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Chennai media student's impressions over the ever-evolving media industry

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ABSTRACT

Social media has become a dominant characteristic of much of the lives of the people, including journalists in all disciplines. Several media outlets have come to rely on online news, much of it coming from social media sites like Facebook and Twitter. While several studies have examined the use of technology and social media separately and how students can learn in today's digital age, here is a research on the use of social media by young media students and how they see both their news reporting & gathering skills and the profession itself. This research involves the purposive sample method and the survey of 203 current, undergraduate pre- media students at a large, in Chennai. This study also involves three frameworks, including the use of technology and social media, the perception of media education, and the perception of the media industry, to find out how young journalists feel about their journalism studies in a changing industry.

Keywords: Media Education, New Media, Media Industry, Social Media, Chennai

1. INTRODUCTION

How technology has changed media companies is most likely to have an effect on how students study communication today. The media industry has undergone a variety of improvements since the first piece of printed news in Europe was published in 1609 (Stephens, 1988). Though centuries old, the early pieces of journalism have a significant role in journalistic methods today. For instance, the development of mass media, which included the proliferation of radio in the 1920s and the first CBS television broadcasts in 1941, were two especially significant landmarks in the technical expansion of journalism. Stephens suggests that a wide pool of news outlets could be exceptional in human history. According to Stephens' report (1988). The digital media have just reached maturity. "Late-twentieth-century life offers an opportunity to watch these innovations fight to eliminate the slightest imperfections in our access to data " (p. 299).

Stephens' technological shift forecast for computers has proven to be important, where computers monitor news and help digest large quantities of news. Knowledge that provide a way to make people more selective in their usage of information. The concept that the use of social networking has an influence on news is a relatively old idea, brought about by the term media convergence, erasing differences between media Baran & Davis (2009). Convergence is particularly evidenced in mass media today as the increase in the use of social networking has brought together many forms of media use. The newspaper industry is no longer offering just paper-based material; it is now also providing online content, including blogs, video, audio, interactive graphics, and content on social media platforms such as Facebook and Twitter.

2. THEORETIC STRUCTURES

2.1 Tam

Several efforts to reach readers include different methods of social networking and web content. Many theories in mass media examine perceptions of mass communication; however this research uses the Technology Acceptance Model (TAM), an information system theory that offers three perceptions that lead to the actual use of the system by users Soohwan, Seonkwan, and Hyencheol (2011). TAM is looking to find a reason for the acceptance of the computer, offering researchers a way to find out how and why the device is being used Davis (1989)

2.2 Information Diffusion Theory

Rogers (1995) defines diffusion as the method by which technology is communicated and used over time among those within such a given social structure. In his study, Rogers argues that communication is directly related to how journalism is communicated today, and how that communication has evolved over the years. Rogers has identified four core elements in the diffusion of ideas, including development, communication networks, time and the social system.

3. LITERATURE REVIEW

Literature review is most important in understanding how the media sector has moved from once an industry where only journalists have provided news, to one where everyone and everyone can provide news. From hearsay, to written words, to the words on the Internet today, how technology has changed the actual newsrooms themselves is a question in itself and the influence of technology in the newsroom today has been felt in the journalism industry.

4. USAGE OF TECHNOLOGY AND SOCIAL MEDIA

Advances in technology have provided journalists with a way to communicate with sources in a variety of creative ways and have also provided information to those with access to the Internet. According to Quinn (2005), "One effect of the drive for accessibility is a change in the way people get their news and how they interact with it" (p. 29). Audience heterogeneity was said to be one of the motives for media convergence. Audiences have many ways of accessing news from different media sources including conventional newspapers, radio and most recently, the Internet. Media groups such as Tribune are the owners of many businesses including newspapers, television stations and blogs in reaction to convergence. Multimedia storytelling, like print, television and mobile technologies is another field of convergence. Furthermore, convergence produced multi-qualified journalists who were able to write, edit and take pictures. "A multi-media journalist must be in a position to collect and move digital data".

Shirky continues to point out that for example, that the press was created in many different phases of publishing in newspapers and magazines and even other fields of media, such as broadcasting and photographic journalism, journalists needed a printing press, and anyone with a machine, and even a mobile phone now could produce news like a reporter. It is so quick to publish news that articles can be written, regardless of their seriousness, relevance or lack. (Shirky, 2008).

Journalists today will not only cover the news of their culture, but also engage with their collectively. Stories have been now posted and shared via sites such as Facebook and Twitter. This technology has generated a big shift in the journalism industry today, providing the basis for new teaching methods, as well as the way journalism students learn today.

