CHAPTER 3

RESEARCH METHODOLOGY

The chapter introduces the methodology used in the conduct of the research study and makes an effort to identify the various criteria used to measure the impact of new media on the society. It spells out the types of research approaches and types of the data in the study and method of data collection. Furthermore, selection of research setting, the sample design, the sampling procedure or survey procedure, sample profile, questionnaire design, methods used for the data collection and method of data analysis are given. The statistical techniques employed for data analysis and the limitations of the study including the operation definitions are also described.

3.1. Types of Research Methods

The mass media are complicated phenomena. Not only are there a variety of media presenting information to audience members, the audience use these media in a variety of ways. Some people use the media for information; others use them for entertainment or just to pass time. These complicated situations that need investigation. Some situations require a laboratory approach where subjects are studied under controlled conditions; other situations require telephone or in-person interview, field experiments, survey research and content analysis which depends on each situation and purpose of the research study.

After careful planning and execution and consultation with research guide the researcher has selected the survey method. Surveys are now used in almost all spheres of life. Business, consumer groups, politicians and advertisers use them as part of their everyday decision-making processes. The importance of survey research to the public at large is confirmed by the frequent reporting of survey results in the popular media. This is especially the case during campaign conducted to ascertain candidates’ positions with the electorate. The increased use of surveys has created changes in the way they are conducted and reported. More attention is now given to sample selection, questionnaire design, and error rates. This means that surveys require careful planning and execution; mass media studies using survey research must take
into account a wide variety of decisions and problems. Therefore, the purpose of this chapter is also to describe the survey methodology of the research and its use in the investigation. At least two major types of surveys are used in this research: descriptive and analytical.

3.1.1. Descriptive Survey

A descriptive survey attempts to picture or document current conditions or attitudes of the respondents. Quite often, broadcast stations and networks continually survey the student audiences to determine programming tastes, changing values and lifestyle variations that might affect programming. In descriptive surveys of this type, the researcher is interested in discovering the current situation in a given area.

3.1.2. Analytical Survey

Analytical surveys attempt to describe and explain why certain situations exist. This approach usually involves an examination of two or more variables in order to test research hypotheses. The results allow researcher to examine the interrelationships among variables and draw inferences. For example, television station owners occasionally survey their market to determine how television’s lifestyles affect viewing habits of the audiences, or to determine if viewer’s lifestyles can be used to predict the potential success of syndicated programming. On a much broader scale, television networks conduct yearly surveys to determine how the public tastes and desires are changing and how these attitudes relate to the perception each viewer has of the three commercial networks.

Analytical and descriptive surveys are important to mass media research in both the academic and the private sector. So, the analytical and descriptive survey is applied and adopted to this research.
3.2. Types of Data

3.2.1. Secondary Data

Secondary data was obtained from the textbooks, encyclopedia, almanacs and general books, dissertation, theses, journals, periodicals, newspapers, magazines, and Internet facilities, bulletins, news letters and other sources which relates to the research topic. All these materials were obtained from various libraries in the area of the research study. In addition to this, secondary data almost has been collected and referred only in chapter one, two, and three as the theoretical aspects of the study.

3.2.2. Primary Data

Primary data was collected from students and people from the four districts by the use of structured questionnaire method. The data was collected mainly from the primary source for this research study.

3.3. The Questionnaire

A questionnaire normally consists of two types of the questions; open-ended and close-ended. An open-ended question is one in which respondents are asked to provide their own answers to a question. For example: what type of television program do you prefer? Or what are your three most favorite programs? Open-ended questions allow respondents freedom in answering questions and the chance to provide in-depth responses. Furthermore, they give researcher the opportunity to ask: “Why did you give that particular answer?” or, “Could you explain your answer in detail?” In this pattern, there is flexibility to gather information about the respondents’ feelings and the motives behind their answers. Also, open-ended questions allow for answers that researcher did not originally foresee in the construction of the questionnaire and that may suggest possible relationships with other answers or variables. For example, in response to the question, “what types of programs would you like to hear on radio?” The researcher might expect answers such as ‘news’, or ‘weather’ or ‘sports’. However, a subject may give an unexpected response such as ‘obituaries’. This would force the researcher to reconsider his perceptions of some of the radio listeners.
Finally, open-ended questions are particularly useful in pilot version of major studies. Researcher may not know what types of responses to expect from subjects, so open-ended questions can be used to allow subjects to answer in any way they wish. From the list of responses provided by the subjects, the researcher can then select the most often mentioned items and include them in multiple choice or forced choice questions. Using open-ended questions on a pilot study generally saves time and resources since all possible responses are more likely to be included on the final measurement instrument; there would be no reason to re-conduct the analysis for failure to include an adequate number of responses or response items.

