Chapter-2
Research Methodology

2.1 Background of the Problem

The complexity of modern society with its fast moving interplay of political, economic and social forces has created an increased demand for information. Yet, this very complexity has, in turn, made competition for attention more difficult. Whether it involves promotion of an idea or a cause, distribution of a product or service raising funds or attracting votes, effective publicity is the essential element in the communication process.

A mass society is characterized by great reliance on the mass media for information and news about the environment in which the people live. The news of print media is the main sources of local, national and international news. They set their agenda for public debate and create issues. The media (print & mass) help in the emergence of public opinion and in the building of images through news reporting, expressing views, informing the public through advertising and thereby facilitating public discussions on issues of wider concern. As a matter of fact the media play a significant role even in the socialization of its members by their attitudes, preferences and mannerisms.

Today communication is also considered as a political weapon-a way to gain power for some and dissipate competing and conflicting power for others. Media are put to use not simply for solidifying and harmonizing the society but as propaganda agents-externally and internally.

There are two main phases of development in a modern society- a kind of early phase where individual and media freedom is still extolled, where ideological conflict among factions, classes and parties is widespread, where the media increase dissonance and provide a catalyst for a change and a pluralism of news and views to all. Another phase flowing into authoritarianism and finally totalitarianism where conflict is discouraged and what little these may be is among political factions and strong leaders and where media are mainly used for internal social control and external propaganda. The overall purpose of media is to stabilize and direct society to propagandize other societies.

The media was born mainly to enlighten the people both with news and views. The news has to be both full and truthful and the views must reflect all sides of the problem. The
facts are, therefore, sacred the media should not play with them, by suppressing, distorting or twisting them. The disinformation and misinformation are as culpable as partial information and total non-information. Graver the culpability when the media creates false facts or plants them. If it is to serve its true role, the media has to be objective and impartial on all occasions and in respect of all individuals and institutions, social groups and nations, creeds and ideologies. The only exception to the rule of the disclosure of the complete facts is when such disclosure is likely to affect the security and integrity of the State and the public sector, or provide an incitement to commit offence.

The media is an indispensable institution in a democracy. It is the media, which makes democratic rule real and effective by acting as an intermediary between the people and the authorities. The media informs the people of the acts of omission and commission of the public administrations, and in turn serves as the forum for ventilating the grievances and aspirations of the people and for reaching them to the concerned authorities. It is for these reasons that the media looked upon as the fourth organ of the State. As the fourth organ, it is also its responsibility to help build the nation, to implement the objective of the constitution and to promote social justice and equality, stability and unity, and peace, progress and happiness for all. The media cannot forget that it lives on public money whether collected through subscription or advertisements. It is the people who ultimately contribute even to the advertisement revenue by paying for the goods and services advertised. The freedom of the media has therefore to be harnessed for the benefit of the people as a whole, and not for the benefit of any individual or of a section of the people.

In more recent years, technological innovations have changed the face of mass media. Cable television, satellites, fiber-optic technologies, and especially computers have helped create an explosion in media products and formats. Ironically, much of this change has resulted in a move away from the mass broadcast audience toward smaller, more specialized niche populations - a process called “narrow casting.” With computer technology users combine the specialization of media products with interactivity to make choices, provide responses, and customize media products. This interactive technology promises to bring new changes to tomorrow’s media. Developers are beginning to use telephone, television, fax, stereo, digital video, and computer into a single media center. As with the introduction of television a half century ago, the emergence of new technologies holds out the possibility of significant social change. But it is important to reiterate that changes in technology do not determine the evolution of media. Instead, technology is only one of the number of interacting factors that shape the development and uses of media.
2.2 Objectives of the Study

The study has been designed and carried out with the view to achieve the following objectives.

