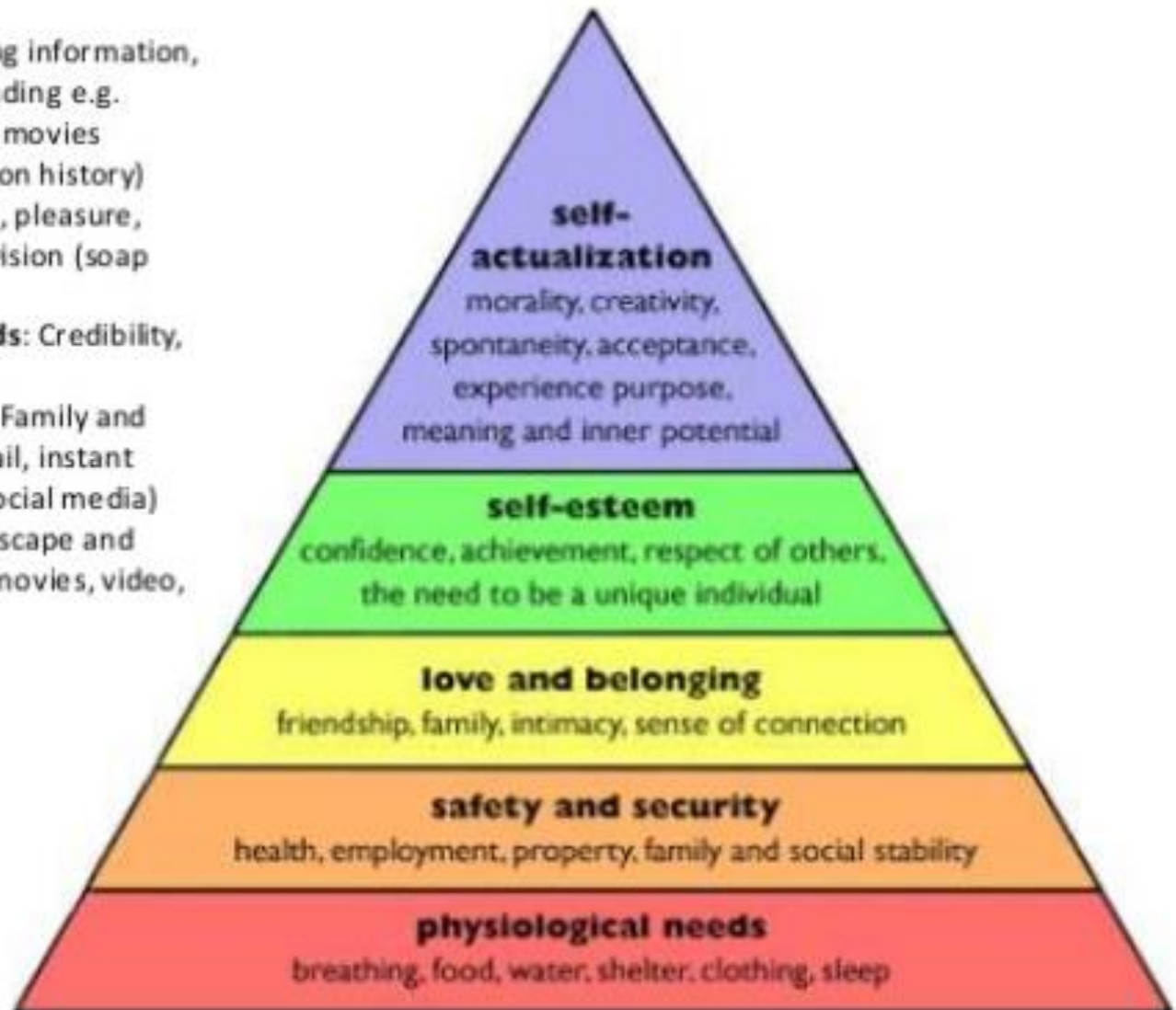


Entertainment

- Escaping, Or Being Diverted, From Problems
- Relaxing
- Getting Intrinsic Cultural Or Aesthetic Enjoyment
- Filling Time
- Emotional Release
- Sexual Arousal

Katz, Gurevitch and Haas (1973) saw mass media as a means by which individuals connect or disconnect themselves with others. They developed 35 needs taken from the largely speculative literature on the social and psychological functions of the mass media and put them into five categories:

