

**Study Guide**

**Research Methods in Mass Communication**

**Code No. 5629 + 5630**

**Part - I & Part - II**



**ALLAMA IQBAL OPEN UNIVERSITY  
ISLAMABAD.**

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1st Edition .....	2005
6th Printing .....	2014
Quantity .....	1500
Price .....	Rs. 35/-
Printing Co-ordinator.....	M. Riaz Khan
Printer.....	Neelab Printers, Gawalmandi, Rawalpindi
Publisher .....	Allama Iqbal Open University Islamabad, Pakistan

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## Table of Contents

## Pages

Details of the units along with page numbers  
of the retextbooks

Introduction of the course	1
Course objectives.	1
Few words about the study guide	3
How to use the reading material	3
How to attend a tutorial	5
Methods of instruction	7

### **Titles of the units:**

Unit 1:	Scientific Method of Inquiry	11
Unit 2:	Steps in a Research Process	13
Unit 3:	Elements of a Research Process	15
Unit 4:	Sampling Methods	17
Unit 5:	Contemporary Research Designs	19
Unit 6:	Experimental Research	21
Unit 7:	Survey Research	23
Unit 8:	Longitudinal Research	25
Unit 9:	Analysis of Narrative Discourse	26
Unit 10:	Qualitative Research Methods	28
Unit 11:	Introduction to Statistical Inquiry	30
Unit 12:	Statistical Analysis of Differences	32
Unit 13:	Statistical Analysis of Relationships	34
Unit 14:	Research Reporting and Ethics	36
Unit 15:	Research in the Print Media	38

Unit 16:	Research in the Electronic Media	40
Unit 17:	Research in Advertising & Public Relations	42
Unit 18:	Research in Media Effects.	45

Details of the units and page numbers of the textbooks

### **Unit 1: Scientific Method of Inquiry**

- a. Science as a method of inquiry.
- b. Characteristics of the scientific method of inquiry.
- c. Procedures used in scientific method of inquiry.
- d. The development of mass media research
- e. Two sectors of research: academic and private.

Readings: 2-14 of Wimmer & Dominick (1994).

### **Unit 2: Steps in a Research Process**

- a. Selecting a research topic
- b. Determining topic relevance
- c. Reviewing literature
- d. Stating a hypothesis or research question
- e. Deciding upon a research design
- f. Collecting data
- g. Analyzing and interpreting data
- h. Presenting results
- i. Replication: its importance and nature

Readings: pp. 16-40 of Wimmer & Dominick (1994).

### **Unit 3: Elements of a Research Process**

- a. Concepts and constructs
- b. Measurement
- c. Discrete and continuous variables
- d. Scales

Readings: pp 42-62 of Wimmer & Dominick (1994).

### **Unit 4: Sampling Methods**

- a. Population and sample
- b. Probability and non-probability samples
- c. Sample size
- d. Sampling error

Readings: pp. 64-82 of Wimmer & Dominick (1994).

### **Unit 5: Contemporary Research Designs**

- a. The nature and types of research designs
- b. Selecting an appropriate research design
- c. Validity of research designs

Readings: pp. 177-194 of Smith (1988).

### **Unit 6: Experimental Research**

- a. The nature of experiments
- b. Type of experimental designs



- c. Procedures for conducting an experiment

Readings: pp.195-215 of Smith (1988); and  
pp.85-106 of Wimmer & Dominick (1994)

### **Unit 7: Survey Research**

- a. The nature of survey research
- b. Selecting a sample in surveys
- c. Designing a survey questionnaire
- d. Administrating the survey questionnaire
- e. Analyzing survey results

Readings: Wimmer & Dominick (1994, pp.108-138)

### **Unit 8: Longitudinal Research**

- a. Development of longitudinal studies in mass media
- b. Types of longitudinal studies
- c. Longitudinal designs in experiments

Readings: Wimmer & Dominick (1994, pp. 188-202)

### **Unit 9: Analysis of Narrative Discourse**

- a. The nature of narrative discourse
- b. Narrative discourse analysis
- c. Content analysis
- d. Humanistic analysis and rhetorical criticism

Readings: Smith (1988, pp. 255-277), and  
Wimmer & Dominick (1994, pp. 163-18).

## **Unit 10: Qualitative Research Methods**

- a. Aims and philosophy
- b. Field observations
- c. Focus groups
- d. Intensive interviews
- e. Case studies.

Readings: Wimmer & Dominick (1994, pp. 140-161).

