

AN INVESTIGATION OF THE INFORMATION LEVEL AND ATTITUDES OF THE UNDERGRADUATE TELEVISION-RADIO STUDENTS AT MICHIGAN STATE UNIVERSITY

> Thesis for the Degree of M. A. MICHIGAN STATE UNIVERSITY Lowell L. Turner 1967

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ABSTRACT

AN INVESTIGATION OF THE INFORMATION LEVEL AND ATTITUDES OF THE UNDERGRADUATE TELEVISION-RADIO STUDENTS AT MICHIGAN STATE UNIVERSITY

by Lowell L. Turner

This thesis was prompted by a question in a graduate seminar regarding the characteristics of the undergraduate students enrolled in the Television-Radio Department. Further pursuit of the question revealed that very little was known about the attitudes of the undergraduate Television-Radio major toward his chosen profession. Even less was known about the role played by knowledge of the field in creating these attitudes.

Several questions were postulated about the knowledge and attitudes of these students. This study has attempted to answer these questions. The first question concerned how much the students actually knew about the duties and working conditions of specific jobs within the profession. A second question was whether or not the students' information concerning the profession corresponded with recognized fact. After the information level of the students had been measured, the performance of the different groups, classified by previous professional experience and class standings, was compared.

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The study further investigated the attitudes of the students toward the broadcasting professions. The attitudes were first measured to see how they varied, again in regard to class standing and previous professional experience.

A final comparison was made between the different groups' performance on both information level and attitude scales.

The measurement instrument used was designed by the author for this thesis. The instrument consisted of two parts: one part designed to test the students' knowledge of the duties and working conditions in television and radio professions, the other part was a seven point summated rating scale designed to measure student attitude toward certain facets of the broadcasting professions.

The information used in constructing the scale designed to test student knowledge was selected from data obtained from government and professional publications. After submitting the selected data to a panel of broadcast educators, a final selection of material was made.

The attitude scale represents an attempt to effectively cover as many different areas of professional broadcasting as possible, using twenty statements.

The findings of the study indicate that the undergraduate Television-Radio student does well on a test over information concerning employment and working conditions in the professions. Further, these students have a moderate, positive attitude toward the professions. 3

The data also suggest that the Television-Radio Department has successfully corrected any misinformation possessed by students entering the department.

One important possibility for further research was especially evident. The data gathered in this study seem to indicate an inverse relationship between what a person knows about a profession and how he views it. In other words, the more a person knows about a profession, the lower his opinion of that profession is likely to be. One possible explanation of this finding is that the students may possess unrealistically high expectations when entering the Television-Radio program. It has often been observed by the faculty members of this department that many students are attracted by the glamour associated with broadcasting.

Since these findings were derived from data collected only in the Television-Radio Department, further research ought to be conducted in other professionally oriented departments to see if there may be parallel information supporting this conclusion.

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Ву

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A THESIS

Submitted to Michigan State University in partial fulfillment of the requirements for the degree of

MASTER OF ARTS

Department of Television and Radio

1967

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Approved:

ACKNOWLEDGEMENTS

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Seldom can one person take all of the credit due for the production of a thesis. Although my name appears on the cover, others shared greatly in the creation of this paper. I would like to take these few sentences to give hearty thanks to those individuals who have helped me so much.

First of all, I owe a debt of gratitude to the members of the faculty of the Television-Radio Department at Michigan State. These men gave me their full encouragement and cooperation. A special thanks is given to Dr. Tom Baldwin whose help and counsel were so valuable to me when I first entered the department and during the production of this thesis.

Another note of thanks is directed to my friend Roger Bauer. Roger very kindly devoted a considerable amount of his time to do a painstaking job of editing this thesis, a job for which he is well qualified.

There is always one special individual to whom much is owed. In my case, this person sowed the seed of a suggestion, whose fruit was this thesis. And so for invaluable advice, guidance, and encouragement, I would like to express my sincere gratitude to my friend and advisor, Dr. Gordon Gray.

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Finally, I would like to thank that person to whom this work is dedicated; whose love and understanding have provided unfailing support for me and for my work. That person is none other than my wife, Joyce.

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CHAPTER I

THE QUESTION

1.1 The Problem:

There are many problems which face the new student entering any institution of higher learning. The author of this thesis has been particularly interested in one of these problems, namely, a student's choice of curriculum. One of many related questions which arises is: "Has the student actually enrolled and is he taking courses in a department which can provide the specific education he is seeking?" Logic, as well as personal experience, seems to indicate that there are probably many students on any campus who, because of misinformation and false expectations, are enrolled in courses of study which are not designed to provide the material and information in which the student is interested.

Misinformation and false expectations may not be the only cause of this problem. Some department titles are misleading vis-à-vis the purposes and goals of the department and its faculty. In other words, the department title may not give an accurate picture of its purpose to the uninitiated. An example of this on the Michigan State University campus is the Department of Communication. This department is primarily

research oriented and does concern itself with communication in the broadest sense of the word. This department carries out research into interpersonal communication, mass communication, cross-cultural communication, and message system analysis. The approaches and methodology used in the Department of Communication demonstrate the practice of a behavioral science. This, very likely, is a far different picture from that conjured in the mind of the uninformed listener when he hears the Department of Communication mentioned.

The former problem involving misinformation and false expectations would seem to be of most importance to a department with a professional orientation. This department may be distinguished from the purely academic department by its preparation of students to function within a distinct professional area. Examples of such departments would be: Television-Radio, Advertising, Journalism, and Business Administration.

The latter problem, that of misleading department titles, may be operant in the case of the Television-Radio Department at Michigan State University. No one seems to have any idea how many students enter this department with the idea that they will be trained as television performers, engineers, board operators, etc. Though these entering students may enjoy considerable exposure to these occupations, this type of training is not the specific purpose of Michigan State's Television-Radio Department.

These two problems, as perceived by this author, are directly responsible for the design of this study. This investigation centers upon the undergraduate members of the Television-Radio Department of Michigan State University.

Several questions now arise which the author feels are of legitimate concern. The first question concerns how much the students know about the professions in the fields of television and radio. We have assumed that since the graduate has fulfilled the requirements for a degree that he is sufficiently acquainted with the academic procedures necessary to function within his chosen field. But what does the student expect when he actually enters the field in regard to salary, the future of his position, status in the community, and notoriety? We might then ask how these expectations correspond to recognized fact. Is there a difference between these facts and student expectations? If there is, at what point did the student receive or generate this misinformation?

Adding another dimension to the questioning, one might ask what sort of attitudes are possessed by the student. In what light does the undergraduate student in Television-Radio view his chosen profession? How do the attitudes of the student change? How do the attitudes of the freshmen compare with the attitudes of the upperclassmen? Finally, are there any apparent correlations between the students' attitudes toward, and their knowledge of, their chosen profession?