1. To study the edit and advertising content of marketing communication of higher education institutes.
2. To make a comparative study of public and private institutions marketing communication on higher education programs in Newspapers.
3. To study the usage of newspapers by students, teachers, parents as well as Education Institutions for seeking information regarding higher education institutes.
4. To know the perception of students, teachers, parents as well as Education Institutions about marketing communication on higher education in Newspapers.
5. To know the response of media persons about marketing communication on higher education in Newspapers.
6. To identify gaps between what is presented in advertisements by educational institutes and what is expected by various stakeholders like students, parents etc.

2.3 Scope of the Study

The purpose of this study was to investigate all the facets of higher education, advertising and role of newspapers in particular. Therefore researcher has decided to restrict this study to cover following four newspapers (2 Hindi Language and 2 English Language)

<table>
<thead>
<tr>
<th>Newspaper</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Times of India</td>
<td>English</td>
</tr>
<tr>
<td>The Tribune</td>
<td></td>
</tr>
<tr>
<td>Amar Ujala</td>
<td>Hindi</td>
</tr>
<tr>
<td>Dainik Bhaskar</td>
<td></td>
</tr>
</tbody>
</table>

The area of study was concern the Colleges and Universities located in Chandigarh and some adjoining areas like Mohali, Zirakpur, Rajpura, Kharar and Ropar in Punjab and Panchkula and Ambala in Haryana. This study was in the form of marketing communications along with the edit and the advertised contents of the other sections of the Newspapers like Real Estate,
Fashion etc, was taken care of as these are also very important for the Newspapers for their living. The research is in the form of both quantitative as well as qualitative as to check the quality and quantity content of the education. Side by side, the researcher has tried to find out the perception of the students, teachers as well their parents and see it from different angles whether the media report got the right fact and figures, did the newspaper give all relevant news with facts and figures and also tried to find out the response of media persons that how they rate each other’s stories and contents.

The other area of study was to suggest measures to bridge the gap between perception and expectations and whatever the result comes, they presented in a better manner in the research work. This was is in the form of questionnaire framed from the point view of students, parent and media perspective.

The basic frame of the study was at beginning of the admissions, academic sessions and of the examination times, so that the complete analysis of the situation can be taken up and the difference between the three is also be considered.

2.4 Hypotheses

In the light of the objectives discussed in this chapter and the review of the existing literature, the following hypotheses were formulated to guide the present investigation.

H-1. All the respondents whether students, parents, faculty members or institute heads are same in relation to media access.

H-2. There is no significant relationship in the group of respondents viz. students, parents, teachers etc. and their perceived reliability of advertisement contents.

H-3. There is no significant relationship in the group of respondents viz. students, parents, teachers etc. and their perceived usefulness of advertisement contents.

H-4. There is no significant relationship in the group of respondents viz. students, parents, teachers etc. and their perceived disclosure of advertisement contents.

H-5. There is no significant relationship in the type of institutes viz. government or private and the level of disclosures in advertisements.
H-6. There is no gap between the level of disclosure by educational institutes and expected content by stakeholders.

2.5 Research Design

Keeping the above-cited objectives and scope in view, the research plan was drawn, and to collect the comprehensive and relevant data, survey method has been adopted. In this respect, the researcher personally visited the field and collected the data. To gather the necessary data, questionnaire tool was used. Five structured questionnaires with multiple choices and open-ended questions, designed according to the objectives, were personally delivered to each respondent (Appendix-I). Besides, a detailed study based on content analysis was also carried out on the advertisements and edit contents of higher education institutes appearing in four selected newspapers during June-2014 to Aug-2014. A content analysis sheet was used to study various aspects of advertising and edit contents of higher education institutes (Appendix-II).

2.5.1 Sample Description

Sample for the study was based on five groups of stakeholder viz. students, parents, faculty members, institute heads and people from newspaper media. Judgmental sampling technique was applied to select respondents. Selected sample for the study was 500 respondents. However, due to non-response of many respondents, the sample size was required to be reduced. A final sample of 431 respondents was considered for the study. Response rate has been 61.57%. A table presenting size of sample and response rate is given below.