## **Unit 11: Introduction to Statistical Inquiry**

- a. The nature of statistical inquiry
- b. Descriptive statistics
- c. Inferential statistics: reasoning from samples to populations.
- d. The logic of hypothesis testing

Readings: Smith (1988, pp.91-121)

## **Unit 12: Statistical Analysis of Differences**

- a. The concept of variance
- b. Statistical tests for significance of difference
- c. Test statistics for mean differences: the "z-test", for proportional differences, Chi-square and contingency table analysis

Readings: Smith (1988, pp.1123-147)

## **Unit 13: Statistical Analysis of Relationships**

- a. Covariance and correlation

- b. Statistical tests of relationships
- c. Bivariate correlation

Readings: Smith (1988, pp. 151-160) and  
Wimmer & Dominick (1994, pp.238-254).

#### **Unit 14: Research Reporting and Ethics**

- a. Research reports: mechanics and writing styles
- b. Research ethics: general principles
- c. Ethics in data analysis and reporting

Readings: Wimmer & Dominick (1994, pp. 395-406)  
Smith (1988, pp.283-289).

#### **Unit 15: Research in the Print Media**

- a. Relationship research
- b. Circulation research
- c. Newspaper management research
- d. Typography and makeup research
- e. Readability research
- f. Journalist as a researcher

Readings: Wimmer & Dominick (1994, pp.265-285).

### **Unit 16: Research in the Electronic Media**

- a. Background
- b. Ratings research
- c. Non-ratings research

Readings: Wimmer & Dominick (1994, pp.287-312)

### **Unit 17: Research in Advertising and Public Relations**

- a. Copy testing research
- b. Media research
- c. Campaign assessment research
- d. PR research

Readings: Wimmer & Dominick (1994, pp.314-339).

### **Unit 18: Research in Media Effects**

- a. Antisocial and prosocial effects of media content
- b. Uses and gratifications
- c. Agenda setting by the media
- d. Cultivation effects
- e. Advertising and the socialization of children

Readings: Wimmer & Dominick (1994, pp.341-373).

## **INTRODUCTION OF THE COURSE**

The course Research methods in mass communication, tries to acquaint you with the methods of research in mass communication. It highlights the established methods of doing social scientific research with their acceptability in the field of social science. With this knowledge, you will be able to understand the importance and implications of research for real life.

This course will mostly rely on Roger D. Wimmer and Joseph R. Dominick Mass Media Research: an introduction, 4th edition, 1994, California: Wadsworth, as a text and a combination of readings from various chapters of Mary John Smith Contemporary Communication Research Methods, 1988, California: Wadsworth, as prescribed and required text. In keeping with the objectives of AIOU's full-credit course, chapters of the useful required texts have been structured into 18 units. Both the textbooks are going to be useful reference for the future. It is, therefore, absolutely necessary that you should get these rare textbooks hard bound.

## **COURSE OBJECTIVES**

The board objective of this course is to enable you to independently understand, plan and execute a scientific inquiry into mass communication phenomenon. Generally, the course aims to give you:

1. An overview of methods of social scientific research;
2. An overview of the array of research methods used in mass media research;
3. Skills of doing social scientific research involving mass communication variables; and
4. Understanding about mass communication literature.

And more specifically, it aims at:

1. Familiarizing you with the process and elements of scientific methods of social research.
2. Familiarizing you with some of the commonly used approaches of research in mass communication.
3. Familiarizing you with commonly used statistical techniques of finding answers to research questions or testing hypotheses and reporting research findings.
4. Familiarizing you with some of the most common types of studies in selected areas of mass communication.

Once you develop familiarity with the mass communication research methods, you can use them for enhancing your understanding of the phenomenon of mass communication.

## **FEW WORDS ABOUT THE STUDY GUIDE**

Writing of this study guide in a relatively less technical fashion is basically meant to give you an understanding of the powers of research methods in mass media in applied form. In doing so, the study guide points straight to the fundamental concepts of the Research Methods and refers you to the main substance of the course by mentioning pages for reading from your textbooks. We hope you would find this study guide helpful while reading materials from the textbooks.

You are advised to do the prescribed readings according to instructions provided in the study guide for each of the units. To help you understand the text, it is imperative that you have a good dictionary at hand.

## **HOW TO USE THE READING MATERIAL**

As this is a distance learning course, we have organized the required course work in the following manner to help you evolve a self-learning process in the absences of 'formal classroom teaching'.

1. A comprehensive course introduction
2. General and specific objectives of the course
3. Introduction to each unit.

4. The major theme of the units is listed along with required readings. A list of suggested readings has not been included in the study guide as it was given at the end of the selected readings under the "References and selected readings" and "Notes" headings.
5. After mentioning prescribed readings in the introduction of each unit we have given you very clear objectives and a few self-assessment questions for each topic or theme. The questions are not only meant to facilitate you in understanding the required readings but also to provide you an opportunity to assess yourself as to how far you have learned.

### **Study chart**

Although you choose your own way of studying the required reading material, you are advised to follow the steps given below in this study chart:

**STEP-1:** For clear identification of your reading material, thoroughly read introduction to the course and introduction to the units.