A final question which might be asked here concerns the capacity in which the student expects to work after graduation.

Comparison of the answers given by the members of different class levels should provide an interesting profile of expectations.

Upon searching the literature, this author has discovered that little or nothing has been published which might shed some light on the preceding questions. In fact, little information is available which clarifies the relationship between knowledge and attitude. However, social scientists have defined the relationship between attitude and past experience.¹ For the purposes of this study, we shall assume knowledge to be based upon past experience; therefore, knowledge should have some effect on the formation of attitudes.

1.2 Hypotheses and Definitions:

In this study, we shall assume that a student's knowledge of the professions corresponds to his assigned <u>information</u> <u>level</u>. The student's information level will appear as a decimal fraction indicative of his performance on a test instrument based upon available information about the professions. Hereafter, in this paper, the term "information level"

¹Theodore M. Newcomb, <u>A Dictionary of the Social Sciences</u> (New York: The Free Press, 1964), 40. "An attitude . . . represents the residue of a person's previous experience with which he approaches any subsequent situation. . . ."

See also: Jon Eisenson, J. Jeffery Auer, and John V. Irwin, <u>The Psychology of Communication</u> (New York: Appleton-Century-Crofts, 1963), 232. "Attitudes are not a part of the individual's native psychological equipment; they are acquired or developed throughout his life."

will refer to the amount of information about the professions which the student possesses. In short, it will serve as an index of what the student knows about the professions.

The curve which the information level will describe when dispersed over the entire undergraduate enrollment should theoretically approach an S-curve.² However, since the undergraduates, in most cases, do not enroll in Television-Radio courses until their sophomore year, the curve should become steeper somewhat later than might otherwise be expected, as depicted in Figure 1.1 on the following page.

The information level curves described within the four class levels should again be S-curves. However, the base of

²An S-curve derives its name from the shape of the graphic representation of any learning process, over a period of time. It states, graphically, that as time passes, the learning process progresses at varying rates: rather slowly at first, gaining upward momentum with acquired knowledge, then tapering off as it nears the top of the graph. This results in a graph representing an extended "S" shape (see an example in Fig. 1.1).

The appearance of such a graph implies the existence of a hierarchy of knowledges. That is, certain bits of knowledge take precedence and must be mastered before further learning of other knowledge may take place. The more of these antecedent bits of information that are mastered, the more rapidly an organism may learn further related bits of knowledge.

Robert M. Gagné discusses this schema of subordinate knowledges, showing the necessity of certain prerequisite knowledge before progress may be made in further learning in any given situation in: Robert M. Gagné, "The Acquisition of Knowledge," <u>Psychological Review</u>, LXIX (July, 1962), 355-365.

More examples of S-curves as they appear in various learning situations may be found in: Glen Myers Blair, Stewart R. Jones, and Ray H. Simpson, <u>Educational Psychology</u> (2d ed.; New York: Macmillan, 1962), chap. vi, "Readiness and Individual Differences in Learning," 128-163.



Fig. 1.1--A comparison of the hypothesized curve with the normal S-curve. The mean of the scores within a given class level should be represented as a point somewhere on the hypothesized curve, within the boundaries of that class level. The mean was chosen as the central tendency for each group of scores. If all of the individual scores were distributed over the curve, a modified S-curve would have resulted, although it would have been more difficult to observe.

each successive curve should become progressively higher in each subsequent class level. This result is expected as the more advanced students have enjoyed more contact with the faculty and Television-Radio coursework, resulting in a higher initial information level.

It is further anticipated that the differences in professional experience among the students in each class would require dividing each of the classes into three sub-groupings: (1) those who have no previous professional experience, (2) those who have some previous professional experience, and (3) those who have considerable professional experience. The base of the information level curve of the experience sub-groups should be higher in all four class groupings than that of the corresponding inexperienced sub-group of the same class. See Figure 1.2.



Fig. 1.2.--A comparison of the three hypothesized information level curves of each experience sub-group.

It was hoped that this study would uncover any inconsistencies between information level and the available facts, if, indeed, such inconsistencies exist. Further commentary on this question will appear in Chapter III.

Attitude, in this paper, will be defined in the manner of Kerlinger. It is a person's predisposition to think, feel, perceive, and behave toward a cognitive object.³ Attitude will also be understood to include all three kinds of

³Fred N. Kerlinger, <u>Foundations of Behavioral Research</u> (New York: Holt, Reinhart, and Winston, 1964), 483.

attitudinal orientation as defined in the manner of Breer and Locke.⁴

Two hypotheses appear to be defensible in regard to attitude. The first is that the curve representative of the attitudes toward the professions ought to demonstrate a slight "horseshoe effect"⁵ (see Figure 1.3, page 10).

The attitudes of inexperienced freshmen, for example, might be expected to be higher than those of sophomores or juniors due to what might be called "freshman enthusiasm." The sophomores, with more experience and exposure to information should be somewhat less enthusiastic about the professions, as they should be aware of more of the drawbacks than are the freshmen. Also important, the sophomore class level may include those disillusioned students who are planning to drop out of the program but have not yet done so. (This might be due to the individual's reaction to the Television-Radio Department or one of its faculty members. This particular problem has not been included within the scope of this study.)

⁴The term "attitude" is most often used to refer to what Breer and Locke called <u>cathectic orientations</u> (preferences). It is used less often to refer to orientations of a cognitive nature (beliefs). Least often, it is used to refer to moral judgments (values). This paper shall use the term "attitude" to refer to all three kinds of orientations: preferences, beliefs, and values. For further information, see: Paul E. Breer and Edwin A. Locke, <u>Task Experience as a Source of Attitudes</u> (Homewood, Illinois: The Dorsey Press, 1965), 37-45, "Attitude Theory."

⁵The term "horseshoe effect" was coined by the author and is applied to the small valley which occurs toward the beginning of the hypothesized attitude curve graph. This slight downward curve was thought to resemble a horseshoe. (See the example in Fig. 1.3.)

The influence of another important group very likely enters here. From the beginning of the sophomore year, transfer students to the Television-Radio Department from other departments, colleges, and universities should affect the attitude curve. Transfer students by virtue of their choice of this new program of study ought to be characterized by a relatively higher attitude level. This should result in a slight raising of the total group attitude curve to a point above that of a like curve representing the attitudes of the original Television-Radio majors. (Since this study is concerned only with the general attitude of all the students, no effort was made to compare the attitude of transfer students with that of the other students.)

After the drop-outs have left the department and transfer students have entered the program, and as the goal of a degree is recognized as nearing, the attitude curve of the students should demonstrate an increase, terminating on our graph at graduation. This final point should be located somewhere above the point representing the attitudes of the incoming students. Just how much higher this final point is located was difficult to hypothesize without any pertinent data. The results of the effects discussed in the preceding three paragraphs are shown in Figure 1.3.