4. IMPACT OF JOURNALISM STUDIES

It is no wonder that the transition of the news industry to more internet services has had an impact on how future journalists are trained today. Whether it's with digital platforms like social media or using multimedia technologies, the journalism programme has changed drastically since teaching journalism began at the University of Missouri in 1878 Sutton (1945).

They have become a relevant group in today's technology research (Shwalbe, 2009). Born between 1982 and 2002, millennials offered professors an opportunity to educate students a more innovative, contemporary approach. These technical teaching resources include internet forums, social media, and blogs. This generation prefers that their professors provide instant feedback, interaction and gaming, create and share content, stay connected through mobile phones instead of emails, and provide visuals instead of text. Blogs, as well as other types of social media, have become popular in the lives of journalism students today. This is evidenced by the inclusion of blogs by professors in their daily curriculum (Singer, 2008).

As media has continued to shape such a dynamic industry, offering a variety of ways for people to get their news today, the student journalism population has also grown same way. While students may have learned how to report a source face-to-face in the early 2000s, they are now learning how to find sources through social media and using telephone interviews without ever meeting their source.

Rather than studying journalism in the classroom, students are encouraged to take these often unpaid internships for training, potential connections, and to create an impressive resume. Internships continue to be critical not only in journalism, but in a variety of other fields at the university level. Since news organizations have proved that there is a rise in news content in the internet, research shows that young journalists have become more needed in the media world. Due to their desire to use many types of technology, the newsroom continues to be younger Reinardy (2010). Although this offers an optimistic outlook for today's young journalists, seniors have become annoyed with today's generation and dependent on technology, and the younger generation remains disappointed with seniors because of their lack of technology skills. Although young journalists are able to do faster, more technologically advanced work, senior reporters have noticed that the rapid work of young journalists has created a significant gap in the newsroom between what they consider to be healthy, conventional news.

5. JOURNALISM EXPECTATION

Whether they like it or not, journalists are adjusting to today's technology, and using social media to communicate with the public is another way to provide news (Skoler, 2009). As the industry is evolving, research into how students feel about the industry during this transition is important. Journalism colleges around the nation have been using the same common teaching methods, including general reporting, for decades, regardless of the student emphasis (Mensing, 2010). Instead of updating curricula around current journalism and where it stands, schools are influencing curricula about "idealised view of journalism education," which still focuses on reporters and the basic functions of gathering, evaluating, producing and distributing information (Mensing, 511).

Today, journalists should be focusing on their populations, making them reporters, editors and facilitators in the community. Becker, Vlad, and Desnoes conclude that the typical journalism curriculum tends to be structured around conventional journalism, adding that (2010) ,Journalism has been the most influential casualty of the evolving media environment, but the percentage of students enrolled in print journalism, broadcast journalism, or any kind of journalism that does not differentiate between print and broadcast has declined (p. 238). (The Lewis, 2009) conducted a research based on the taxonomy of uses and gratification, students were asked if they could find identification, usefulness, or diversion in news. Unlike several predictions about the future of journalism, students are likely to obtain news from conventional print outlets in the future, not online sources such as social media. In addition, the research showed that students who read traditional news viewed traditional news favourably, and also said that they were more likely to become traditional news consumers in the future. Those who read the news online were more likely to notice news negatively.

6. AIM & OBJECTIVES

While several studies have examined the use of technology and social media separately here the researcher want to evaluate how students can learn in today's digital age, there is little research on the use of media by current millennial journalism students and how they see both their journalism classes and the profession itself. Although the Internet and social media have made it possible for people to provide news to the public on a regular basis Gans (2007), the journalism industry is still floating. Studies on what the media industry can do to keep its users up to date have shown that the public wants journalists to remain up to date and not to confuse the younger population with entertainment stories Lewis (2008). This thesis uses three frameworks, including.

- The use of technology and social media, the perception of journalism classes.
- To evaluate the perception of the journalism industry in Chennai
- To find out how young journalists in Chennai feel about their journalism studies in a changing industry.

7. RESEARCH METHODOLOGY

In response to research questions, online-based survey was conducted to UG & PG students in Chennai . Of the 203 students who took part in the study. Students were asked questions about their media use, news readership, preferences about how their journalism classes are taught, and opinions about the future of journalism. Students were also asked to indicate their rank, age, planned major, and how many hours of training they were currently taking.

Similar to Schwalbe's (2009) research, this section investigates the usage of social media and the internet among the students by asking them how much they use different types of technology on a weekly basis, including mobile phones, email, wireless Internet, and cellular media.