**STEP-II:** Read carefully the way the reading material is to be used.



- STEP-III:** Complete the first quick reading of your required study material.
- STEP-IV:** Carefully make the second reading and note down the points you have not been able to fully understand.
- STEP-V:** Carry out the self-learning questions and the questions and problems for further investigation, which are given at the end of selected textbooks chapters, with the help of your study material.
- STEP-VI:** Revise your notes. There is every likelihood that many of those points, which you did not previously understand become clear to you now during the process of carrying out self-learning questions.
- STEP-VII:** Preparation for the tutorial, i.e., note down the points for discussion with members of your group and with your course tutor.
- STEP-VIII:** Make a third and final reading of your study material. At the stage, you are advised to undertake the homework assignments, which are supposed to be completed in close relation to each unit.

### **HOW TO ATTEND A TUTORIAL**

Tutorials provide you an additional aid for understanding the recommended reading materials. Before attending a tutorial you are required to prepare yourself in the following manner to get maximum

utilization. The first tutorial is introductory tutorial for which you are required to do the following work:

**STEP-1:** Go through the part of the study guide, which includes:

1. Introduction to the course.
2. How to use the reading material.
3. Assessment

**STEP-2:** Read carefully course introduction two or three times along with its objectives to have better understanding of the course. It will give you an overview of the whole course. Make notes of those points, which you have not fully understood or wish to discuss with your course tutor.

**STEP-3:** Read introduction to the unit and make notes of the themes major as well as minor, around which the unit is constructed.

**STEP-4:** Study, required readings in the manner they are prescribed in. How to use reading material. Make note of the points you are not able to fully understand and which you wish to discuss with your course tutor.

Additionally, tutorials are meant to help you understand the recommended reading material. In case, you are not assigned to a tutor or tutorial meetings are not regularly held according to the schedule. You should immediately inform the Director Regional

Services based at the AIOU campus, Islamabad and intimate to the department of mass communications as well.

## **METHODS OF INSTRUCTION**

The following methodology will be adopted for running this course:

### **a. Assignments**

Assignments are those written exercises which students are required to complete, which being at their homes and places of work, after having studied their required material prescribed in the study guide. These are designed in a way that students are able to relate their reading with objective judgments in light of tutors' discussions. For this course you will receive FOUR assignments.

After completing an assignment according to the scheduled time, you will send each to your tutor (whose name is already notified to you) for assessment and necessary guidance. The tutor is supposed to return the same after marking and providing necessary academic guidance and supervision. This is compulsory course and successful completion of assignments will make you eligible to take final examination to be held at the end of the semester. To qualify each assignment, you have to obtain a minimum of 40% marks.

### **b. Workshop**

For better understanding of the course content, workshop is

considered as compulsory component of the course. It would revise the entire research methods course in practical fashion. The workshop would be mandatory in nature so you have to enquire from the regional office about the schedule for the workshop, positively, in middle of the semester. Reappear in workshop shall only be allowed on payment of the required workshop fee as per University rules.

### **c. Tutorial support**

For continuous academic guidance, supervision and assessment, the university will provide fortnightly tutorial support to you (student) through its regional offices.

The tutorials are arranged to facilitate you to discuss academic problems and seek guidance to complete course work with maximum of understanding.

You will be informed about the name of tutor along with a schedule of tutorial meetings in the beginning of the semester. You will send your assignments only to your tutor within the schedule time as notified/informed.

### **Assessment**

For successful completion of each course the students are required to qualify in each component separately i.e. assignments, workshops and final examination. To take final examination, a student has to

get required pass marks in the assignments, and participate in the workshop. A student, failing in the continuous assessment component (assignments) and or absenting from the workshops will be eligible to sit in the final examination. The condition to qualify each component separately is as follows:

- a) **Assignments:** A minimum of 40% marks
- b) **Final examination:** A minimum of 33% marks
- c) **Aggregate:** A minimum of 40% marks in assignments and final examination together according to the weight given above.
- d) **Workshop:** Mandatory attendance
- e) **Grading Scheme:** Grading scheme based on the obtained percentage marking is as follows:

80% and above marks	A+
70% to 79% marks	A
55% to 69% marks	B
40% to 54% marks	C
Below 40% marks	Fail

In distance learning system one thing you have to remember is to submit the assignments on time generate the course based discussion with your tutor for the conceptual clarity of the topics. This system requires from you to be like a conventional student during your studies period. As a little care can save you from

hundreds of problems that one faces due to his/her ignorance about the distance learning. We think, you have been given sufficient and necessary guidance in the shape of study guides, tutorials, and workshops now, success in this course is dependent on your own efforts so you have to do extensive and serious readings, which may at times look very time consuming.