Another group of students is of importance to the attitude curve and the information level curve. These are the students with past exposure to broadcasting. The student may



This curve is not intended to represent the individual student's mean scores, distributed across the graph. This curve is a hypothesized projection of the mean scores of the class levels (i.e., freshmen, sophomores, juniors, and seniors).

Fig. 1.3.--The hypothesized attitude curve, demonstrating the "horseshoe effect."

have past experience as a broadcaster or come from a broadcastoriented family (e.g., his father may own or manage a station, though the student himself may have had no actual experience working at the station). In either case, he ought to have an information level which more closely corresponds to reality than does the student with no exposure to the profession (i.e., he ought to do better on a factually based questionnaire). In a like manner, his attitude should be more consistent during his stay at Michigan State University, exhibiting fewer and smaller changes during the course of his education. This group should have a moderating effect on the steepness of the group attitude curve at any given point. See Figure 1.4.



- a. Professionally inexperienced students.
- b. Mediated curve, showing effect of experienced students on total group.
- c. Professionally experienced students.

Fig. 1.4.--The effect of experienced students upon the hypothesized attitude curve.

The second hypothesis is that after the initial downward trend of the attitude curve, the subsequent rise in student attitudes will be similar to the rise in the information level curve. In other words, the more the student knows about the professions, and perhaps more important, the nearer he is to receiving a degree, the more favorable his attitude toward his chosen profession.

It seems only reasonable to expect a wider dispersion of employment expectations among seniors than among freshmen or lower class members. This, if due only to the upper class members' greater exposure to the possibilities, should prove interesting information for any member of the Television-Radio Department concerned with undergraduate education. At the time of their formation, the foregoing hypotheses appeared to be valid. This study was designed to test them. The only work resembling this study previously done at Michigan State University has been studies investigating student attitudes toward departmental programs. As far as is known by the Bureau of Institutional Research, no research has been done investigating the correlation of attitudes and knowledge as they relate to a professional area.⁶

This investigation may indicate general misunderstanding and false expectations among undergraduate Television-Radio students and possibly the sources of these misunderstandings and false expectations. If not, the data should provide some guidelines for someone else to use in finding the sources and cures for the hypothesized misunderstandings. The data from this study could well provide a fruitful area for further research.

⁶Interview with Dr. Joseph L. Saupe, Associate Director of the Bureau of Institutional Research, Michigan State University, November 8, 1966.

CHAPTER II

THE INVESTIGATION

2.1 The Test Instrument:

In order to furnish answers to the questions posed in the preceding chapter, it was obvious that some instrument had to be devised which would provide a measurement of the variables in question: information level and attitude. It was also evident that the relatively small size of the Television-Radio undergraduate student body would require the design of a single instrument to accomplish both tasks. At the time of the investigation, this body of students numbered approximately 237. Any attempts to divide this group into smaller numbers for separately testing the variables would have not only rapidly depleted the number of available subjects, but could have raised serious questions concerning the statistical reliability of the small samples.

Having decided upon a questionnaire with a two part format, work proceeded on the design of the section intended to measure information level. The data used in the construction of this form was distilled from United States Government publications and from professional publications.¹ Using this

¹The publications used were: U. S. Bureau of Labor Statistics, <u>Employment Outlook in Radio and Television</u>,

data, the author designed a set of eighty-five questions which he believed to be a realistic selection of representative items, ones which a "knowledgeable" person in the field could be expected to answer correctly. This list was then submitted to a panel made up of seven broadcast educators at Michigan State University. The final selection of questions was based on the recommendations of this panel.

In order to make response as simple as possible for the person filling out the questionnaire, the information level questions took the form of statements with which the individual was asked to agree or disagree. These statements were based upon the previously mentioned data from the several publications. A third choice labeled "undecided" was provided for that person who did not possess the necessary knowledge to make this judgment. The statements used, as well as their form, sources, and correct responses may be found in the sample questionnaire in the Appendix.

When evaluating a subject's performance on the information level portion of the questionnaire, a correct response to a statement (i.e., agreeing with correct statements or disagreeing with incorrect statements) was assigned the value

Bulletin No. 1450-111, Reprint from <u>1966-67 Occupational Out-</u> <u>look Handbook</u> (1966).

U. S. Bureau of the Census, <u>Statistical Abstracts of the</u> <u>United States</u>, (1966).

National Association of Broadcasters, <u>Careers in Tele-</u> vision (Washington: National Association of Broadcasters, 1965).

Glenn Starlin (ed.) "The Broadcasting Employee: A report from the APBE-NAB Employment Study," <u>Journal of Broad-</u> <u>casting</u>, VII, No. 3 (Summer, 1963), 233-245.

of one. A response in the "undecided" column was assigned the value of two, while an incorrect response was evaluated as a three. A mean score could then be calculated from the individual's performance. This score, ranging from one to three, was assigned to the individual as his information level.

The construction of the attitude scale was a different matter. The relatively simple summated rating scale was decided upon because of its ease in construction and in final interpretation. The summated rating scale not only enjoys the support of authority,² but also is capable of providing very reliable results.³ The seven-point scale as used in Osgood's Semantic Differential was decided upon as it provided more room for response variation than most other types of scales now in use.

The operation of this type of scale is easy to understand. A statement with a positive or a negative orientation is followed by a scale with polar values. A person responding to the statement indicates his feeling about the subject by checking the space which most nearly reflects these feelings.

²Kerlinger, <u>op. cit</u>., p. 487. "Of the three types of scales, the summated rating scale seems to be the most useful in behavioral research. It is easier to develop, and . . . yields about the same results as the more laboriously constructed equal appearing interval scale."

³Allen L. Edwards, <u>Techniques of Attitude Scale Construc-</u> <u>tion</u> (New York: Appleton-Century-Crofts, 1957), 161. "Likert scales of ten statements have provided reliability coefficients from .91 to .93." (A Likert scale is a summated rating scale.)

For example, if a strongly positive statement is made about the subject in question and the individual agrees with the statement, he is indicating that he feels positively about the subject. If he disagrees with the positive statement, he is indicating a negative stance. The reverse is true in the case of the negatively oriented statement. A person agreeing with a negative statement displays a negative attitude, while the person disagreeing with the negative statement displays a positive attitude. Table 2.1 shows a statement and scale, marked to exhibit a negative attitude.

TABLE 2.1--A seven point summated rating scale showing a negative orientation toward automobile driving.