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Group of Respondent</th>
<th>Target Sample Size</th>
<th>Questionnaires Distributed</th>
<th>No. of Responses</th>
<th>Response Rate (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Students</td>
<td>150</td>
<td>200</td>
<td>144</td>
<td>72.00%</td>
</tr>
<tr>
<td>02</td>
<td>Parents</td>
<td>100</td>
<td>125</td>
<td>88</td>
<td>70.40%</td>
</tr>
<tr>
<td>03</td>
<td>Teachers</td>
<td>150</td>
<td>200</td>
<td>112</td>
<td>56.00%</td>
</tr>
<tr>
<td>04</td>
<td>Institution Heads</td>
<td>50</td>
<td>100</td>
<td>43</td>
<td>43.00%</td>
</tr>
<tr>
<td>05</td>
<td>Media</td>
<td>50</td>
<td>75</td>
<td>44</td>
<td>58.67%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>500</td>
<td>700</td>
<td>431</td>
<td>61.57%</td>
</tr>
</tbody>
</table>
Similarly, a sample of advertisements and edit contents of higher education institutes was also selected. As maximum number of advertisements are published by institutes on or shortly before the admissions start, it was observed that most of the advertisements appear in newspapers in the month of June, July and August. Therefore, all advertisements and edit contents appearing in four selected newspapers form 01-06-2014 to 31-08-2014 were collected and their contents were analyzed. Table-2 shows the sample size of such advertisements and edit contents.

**Table 2.2: Sample Size of Advertisements & Edit Contents**

<table>
<thead>
<tr>
<th>Sr. No</th>
<th>Group of Items</th>
<th>Sample Size</th>
</tr>
</thead>
<tbody>
<tr>
<td>01</td>
<td>Advertisements</td>
<td>814</td>
</tr>
<tr>
<td>02</td>
<td>Edit Contents</td>
<td>927</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1741</td>
</tr>
</tbody>
</table>

### 2.5.2 Sample Characteristics

Various characteristics of selected sample are as below:

#### A. Students

A sample of 144 students was finalized for the study. Various demographic and other characteristics of these students are as below: Out of total 144 selected students, 58% are male students and 42% are female.

**Figure 2.3: Gender of Students**
Age wise, three groups of students have been formed. These are below 18 years, 18-22 years and more than 22 years. Pie chart shows that out of the total selected students, 67% of the students fall between 18 to 22 years. 26% of the students are below 18 years. Finally, only 7% of the students are of 22 years or more. Hence, most of the students belong to 18-22 years age group.

**Figure 2.4: Age of Students**

Classification of the sample of students was also made on the basis of academic course in which they took admission and currently studying. 20% of the students belong to M.A./M.Com./M.Sc./LLM. Thereafter, 17%, 15% and 13% students belong to B.A./B.Com/B.Sc., MBA and M.Ed. respectively. Remaining of the students belonged to other streams as shown in the diagram.

**Figure 2.5: Course of Study of Students**
Another demographic characteristic covered was background of the students. For this purpose, three major backgrounds covered are rural, semi-urban and urban. Pie chart below shows that 44% of the students have urban background followed by 36% semi-urban and 20% students with rural background.

![Figure 2.6: Background of Students](image)

**Figure 2.6: Background of Students**

### B. Parents

A sample of 88 parents was finalized. Various demographic and other characteristics of the sample of parents are as below. Out of total parents surveyed, 61% are male and 39% are female respondents.

![Figure 2.7: Gender of Parents](image)

**Figure 2.7: Gender of Parents**
Age wise, three groups of parent respondents have been framed. These are below 40 years, 40-60 years and more than 60 years. Pie chart below shows that most of the respondents i.e. 70% are in age bracket of 40-60 years. 25% of the respondents are below 40 years of age. Finally, only 5% of the respondents are of 60 years or more.

Figure 2.8: Age of Parents

Just like for student respondents, same courses were grouped for parent respondents too. Similar observations are available here. Most of the parents have their kids studying in M.Com/MA/M.Sc/LLM etc. followed by courses like MBA and graduate courses like BA/B.Com/B.Sc/LLB etc.