## **UNIT 1: SCIENTIFIC METHOD OF INQUIRY**

### **1.1 Introduction**

This unit will deal with concept of Scientific Method of Inquiry or discovering knowledge. It distinguishes scientific methods from an ordinary unscientific way of discovering knowledge. Your prescribed text pages 7-14 of Wimmer & Dominick (1994) will introduce you to the dynamics involved in the scientific methods of inquiry, characteristics of the scientific method of inquiry, procedures used in scientific method of inquiry and the development of mass media research. You should try to focus on pages (7-14) and avoid investing time in locating other references and generating unnecessary details from the suggested readings given at the end of chapter one of Wimmer & Dominick (1994) book. The references and suggested readings are always very interesting and help students get involved further into the details but for the moment, you should remain confined to pages 7-14 only.

### **1.2 Objectives**

After reading these pages you should be able to:

1. Define scientific method of inquiry or knowledge;
2. List and understand the characteristics of the scientific methods of inquiry;
3. Differentiate between the applied and pure research.

### **1.3 Self-assessment questions**

1. What is a scientific method and how is it different from the common sense?
2. How is academic research different from pure research? And does any link exist between these two areas elaborate your standpoint with strong arguments.
3. What are the characteristics of social scientific research? Explain in detail.



## **UNIT 2: STEPS IN A RESEARCH PROCESS**

### **2.1 Introduction**

This unit is added into the scheme of studies for the purpose of thorough understanding of the scientific inquiry. It tells you about the systematic steps involved in a research process. It highlights how a person can select a research topic for some project. This unit also throws light on how to determine the relevance of a topic to the social settings. How to review literature for a social scientific study and also state hypotheses for addressing the research questions. The reading of textbook provides you a good idea about the research design and techniques for collecting data in an appropriate way. How the data are analyzed and interpreted for research and finally presented as results. Pay particular attention to page 16-36.

### **2.2 Objectives**

After reading these pages you should be able to learn:

1. The necessary steps involved in a research process;
2. Criteria used in establishing importance of a research process;
3. Importance of formulating a research question or a hypothesis on the selected topic area.

### **2.3 Self-assessment questions**

1. After reading the text under the heading "Selection of research topic" how would you like to comment on scientific inquiry?
2. Topic selection for a research activity is very important what criteria would you adopt for determining its merits or significance?
3. This unit gives 10 important steps for making an inquiry scientific. Give a brief summary of steps involved in a research process.

## **UNIT 3: ELEMENTS OF A RESEARCH PROCESS**

### **3.1 Introduction**

This unit is a step forward in understanding the steps in a research process after having an over-all picture of a research process you should be in a position to fully understand the three basic elements involved in the process of scientific inquiry by reading the pages (42-61) of Wimmer and Dominick. The unit very nicely portrays four elements of research as: concepts and constructs, variable, level of measurements and scales. These are the elements around which a research process revolves. The unit sufficiently elaborates the delicate differences involved in these elements of research process. The measurement topic is without any doubt, very delicate and requires lot of serious reading, but the way it has been covered in the reading material needs no extra reading. It has been discussed with examples from mass communication and quantitative requirements of measuring the phenomena. Measurement has been covered with focus on its nature, level of measurements, and salient quantitative properties. Scales as a composite type of measures are also discussed here with sufficient detail.

Additionally, four levels of measurements have been identified and discussed; viz nominal, ordinal, interval level, and ratio level measurements are identified and explained.

### **3.2 Objectives**

After doing the readings on pp, 42-61, you should be able to learn:

1. The difference between a concept, construct and a variable;
2. The characteristics of various types of measurement of a variable;
3. Definition of major types of scales.

### **3.3 Self-assessment questions**

1. How would you differentiate between a concept, construct, and a variable? Give brief definitions and examples to each.
2. What are the various types of measurements? Discuss in detail and also point out what types of measurement are the following: (1) Age (in years), (2) Sex (of the respondent): 1. male 2. female, (3) Income of the respondent:

5000 and below	5001-10000	10001-15000	15001-20000	20001-25000
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3. Define a Likert scale, thrustone scale, and a semantic differential scale.

## **UNIT 4: SAMPLING METHODS**

### **4.1 Introduction**

After learning about the elements of research in the previous unit, this unit on Sampling methods will familiarize you with strategies of identifying people from whom data or information on concepts and their interrelationships is gathered. This unit, therefore, discusses different methodological issues and explains strategies of drawing a representative sample of the population. Pages 65-82 tell you that a research can not study the totality of a population of individuals, even if the population. Topics like (1) Population and sample, (2) Probability and non-probability samples, (3) Sample size, (4) Sampling error are thoroughly discussed in pp. 65-82 of the Wimmer and Dominick book.