"Automobi	lle drivin	g is dan	gerous."	(A negative statement.)			
agree very strongly	agree strongly	<u>X</u> agree	: no opinion	disagree	disagree strongly	disagree very strongly	

Each of the seven response choices was then assigned a value between one and seven. The end of the column designated "agree very strongly" was rated as one; the other end of the pole, "disagree very strongly," was rated as seven. "No opinion" was assigned the central value of four.

When interpreting the responses to a positive statement (Numbers 1, 2, 5, 6, 9-14, 17-20 in the sample questionnaire

in the Appendix), a response of values one, two, or three indicated a positive attitude toward television and radio, while a five, six, or seven indicated a negative attitude toward television and radio.

In the case of the negatively oriented statement (Numbers 3, 4, 7, 8, 15, 16 in the sample questionnaire), the response values were interpreted in reverse order (i.e., a response of value seven, six, or five was interpreted as being of values one, two, or three, respectively, since disagreeing with a negative statement is indicative of a favorable attitude; a three, two, or one was interpreted as a five, six, or seven, respectively, since agreeing with a negative statement is indicative of an unfavorable attitude toward television and radio). This allowed a response of values, one, two, or three to be construed as indicative of favorable orientation toward television and radio, in all cases.

Each respondent's performance on the attitude portion of the questionnaire was then designated, for comparative purposes, by the mean value of his responses.⁴ This value, between one and seven, was then used to calculate further group means, representative of each class and/or experience group to which the respondent belonged.

The statements represent an attempt on the part of the author to investigate the students' attitudes toward as many

⁴The reliability of this figure as an indicator of attitudinal orientation is discussed in detail in: Edwards, <u>op. cit</u>., chap. vi, "The Methodology of Summated Rating Scales," 149-171.

different facets of professional broadcasting as possible. Undoubtedly there are important areas of attitude orientation which have been omitted. However, it was felt that the chosen statements concerned as many different aspects as could be effectively treated when employing a maximum of twenty statements.

2.2 The Data Collection:

The methodology employed in the actual process of data collection was straight-forward. Three collection procedures were decided upon: (1) As many students as possible were tested in Television-Radio Department courses; (2) freshman Television-Radio majors, who do not take Television-Radio courses, and those sophomores not enrolled in Television-Radio courses, were tested at special sessions in reserved rooms in their residence halls; (3) those students not contacted in classes or residence halls received questionnaires with postage-paid return envelopes in their mailboxes.

A Television-Radio Department advisor's list containing the names, class standing and grade point average of all department students was obtained and compared with current registration cards to ascertain, as nearly as possible, the total number of Television-Radio undergraduate students. The corrected advisor's list was next compared to course registration lists and a testing schedule was then planned which would cover the majority of students enrolled in

Television-Radio courses, with a minimum interruption of class time. The testing procedures were then carried out as planned. Table 2.2 shows the coverage effected by these procedures.

Class	Total	Tested	Percentage of
	Enrollment	Enrollment	Total Enrollment
Freshmen	35	28	80.0
Sophomores	55	40	72.5
Juniors	78	53	67.9
Seniors	69	45	65.5
Total	237	166	70.9

TABLE 2.2--The number and percent of students tested.

Note: The 166 subjects were dispersed over the three testing procedures as follows: (1) 116 tested in Television-Radio courses, (2) 22 tested in residence halls, and (3) 28 tested with mailed forms.

Comparison of the mean grade point average of the tested group with the mean grade point average of the total department undergraduate enrollment, seems to indicate that the tested sample was representative of the undergraduate Television-Radio major population. Table 2.3 shows this comparison.

	Freshmen	Sophomores	Juniors	Seniors	Group Mean
Tested Group	2.25	2.41	2.41	2.49	2.41
Television- Radio Majors	2.30	2.38	2.37	2.50	2.40
University*	2.27	2.40	2.45	2.60	2.43

TABLE 2.3--The comparison of mean grade point averages.

These averages are from winter term, 1966-67, and were furnished by Mr. Ira B. Baccus, Assistant to the Vice-President in Charge of Student Affairs.

The resulting data were coded on punch cards and submitted to the Computer Center for analysis. The results of this analysis are reported in the following chapter.

CHAPTER III

THE FINDINGS

3.1 The Composition of the Tested Group:

The tabulated data from the Computer Center at Michigan State University provided the information in Table 3.1 regarding the class level and previous experience of the students tested.

TABLE 3.1--The number of students tested, by class and experience.

Experience Level	Class Level					
Experience rever	riesh.	<u> </u>	5 411101		10tai	
No experience (1)	16	22	27	22	87	
Some experience (2)	9	9	19	12	49	
Much experience (3)	3	9	7	11	30	
Total	28	40	53	45	166	

3.2 Information Level, Results:

The information level part of the questionnaire was designed with the hope that it would provide some measure of what the students actually knew about the professions in television and radio and how these professions function. Since this information is usually best gathered through experience, it was expected that Group 1 (those with no previous professional experience) would do the least well of the three groups.¹ This would indicate that this portion of the questionnaire had fulfilled its purpose. Examination of Table 3.2 indicates this was the case. (When examining Table 3.2, and all following tables dealing with information level scores, please remember that the numerically lower score indicates the greater number of correct responses.)

Table 3.2--A comparison of the mean information level scores of the three experience groups.

	Experience Group	· · · · · · · · · · · · · · · · · · ·
1	2	3
No experience	Some Experience	Much Experience
1.912	1.810	1.675

Experience was important to student performance on the questionnaire. Those students with some previous experience (Group 2) did clearly better than those students with no previous experience (Group 1). At the same time, the group with much previous experience (Group 3) performed much better than the preceding two groups.

¹In this paper, those students with no previous professional experience are listed as Group 1. Those students who listed themselves as having "less than one year" of full-time experience, "less than one year" and "one year" of part-time experience were listed as Group 2. Those students with more experience than those in Group 2 were classified as Group 3.

Academic experience, though important to student performance, seems to be less important than does previous professional experience. As can be seen in Table 3.3, the seniors' score indicates that they performed better on the questionnaire than the other class groups. At the same time, the most inferior score was recorded by the freshmen. However, there

TABLE 3.3--A comparison of the mean information level scores of the four class groups.

Class Group									
Freshmen	Sophomores	Juniors	Seniors						
1.951	1.836	1.851	1.756						

appears to be little difference between the performance of the sophomores and that of the juniors. This is especially true in the case of Group 1, where the sophomores performed better than did the juniors (Table 3.5, page 27).

In chapter one, questions concerning what the students knew about their chosen profession were raised. Analysis of the information level questions shows that most students, with the exception of seniors, had difficulty with five questions.² These questions were numbers 6, 8, 12, 16, and 18 on the sample questionnaire (Appendix). In all but one

²It was decided that the 2.0 "undecided" level would be the cutoff point. Any mean scores falling within the range 2.0-3.0 indicated a lack of information necessary to answer the question.

case, those students in experience Group 3 had little difficulty in answering any of the troublesome questions. Seniors had only minor difficulties with questions number 6, 16, and 18.

