

## **PRINCIPLES OF MARKETING RESEARCH**

Meeting changing conditions requires marketers have sufficient market knowledge in order to make the right adjustments to their marketing strategy. For marketers gaining knowledge is accomplished through marketing research.

**Research, as a general concept, is the process of gathering information to learn about something that is not fully known.** Nearly everyone engages in some form of research. From the highly trained geologist investigating newly discovered earthquake faults, to the author of best selling spy novels gaining insight into new surveillance techniques, to the model train hobbyist spending hours hunting down the manufacturer of an old electric engine, each is driven by the quest for information.

For marketers, research is not only used for the purpose of learning, it is also a critical component needed to make good decisions. Market research does this by giving marketers a picture of what is occurring or likely to occur) and, when done well, offers alternative choices that can be made. For instance, good research may suggest multiple options for introducing new products or entering new markets. In most cases marketing decisions prove less risky though they are never risk free) when the marketer can select from more than one option. Consequently, all areas of marketing and all marketing decisions should be supported with some level of research.

**While research is key to marketing decision making, it does not always need to be elaborate to be effective.** Sometimes small efforts, such as doing a quick search on the Internet, will provide the needed information. However, for most marketers there are times when more elaborate research work is needed and understanding the right way to conduct research, whether performing the work themselves or hiring someone else to handle it, can increase the effectiveness of these projects.

**Marketing research is a process that investigates both organizations and people.** Of course, organizations are made up of people so when it comes down to it, marketing research is a branch of the social sciences. Social science studies people and their relationships and includes such areas as economics, sociology and psychology. To gain understanding into their fields, researchers in the social sciences use scientific methods that have been tested and refined over hundreds of years. Many of these methods require the institution of tight controls on research projects. For instance, many companies survey i.e., ask questions a small percentage of their customers called a sample) to see how satisfied they are with the company's efforts. For the information obtained from a small group of customers to be useful when evaluating how all customers feel, certain controls must be in place including controls on who should be included in the sample.

**Thus, doing research right means the necessary controls are in place to insure it is done correctly and increase the chance the results are relevant.** Relying on results of research conducted incorrectly to make decisions could prove problematic if not disastrous. So a big decision for marketers, when it comes to doing research, is to determine the balance between the need for obtaining relevant information and the costs involved in carrying out the research.

### **Research Validity and Reliability**

Not all research requires undertaking an elaborate study. But even marketers conducting small, informal research should know that any type of research performed poorly would not yield relevant results. In fact, all research, no matter how well controlled, and carries the potential to be wrong. There are many reasons why research may not yield good results; however, most errors can be traced to problems with how data is gathered. In particular, many research mistakes occur due to problems associated with research validity and research reliability.

#### **Research Validity**

This problem with data gathering represents several concepts that to the non-researcher may be quite complex. But basically validity boils down to whether the research is really measuring what it claims to be measuring. For instance, if a marketer is purchasing a research report from a company claiming to measure how people prefer the marketer's products to competitors' products, the marketer should understand how the data was gathered to help determine if the research really captures the information the way the research company says it does. While research validity is measured in several ways, those evaluating research results should keep asking this simple question: Is the research measuring what it is supposed to measure? If the marketer has doubts about the answer to this question then it is possible the results should also be questioned.

#### **Research Reliability**

This problem relates to whether research results can be applied to a wider group than those who took part in a study. In other words, would similar results be obtained if another group containing different respondents or a different set of data points were used? For example, if 40 salespeople out of 2,000-person corporate sales force participate in a research study focusing on company policy, is the information obtained from these 40 people sufficient to conclude how the entire

sales forces feels about company policies? What if the same study was done again with 40 different salespeople, would the responses be similar?

Reliability is chiefly concerned with making sure the method of data gathering leads to consistent results. For some types of research this can be measured by having different researchers follow the same methods to see if results can be duplicated. If results are similar then it is likely the method of data gathering is reliable. Assuring research can be replicated and can produce similar results is an important element of the scientific research method.

### **Risk in Marketing Research**

The discussion above regarding doing research right shows that good marketing research, especially when it involves formal research projects, requires strict controls in order to produce relevant information. Being relevant means the probability is high that the research results reflect what is happening now or might happen in the future. But following the right procedures to produce a relevant study does not insure the results of research will be 100% correct, as there is always the potential that results are wrong.