Probability and non-probability sampling techniques form the major portion of this unit's discussions. The issue of "sample size" is extremely important and the reading on pp. 75-76 of Wimmer and Dominick cover it with sufficient details. Knowledge of how to compute sampling error is important for correctly estimating the values found in the population on the basis of sample data. This topic is discussed on pp. 76-77 of Wimmer and Dominick.

### **4.2 Objectives**

After reading the pages (64-82) of Wimmer and Dominick's book, you should be able to:

1. Define major types of sampling;
2. Decide on sample size;
3. Define and compute sampling error.

### **4.3 Self-assessment Questions**

1. What does sampling mean?
2. How is probability sampling different from non-probability sampling procedures?
3. Give types of probability sampling with their merits and demerits?
4. What is meant by sampling error?
5. How do we compute sampling error?
6. Why do we need to know sampling or standard error?

## **UNIT 5: CONTEMPORARY RESEARCH DESIGNS**

### **5.1 Introduction**

The moment we talk about research designs a huge range of valid data collection strategies come to our mind. The purpose of a research design is to answer research questions or test hypothesis, if any. This unit is specially selected for you to tell you about the nature, types, and validity of research designs. The criteria involved in selecting a research design, its validity, nature and types have been discussed with necessary details, which are normally required by the beginning researchers on pages 177-94 of Smith (1988). The study material of this unit very responsibly throws light on research activities involved in a research project from its beginning to completion.

### **5.2 Objective**

The major objectives of this unit are to familiarize you with comprehensive plans of data collection to answer research question(s) and/or test hypothesis.

### **5.3 Self-assessment questions**

1. A research design is a complete data collection plan.  
Do you agree?

2. What are the major types of research design? Discuss in detail.
3. What do sample deficiency effects mean? Discuss major types and how these relate to validity of research design?



## **UNIT 6: EXPERIMENTAL RESEARCH**

### **6.1 Introduction**

This unit examines the nature and uses of experimental research designs. By experimental design, we mean, the type of research in which variables are manipulated and their effects upon other variables are observed and studied.

You would find lot of information on the nature of experiments, types of experimental designs and procedures for conducting an experiment. The readings on (pp.195-215 of Smith (1988); and pp.85-106 of Wimmer & Dominick (1994) discuss several simple experimental designs along with some important complex designs and practical guidelines for conducting an experiment.

### **6.2 Objectives**

The main objectives of this unit are:

1. To tell you about various types of experimental designs;
2. To tell you about the procedures used in major experimental research designs.

### **6.3 Self-assessment Questions**

1. What is meant by an experimental design?
2. What are the major designs of experimental research?
3. What is meant by randomization?
4. Discuss briefly the difference between experimental and control groups.
5. Why do we use control groups in an experimental design?

## **UNIT 7: SURVEY RESEARCH**

### **7.1 Introduction**

Survey research forms the vital part of contemporary social scientific methods, this unit elaborates the nature of survey research, designing a survey questionnaire, administering a survey questionnaire or collecting the data for study, from a sample selected according to "one" or "a combination" of sampling procedures, outlined in unit #6. For thorough understanding of this unit please try to concentrate on pp. 108-38 of Wimmer and Dominick.

### **7.2 Objectives**

After doing the reading on the Wimmer & Dominick (1994) you will be able to:

1. Formulate questions
2. Design a questionnaire
3. Administer questionnaire to a sample; i.e. how to collect data from the sample through questionnaire.

### **7.3 Self-assessment Questions**

1. What are the general guidelines for formulating questions for a questionnaire?
2. What sections are of prime importance in designing a questionnaire?

3. How would you, as a researcher, go for achieving a reasonable response on a questionnaire?
4. Write a critical note on gathering survey data through various data collection techniques?

## **UNIT 8: LONGITUDINAL RESEARCH**

### **8.1 Introduction**

Cross sectional research is based on data collected at one point in time while the longitudinal research depends upon data collected at different points in time for description and analysis. This unit would introduce you to various types of longitudinal studies in mass media; i.e., trend studies, cohort analysis, panel studies etc. For understanding these types focus on pp. 188-96 of Wimmer and Dominick.

### **8.2 Objectives**

After doing the prescribed readings in the unit you should be able to:

1. Define longitudinal studies;
2. Differentiate between and among various types of longitudinal studies;
3. Describe advantages and disadvantages of major longitudinal designs.

### **8.3 Self-assessment Questions**

1. Please, list different types of longitudinal studies.
2. Please, differentiate between cohort analysis, trend studies, and panel studies.
3. What are the advantages and disadvantages of trend studies and panel studies? Illustrate your answer with at least one example from each type.