The student performance on question six is neither surprising nor does it indicate a serious misunderstanding. The question concerns the comparison of salaries of newspaper editors and television station program directors (see page 2 of the sample questionnaire). The author seriously doubts whether most newspaper editors and program directors could answer the question. At any rate, most students would probably not have the information needed to make this judgment. This question was intended to test the reliability of choice number two, labeled "undecided"; 138 students (83.1%) checked the "undecided" column. Only eleven students responded incorrectly. The means were: Freshmen, 2.15; sophomores, 2.09; juniors, 2.10; and seniors, 2.04. It is possible to say with some certainty that when a student did not possess the knowledge to make the required judgment that he did not guess, but rather marked the "undecided" column.

There is a serious problem with question number eight. This question pertains to the number of commercial television stations in the United States. Though the seniors did extremely well on this question (mean: 1.40) regardless of their previous experience, the freshmen, sophomores, and juniors did not do so well. Fully three-fourths of the

freshmen (mean: 2.50) and two-thirds of the sophomores (mean: 2.00) and juniors (mean: 2.19) checked either the "undecided" column or the incorrect answer. In the latter three classes, those who did mark the correct response were nearly all in experience Group 3.

Question number twelve, concerning the number of full-time employees in an average commercial television station, proved difficult for the freshmen (mean: 2.32) and sophomores (mean; 2.35). The juniors (mean: 2.02) had less difficulty, and the seniors (mean: 1.61) did rather well. Again, nearly all students in experience Group 3 gave the correct response.

All of the students encountered difficulty on question number sixteen. In fact, only ten students (eight in experience Group 3, and two in Group 2) gave the correct response. The exact meaning of this question, concerning the comparison of salaries of producer-directors and staff announcers is, on second examination, ambiguous. Though the question was originally intended to refer to local stations, this stipulation was not made clear. Therefore the answers to this question are inconclusive at best.

The final question on which there was serious difficulty was number eighteen. This question concerns the education experience of broadcast employees. As shown in Table 3.4, the results exhibited some rather unusual characteristics. To begin with, juniors and seniors did not do as well as the freshmen or the sophomores. More unusual were the results

	Class Level					
Experience Group	Fresh.	Soph.	Junior	Senior	Total	
No experience (1) Some experience (2) Much experience (3)	1.94 2.22 2.33	2.14 2.00 1.89	2.37 2.47 2.57	2.86 2.50 2.09	2.36 2.35 2.30	
Total	2.07	2.05	2.43	2.58	2.34	

TABLE 3.4--A comparison of group performance on information level question number 18.

among experience groups within each class level. In the case of the freshmen and the juniors, the more experienced the group, the poorer the performance. In the case of the sophomores and seniors, the more experienced groups performed considerably better than the inexperienced groups. Another unusual result was that only six students (four sophomores and two freshmen) checked the "undecided" column, indicating that most of the students felt they knew the correct response. It is also interesting to note that the students on the whole are not aware of the comparatively high degree of education found among broadcasting employees. Anyone interested in why the students think as they do would have to investigate further, as none of the other results of this study seem to shed any light on this question.

3.3 Information Level, Findings:

Generally speaking, the students did fairly well on the questions designed to measure their information level. As can

be seen in Table 3.5, no single group of students fell below the 2.0 level on the questionnaire. In fact, the mean performance of all students is calculated at 1.839. This seems to indicate that the undergraduate students are pretty well versed in facts about the broadcasting industry.

TABLE 3.5--A comparison of group mean information level *scores.

	Class Level					
Experience Level	Fresh.	Soph.	Junior	Senior	Total	
No experience (1) Some experience (2) Much experience (3)	1.99 1.95 1.73	1.87 1.79 1.78	1.93 1.76 1.75	1.85 1.80 1.50	1.91 1.81 1.67	
Total	1.95	1.84	1.85	1.75	1.84	

The information level questions have provided three major findings, within the context of the questionnaire. First of all, again speaking generally, any misinformation a student possesses is in his possession when he enters the Television-Radio Department program at Michigan State. There was no evidence of misinformation being generated while the student is going to school. Further and more important, this misinformation is, in all tested cases, corrected by the time the student graduates.

The second major finding is also illustrated in Table 3.5. The figures imply that the two most important years in the Television-Radio student's career at Michigan State are the

sophomore and senior years. This finding is not at all surprising. The student has his first exposure to Television-Radio coursework during his sophomore year. The figures further imply that the junior year might perhaps be regarded as an extension of the sophomore year. During the junior year, the student appears to solidify and complete the basic learning and understanding begun in the sophomore year. This is a necessary prerequisite to the more advanced work encountered during the senior year. This advanced work during the senior year is precisely what makes this year so important. The student is then in a position to see "what it's all about." Additional commentary on the similarities and importance of the sophomore and senior years may be found in section 3.4, "Attitude Scale, Results."

The third finding is more specific and refers to the undergraduates' misconception of the size of the Television-Radio broadcasting industry. By far the majority of the freshmen, sophomores, and juniors believes that the industry is much larger than it really is. Since this is no problem for seniors, or for those students in experience Group 3, it appears that the professionally inexperienced seniors have had their misconception corrected.

At some future date, someone's oversight might be responsible for this misconception remaining uncorrected. This may, or may not, be important. Whether or not the correction of this misconception would have any effect on the attitudes of the undergraduate students is open to speculation and study. An interesting query might ask if this information would affect the size of the undergraduate enrollment. This study provides no indication. At any rate, information regarding the size of the industry probably ought to be disseminated at an earlier time in the student's education than is done at present.

A further finding, though very likely not as important as the previous findings, indicates that the students seem to have little idea of the educational level of the people involved in broadcasting. As the article in the <u>Journal of</u> <u>Broadcasting</u> on which this question is based points out, the broadcasting industry employee is remarkedly well-educated.³

3.4 Attitude Scale, Results:

The attitude scale was intended to provide some indication about how the undergraduate student viewed his chosen profession. Looking at the total variation among the four class levels in Table 3.6, it can be seen that the attitude curve corresponds closely to that hypothesized in chapter one. However, this only holds true for the curve representative of the freshmen, sophomores, and juniors. The attitude of the freshmen is relatively high, while the sophomores demonstrate the "horseshoe effect." The juniors, in turn, are character= ized by a rise in the attitude curve. At this point, there is

³Starlin, <u>op. cit</u>.