The major disadvantage of open-ended questions is the amount of time required in collecting and analyzing data. Since subject’s responses are always varied, it is necessary to analyze their content before they can be tabulated. Content analysis allows common responses to be grouped into categories, making the question similar to forced choice questions.

In the case of close-ended questions, respondents are asked to select an answer from a list provided by the researcher. These questions are popular both because they provide greater uniformity of response and because the answers are easily quantifiable for computer analysis. The chief disadvantage of close-ended questions is that researcher may fail to include some important responses. Respondents do not have the opportunity to answer questions according to their own beliefs or feelings and sometimes comment that the ‘correct’ responses were not available. One common technique is to include a response of ‘other’ followed by a blank space. This provides subjects an opportunity to include an answer not mentioned in a question’s response. Unfortunately, many respondents check ‘other’ without writing in their preferred response. A pilot study can help determine which responses to include.

**Study Variables**

Keeping the above research questions in view, the following variables were selected for the present study on the basis of review of literature and discussion with subject experts. The independent variables include: gender, age, education, occupation, income and caste. The dependent variables include – communications media awareness, accessibility of communications media, Internet exposure, Mobile phone exposure, varied uses of Internet, Occupation, Social network.
3.4. Data collection

The study is aimed at analyzing the social-cultural impact of new media on society. This study was confined to four districts in Karnataka, namely, Bangalore, Mysore, Dharward and Mangalore. The Survey method was found to be appropriate to conduct a study of this nature. The survey method helps in collecting voluminous data and in less time. It helps in collecting accurate data and keeps error level low.

The survey method requires data collection through research tools. One of the significant tools of data collection predominantly used in survey is the Questionnaire. The questionnaire was therefore constructed for data collection for the study. The questionnaire consisted of 66 questions and was categorized under six parts. In the first part questions pertaining to socio-demographic and economic profile were designed. There were six questions in this part. In the second part, five questions were designed to collect data about media exposure. In the third part seven questions were designed to collect data about a respondent’s exposure to the Internet and its influence on the society. In the fourth part 22 questions were designed to measure the socio-cultural impact of the Internet on the society. The fifth part consisted of 21 questions to measure exposure to one of the significant new media, namely, Mobile Phones and its socio-cultural impact on the society. The last part consisted of five questions aimed at measuring the overall influence of new media on the respondents.

All the questions were close ended. The questions were framed on the basis of objectives and hypotheses. The questionnaires were collected through two different methods. Personally questionnaires were distributed to some respondents and data was collected. In other cases questionnaires were mailed to the respondents and data collected through postal mail.
3.5. Area of Research Work

District-wise Map of Karnataka
3.5.1. Districts of Bangalore (Urban & Rural)