## **UNIT 9: ANALYSIS OF NARRATIVE DISCOURSE**

### **9.1 Introduction**

Narrative discourse can be defined in many ways. Public speeches and mass communication messages fall under narrative discourse as these are characterized by relatively fixed source-receiver roles without the possibility of spontaneous role reversals. Narrative discourse can be classified by medium used as well as by functions performed.

In terms of research five issues are involved in narrative discourse analysis. These are discussed on pp. 260-262 of Smith (1988). While nature of problem being studied determinism which of the two methods of discourse analysis is it to be; viz, humanistic or scientific. You are required to understand content analysis as a scientific method of discourse analysis. This is discussed on pp. 262-268 of the Smith (1988).

### **9.2 Objectives**

After doing the prescribed readings on the unit you should be able to:

1. Define narrative discourse;
2. Define two methods of narrative discourse analysis; i.e., scientific and humanistic methods;

3. Describe the major issues involved in narrative discourse analysis;
3. Define content analysis as a scientific method of narrative discourse;
5. Conduct a content analysis study.

### **9.3 Self-assessment Questions**

1. What is meant by narrative discourse? Discuss in detail.
2. What do you mean by narrative discourse analysis? List briefly its two major types.
3. What are the major issues involved in narrative discourse analysis?
4. What is meant by content analysis? How would you identify a research problem, determine a suitable database, select a representative sample, define a measurement system and analyse the results.

(note: study closely pp.263-68 of Smith (1988))

## **UNIT 10: QUALITATIVE RESEARCH METHODS**

### **10.1 Introduction**

This unit highlights the use of non-statistical data based on field notes analysis. These research methods deal with several data collection techniques including field observations, focus group discussions, detailed interviews, and case studies. This unit, therefore, familiarize you with the flexibility that qualitative research methods have over the quantitative research methods and the limitation of these methods of research. Qualitative methods are used in social science particularly in discourse analysis. According to qualitative research experts, the data collected through these methods is likely to be inexpensive but biased. For thorough understanding of the above philosophy and down objectives concentrate on pp. 140-161 of Wimmer and Dominick.

### **10.2 Objectives**

After reading the text pages you should be able to:

1. Differentiate various types of qualitative research methods;
2. Describe the merits and demerits of types of qualitative research methods;
3. Learn the data gathering techniques involved in qualitative research methods.



### **10.3 Self-assessment Questions**

1. What is a study protocol?
2. How a study protocol is constructed for case study method of qualitative research?
3. Compare and contrast the Focus Groups and Intensive interview as method of data collection. Discuss merits and demerits of each as a data collection method.

## **UNIT 11: INTRODUCTION TO STATISTICAL INQUIRY**

### **11.1 Introduction**

This unit describes basic concepts and methods of descriptive and inferential statistics. The readings in this unit will tell you of descriptive statistics procedures to describe sample data and discuss the logic for drawing conclusions about population characteristics on the basis of sample data. Descriptive tools like frequency distribution, indices of central tendency, and indices of dispersion are presented on pages 93-111 of Smith (1988). Sampling distributions is an important concept in inferential statistics. It has certain unique characteristics which help in calculating sampling error/standard error of the mean, determine confidence intervals to estimate population parameter. The unit concludes on the discussion of principles and procedures for hypothesis testing.

### **11.2 Objectives**

After doing the readings you should learn:

1. Graphical presentation of data in a meaningful way;
2. To calculate measures of central tendency and dispersion;
3. The step-by-step procedure for testing hypothesis;

4. The meanings of statistical description and statistical inference about a population.

### **11.3 Self-assessment Questions**

1. Construct a bar graph showing the heights of your five friends on a graph paper.
2. Calculate mean height and standard deviation from a hypothetical data about the height of your five friends.  
(Note: please give a hypothetical data and then calculate)
3. What are the major steps involved in hypothesis testing? Elaborate your answer with suitable examples.

## **UNIT 12: STATISTICAL ANALYSIS OF DIFFERENCES**

### **12.1 Introduction**

For data analysis and reporting this unit collectively with the unit # 13 constitute the core procedures in quantitative research methods.

The unit 12 begins with the concept of variance and its use in drawing inferences about population or what may be called hypothesis testing. The technical details for drawing inferences are available on pp. 125-26 of Smith (1988). After carefully studying the material you would understand the role of variance in interpreting the scientific phenomena. The unit also gives the basic definition of parametric and non-parametric tests and also highlights the differences between independent and related groups. Statistical test of testing hypothesis of mean differences, and frequencies; i.e., the t-test, the z-test for mean differences, and variety of analysis of variance or factorial techniques are given with simple calculations on pp. 126-37 of Smith (1988). Test statistics for frequency differences has been discussed on pp. 137-44 of Smith. You can also use pp. 208-249 of Wimmer and Dominick as supplementary readings for this unit.