Table 1: Social Media Use

Social Media Services Used Daily	Frequency	Percent
None	18	9.2
One social media service	72	36.9
Two social media services	59	30.3
Three social media services	27	13.8
Four or five social media services	19	9.7
Total (N = 203)	195	100

The six-scale chart ranged from Always to never . The same graph was used to ask how much hour students are using social media on a daily basis, including Facebook, Twitter, YouTube, Instagram, Telegram , and blogs.

Table 2: Frequency of YouTube use

YouTube use (weekly)	Frequency	Percent
Rarely	41	20.7
sometimes	88	44.4
Always	69	34.8
Total (N = 203)	98	100

The charts offered students the ability to use social media and/or technology on a regular basis, Always, sometimes, rarely and not at all. On the same scale, students were also asked how much they read conventional news, how often they consume online news, how often they consume print magazines, and how much they read online magazines.

Table 3: Cell Phone Use

Items used	Frequency	Percent
Mobile data	58	28.7
Broadband	60	29.7
Free Wi-Fi/Hotpot	84	41.6
Total (N = 203)	202	100

These "less than 3" answer options have been chosen to offer a small proportion of those who hardly use technology and/or social media the option of selecting a low-use option.

Table 4: Technology Use

Class Variable			
Type of technology use	Online course preference	Live course preference	Blended course preference
Social media use	0.062	-0.014	0.124
YouTube use	0.076	0.086	0.031
Cell-phone use	0.062	0.022	0.104
Online news use	0.087	0.061	0.023

* $p < 0.05$, two-tailed.

** $p < 0.01$, two-tailed.

To discuss the influence of journalism studies, learners were allowed a variety of questions about their current journalism courses and journalism professors. In an effort to find out if high-tech and social media use impacts the way students choose to learn, students were asked what kind of classes they prefer: purely in-class courses, online courses, or mixed courses. Although multiple studies have discussed how to teach journalism to students, this study also asked how students felt about their journalism professors.

Table 5: Students' perceptions of the journalism industry

Preference Rating	Area Perceived					
	Mass media importance	Prefers news online	Online news importance	Industry is dying	Social media -	Social media +
Not at all	0.0% (0)	.5% (1)	0.0% (0)	35.7% (60)	35.8% (59)	4.6% (8)
Rarely	5.8% (11)	4.2% (8)	4.60% (9)	40.5% (68)	41.2% (68)	24.7% (43)
sometimes	39.7% (75)	31.7% (60)	28.1% (55)	20.2% (34)	18.8% (31)	42.5% (74)
Always	54.5% (103)	63.5% (120)	39.3% (70)	3.6% (6)	4.2% (7)	28.2% (49)
Total (N = 203)	100% (189)	100% (189)	100% (196)	100% (168)	100% (165)	100% (174)

Learners were required to rate their journalism lecturer's readiness on a scale from 1 to 5; 1 was the least prepared, and 5 was the most prepared. Students were also asked how often they research and how often they skip the classes. Students were given 5-point scales, with options including: Daily, Sometimes, rarely, once a week and not at all. Students were also asked how relaxed they felt at the internship. Students were asked to reply on a 5-point scale, including very comfortable, somewhat comfortable, with no input, somewhat sometimes, and not at all often.

Table 6: Online News Use

Online news use (weekly)	Frequency	Percent
Always	33	16.4
Sometimes	86	42.8
Rarely	82	40.8
Total (N = 203)	201	100

To gather impressions of journalism, students were asked how essential journalism is in their everyday lives, and how important journalism students are to find mass media. On a 5-point scale, the answer choices included so many, moderately, marginally so, and not at all. On the same 5-point scale, students were also asked how likely day-to-day students are to be able to produce news just as well as journalists can, and how important online news content is, and whether social media has had negative impacts on the journalism industry. Again on the same 5-point scale, students were asked whether they believed that the news profession was collapsing, and whether they believed that a pursuing a career in journalism was a bad idea. Students were also asked how likely it is that newspapers can only survive because of advertisements, and how likely it is that people will rather read news online than in the magazine, and how likely it is that people will deliver news as well as journalists can. These questionnaire were also based on a 5-point scale which included very likely, somewhat likely, no opinion, slightly likely, and not at all.

Table 7: Correlations between technology use and journalism industry perceptions

Type of technology use	Mass media importance	Prefers news online	Online news importance	Industry is dying	Social media -	Social media +
Social media use	0.101	0.031	0.140*	-0.045	-0.040	-0.006
YouTube use	0.101	0.000	0.017	-0.138*	0.029	0.046
Cell-phone use	0.157*	0.035	0.080	-0.092	-0.063	0.063
Online news use	0.220**	-0.164*	0.280**	-0.055	-0.090	0.156*

The data were analysed by the SPSS. While each question was answered on a 5-or 6-point scale, minor adjustments were made to the coding procedures in order to provide a detailed, useful correlation test. The response options were coded on either a 3-point or a 4-point scale, which provided the research with far more important and useful results. When the data was obtained and encoded, descriptive statistics were used to find basic frequencies in the data. In addition, the Kendall Tau-b correlation coefficient was used to evaluate the relationship between the use of technology and impressions of journalism classes, as well as between technology and impressions of the media industry.