- **Cognitive Needs:** Acquiring information, knowledge and understanding e.g. Television (news), videos, movies (documentaries or based on history)
- **Affective Needs:** Emotion, pleasure, feelings e.g. Movies, television (soap operas, sitcoms)
- **Personal Integrative Needs:** Credibility, stability, status e.g. Video
- **Social Integrative Needs:** Family and friends e.g. Internet (e-mail, instant messaging, chat rooms, social media)
- **Tension Release Needs:** Escape and diversion e.g. Television, movies, video, radio, internet



Self-actualization

morality,
creativity,
spontaneity,
problem solving,
lack of prejudice,
acceptance of facts

Esteem

self-esteem,
confidence, achievement,
respect of others, respect by others

Love/Belonging

friendship, family, sexual intimacy

Safety

security of body, of employment, of resources,
of morality, of the family, of health, of property

Physiological

breathing, food, water, sex, sleep, homeostasis, excretion

INDIVIDUAL DIFFERENCE THEORY

INDIVIDUAL DIFFERENCE THEORY

- The theory proposes –
- Each of us has unique qualities that result in our reacting differently to different messages
- The reaction to media content differs according to motivation of audience members , their position to accept or reject a given message, intelligence, beliefs, opinions, values, needs, moods, prejudices, perceptibility etc.
- The audiences are very selective about what they read , listen and see and behave differently to different messages



Theories of Selective Attention

- Selective attention theories suggest that we have a tendency to orient ourselves toward only one part of the environment with the exclusion of other parts.
 - There is abundant evidence which supports that selective attention is governed by arousal level.
 - The most persistent question has been whether the shifts in attention that accompany changes in the arousal level


A theory of mass communication that proposes that individuals respond differently to the mass media according to their psychological needs, and that individuals consume the mass media to satisfy those needs. The need may be for information (e.g. providing statistics about players and teams), integrative (offering a sense of belonging to a group of similarly interested people), affective (e.g. by providing excitement), or escapist (helping to release pent-up emotions). Compare social categories theory.



1. Selective Exposure –People tend to expose themselves to various messages or stimuli that are in accordance with their opinion and interest and avoid communication which is in dissonance to their beliefs.

2. Selective Perception –The y will read or hear a message which is in accordance to their existing attitudes.

3. Selective Retention –The audience will tend to remember things which are in accordance to their existing beliefs



Selective Exposure

- **Tendency to avoid information inconsistent with one's beliefs & attitudes.**
- **Example: Attention to political ads.**
- **Can be counteracted by three factors:**
 - » **Perceived usefulness of information.**
 - » **Perceived norm of fairness.**
 - » **Curiosity/interest value of information.**
- **Application: Persuading a hostile audience.**



SELECTIVE PERCEPTION

- Selective perception is the personal filtering of what we see and hear so as to suit our own needs.
- Much of this process is psychological and often unconscious. Have you ever been accused of only hearing what you want to hear. In fact, that is quite true.
- We simply are bombarded with too much stimuli every day to pay equal attention to everything so we pick and choose according to our own needs.



What is selective perception

- People selectively perceived what they expect and hope to see.
- Cognitive factors:
 - prior belief
 - expectations
- Motivational factors:
 - hope
 - desire
 - emotional attachments

Selective Retention

- People fail to register much information to which they are exposed in memory, but tend to retain information that supports their attitudes and beliefs.
- We are likely to remember the good points about the product we like and forget good points about the product we do not like.



Selective Retention- 3

Why do we recall some of our past experiences, while we fail to recall others?

There is a tendency to recall information in a way that is affected by needs , attitudes, wants, and other psychological factors.

- Individual differences theory or Attitude change Theory of mass communication proposes that individuals respond differently to the mass media according to their psychological needs, and that individuals consume the mass media to satisfy those needs.
- The theory gives importance to the individual audiences and states that an individual's values, needs, beliefs and attitudes play a major role in how they react and use media.
- The individual difference theory is an important theory based on psychological approach to understand mass media effects. According to this theory, different personality variables result in different reactions to the same stimuli.

- In other words, the psychological makeup of a person is very much responsible for how he or she will consume media.
- Therefore, different people will react differently to same information or message.
- In other words, reaction of media message or content will differ according to motivation of audience members, their predisposition to accept or reject a given message, their prior beliefs, values, bias, intelligence level, moods etc.
- A category for communication research generally known as attitude change research has focused on the phenomenon that different individuals may receive the same message but act on it quite differently.
- This research is grouped under the heading of selectivity.