Bengaluru Urban district came into being in 1986 with four taluks — Bangalore North, Bangalore East, Bangalore South and Anekal. The city of Bangalore is situated in the Bangalore Urban district. The Bangalore Urban district has 17 hoblies, 668 villages and 9 municipal corporations. The Net District Income of the Bangalore Urban district is US$ 447 billion, as of 2001. This is the most advanced district in Karnataka. It had a population of 9,588,910 of which male and female were 5,025,498, and 4,563,412 respectively. Average literacy rate in 2011-88.48, male-91.82% and female 84.80% respectively (2011 census GIS India). King Veeraballa of Vijayanagar christened the city of Bangalore "Benda Kalu Ooru"(place of baked beans) to commemorate a certain memorable incident. This urban metropolis is the capital city of Karnataka and happens to be the fastest growing metropolis in India. Covering an area of 2170 sq. km in southwestern Deccan Plateau, Bangalore is located at 12°97' North and 77°56' East.
The district is enclosed by Kolar District in the northeast, Tumkur District in the northwest, Mandya District in the southwest, Chamarajanagar District in the south and the neighboring state of Tamil Nadu in the southeast, respectively. With a growing population estimated at 6.5 million, Bangalore ranks fifth in terms of population in India. It is the fastest growing metropolis with the country's fourth largest economy. The core of the booming I.T industry, the upcoming biotechnology sector and several other large and small-scale industries are located in the district. Bangalore attracts flocks of tourists and youths seeking employment opportunities all throughout the year. The city with its beautiful landscape, congenial, salubrious ambiance and renowned architectural landmarks also houses the 'byte-basket' of the I.T. industry and business conglomerates.

3.5.2. District of Dharwad

Dharwad District is an administrative district of the state of Karnataka in southern India. Dharwad is the cultural headquarters of North Karnataka. The municipality
(resulting from a merger with neighboring Hubli in 1961) covers 191 kms. Dharwad is located 425 km northwest of Bangalore and 421 km south of Pune, on the main highway between Bangalore and Pune in Maharashtra. Karnataka Residential Education Institutions Soceity (KREIS) North Unit of National Projects Construction Corporation has its headquarters here.

Dharward is second-most advanced district in Karnataka. The etymological significance of the term "Dharward" is a resting place. However the district's nomenclature is shrouded in conjectures and surmises. With a 900-year-old history, once a kingdom of the Chalukyas is the focal pint of North Karnataka's academic, economic and industrial development.

Occupying an expanse of 13738 sq. km and lying to the east of the Western Ghats, the twin cities of Hubli-Dharwad are strategically located 420 km north and 550 km south of the urban metropolis of Bangalore and Mumbai, respectively. Having recorded a population of 1,846,993 of which male and female were 939,127 and 907,866 respectively. There was change of 15.13% in the population compared to population as per 2001 Census. The inhabitants of Dharwad practice agriculture and also are engaged in industry and commerce. The district is famous for its mouth-watering milk based sweetmeats.
3.5.3. District of Mysore

Mysore District is an administrative district located in the southern part of the state of Karnataka, India. A tourist's paradise with varied attractions from Mysore Palace to Nagarhole National Park; this district has a prominent place in the history of Karnataka. Mysore was ruled by the Wodeyars from the year 1399 till the independence of India in the year 1947. Mysore's prominence can be gauged from the fact that the Karnataka state was known previously as Mysore state.

Mysore district gets its name from the city of Mysore which is also the headquarters of the district. A statue of Mahishasura, after whom the city is named, and a temple dedicated to Goddess Chamundeshwari on the top of Chamundi Hill near Mysore city, relate to the legend of its origin. The district is located between latitude 11°45' to 12°40' N and longitude 75°57' to 77°15' E. It is bounded by Mandya district to the northeast, Chamrajnagar district to the southeast, Kerala state to the south, Kodagu district to the west, and Hassan district to the north. It has an area of 6,854 km (ranked 12th in the state). The administrative center of Mysore District is Mysore City. The district is a part of Mysore division.
Mysore is proving to be the next IT hub in Karnataka. Tourism is another big industry in Mysore. Mysore district has a population of 2,994,744 (2011 census), of which 1,511,206 are males and 1,483,538 are females.

The district population is 41.35% urban and 58.65% rural. The literacy rate of the district is 72.56% with 78.44% of males and 66.59% of females being literate. 85.58% of urban population and 63.29% of rural population are literate groups (2011 census).

