Increasing the Competency Level of Media Piracy Literacy among Adolescents in Kanyakumari District

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ABSTRACT:

Digital piracy is unauthorized copying of software, music or films. It cannot be disappear from society. Though the resources are readily available and lack of fund the students are interested to access the illegal goods. The aim of the paper is to develop literacy about media piracy among school students. This study helps to find out the influence of media piracy programmes among adolescent's An experimental study was conducted by pre and post survey. The findings of the study reveal that media piracy intervention help the students to think about positive and negative effects of piracy and also about ethical issues of media piracy using knowledge and skills and get greater control over media piracy.

KEYWORDS:

Digital Piracy, Literary Effects, Software. Unauthorized, Society, adolescents.

I. INTRODUCTION

Piracy refers to the unauthorized duplication of copyrighted content, that is then sold at substantially lower prices in the 'grey' market. The ease of access to technology has meant that over the years, piracy has become more rampant. Music piracy refers to the unauthorised replication of music cassettes that flood the market as soon as the launch of a new release. The definition of internet piracy lies in the unauthorised copying, streaming, manufacturing, sharing, distribution or broadcasting of protected intellectual property regardless of whether

users are seeking profits or not (AFACT, 2011; APCM, 2012; Lobato, 2009; Mason, 2008, Mun, 2008). Moreover, other practices may be considered piracy, such as when users fail to obtain the copyright holder's permission to produce subtitles (APCM, 2012), make available parts of a media file (APCM, 2012) and remix. Consequently, in industry discourse, internet piracy is theft of intellectual property because it exploits copyright- protected content in an unauthorised fashion.

The most common types of piracy of copyright-protected materials concern books, music, films and software.

1.1 Books

Any unauthorised use of a copyrighted work, such as a book, school manual, journal article or sheet music, represents an infringement of copyright piracy. Infringing activities include illegal commercial photocopying and/or printing and reproduction of books and other printed material in digital form, as well as distribution in hard copy or digital format.

1.2 Music

Music piracy includes both traditional unlawful use of music and unauthorised use of music on on-line communication networks. Bootlegging unauthorised recording and duplication of a live or broadcast performance counterfeiting unauthorised copying of the material support, labels, artwork and packaging are the most widespread types of traditional music piracy.

1.3 Films

As in the case of music, film piracy is either traditional or done over the Internet. It includes, but is not limited to, videocassette and optical disc piracy, theatrical camcorder piracy, theatrical print theft, signal theft and broadcasting piracy, and on-line piracy.

1.4 Software

Software piracy refers to practices that involve the unauthorised copying of computer software.

1.5 Plagiarism

Plagiarism means using others' ideas and words without clearly acknowledging the source of that information. In other words, using other person's works as his/her own is called "plagiarism".

1.6 Significance of the study

The study on media literacy may create awareness among the adolescents regarding the media piracy programme There is a conflict in this transitional age group so as to choose right for them. Therefore media literacy will mould them to understand negative influence of

media piracy issues and help them to create awareness about illegal copying. Media literacy education will be a key to help the safety of children and their future.

1.7 Research problem

Parents and teachers are responsible for children's media education which is understood as the transmission of values, knowledge, skills and patterns of behaviour. They must act as the filters and monitor the influence of mediation agents in everyday life. It is the time for teachers and parents to help their children to increase the competency level of children by analyzing media piracy issues. Although these elements have been discussed at length in an extent literature on this subject.

II. REVIEW OF LITERATURE

Matthias Duenner (2010) made a research on " The Impact of Legal and Illegal Downloading of Music on the Financial Performance of the Recording Companies" The results show no direct link between the illegal and legal downloading of music and the financial performance of individual music companies.

In an article" Understanding factors associated with online piracy behaviour of Adolescents" conducted by C.K.Cheun (2010) aimed at evaluating self-control theory in the context of online music piracy by Adolescents in Hong Kong. This research contributes to knowledge of the interplay of gender and culture in shaping the applicability of self-control theory in understanding delinquent behaviour.

According to the study of Lixuan Zhang, (2014) "Examining digital Piracy: Self-Control, Punishment, and Self-Efficacy" digital piracy is a persistent and pervasive problem for society. The results of the study show that risk-taking and punishment certainty are strong predictors of digital piracy behaviour

Ishwor Khadka (2015) made a research on "Software piracy: A study of causes, effects and preventive measures". The finding of the reveals that high software prices, pirated software being available on the Internet and economically weak people not being able to afford software were the major reasons behind the increasing software piracy.

III. RESEARCH METHODOLOGY

3.1 Objectives of the Study

1. To understand the critical analysis of media piracy.

2. To determine the understanding of media piracy programme among adolescents after attaining media literacy intervention.