Because of the risks associated with research, marketers are cautioned not to use the results of marketing research as the only input in making marketing decisions. Rather, smart marketing decisions require considering many factors, including management's own judgment of what is best. But being cautious with how research is used should not diminish the need to conduct research. While making decisions without research input may work sometimes, long-term success is not likely to happen without regular efforts to collect information.

Additionally, risk in research extends to research produced by others. As we discuss in the Planning for Marketing Research Tutorial, the research process often includes using information initially gathered by other sources, such as market research firms. However, in many instances the methods for collecting this information is not being fully disclosed, thus questions exist regarding research validity and reliability. Marketers using research collected by third-party sources should do so with a reasonable level of skepticism. In fact, it is wise for marketers to always make an effort to locate multiple information sources that address the same issue e.g., two or more sales forecasts reports. A good rule-of-thumb for all

marketers is never to rely on one source for making definitive statements about a market.

## **Trends in Marketing Research**

In recent years the evolution of marketing research has been dramatic with marketers getting access to a wide variety of tools and techniques to improve their hunt for information.

In its role as the foundation of marketing, marketing research is arguably marketing's most important task. Today marketers not only view research as a key ingredient in making marketing decisions they also consider information to be a critical factor in gaining advantage over competitors. Because organizations recognize the power information has in helping create and maintain products that offer value, there is an insatiable appetite to gain even more insight into customers and markets. Marketers in nearly all industries are expected to direct more resources to gathering and analyzing information especially in highly competitive markets. Many of the trends discussed below are directly related to marketers' quest to acquire large amounts of customer, competitive and market information.

### **Internet Technologies**

To address the need for more information, marketing companies are developing new methods for collecting data. This has led to the introduction of several new technologies to assist in the information gathering process. Many of these developments are Internet-based technologies that include:

- **Enhanced Tracking** - The Internet offers an unparalleled ability to track and monitor customers. Each time a visitor accesses a website they provide marketers with extensive information including how they arrived at the website (e.g., via a search engine) and what they did when on the website (e.g., what products were investigated). In many ways the vast data available through Internet tracking has yet to be used by the majority of marketers. However, as tracking software becomes more sophisticated the use of tracking data will be a routinely used research tool.
- **Improved Communication** – Not only is the Internet enabling marketers to monitor customers' website activity, it also offers significant improvement in customer-to-company communication which is vital for marketing research. For instance, the ability to encourage customers to offer feedback on the company's products and service is easy using website popup notices and email

reminders. Also, as we discuss in the Planning for Market Research Tutorial, the use of the Internet for conducting online focus group research is expanding.

- **Research Tools** – A large number of Internet services have added options for conducting research. These include the ubiquitous search engines, tools for conducting online surveys, and access to large databases containing previous research studies i.e., secondary research.

### **Other Technologies**

In addition to the Internet, marketing research has benefited from other technological improvements including:

- **Virtual Reality and Simulations** - Marketers can use computer developed virtual worlds to simulate real world customer activity such as store shopping. While this type of research is mostly performed in a controlled laboratory setting, there are emerging virtual worlds on the Internet where marketers can test concepts and communicate with customers.
- **Global Positioning Systems** – GPS enables marketers to track inventory and even track mobile sales and service personnel. Soon GPS will be a common feature of customers' communication devices, such as cell phones, offering marketers the potential to locate and track customers.
- **Data Analysis Software** – As we will see in the Planning for Market Research Tutorial, research includes gathering information and it also involves analyzing what is collected. A number of software and statistical programs have been refined to give marketers greater insight into what the data really means.

### **Affordable Research**

For many years formal research projects were considered something that only the largest marketers could afford due to the expense of carrying out relevant research. However, the technologies discussed above make it affordable for companies of all sizes to engage in research that were financially prohibitive just few years ago. For instance, surveying customers is quick and easy using one of the many online survey services, which charge low fees to create, distribute and analyze results.

### **Merging of Data Sources**

The wide range of technologies used to gather data has led to the creation of data centers where information is stored. Today many of these data centers are sharing information with other centers in a manner that offers the marketer a fuller picture of their customers. In the past the information gathered at these points was often stored separately so if a customer contacted the company through one contact point they may not be recognized if they also contacted the company through a different point.

Companies now see the value in knowing what customers do across all contact points and work to integrate customer information. Additionally, some marketers are going outside their own data collection and seek information on their customers from other sources, such as information provided by credit card companies. This information is then merged with the company-owned information to get a fuller picture of customer activity.