### **12.2 Objectives**

After reading this unit you would be able to:

1. Differentiate between the parametric and nonparametric statistics;

2. Describe the concept of hypothesis testing;
3. Define the concept of variance and sampling distribution and confidence interval;
4. Test hypothesis through t-test, F-test, chi-square.

### **12.3 Self-assessment Questions**

1. Define the concept of variance and write a detailed note on its role in drawing inference about population.
2. Read the pages 126-27 of Smith (1988) carefully and define test statistics, parametric and non-parametric tests and independent and related groups.
3. What is a t-test, give assumptions for its use and state how is it different from z-test of mean differences and also explain with example how its tabled value is determined?
4. ANOVA methods allow testing of two or more than two means, please discuss in detail the single-factor and multifactor analysis of variance designs.
5. Compare and contrast the test statistics for chi-square and z-test of proportions.

## **UNIT 13: STATISTICAL ANALYSIS OF RELATIONSHIP**

### **3.1 Introduction**

This unit very particularly focuses on the measurement of relationships and their test of significance. The readings start with providing a complete picture of association and types of correlation, the concept of shared variance. The concept of weak or strong relationship is also discussed. Pages 151-160 of Smith (1988) give several tests for measuring the strength of relationship and its significance. Both the Smith and the Dominick books are quite elementary and give very clear and easy to follow approaches for measuring the relationships. You can also use pp. 238-43 of Wimmer and Dominick (1994) for this purpose.

### **3.2 Objectives**

After reading the (Smith, 1988; Wimmer and Dominick, 1994) you should be able to:

1. Explain the meaning of correlation;
2. Differentiate between bivariate and multivariate relationship;
3. Describe various other types of relationship;
4. Learn various tests of significance for bivariate

relationship comprising variables measured at different levels of measurements.

### **13.3 Self-assessment Questions**

1. What is meant by a bivariate relationship and how is it different from a multivariate relationship?
2. What are various correlation coefficients that measure the strength of Bivariate relationship?
3. Under what conditions do we use Spearman correlation and Person correlation coefficients?
4. What's meant by 2x2, and 2x3 contingency tables? What coefficients are used to report relationship in these tables?

## **UNIT 14: RESEARCH REPORTING AND ETHICS**

### **14.1 Introduction**

Both writing research reports and ethics are extremely important and very closely related subjects. The unit discusses, need for accurate reporting procedures and includes "seven sections" as the mechanics of writing a research report on pp. 396-399 of Wimmer and Dominick (1994) book.

Additionally in the Styles of Reporting the unit very clearly states, nine principal guidelines for writing as "styles of writing".

Ethical principles in report writing have thoroughly been discussed on pages 399-401 of Wimmer and Dominick (1994) on pp. 283-288 of Smith (1988) book. The ethical part of a scientific inquiry requires reporting of research in such a manner that it should obey the reporting standards (principles) - given on pages 399-401 of your text. The readings on pages 405-406 Wimmer and Dominick (1994) discusses ethics of data analysis, reporting and publication process.

### **14.2 Objectives**

After doing the readings in both the textbooks as mentioned above, you should be able to:

1. List major section of a research report;



2. Describe the information required to be included in each of these sections;
3. Define major ethical issues involved in doing reporting and publicity research;
4. List the obligations that a researcher has to research participants (subjects) and research community.

### **14.3 Self-assessment Questions**

1. State the seven sections of a research report and briefly discuss what kind of information is reported in these sections?
2. What are the general guidelines for writing articles for a research journal?
3. What are the major ethical issues involved in communication research?
4. Discuss the ethical obligations that researcher may have to:
  - a. Research subjects and
  - b. To research community.

## **UNIT 15: RESEARCH IN THE PRINT MEDIA**

### **15.1 Introduction**

Readings for the unit are on pp. 265-85 of Wimmer and Dominick (1994). The readings on these pages give you a bird eye view of the print media research. As print media research forms applied side of mass media research, it requires a serious and careful study of the material from you. This unit has been included into your course work with the consideration that you should get sufficient familiarity with the readership, circulation, newspaper management, and makeup and readability researches. The final topic of this unit on pp. 280-81 of Wimmer and Dominick focuses on the importance of research methods in journalism and explains why is knowledge of research methods important, for a journalist, for adding precision to journalistic writings.

### **15.2 Objectives**

After reading the pages 265 through 285 of Wimmer and Dominick you should learn about:

1. The major techniques of print media research.

### **15.3 Self-assessment Questions**

1. What is meant by readership research? Discuss various types of readership studies from the standpoint of each type and method used?

2. Define circulation research and discuss two types of units of analysis in circulation research.
3. What's newspaper management research? Discuss major findings in management research.
4. Please, list major findings of typographical and makeup research.
5. What's meant by readability studies? Compare close procedure with at least two other readability formulas.
6. Briefly discuss as to why knowledge of research methods is important for journalists.