The present study involved quantitative research (experimental method) and qualitative research (focus group discussion). For the experimental method population of the present study consisted of class IX students of A and B division in SMRV Higher Secondary School Nagercoil. The sample comprised of 100 students from A and B, the divisions of class IX of one school. The students were randomly assigned to two groups, 50 students in experimental group and 50 in control group with 25 boys and 25 girls. Pre and post survey were conducted, the two groups before and after treatment were compared. The media literacy training was given eight days (45 minutes per day) Each question was scored using a five-point Likert scale. Secondary data collected from various books, journals, reviews and websites. After the data had been collected, it was processed & tabulated directly in to SPSS 20.0 Software. Cronbach‟s Alpha reliability was done to find out the reliability of the data. The data reliability score alpha is .666 which is at an acceptable level.

3.2 Selection of Topics

Intellectual property right, copy right plagiarism, consequences of plagiarism, bootlegging, counterfeiting, music piracy, legality of pirating ethical issues of the information, anti piracy and no to piracy

IV. DATA ANALYSIS

ANALYZING MEDIA PIRACY USING SKILL FACTORS

Table 1

KMO and Bartlett's test

Kaiser-Meyer-Olkin Measure of Sampling Adequacy.		.617
Bartlett's Test of Sphericity	Approx. Chi-Square	132.875
	df	55
	Sig.	.000

The test of Kaiser Meyer Olkin shows a measure of 0.617 and hence shows a sampling adequacy for the application of factor analysis.

The results of Principal Component Analysis to extract the number of variables are given in Table: 1

Table 2

Total Variance Explained

Components	Extraction Sums of Squared Loading		
	Total	Percentage of Variable	Cumulative Percentage
1	1.995	28.634	28.634
2	.854	12.254	40.889
3	.959	13.768	54.657
4	.929	13.336	67.993

Extraction Method: Principal Components Analysis

From the Table 2, it is clear that eight factors can be extracted together which account for 67.993 per cent of the total variables, hence 10 variables are summated to 4 factors.

The table 4.48 (c) presents the Rotated Component Matrix table by using Varimax Method with 7 iterations, which is used to assign, factors which have higher loadings.

Table 3

Analysis of Media Piracy using skills

Factors	Components			
	F1	F2	F3	F4
Illegal copying	**.842**	-.068	.055	-.055
Boot legging is an unauthorized recording	**.714**	-.194	.248	-.342
Counterfeiting is the unauthorized duplication	**.669**	-.097	.042	.034
Other persons work as his own is plagiarism	**.651**	-.376	-.197	-.084
Intellectual property	**.648**	-.007	.050	-.035
India's largest investigation agency EIPR	**.545**	.445	-.446	.021
Copy right legal protection	**.501**	-.257	.030	-.165
Transmit viruses	-.166	**.780**	-.030	.123
Illegal downloading damage the economy	.212	**.536**	.116	-.384
Piracy Keeps music alive	.007	.062	**.957**	.048
No to piracy	.037	.030	.079	**.953**

Source: Primary Data

Table 3 clearly shows that in the first column the variables namely 'Illegal copying', 'Boot legging is an unauthorized recording', 'counterfeiting is the unauthorized duplication', 'other persons work as his own is plagiarism', Intellectual property', 'India's largest investigation agency EIPR' and 'Copy right legal protection' have higher loadings of .842, .714, .669, .651, .648, .545 and .501 respectively and it can be suggested that factor one is the combination of these seven factors and have the variance of 28.634 percent and it can be named as 'privacy protection laws'.

From the second column it can be seen that the variables of 'Transmit viruses' .780, 'Illegal downloading damage the economy' 0.536, have higher loadings with a variance of 12.254 and it can be combined and called as 'Negative Effects of Piracy'.

The third column shows that the factors 'Piracy keeps music alive' 0.957, have high loadings with a variance of 13.768 and are summated and named as 'Positive Effect of Downloading'.

In the last column only one variable of 'No to Piracy' .953, have higher loadings with a variance of 13.336 and it can be combined and called as 'No to Piracy'.

Thus 11 factors are reduced into four variables and are given different names by using factor analysis 'Privacy Protection Laws', 'Negative Effects of Piracy, 'Positive Effects of Downloading' and 'No to Piracy'. Thus the test identified and played a good role in analyzing Piracy using the skill factors.

Table 4

Analysis of piracy using skills

Analysis of Piracy		Mean	SD	N	Mean Difference	*t*	*p*
Piracy laws	Post	2.29	.7340	50	.030	.410	.617
	Pre	2.26	.7658				
Negative effects	Post	1.73	.6076	50.	.030	.385	.704
	Pre	1.70	.6137				
Positive effects	Post	2.05	.9110	50	.100	1.148	.256
	Pre	1.95	.8240				
Piracy	**Post**	**2.02**	**.7508**	**50**	**.053**	**.647**	**.525**
	Pre	**1.97**	**.7345**				

The above table shows the pre test and post test performance of the control group. A paired T-test was conducted to overall pre test of control group. (M=1.97, SD = .7345) and post test (M =2.02, SD = .7508) scores overall MD = .053, t = .647, p = .525. The 'p' value is greater than .05. This shows there is no significance difference between post test and pre test of control group. The result shows there is no significant difference among adolescents in analyzing piracy using knowledge and skills.