- The studies of American researcher Carl Hovland in particular concluded that people are very selective in how they use media; in the topics they expose themselves to, in how they interpret information, and in how they retain information obtained through the media.
- Thus, the theory points out that people are selective about their use of media. The most important aspects of selectivity are the theories of selective exposure, selective perception and selective retention. Selective exposure and selective perception act as barriers between message and effect, thus limiting the direct impact of mass communication on people.

Selective Exposure theory

- Selective Exposure means that people expose themselves and access only those communications which are in accordance with their established beliefs and convictions.
- They tend to avoid those messages which are against their point of view. People seek out not only topics of interest to them but more importantly viewpoints with which they expect to agree. Thus, they use the media to reinforce existing biases.
- On occasions when people seek out opposing points of view, they often do so for the purpose of hearing the arguments so that they can refute it later messages according to their psychological predisposition.

Selective Perception theory

- Selective perception observes that people often interpret facts to suit their existing biases.
- Once the individuals have selectively exposed themselves to the messages in accordance with their preference, they tend 'read into' the message whatever suits their needs. This process is called selective perception.
- Selective perception implies that the audience members tend to misinterpret media

- The famous “Mr Biggot experiments” are classic examples which show that prejudiced people misinterpreted the meanings of anti-prejudice propaganda in such a way that it reinforced their existing biases.
- People hear what they want to hear and what they expect to hear.
- Thus the same information may carry different meaning for different people, particularly people with differing political, religious, cultural, ethnic, national or other substantial differences

Selective Retention Theory

- Selective retention notes that people remember messages that support their opinion longer than they remember opposing messages, which often unconsciously are forgotten and set aside.
- As with selective exposure and selective perception, selective retention is likely to reinforce existing beliefs and attitudes. Such tendencies make it less likely that the media can play a solo role in changing attitudes and behavior.
- Melvin L. De Fleur and Sandra Ball Rokeach have concluded, “from the vast available content, individual members of the audience selectively attend to, interpret and retain messages, particularly if they are related to their interest, consistent with their attitude, congruent with beliefs and supportive of their values”.

- To sum up, Individual Differences Theory of mass communication proposes that individuals respond differently to the mass media according to their psychological needs, and that individuals consume the mass media to satisfy those needs.
- The need may be for information (e.g. providing statistics about players and teams), integrative (offering a sense of belonging to a group of similarly interested people), affective (e.g. by providing excitement), or escapist (helping to release pent-up emotions).

Normative Theory

Introduction to Normative Theory

Normative + Theory



What is considered to be normal or correct way of doing things.

Derived from the Norms or standards. (eg: Vastu Shastra)

The underlying principles or methods of a given technical skill, art.

eg: Architectural theory

Hypothesis or statement about what is right and wrong; desirable or undesirable; just or unjust in the society.

Types of Normative Theories



- ❑ The Authoritarian
- ❑ Libertarian
- ❑ Social Responsibility
- ❑ Soviet Communist
- ❑ Democratic-Participant Media Theory
- ❑ Development Media Theory

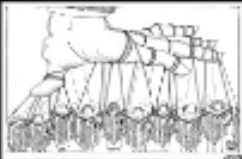
What is Normative Theory

Normative theory describes that

- How media should be structured and operated within the society?
- How media should be rather than how the media is? (maximum profit in a minimum time)
- How the press operated under the various political environments?
- How media operate with specific system of social values?
- Ideal way for a media system to be controlled and operated by the government, authority, leader and public.

NORMATIVE THEORIES OF THE PRESS	MEDIA CONTROL	FUNCTION OF MEDIA
Authoritarian	There is censorship with content as commanded by the government. It neglects freedom of speech and expression.	To provide filtered information on to the public.
Soviet Media	The leader of the nation controls the media. It puts an end to private ownership.	To supply people information based on what the government intends them to see and know.
Libertarian	There is freedom to media ownership and rights of the public are properly apprehended.	To provide people a medium to express their opinions and ideas, and as well as provide uncensored information depending on what the public wants to acquire.
Social Responsibility	The information to be delivered to the public is first handedly discussed by the panel. It lies between authoritarian and libertarian.	To provide and accept messages and information to and from the public.