Figure 2.9: Course Pursued by Child
Background of parents has also been covered in this survey. Three major categories viz. rural, semi-urban and urban have been identified. It has been found from the sample that most of the respondents fall in urban background. Thereafter 35% of the parents are from semi-urban background followed by 28% of parents from rural background.

Figure 2.10: Background of Parents

From the point of view of educational qualification, three levels have been covered. These three levels are matriculation/higher secondary, graduate or post graduate. It has been found that 54% of the respondents are graduate. 39% of the parent respondents are having matriculation or higher secondary. Finally only 7% of the respondents are post graduate.

Figure 2.11: Educational Qualification of Parents
Occupation wise four groups have been formed viz. service, business/profession, housewife or retired. Pie chart shows that 56% of the respondents are businessmen or professionals. 17% of the respondents are in service. 25% of the respondents are housewives. Finally, only 2% of the respondents are retired parents.

![Figure 2.12: Occupation of Parents](image)

C. Faculty
A sample of 112 faculty members from various institutes was selected for the study. Various characteristics of the sample are as below. Gender wise 59% of the faculty respondents are male and 41% are female respondents.

![Figure 2.13: Gender of Faculty](image)
Age wise, four groups of faculty respondents have been framed. These are below 30 years, 30-40 years, 40-50 years and more than 50 years. Pie chart below shows that most of the respondents i.e. 65% are in age bracket of 30-40 years. 23% of the respondents are below 30 years of age. Finally, 6% of the respondents are of each 40-50 years and 50 years or more of age group.

Figure 2.14: Age of Faculty Members

Pie chart below shows various courses taught by faculty members. Results indicate that Most of the faculty members selected in sample are teaching in M.Com/MA/M.Sc/LLM etc. followed by courses like MBA and graduate courses like BA/B.Com/B.Sc/LLB etc.

Figure 2.15: Course Taught by Faculty
Background of faculty members has also been covered in this survey. Three major categories viz. rural, semi-urban and urban have been identified. It has been found from the sample that most of the respondents fall in urban background. Thereafter 36% of the faculty members are from semi-urban background followed by 22% of faculty members from rural background.

![Background of Faculty](image1)

**Figure 2.16: Background of Faculty**

Since post-graduation is deemed to be required to be a teacher, only two groups of educational qualification of faculty members have been formed. These two groups are post graduates and doctorate. Pie chart shows that from the sample taken of faculty members, 69% are having post-graduation as academic qualification. Remaining of the respondents have doctorate degree.

![Educational Qualification of Faculty](image2)

**Figure 2.17: Educational Qualification of Faculty**
D. Institute Heads

Age wise, four groups of parent respondents have been framed. These are below 40 years, 40-50 years, 50-60 years and more than 60 years. Pie chart below shows that most of the respondents i.e. 63% are in age bracket of 40-50 years. 23% of the respondents are below 40 years of age. 9% of the respondents are in the age group 50-60 years. Finally, only 5% of the respondents are of 60 years or more.

![Age of Institute Heads](image)

**Figure 2.18: Age of Institute Heads**

Three types of institutes have been covered viz. government colleges or universities, private aided colleges and private self-financing colleges. 49% of the respondents are from self-financing colleges. About 30% of this category of respondents are from government colleges or aided universities.

![Type of Institute](image)

**Figure 2.19: Type of Institute**
Location of the institute has also been covered in this survey. Three major categories viz. rural, semi-urban and urban have been identified. It has been found from the sample that most of the respondent institutes fall in semi-urban locations. Thereafter 35% of the institutes are located in urban areas followed by 21% of the selected institutes from rural areas.

Figure 2.20: Location of the Institute

E. Respondents from Media
A total of 44 respondents have been selected from media. These include journalists, editors etc. Newspaper coverage has been grouped as national, regional or local. Pie chart shows that 66% of the media persons work with regional newspapers followed by 32% of media persons from national newspapers.