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Table 5

Analysis of piracy using skills

Analysis of Piracy		Mean	SD	N	Mean Difference	t	p
Piracy laws	Post	4.57	.9150	50	2.23	19.69	.000
	Pre	2.33	.6673				
Negative effects	Post	4.42	.6990	50	2.19	29.77	.000
	Pre	2.23	.9748				
Positive effects	Post	4.66	.5326	50	2.60	20.77	.000
	Pre	2.06	.8210				
Piracy	**Post**	**4.55**	**.7155**	**50**	**2.34**	**23.41**	**.000**
	Pre	**2.20**	**.8210**				

Source: Primary data

The analysis of piracy using skills of experimental group includes three components "Piracy laws, Negative effects and Positive effect". A paired samples T-test was conducted to over all pre test (M=2.20, SD=.8210) and post test (M = 4.55 SD = .7155). There was a positive increase in analyzing piracy over all (M = 2.34); t =23.41 p < .05. This shows there is a significant difference between post test and pre test. These results suggest that media literacy lessons increases the analysis of piracy using knowledge and skills among adolescents

Table 6

The t-test results of two groups' post- test and pre-test scores related Piracy issue

Skills	Tests	Experimental[a]		Control[b]		Mean Difference	t	Sig (2-tailed)
		M	SD	M	SD			
Piracy	Post	4.48	.2324	1.97	.2809	2.46	11.68	.000
	pre	2.37	.2123	2.14	1.97	.131	.283	2.36

Source: Primary data

p ≤ .05 [a]n = 50, [b]n = 50, M = Mean, SD= Standard Deviation

The above table shows the post and pre test scores of experimental and control group in overall knowledge and skills in analyzing piracy issue.

Table 7

Difference among the retention scores with regard to media piracy issue

Media content		Mean	SD	N	Mean Difference	t	Sig (2-tailed)
Piracy	Expt	4.55	.1212	50	.066	.590	.589
	Ret	4.49	.3646				

Source: Primary data

The mean score of the post and retention tests of experimental group regarding piracy are M = 4.55 and M =4.49. The average mean score value M = 0.06 and 'p' value is greater than 0.05. This shows that there is no significant difference between two tests.

From the above table it is clear that knowledge and skills of adolescents improved in the analysis media piracy in the retention test. This shows the effect and influence of media literacy training has made an impact in the student's daily life.

V. FINDINGS

1. There is significant difference in the critical analysis of piracy issues among the control group and experimental group.
2. The knowledge about media piracy improves considerably after attaining media literacy training.

Post test of control group and experimental group

There is significant difference in the critical analysis of media piracy issue among the control group and experimental group.

Pre test – post test control group

There is no significant difference between mean source of pre and post test of control group in analyzing media piracy.

Pre test – post test experimental group

There is significant difference between pre and post test of experimental group in analyzing media piracy. The experimental group student's critical analysis skills about media piracy issue increased than control group by media literacy training. The results revealed that, the media literacy training in analyzing about media piracy issue is highly effective. The score of post test of experimental group is higher than control group. There is no significant difference between the post test of experimental group and retention test. This shows that the knowledge gained by intervention is applied by the adolescents. The study's findings coincide with the study by Sudha Rajouria (2011) which shows the increase awareness of online piracy and plagiarism there by increasing the use of strategies to avoid violation for college students.

VI. CONCLUSION

Regarding the media piracy the lack of awareness in proper use of software is considered to be the key point influencing software piracy. Although software industries provide information regarding copyright of software to computer users by employing licensing agreements as a means of information during the installation process, most of the users do not even bother to read license agreements before moving to the next step in the installation period. Many people misuse software products. They install software in their computers and make a copy of it and give it to others and they do not even realize that what they are doing is illegal and against the copyright law media literacy training helped the students to limit the negative effects of illegal copying, counterfeiting, boot legging and plagiarism,. The survey responses also reveal that the media literacy training was very much effective among treatment group children. The students were given training to the analysis of media piracy using knowledge and skills and can able to understand about illegal copying and distribution. The media literate person have greater control over media piracy. The media literacy training helps the students to get out illegal activities and gain knowledge to say no to piracy and have gain awareness about media piracy .

Scope for future Research

This work may through insight for further research in the area of media literacy. Several recommendations for additional research have emerged naturally from the present study. The study of media literacy can be extended to different departments like health department, agriculture department, environmental studies..this can be done for attitude change and in reducing negative effects of media piracy. Media piracy can be increased by constant coaching in schools may give better results for the society.

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