	Class Level						
Experience Level	Fresh.	Soph.	Junior!	Senior	Total		
No experience (1) Some experience (2)	3.05 3.17	3.18 3.12	2.95 3.08	3.33 3.10	3.12 3.11		
Much experience (3)	2.68	3.13	3.10	3.25	3.13		
Total	3.05	3.16	3.02	3.25	3.124		

TABLE 3.6--The tabulated means of performance on the attitude scale.

a radical departure from the hypothesized curve. The seniors are characterized by a severe drop in attitude.

This drop in attitude might be explained by assuming that more discussion about the actual operation of a broadcasting station is pursued during the course of the advanced work in the senior year. However, this provides no explanation of why experience Group 2 is comparatively little affected by the same senior year.

Further examination of the cells in Table 3.6 shows that those students whose attitudes were least affected by progress in the Television-Radio curriculum were in experience Group 2. Those students exhibiting the greatest attitude change were in experience Group 3. These results are contrary to those originally hypothesized. This study has provided no indication of what might be responsible for this contrast. One hypothesis might be that those students with a lesser amount of previous experience may have tended to be employed at more menial tasks, while those with more experience were employed in the "glory" jobs. This could at least account for the initial difference on the attitude scale. It might then follow that those persons characterized by a lower initial attitude score would be less affected by later confrontation with some of the less inspiring facts about the broadcasting industry. At any rate, this might well be a fruitful area for further research.

It is interesting to note that the total means for each experience group are not significantly different from one another. Perhaps this indicates that statements about experience and total student attitudes are best made in conjunction with qualifying statements about class standing, and, possibly, the students' ages.

Although there was little difference among the total means of the experience groups, there are clear-cut differences among the means of the separate classes. Statements concerning the similarities of the sophomore and senior years in section 3.3 of this paper are further reinforced by observation of the attitude scale. While the effect of experience upon attitude appears to be more extreme in the case of seniors, it is, nonetheless, similar to the effect of experience upon the attitudes of the sophomores.

The relatively moderate differences found among the experience groups within the sophomore and junior classes tends to lend further credence to the finding stated in section 3.3, that the junior year might be considered as an extension of

the sophomore year. The difference between the mean of experience Group 1 in the sophomore class and that of experience Group 1 in the junior class might be accounted for by the hypothesis in section 1.2, that the junior class would include enthusiastic transfer students, while the sophomore class would include those disenchanted students planning on leaving the program. This would assume that the majority of department dropouts are members of experience Group 1. Whether or not this is the case might be material for another study on why students leave the Television-Radio Department.

3.5 Sources of Negative Attitude:

There were four statements which appeared to evoke negative reactions from all of the groups tested. These attitude statements were numbers 2, 11, 15, and 19.

In statement 2, all of the groups indicated that they did not believe that advancement was easily achieved in the radio and television broadcasting industries. If the reader wishes to believe that this is a positive reaction because it provides the aspiring broadcasters with a challenge, he will receive no argument from the author. This stand may have merit; however, one end of the scale, in this case "disagree," had to be negative for the purposes of tabulation. The resulting means were: Freshmen, 4.70; sophomores, 4.39; juniors, 4.34; and seniors, 4.51.

Statement 11 concerned the comparative position of importance of radio and newspapers in the mass media. Though

freshmen (mean: 3.86) and sophomores (mean: 3.44) believed radio to be more important, juniors (mean: 4.17) and seniors (mean: 4.18) felt newspapers to be more important than radio.

Statement 15 evoked the most negative reaction (again, it could be construed to be a positive reaction, depending on the position of the reader). Only eight students felt that there was not much room for improvement in the broadcasting industry. Interestingly enough, none of these students were freshmen (two sophomores, four juniors, and two seniors so indicated). By far the majority of freshmen (mean: 5.50), sophomores (mean: 5.32), juniors (mean: 5.26), and seniors (mean: 5.53) felt that there was room for considerable improvement in the broadcasting industry.

Statement 19 pointed out that most of the students do not believe employment in the broadcasting industry is easily found. However, this does not hold true for those in experience Group 3, in any class. They all felt that employment was not too difficult to find. The total group means were: Freshmen, 4.25; sophomores, 4.45; juniors, 4.13; and seniors, 4.49.

Another source of negative attitude which might interest the reader is found in statement 16. Only the seniors felt that the broadcasting industry put far too much emphasis on entertainment. This is interesting in light of Table 3.7 which shows that the only people interested in professions in educational television were in the senior class.

3.6 Attitude Scale, Findings:

Perhaps the most important findings of the attitude scale are the questions raised by the results. It is clear that there are differences in attitudes among class level and experience groups. However, the sources of these differences can only be guessed. How important these differences are, again, can only be guessed. It is the author's opinion that further research into this area may well provide the Television-Radio Department at Michigan State University with some new guidelines for recruiting students and perhaps even for the way in which the department program is conducted.

Generally speaking, the undergraduate students appear to have a positive attitude toward television and radio (Total mean: 3.124). It is encouraging to note that the students are not boundlessly enthusiastic about the profession, but are so in a realistic manner.

The students do not feel that employment is easy to find nor that advancement is easily achieved in the industry. Perhaps this opinion acts as a challenge, rather than a detriment to student ambitions.

The students indicated that they believed that the television industry not only needs new talent and ideas but has yet to reach the apex of artistry and utility. Most believed that the potential of television as an educational medium has barely been tapped and that television does provide an answer to many of the problems of education. In short, the students

agree that the broadcasting industry offers a bright new future to the college graduate.

3.7 Student Employment Expectations:

In chapter one of this paper, the author speculated as to what sort of work the students expected to be doing after graduation and what sort of long range plans they possessed. Tables 3.7 and 3.8 are tabulations of student responses to questions five and six on the "General Information" part of the questionnaire. Table 3.7 shows what the student hoped to do after graduation.

In Table 3.7, as well as Table 3.8, students with multiple responses had each response tallied as a single response. For example, if the student responded that he hoped to be employed as either a writer or a director, a mark was placed in both the writing and the directing column.

In the case of Table 3.8, most students indicated that they expected to be on some supervisory level of their chosen professional area. This was not necessarily true in the case of some freshmen whose aspiration did not appear to go beyond the status of a disc jockey or play-by-play sports announcer.

In answer to the question about the profile of expectations in section 1.2, there appears to be a greater dispersion of employment plans and ambitions as one proceeds from the freshman to the senior class.

TABLE 3.7--Student employment expectations after graduation.