8. RESULTS AND DISCUSSION

The aim of this study was to bring together the perspectives of journalism students about the current journalism classrooms, as well as the media industry itself. It gives a glance at what the students of today want to learn, and how they want to learn. The findings clearly show that university-level journalism students are digitally inclined, and while the majority of students would be considered "millennials," the results of the survey suggest that today's journalism students would prefer to attend their journalism classes rather than take classes online. As the media industry is changing, these findings suggest that most of the journalism students surveyed also feel positive about majoring in a number of areas of information dissemination; however, they seem to be interestingly divided about their thinking about the journalism industry itself.

Further results show that while journalism students use technology, including online media, on a daily basis, they rarely use traditional media. This supports the findings of Schwalbe and her Millennials Research (2009), which discovered that increasing in the technology, and the ease of online information provided students with the information they need. This also supports the "convenient" behaviour patterns defined by the Davis Technology Acceptance Model (TAM) where the use of technology is based on ease of use (1989).

However, although journalism students prove to be digitally inclined, they would prefer to take traditional lecture-type classes because of both face-to-face interaction and a sense of responsibility. While some students say they enjoy both blended and traditional classes, none of them prefer online-only courses that are still becoming more popular in Chennai because of the current pandemic situation.

Presumably journalism students may feel more positive about online work if they include more writing work such as blogging, especially since they all have an interest in technology and, more specifically, social media. While most of the students surveyed use social media sites such as twitter on a daily basis, in-depth interviews provided another interesting aspect to techno journalism students. Although every student interviewed used twitter, some also expressed concern about the strong privacy policy of twitter. Many students have said that they completely feel privacy in WhatsApp, Instagram, Twitter, they explicit the Facebook in the name of privacy.

However, students have said that the use of technology today is a must, and those without up-to-date technology have been pushed aside. Since there are correlations between technology and student perceptions of the industry, there may be a need for academician to provide their students with the most up-to-date technological approaches and how they relate to the field they are studying. Implementing websites for mainstream media advertorial to the students, editing software for photojournalists, and publishing design programmes for advertising majors are just a few examples of today's technological innovations in journalism.

While the majority of the respondents of 203 journalism students would prefer to consume news online, findings suggest that today's students also feel positive about becoming majors in a changing industry. However, this question has been further discussed in each focus group, where some education and training uncertainty in their journalism studies. The students said they cherish majors like news editorials; however, they are majors in areas such as public relations and job security advertising. Some survey participants went on to say that traditional print media will die, leaving journalism to a digital space that will also create more competition for writing positions. This is perhaps one of the most interesting findings of this research. The survey question asked students if they felt positive about the media industry; however, they were not asked if they had changed their size to something with more "job security." Perhaps this question would have provided a similar response to those surveyed in the focus groups.

9. SUGGESTIONS FOR FUTURE STUDIES

This study offers an in-depth analysis of journalism instruction, which remains a very wide field of research in journalism. The first move for journalism programmes is to recognise that while today students demonstrate their passion for technology and social media, they still appreciate face-to-face contact when they walk to college. Shifting to a purely online course gives journalism students frustration and anxiety; however, this does not mean that blended courses are not at issue. Professors of journalism should experiment with online exercises, such as blogs, to give students experience in the changing media industry today. It is also important that teachers recognise that while students take traditional classes, they are interested in technology, which in a classroom can pose a problem (Rosen, Lim, Carrier, & Cheever, 2011).

Again, a key finding in this research shows that students tend to ignore areas of journalism, including news editorials, given the perception that journalism in these areas is dying. Professors of Journalism should emphasise the importance of journalism in all fields and have practical experience in each journalism field. Again, this is particularly true of students who believe they need new technology, which may be a high percentage of journalism students today.

Regardless of whether they are online or conventional, face-to-face courses, as in journalism, journalism courses are changing reasonably rapidly. This move has provided academics with a framework for new studies on how to improve journalism curricula for future journalists. The transition also provides modern, creative approaches to teaching the millennials to journalists. Although no "right" approach to educate students of journalism is proposed, this study also sheds light upon the expectations of students in journalism and how they can better learn in the ever-changing industry of journalism.

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