### **Privacy Concerns**

The continual demand for customer information, along with advances in technology and the merging of information sources, has lead marketing organizations to gather information in ways that raise concerns among privacy advocates. Many customers are unaware of the amount and nature of the data marketers collect. As new information gathering techniques and technologies emerge customer response to issues of privacy may determine whether these methods are feasible or forbidden.

### **Respondent Cooperation at Issue**

The growing concern with privacy is leading many customers to limit their participation in a company's research activities. This includes customers choosing not to respond to company requests to take part in research studies that may come via telephone or email solicitation. Customers are also becoming more aware of how their Internet activities are tracked and are responding by using techniques to restrict marketers tracking efforts. For example, marketers can place small data files called cookies on customers' computer and then use this to track user activity. Many customers are learning to disable the cookies and, in doing so; limit the marketer's ability to track customer activity.

### **Research as a Promotional Tool**

While most people do not equate marketing research with promotion, the fact is many companies are discovering research can also function as a major promotional

tool. The practice of distributing company-produced research reports to potential customers and the news media has been used for a number of years in scientific and technology industries. In recent years the practice has expanded into many other fields, particularly among firms involved in consulting, healthcare and financial industries. Such reports often provide readers with information related to product features and benefits, comparisons with competitor's offerings and target market perceptions. These reports are produced using high quality graphs and charts backed up by carefully created narratives that proudly emphasize the company's strengths.

Unfortunately, many research reports produced for promotional reasons are not scientific and thus may not carry much value. While many companies claim the research supports their products, many of these claims may in fact be more fluff than substance since they are not grounded in good research methods.

## **PRE-TESTING & POST –TESTING**

### **Pre-Testing**

**Pre-testing** is such research attempts to predict the performance of specific advertisements/TV programmes in terms of liking, motivation, etc. of audience members. Different types of copy, length of copy types of visuals, various appeals and the various types of approaches will work differently for different products and different target audiences. So producers want to finalize the best possible options that are likely to produce better results than others.

Pre-testing is a kind of insurance against bad mistakes. It finds out the appropriateness of the programme/advertisement and their individual components like headline, visuals, body copy and layout, etc. Such test is mainly confined to the communication of the advertising messages. Major methods of pre-testing include:

- **Consumer jury**-here a representative cross section of the target audience is selected as jury members to judge the advertisement being tested. These persons are most likely to be exposed to the final ads. The response of such a jury is totally different from those of advertising personnel who, on one hand, over estimate their knowledge of prospective buyers, while on the other hand, are too concerned with technical aspects like copy, visuals, layout, filming, etc.

- **Story board tests**-such test are used for TV advertisement. Before ads are shot, story -boards series of important shots drawn in the comic strip fashion is created. These storyboards are transferred on to filmstrips and the audio part is recorded. The selected audience is shown the synchronized version of the filmstrips and audiotape in the slide and sound format. This way television ad can be evaluated even before they are prepared. Storyboard testing is a cost of saving evaluation method, but it is far distanced from the actual experience of watching TV ads. So it is not the most effective method of evaluation.
- **Laboratory tests**- when we watch a particular advertisement, we react and respond in many ways like raising of eyebrows, dilation of pupil, other eye movements, facial expressions and body movements. Special labs conditions are created to measure such bodily responses. These conditions provide the researchers a highly controlled environment to conduct the test. Such tests can measure attention, comprehension, and retention of the ad message. A wide variety of instruments and devices are used for this purpose.
- **Attitude tests**-attitudes are viewpoints or opinions that are characterized by a predisposition or state of readiness to act or react in a particular way to certain stimulus. Here ads are the stimuli. And through a clever mix of information and images, advertising tries to create a favorable disposition or attitudinal change towards the product among the target audience. Attitude testing tries to measure the degree and extent of these attitudinal changes as created by advertisements. Here direct questioning is not use. Rather attitude scales are used. The attitude scale measures the position of an individual's attitudes along a continuum varying from wholly favorable at one end to wholly unfavorable at the other.

Here, respondents are given a number of relevant statements and their attitudinal positions on the scale for these statements are obtained. From these scores, the favor ability of respondents towards the product is measured. However, providing respondents with statements and asking them to rank these statements on the attitude scale puts the respondents in the role of experts. This leads to a lot of biased and subjective judgment.