3.5.4. District of Mangalore

![Mangalore District Map]

Dakshina Kannada (Mangalore) (Earlier known as South Kanara, or South Canara), is a coastal Karnataka district in the state of Karnataka in India. It is bordered by Udupi District to the north, Chikkamagaluru district to the Northeast, Hassan District to the east, Kodagu to the southeast, and Kasaragod District to the south. The Arabian Sea bounds it on the west.
Mangalore is the headquarters and chief city of the district. The Dakshina Kannada district has an area 4866 square kilometer. Density of human population is 390 persons per square kilometer. There are 354 villages in the district. The population of the district was 484,785 of which 619,664 is urban as of 2011. The population of the district increased 14.51% from 1991 to 2001, and 15.98% in the 1981-1991 period. The number of males was 240,651 (50%) while the number of females was 244,134 (45.9%). Mangalore’s literacy rate is 94.03%, the highest in Karnataka and significantly higher than the national average of 59.5%.

The district is divided into five talukas, Mangalore, Bantwal, Puttur, Sullia, and Belthangady. Dakshina Kannada, Udupi and Kasaragod Taluk are often called Tulu Nadu, as Tulu is the major language of the region. The Alupas who ruled this region between the 8th and 14th century as a feudatory of all the major Kannada empires of those times encouraged and made Kannada their official language. It is for this reason that the Tulu speaking districts are a part of Karnataka state. Tulu is mother tongue of majority of people living in Dakshina Kannada district.

### 3.6. Sample Profile

The sample was selected on the basis simple random sampling technique. Since the study pertains to new media, it requires respondents who are the users of new media. Therefore the sample consists of only users of new media and excludes non users in all the selected districts. The sample was selected using simple random sampling technique. Four districts namely Mysore, Bangalore Urban, Mangalore & Dharwad were selected for the study giving due representation to geographic, social, economic and cultural factors.

In order to generate the sample, as the list of Internet users of BSNL and private Internet Service Providers such as Airtel, Spice, Tata and Reliance was not available, the list of students enrolled in colleges and employees working for Government and private institutions were selected. The respondents in these lists were selected on the basis of their familiarity with the new media. The study requires that the respondents shall be users of new media. Therefore, automatically non users in these lists were eliminated. Accordingly a sample of 800 respondents was selected for the study. A sample of 200 from each district was selected from all the four districts.
3.7. Operational Definitions in the Research Study

**Society:** (noun) pl. societies

1. A group of persons regarded as forming a single community, esp. as forming a distinct social or economic class

2. The system or condition of living together as a community in such a group an agrarian society

**Etymology:** société < societas < socius, companion

**Culture:** (From the Latin cultura stemming from colere, meaning "to cultivate," ) Generally refers to patterns of human activity and the symbolic structures that give such activities significance and importance. Cultures can be "understood as systems of symbols and meanings that even their creators contest, that lack fixed boundaries, that are constantly in flux, and that interact and compete with one another"

**The Internet:** is a global system of interconnected computer networks that use the standard Internet Protocol Suite (TCP/IP) to serve billions of users worldwide. It is a network of networks that consists of millions of private and public, academic, business, and government networks of local to global scope that are linked by a broad array of electronic and optical networking technologies. The term Internet is a proper noun and written with an initial capital letter.

**World Wide Web (WWW):** The Internet carries a vast array of information resources and services, most notably the inter-linked hypertext documents of the World Wide Web (WWW) and the infrastructure to support electronic mail. Media influence or media effects: are terms used in media studies, psychology, communication theory and sociology to refer to the theories about the ways the mass media affect how their audiences think and behave.

**New media:** is a term meant to encompass the emergence of digital, computerized, or networked information and communication technologies in the later part of the 20th century. Most technologies described as "new media" are digital, often having characteristics of being networkable, dense, compressible, interactive and impartial. Some examples may be the Internet, websites, computer multimedia, computer
games, CD-ROMS, and DVDs. New media is not television programs, feature films, magazines, books, or paper-based publications.

**Surf:** To move from place to place on the Internet searching for topics of interest. The links on each page enable you to start virtually anywhere on the Web and eventually find interesting pages. The term surfing is generally used to describe a rather undirected type of Web browsing in which the user jumps from page to page rather whimsically, as opposed to specifically searching for specific information.