NORMATIVE THEORIES



**Authoritarian
Theory**

**What are
Normative
Theories?**

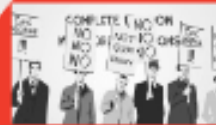
**Democratic
Participatory
Theory**



**Libertarian
Theory**



**Communist
Theory**



**Social
Responsibility
Theory**

**Development
Theory**

Normative theories

- Normative theories were first proposed by **Fred Siebert**, **Theodore Peterson** and **Wilbur Schramm** in their book called "Four Theories of the Press".
- A Normative theory describes an **ideal way for a media system to be controlled and operated** by the government, authority, leader and public.
- Normative theories **focus more on the relationship between Press and the Government** than press and the audience.
- These theories are concerned about the **ownership of the media and who controls the press** or media in the country

Authoritarian
Theory

Libertarian
Theory

Communist
Theory

Social
Responsibility
Theory

Development
Theory

Democratic
Participatory
Theory

Authoritarian Theory



- This theory was widely adopted in 16th & 17th century England, and still in practice in many places e.g. North Korea, China, Iran, and Saudi Arabia
- According to the Authoritarian theory government fully controls what the population sees, reads and hears through media outlet.

Example

EXAMPLE

China blocked Facebook in 2009 after a small group of peaceful activists used the site to exchange information, which resulted in deadly riots in Xinjiang.

While there have been reports that the block was lifted from Facebook, the website “Blocked in China” declares it blocked.

Libertarian Theory



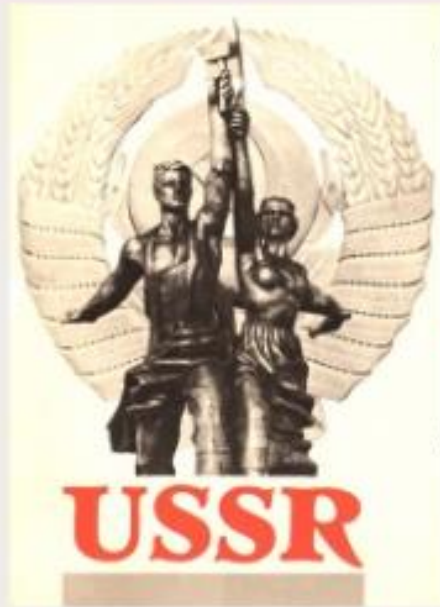
- The theory originally came from libertarian thoughts from 16th century in Europe.
- The libertarian theorists are against the authoritarian thoughts. They say that people are enough to find and judge good or bad.
- According to this theory the Government does not regulate the mass media as it believes that the press should not restrict anything even a negative content may give knowledge and can make better decision whilst worst situation.

Example

EXAMPLE

- **Wiki leaks** website publishes all sorts of confidential or restricted files in public space and especially classified documents.
- These **articles provide a brief knowledge about the government** and its activities which helps people to identify what is happening in the society.

Communist Theory



- The communist theory of mass media came into being along with the concept of communism. George W. F. Hegel and later, Karl Marx with Engels were the people who thought of the theory in the 19th century.
- Media should not be under private control and should act in the interests of and be controlled by the working class.
- Government strictly monitors what the people receives from the media.

Example

EXAMPLE

- The then **Soviet Union controlled the media** totally by publishing all the good things about their country while not showing anything that could make the people feel agitated about their own nation.

Social Responsibility Theory



Robert Maynard Hutchins

- It was developed U.S. in the 20th century
- The theory started from Europe and took a shape with the Hutchins Commission aka Commission on the Freedom of Press that happened in United States in 1949.
- Social Responsibility theory of mass media is relatively a new concept which started in the mid-20th century and is used mostly by developing countries.
- Social-responsibility theory was born at a time when large and powerful publishers were unpopular with the public, and when the public had a high degree of suspicions about the motivations and objectives of the press.

**Hutchins
Commission**

Hutchins Commission

- The commission was formed after World War II, it was established as a response to criticism from the public and government over media ownership.

After several years of work, the Commission issued a report that set forth a code of social responsibility for the press, requiring these five basic services :

- a truthful, comprehensive, and intelligent account of the day's events in a context which gives them meaning;
- a forum for the exchange of comment and criticism;
- the projection of a representative picture of the constituent groups in the society;
- the presentation and clarification of the goals and values of the society;
- full access to the day's intelligence.

Social responsibility theory (found more in Europe and countries under European influence) is a modified version of free press theory placing greater emphasis upon the accountability of the media (especially broadcasting) to society. Media are free but they should accept obligations to serve the public good.

The means of ensuring compliance with these obligations can either be through professional self-regulation or public intervention (or both).

Media must take care of social responsibility and if they do not, government or other organisation will do.

Private ownership in media may give better public service unless government Has to take over to assure the public to provide better media service.

Everyone to say something or express their opinion about their media