					υ	lass a	nd Ex	perie	nce Le	vels*			
Positions	1.1	1.2	1.3	2.1	2.2	2.3	3.1	3.2	3.3	4.1	4.2	4.3	Total
Advertising				Ч			Ţ			2		Ч	ى ک
Announcing	Ч	Ч	Ч		Ч	त्त	ᠳ	2	2			Ч	11
Army												Ч	Ч
Communication Research											۲I		ч
Directing	Ч	त्त		۲	Ч	ᠳ	ល	വ	0		2		19
Disc Jockey	വ			Ч	ન								7
Educational Television										0	ч	3	9
Law								0			ъ		3
Management		त्त		Ч		त्त	ન					त्न	S
Motion Pictures	त्न			ю	∾								9
Newscasting	Ч	0	त्त			0		۲.		ᠳ		4	12
Producing	त	0		4	2		4	വ	2	N	ю		25
Programing				4	त्त	2	4	0					13
Public Relations								ᠳ					7
Sales				ત			3 N			4	2	ч	11
Sports	4	ત્ત		4		4	2	ᠳ		ᠳ			14
Writing	त्न			Ч	ᠳ		2	ᠳ		4	Ч		11
Don't Know	2	ᠳ		ഹ	Ч	Ч	ю	त्त			2		16
Do not wish to work in industry							9		Я	Ю		ч	11
* The first number refer second number refers to in experience Group 2.	s to o ex	clas perie	s (i.e nce gr	., 1= oup.	Tres (The	hman, numb€	2=sop	homor, for	e, 3=j examp	unior le, r	, 4=s efers	enior) to ju	; the niors

experience.
years
ten
after
aspiration
employment
3.8Student
TABLE

					CL	ass an	d Exp	erien	ce Lev	rels*			
Positions	1.1	1.2	1.3	2.1	2.2	2.3	3.1	3.2	3.3	4.1	4.2	4.3	Total
Advertising							त्त	त्त				Ч	ю
Announcing	Ч	Ч			Ч								Ю
Army												Ч	4
Communication Research											ત		Ч
Directing	N	N		3			2	б					12
Disc Jockey	ю							0					Ŋ
Educational Television										N	H	Ю	9
Law								0			N		4
Management	Ч	Ч		4	0	2	ю	Ч	0	ю	Ч	ю	23
Motion Pictures	Ч			ю	0								9
Network (unspecified)		Ч											Ч
Network Correspondent		Ч											Ч
Newscasting (or news director)	Ч	0					ч	Ч		त्त		4	10
Producing	Ч	Ч		0		Ч		ю		2	ત્ન		11
Programing					Ч	2	0	त्त	त्त		ત્ન		8
Sales				Ч			ю			ю	2		თ
Sports	Ю	Ч		4		त्त	2	ч		ᠳ			13
Star in own program	Ч												ᠳ
Writing				त्त	Ч		0			2	ч		7
Don't Know	0	с Т	Ч	7	4	2	7	9	~	വ	2	0	38
Housewife					ᠳ	Ч		Ч			4		4

* See footnote to Table 3.7.

3.8 <u>Recommendations for Future Study</u>:

One particular finding of this study stands out in the mind of the author as being well worth additional research effort. When the information levels shown in Table 3.3, page 23, are compared to the attitude scales of the same class in Table 3.6, page 30, it can be seen that they follow opposite patterns. For example, the juniors, who scored lower in information level than either sophomores or seniors, at the same time scored higher on the attitude scale than either sophomores or seniors.

Is this coincidental, or is there actually an inverse relationship between how much a person knows about a profession and how favorably he views it? The data in this study seem to indicate that this relationship holds, at least in the case of the television and radio professions. Valuable information about the relationship between knowledge and attitude might be gathered by conducting a study similar to this one in one or more of the other professionally oriented departments at Michigan State University. Such departments, as stated in chapter one, would be: Journalism, Business Administration, and Advertising. There are many other departments which might be considered. This relationship, if true of areas other than television and radio might well be an important finding.

Attitudes, as found in this study, seem to provide a most fertile field for exploration. At the time of this writing,

research into the attitudes of broadcasting students toward their training, profession, career plans, etc., is sparse. A great deal of work remains to be done. Much of this work will undoubtedly be of great importance to the broadcasting industry, as well as the broadcast educator. This study has provided some elementary information and has pointed out problems which were previously unstated. Hopefully, these findings will inspire someone else in broadcasting to explore the many, many possibilities yet remaining. APPENDIX

QUESTIONNAIRE

You are requested to fill out the following questionnaire which is a portion of a research survey being conducted among undergraduate students enrolled in the Television-Radio Department. Also being surveyed are those students not officially enrolled in the department, but who have indicated that they plan on enrolling as soon as minimum requirements have been met.

Your responses will be anonymous. The forms have been in no way coded so that you will remain unknown to those conducting the survey.

Please read the instructions carefully and then proceed to fill out the questionnaire according to them. Thank you for your cooperation!

NOTE: In this questionnaire, the term "broadcast industry" is used to denote only that area of the profession which is involved with the production of programs and the operation of stations. The term "broadcast industry" does not refer to those industries concerned with the manufacture of components and materiel or those businesses which provide services to the broadcasters.

GENERAL INFORMATION

- 1. Class level: (Check one) Fresh. Soph. Junior Senior.
- 2. Sex: Male___Female___.
- 3. Have you ever had full-time employment or experience in the broadcast industry? No Yes.

If yes, how much? Less than one year____ One year____ Two years___ More than two years___.

4. Have you ever had part-time employment or experience in the broadcast industry? (This includes summer employment.) No___ Yes___.

If yes, how much? Less than one year____ One year____ Two years More than two years____.

- 5. Do you plan to work in the broadcast industry after receiving your degree? Yes___No___.
- 6. If yes, what, in particular do you hope to do? (What sort of work?)
- 7. What position do you envisage yourself occupying after ten years of experience?

In the following portion of this questionnaire, you are requested to read the statement and then indicate your agreement or disagreement with the statement by placing an "X" in the appropriate column. If you feel the statement, as it stands, to be accurate, place your "X" in the <u>AGREE</u> column. If you feel the statement is inaccurate, place your "X" in the <u>DISAGREE</u> column. If you do not know whether the statement is accurate or inaccurate, place your "X" in the <u>UNDECIDED</u> column. If you believe the statement in question to be either accurate or inaccurate, so indicate. If you have no basis for making such judgments, please so indicate by checking the UNDECIDED column.

		AGREE	UNDECIDED	DISAGREE
1.	Among engineering, programing, and sales per- sonnel in a broadcast station, the largest single group of employees works in programing.			
2.	During the last year, more than 5,000 com- mercial radio stations were in operation in the United States.			
3.	The news director is usually more highly paid than either the chief engineer or the sales- men.			
4.	The majority of broadcasting industry employees work in the television industry.			
5.	American radio and television stations employ as many full-time employees as do American advertising agencies.			
6.	The program director at a television station makes about the same wages that a newspaper editor makes.			
7.	The continuity director is usually responsible for the overall program schedule.			
8.	There are over 1,000 commercial television stations in the United States.			
9.	The highest paid broadcasting industry employee is usually the traffic manager.			
10.	Most television stations employ more than five staff announcers.			
11.	Generally speaking, the programing department plans, prepares, and produces local radio and television programs.			