**Web Browser/Internet browser:** A browser is a software program that allows you to view and interact with various kinds of Internet resources available on the World Wide Web (WWW). A browser is commonly called a web browser. The most popular web browsers are Microsoft Internet explorer (often called IE for short), Netscape navigator and Mozilla Firefox.

**To chat:**

1. To converse in an easy, familiar manner; talk lightly and casually.

2. In computer Science- To participate in a synchronous exchange of remarks with one or more people over a computer network.

**Mass media:** denotes a section of the media specifically designed to reach a very large audience such as the population of a nation state. The term was coined in the 1920s with the advent of nationwide radio networks, mass-circulation newspapers and magazines. The term public media has a similar meaning: it is the sum of the public mass distributors of news and entertainment across media such as newspapers, television, radio, cinema and Internet media (like blogs, message boards, podcasts, and video sharing).

**Pornography:** or porn is the depiction of explicit sexual subject matter for the purposes of sexual excitement.

**E-banking** is a form of banking where funds are transferred through an exchange of electronic signals between financial institutions, rather than an exchange of cash, checks, or other negotiable instruments. The ownership of funds and transfers of funds between financial institutions are recorded on computer systems connected by
telephone lines. Customer identification is by access code, such as a password or Personal Identification Number instead of a signature on a check or other physical document.

**Cyber addiction:** Overusing the net, overtaking the limits of a 'healthy' connection which present the addiction behavior criterion, loosing all kind of control to real life.

**A social network:** is a social structure made of individuals (or organizations) called "nodes," which are tied (connected) by one or more specific types of interdependency, such as friendship, kinship, financial exchange, dislike, sexual relationships, or relationships of beliefs, knowledge or prestige.

**A blog:** (a contraction of the term "web log") is a type of website, usually maintained by an individual with regular entries of commentary, descriptions of events, or other material such as graphics or video. Entries are commonly displayed in reverse-chronological order. "Blog" can also be used as a verb, meaning to maintain or add content to a blog. Blogging is the act of posting content on a blog (a Web log or online journal) or posting comments on someone else's blog.

**Frustrated:** (adjective) disappointingly unsuccessful; "disappointed expectations and thwarted ambitions"; "their foiled attempt to capture Calais"; Synonyms: defeated, disappointed, discomfited, foiled, frustrated

**Social:** (adjective)

1. Living together in communities.
2. Of or relating to communal living.

Of or relating to human society and its modes of organization: social classes; social problems; a social issue.

**Cyber bullying:** involves the use of information and communication technologies to support deliberate, repeated, and hostile behavior by an individual or group intended to harm others.

**Computer literate:** is a person who has the knowledge and ability to use computers and technology efficiently. Computer literacy can also refer to the comfort level someone has with using computer programs and other applications that are associated
with computers. Computer illiterate is a person who is marginally to completely inept at operating computer.

**Language capability:** capacity to use correct grammatical language.

### 3.8. The Objectives of the Study

#### 3.8.1 General Objective

The general objective of the present study is to assess the socio-cultural impact of new media on its users.

#### 3.8.2. Specific Objectives

The specific objectives are as follows:

1. To analyze the impact of new media on culture
2. To analyze the sociological aspects of users
3. To study the behavioral aspects of users
4. To analyze the attitudes of users towards culture and society
3.9. Hypotheses

According to the objectives of the study suitable hypotheses have been framed and tested.

3.10. Limitations of the Study

The study was confined only to four districts of Karnataka and as such, the findings of the study are applicable by and large, to these districts rather than the whole of Karnataka. Majority of the respondents were young (Coming under the age group of 18-24) as the researcher could find only few respondents from middle age and old age who are the users of Internet and mobile phones. As the questionnaires were distributed and collected at a later point in time and as a considerable number of questionnaires were filled up without the spot assistance of the researcher, there might have been a possibility of the questionnaires being misunderstood.

Study Variables

Keeping the above research questions in view, the following variables were selected for the present study on the basis of review of literature and discussion with subject experts. The independent variables include - gender, age, education, occupation, income and caste. The dependent variables include – communications media awareness, accessibility of communications media, Internet exposure, Mobile phone exposure, varied uses of Internet, Occupation, Social network,