Figure 2.21: Newspaper Coverage
Language has also been made a base for classification. 41% of the media persons are from Hindi newspapers. 34% of the media persons are from English newspapers and remaining 25% of the respondents are from regional newspapers.

![Figure 2.22: Language of Newspaper](image)

Location of the newspaper has also been covered in this survey. Three major categories viz. rural, semi-urban and urban have been identified. It has been found from the sample that most of the media persons fall in newspapers at semi-urban locations. Thereafter 34% of the newspapers of media persons are located in urban areas followed by 7% of the selected newspapers from rural areas.

![Figure 2.23: Location of Print Media](image)
Age of print media is also a question of concern. Hence, three groups have been formed viz. 5-10 years old, 10-20 years old and finally 20 years or more than 20 years old. Pie chart shows that 46% of media persons work with newspapers of 10-20 years age followed by 43% in 20 years or more and finally 11% of media persons with relatively new papers with age 5-10 years.

Figure 2.24: Age of Print Media

F. Advertisements

In total, 814 advertisements found in newspapers were selected as sample of advertisements. These were collected for three consecutive months viz. June, July and August, 2014. Pie chart shows that 37% of advertisements appeared in newspapers in the month of July, 2014 followed by 34% in the month of June, 2014 and remaining 29% in August, 2014.

Figure 2.25: Month wise Advertisements
The entire sample of advertisements was selected from four newspapers viz. The Tribune, Times of India, Dainik Bhaskar and Amar Ujala. In the given three months 33% of the advertisements were from The Tribune newspaper followed by 26% of advertisements from Dainik Bhaskar. Amar Ujala and Times of India newspapers have 21% and 20% of advertisements in the selected period.

![Newspapers wise Advertisements](image)

**Figure 2.26: Newspaper wise Advertisements**

Edition hereby refers to national or local edition. In general, average price of advertisement is much more in case of national edition as compared to local edition. Pie chart below shows that most of the advertisements i.e. 76% have been booked in local edition as compared to national edition.

![Edition](image)

**Figure 2.27: Edition of Advertisement**
In case of advertisements by higher education institutes, four types of institutes were covered viz. Government University, private university, Government College and private colleges. Results indicate that 55% of the advertisements have been booked by private colleges followed by 32% by private university and 13% by government colleges.

![Institute wise Advertisement](image)

**Figure 2.28: Institute wise Advertisement**

Size of the advertisement has been grouped as small, medium and large. Results show that most of the advertisements of higher education institutes were of medium size. 34% of the advertisements were of small size. Finally, only 16% of the advertisements have been of large size.

![Size wise Advertisements](image)

**Figure 2.29: Size wise Advertisements**
Language of the advertisements was also considered while taking sample. However, it was found that all of the advertisements booked by higher education institutes happen to be in English language only even in Hindi newspapers.

![Figure 2.30: Language wise Advertisements](image)

**G. Edit Contents**

In total, 927 edit contents found in newspapers were selected as sample of edit contents. These were collected for three consecutive months viz. June, July and August, 2014. Pie chart shows that 34% of edit contents appeared in newspapers in the month of July, 2014 followed by 31% in the month of June, 2014 and remaining 35% in August, 2014.

![Figure 2.31: Month wise Edit Contents](image)
The entire sample of edit contents was selected from four newspapers viz. The Tribune, Times of India, Dainik Bhaskar and Amar Ujala. In the given three months 30% of the edit contents were from Dainik Bhaskar newspaper followed by 25% of edit contents from Amar Ujala. The Tribune and Times of India newspapers have 21% and 24% of edit contents in the selected period.

![Pie chart showing newspaper-wise edit contents](image1)

**Figure 2.32: Newspaper wise Edit Contents**

Pie chart below shows that all of the edit contents i.e. 100% have been booked in local edition.

![Pie chart showing edition-wise edit contents](image2)

**Figure 2.33: Edition wise Edit Contents**
In case of edit contents by higher education institutes, four types of institutes were covered viz. Government University, private university, Government College and private colleges. Results indicate that 74% of the edit contents have been from government university followed by 18% by government college and 8% by private colleges.