		AGREE	UNDECIDED	DISAGREE
12.	The average commercial television station has 50 or more full-time employees.	<u></u>		
13.	One-third of all radio stations are located in smaller communities with populations under 10,000.			
14.	The average television cameraman will make about as much as an average newspaper reporter.			
15.	The three television networks employ one-half of the full-time workers in the broadcast in- dustry.			
16.	A television producer-director will make about as much money as a television staff announcer.			
17.	The continuity director is responsible for the writing and editing of scripts.			
18.	The majority of television-radio employees have attended college.			
19.	As a rule, wages of a top announcer increase as the size of the community in which he works increases.			
20.	To date, unionized broadcast employees are limited to the network centers.			

The following statements are qualitative statements about the broadcast industry, in general. After each statement is a 7-point scale. After reading the statement, place an "X" in that space which most nearly reflects your feelings toward that statement. For example, let us suppose that the statement reads: "Travel by automobile is unsafe." If you agree with this statement, you would probably mark the scale as in the following example:

	: :	: X :	:	: :	: :	:
agree	agree	agree	no	disagree	disagree	disagree
very	strongly		opinion		strongly	very
strongly						strongly
1	2	3	4	5	6	7

Or, if the statement reads: "Winter is very pleasant." Let us suppose that you suffered frostbite sometime during the past winter. You would probably mark as in the following example:



NOTE: The numbers located immediately beneath each category of answer will, henceforth, always refer to that category listed directly above the number in question. For example, the number "6" will always appear beneath the blank which corresponds to "disagree strongly." "3" corresponds to "agree," and so forth.

Please indicate your relative position for or against the following statements by placing an "X" in the appropriate space. If you have no opinion, there is a space provided for you to so indicate. <u>Remember</u>, the number below the space indicates the meaning of that space. If you still do not understand the directions, please ask the proctor, and he will explain them further.

- 1. The television industry is starved for new talent and ideas.
- 2. Advancement is easily achieved in radio and in the television industries.
- 3. Broadcasting, as an industry, lacks a guiding conscience.
- 4. The federal government should place more stringent regulations on the broadcast industry.
- 5. Television has probably passed its high point in artistry and utility.
- 6. The broadcast industry is important in the formation of public opinion.



Example Scale:

				•		:
Agree	agree	agree	no	disagree	disagree	disagree
very	strongly		opinion	-	strongly	very
strongly					- •	strongly
1	2	3	4	5	6	7

- 7. Newspapers are more reliable news sources than is television.
- 8. Television viewing is very timeconsuming and wasteful.
- 9. The potential of television as an educational medium has barely been tapped.
- 10. The broadcast industry offers a bright new future to the college graduate.
- 11. Radio occupies a more important place in the mass media than do newspapers.
- 12. The local broadcast announcer enjoys the respect of his community.
- 13. The broadcasting industry serves a definite social need.
- 14. It is reasonable to expect a substantial income after some experience in the broadcasting industry.
- 15. There is room for much improvement considering the present state of the broadcasting industry.
- 16. The broadcasting industry puts far too much emphasis on entertainment.
- 17. Television is an answer to many of the problems of education.
- 18. Television newcasts are more believable than are newspapers.
- 19. It is easy to find employment in the broadcasting industry.
- 20. Employment in the broadcasting industry serves as a fine stepping-stone into other types of public life.



Explanation of the Questionnaire:

The following information is intended to explain either arrangement or interpretation of portions of the preceding sample questionnaire, where such information is not readily evident.

General Information:

The responses to questions number three and four in this section were evaluated in the following manner:

"No experience" was assigned the number one, in both cases.

"Less than one year" in question three, "Less than one year" and "One year" in question four were assigned the same value--two.

For the other responses, it was arbitrarily assumed that one year of full-time employment was the equivalent of two years of part-time employment. Hence, any response indicating at least this much experience was assigned the value of three.

The responses to questions six and seven were evaluated separately from the rest of the form. It was difficult to forsee the total number of categories in which job expectations would be located, so it was decided to treat these responses separately, and tally the results by hand.

Information Level:

The following comments are arranged in the same sequence as the statements in pages two and three of the sample questionnaire. Immediately after the explanation of the statements, the source of the information is indicated by the code in parentheses. The key to this number code is found following the comment on question number 20.

Statement, Response, and Commentary:

- The correct response to question number one is "AGREE." More than 40% of all full-time staff employees are in programing work. (1)
- 2. The correct response is "AGREE." (1)
- 3. The correct response is "DISAGREE." Chief Engineers average \$226/wk., salesmen average \$200/wk., and news directors average \$180/wk. (1)
- 4. "DISAGREE" is correct. Over 55% of employees in broadcasting are employed in radio. (1)
- 5. "DISAGREE" is correct. American advertising agencies employ 125,000 full-time employees. Broadcasting stations employ 85,000. (2)
- 6. "AGREE" is correct. (1,2)
- 7. "DISAGREE" is correct. The continuity director (if a station has one) is responsible for all of the writing done by his department. (4)
- 8. The correct response is "DISAGREE." There are over 580 commercial television stations in the United States. (1)
- 9. "DISAGREE." The sales manager is usually the highest paid broadcasting employee at an average of \$305/wk. (1)
- 10. "DISAGREE." Most television stations have three announcers. (1)

- 11. "AGREE." (1)
- 12. "DISAGREE." The "average" station has between 25 and 30 employees. (2)
- 13. "AGREE." (1)
- 14. "AGREE" is correct, although the reporter might hold a slight salary advantage over the cameraman. (1,2)
- 15. "DISAGREE." The networks employ only 10,000 of 85,000 total employees. (1,2)
- 16. "AGREE." (1)
- 17. "AGREE." (4)
- 18. "AGREE" is correct. 71.9% of all television employees have <u>attended</u> college. 38.5% have degrees. 58.9% of radio employees have attended college. 26% have degrees. (3)
- 19. "AGREE." (1)
- 20. "DISAGREE." (1)
- Key to the number code:
- (1). U.S., Bureau of Labor Statistics, <u>Employment Outlook in</u> <u>Radio and Television</u>, Bulletin No. 1450-111, (1966).
- (2). U. S., Bureau of the Census, <u>Statistical Abstracts of</u> the United States, (1966).
- (3). Glenn Starlin (ed.), "The Broadcasting Employee: A Report from the APBE-NAB Employment Study," <u>Journal of Broadcast-</u> <u>inq</u>, VII, No. 3 (Summer, 1963), 233-245.
- (4). National Association of Broadcasters, <u>Careers in Tele-</u> <u>vision</u> (Washington: National Association of Broadcasters, 1965).

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