## **UNIT 16: RESEARCH IN THE ELECTRONIC MEDIA**

### **16. Introduction**

Research in the electronic media focuses on learning more about broadcast audiences and their use of electronic media. Readings on pages 287-302 of Wimmer and Dominick discusses the importance of research in various areas of broadcasting. In the freed market economics like the US and other Western countries the ratings research is very common.

The methods of computing ratings and interpreting the ratings are discussed in detail on pages 287-305 of Wimmer and Dominick, 1994. Non-ratings research particularly programme testing research though never conducted in our country is a useful device in the hands of the broadcasters to help them plan a programme. You should give close attention to data collecting devices of performer Q and focus groups, which can be used to collect data for their broadcasters on programmes.

### **16.2 Objectives**

After reading the text pages you should be able to learn:

1. The ratings.
2. How to interpret ratings.
3. Some possibilities of non-ratings research.

### **16.3 Self-assessment Questions**

1. What are the major electronic media ratings companies in the US and how do these operate?
2. Please list steps used in the process of programme testing.
3. What's meant by performer Q and focus groups? How do these help broadcaster decided about a programme?

## **UNIT 17. RESEARCH IN ADVERTISING AND PUBLIC RELATIONS**

### **17.1 Introduction**

Research has long been reported as basic tool in dealing with advertising competition. And research application into the public relations can best be measured through its frequent use in corporate activities.

The advertising part of this unit covers three components - copy testing, media research, and campaign assessment of research.

The copy testing research is done at various points in the advertising process, like before launching a campaign, during a campaign, and after the end of a campaign. The unit concentrates on copy testing and how one can develop effective advertisements.

Cognitive, affective and conative methods of copy testing have been discussed on the pages 314-315 of the unit's text for producing effective advertisements.

After copy testing the advertising section covers the media research component and states a formula for determining the message reach and frequency for audience members. Audiences size and their composition determination ways have also been discussed in the unit, which we hope would help you taking logically correct decision

in any decision making job of media organization. The unit covers audiences size and its composition through three techniques - unaided recall, aided & masked recall, and recognition of method. How media mix of competitors is determined is also an important question in advertising and is discussed on pp. 330-31 of Wimmer and Dominick (1994).

The last component of research in advertising is campaign assessment research given on pages 331-32 touching the pre-test and post-test methods and tracking methods of campaign assessment. Hopefully, you would find this unit very interesting and extremely useful.

The second part of this unit is public relations research, which covers five major categories of corporate uses of public relations research on pages 333-37 of Wimmer and Dominick (1994). In addition to it the part also covers three types - applied basic, and introspective types of public relations research on pages 332-333.

## **17.2 Objectives**

After reading this unit you would be able:

1. To understand the type of research being done in advertising and public relations;
2. To develop effective advertisements;

3. To determine audience size and computation;
4. To assess the effects of advertising campaign and study the competitors;
5. To describe the corporate uses of public relations research.

### **17.3 Self-assessment Questions**

1. How copy testing is done in advertising research?
2. What are message reach and frequency and how both of them are calculated?
3. How can one determine the audience size and composition? Discuss in detail.
4. How is it important to find out about the activities of competitors in advertising research? Please comment in detail.
5. Public Relations use informal methods of research. Please, identify them and also state the five major categories of research that are commonly found in corporate public relations research?



## **UNIT 18: RESEARCH IN MEDIA EFFECTS**

### **18.1 Introduction**

This unit covers five important research areas of media effects; i.e. antisocial and prosocial effects of media content, uses and gratifications, agenda setting by the media, cultivation of perceptions of social reality, and advertising and socialization of children. The pages 341-349 of Wimmer and Dominick (1994) discuss the history, experimental method, the survey approach, field experiments, and panel studies as methods commonly used in studying antisocial and prosocial effects of media content. And finally in a page length the theoretical developments in the area are given.

Uses and gratifications approach is covered with identification of landmark studies as history or evolutionary background of the area and then some methods have been reported as commonly found or used methods in the uses and gratifications approach and in the end its theoretical development is stated.

Agenda setting theory, cultivation of perceptions of social reality, and advertising and the socialization of children have very thoroughly been discussed on similar lines.

### **18.2 Objectives**

The major objective of the readings is :

- 1 To introduce you to research methods used in some major areas of media effects research.

### **18.3 Self-assessment Questions**

1. Discuss use of experimental and survey methods in studies of antisocial/prosocial effects of media content research?
2. Illustrate through an example the use of survey method in uses and gratifications studies?
3. How media agenda and the public agenda are measured in Agenda Settings research?
4. Write an essay on methods used in cultivation analysis
5. What methods of research are used to determine the impact of advertising on product preferences and parent-child relationship?

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