**Figure 2.34: Institute wise Edit Contents**

Size of the edit contents has been grouped as small, medium and large. Results show that most of the edit contents of higher education institutes were of medium size. 38% of the edit contents were of small size. Finally, only 21% of the edit contents have been of large size.

**Figure 2.35: Size wise Edit Contents**
Language of the advertisements was also considered while taking sample. It was found that 53% of the edit contents booked by higher education institutes happen to be in Hindi language followed by 47% of the edit content published in English language.

![Language of Edit Content](image)

**Figure 2.36: Language wise Edit Contents**

Finally, information content refers to the type of information published in edit content. It has been found that more than 60% of such edit content happens to be in form of news about the institute. 21% of such edit content has been academic announcements. 9% have been each as announcements of functions and announcements of various seminars.

![Information in Edit Content](image)

**Figure 2.37: Information wise Edit Contents**
2.5.3 Pilot Study and Reliability Analysis

A pilot study was conducted on 50 respondents to make modifications if necessary in the questionnaire. Cronbach alpha value was calculated to measure the reliability of various scales used in questionnaire. In general, cronbach alpha values more than 0.6 are considered fairly reliable. Values so found are all in excess of 0.6. Hence, it can be said that the scales used in questionnaire are fairly reliable.

<table>
<thead>
<tr>
<th>Variable</th>
<th>No. of Questions</th>
<th>Cronbach Alpha</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quantum of Information Disclosed</td>
<td>09</td>
<td>0.845</td>
</tr>
<tr>
<td>Reliability of Information Disclosed</td>
<td>09</td>
<td>0.743</td>
</tr>
<tr>
<td>Usefulness of Information Disclosed</td>
<td>09</td>
<td>0.956</td>
</tr>
<tr>
<td>Overall</td>
<td>27</td>
<td>0.857</td>
</tr>
</tbody>
</table>

2.5.4 Research Methods

The tools and techniques used for the present study are as under:

1. **Survey Method:** The investigator surveyed the Chandigarh city, Panchkula city, Mohali city and surrounding areas to gather the information regarding the available facilities and necessary information. Five structured questionnaires were prepared to collect the necessary data from all.

2. **Content Analysis:** Content analysis was used to study various types of information disclosed by advertisements and edit contents of higher education institutes in newspapers.

The data thus collected was analyzed, using computerized data processing techniques. The analyzed data has been presented in the form of tables and diagrams and interpreted appropriately in order to highlight the findings.

2.5.5 Analysis and Interpretation of Data

Keeping in view the objectives of the study, the data collected through the questionnaires was analyzed and interpreted with the help of statistical tabulation methods using average and simple percentage approach. The data have been presented, compared and
analyzed by using tables and diagrams. In order to test the association between two variables, cross-tabulation was done and chi-square test has been run. Chi square results have been displayed in the tables itself in the last row.

2.5.6 Limitations and Delimitations

Though all efforts have been made to efficiently and effectively conduct research, yet few limitations are there which could not be avoided. Firstly, target sample size was 500 respondents. However, even after two reminders, only 431 respondents responded to the questionnaires. In order to complete study in time, a decision was made to restrict sample size to 431. However, researcher believes that a larger sample size may produce slightly different results too.

Secondly, the geographical area was restricted to selected areas in Chandigarh, Haryana and Punjab. Hence, probably the results cannot be generalized to other states of India and to any other country. Another delimitation of the study is that it largely covers newspaper advertisements only. Although higher education institutes now days use all kind of media for advertising purposes, yet institutes in the selected area focus mainly on newspaper advertising. Hence, the coverage has been limited to study of newspaper advertisements.

This chapter has provided introduction to advertising in general and marketing communications used by higher education institutes in particular. Thereafter, the selected problem along with objectives and hypotheses have been provided. A blue print of research design has also been provided. Sampling process followed has also been discussed. Finally, sampling description has been provided.