### **Post –Testing**

One often faces the problem of ‘**artificiality**’ while conducting pre-testing. This problem is easily overcome during **post-testing**. Post tests attempts to measure the ‘actual effect of real advertisements in real situations’. This is a more practical

approach to measure the effectiveness of advertisements. Also, post-testing measures total advertising effectiveness, while pre-testing only measures the effectiveness of specific aspects of advertisements. Different types of tests are conducted as part of post-testing advertisements. These include:

- **Recognition tests**- whatever the purpose of an advertisement, its first task is to be seen, read, or heard. Every advertisement uses some means or other to get attention and hold it. Here comes the first big hurdle- recognition. This is simply a matter of identifying an advertisement that one has seen before. Recognition is a necessary condition for effective advertising. If an advertisement cannot pass this hurdle, it will probably not be effective. Recognition tests are usually used for print ads.
- **Recall tests**- the recall test is a kind of a memory test that attempts to measure the impression or penetration made by an advertisement on the reader's or viewer's mind. It evaluates the memory of an advertisement by contacting audiences' members and asking them what they remember about it. As a test of memory, recall is more demanding and difficult than recognition. Various recall tests differ in the subject matter they deal with and the aid-to-memory they provide. Some deal with the print ads while others deal with broadcast ads. Some recall tests use aids to help audience members to remember while others do not use any such aids.
- **Persuasion tests**- recognition and recall tests ask the questions-do you remember, and what you remember. Persuasion tests ask- were you influenced? Persuasion tests are concerned with '**attitude shift**' on part of the audiences after they have seen the ad. Such tests evaluate the effectiveness of an advertisement by measuring whether the ad affects the customer's intentions to buy a brand. During persuasion tests, consumers are invited to a specific place usually to preview a television programme. This is pretence as the real motive is to show them the 'to be tested advertisements' in an almost 'real' situation and evaluate their effects. This is done to minimize the artificiality of the situation that occurs in recognition and recall tests.
- **Purchase behavior tests**- here researchers test the actual brand-choice in an **in-store**, real world setting, to a certain if advertising exposure has resulted in any changes in purchase behavior. Instead of asking questions to respondents about recall, recognition or persuasion, such studies try to find out their actual behavior, i.e. if they are buying the brand after being exposed to the ads. The problem with this method is that proper sampling cannot be done. Also purchase behavior is influenced by many factors and advertising

is just one of these factors. Isolating the effects of advertising from all other influences in quantitative terms is very difficult.

## **DATA**

**Data is a large class of practically important statements is measurements or observations of a variable.**

The word *data* means "**something given**". Such usage is the origin of *data* as a concept in computer science: *data* are numbers, words, images, etc., accepted as they stand. Experimental data are data generated within the context of a scientific investigation.

**Demographic data analysis** includes the sets of methods that allow us to measure the dimensions and dynamics of populations. These methods have primarily been developed to study human populations, but are extended to a variety of areas where researchers want to know how populations of social actors can change across time through processes of birth, death, and migration. In the context of human biological populations demographic analysis uses administrative records to develop an independent estimate of the population. Demographic analysis estimates are often considered a reliable standard for judging the accuracy of the census information gathered at any time. In the labor force demographic analysis is used to estimate sizes and flows of populations of workers; in population ecology the focus is on the birth, death and movement of firms and institutional forms.

**Data is obtained from a census of the population and from registries-records of events like birth, deaths, migrations, marriages, divorces, diseases, and employment.** To do this, there needs to be an understanding of how they are calculated and the questions they answers which is included in these four concepts: population change, standardization of population numbers, the demographic bookkeeping equation, and population composition.

### **Tools of Data Collection**

Although deciding on data collection tools and methods and actually collecting data are actually two different steps in the evaluation cycle, they are inextricably linked and we thus combine them as part of the tutorial.

**Data are a collection of information, evidence, or facts from which you can draw conclusions.**

- Data can be quantitative - numeric information - or it can be qualitative - involving stories, observations, etc.
- Data are important because they offer evidence for the outcomes your program is producing and allow you to confidently make the case for your programs.
- The data that you want to collect will be driven from the questions you want answered.

**There are a variety of different types of data collection methods. Some of the more common types are:**

Activity Logs/Skill Sheets	Written documentation of participant's attendance, achievement or acquisition of skills	Good for what and how many questions
Document review	Review of written documents such as performance ratings, program logs, tally sheets, and other existing indicators	Good for what and how many questions
Focus groups	Moderated discussions on a particular topic or issue	Good for what, how, and why questions
Interviews	Data collection through oral conversations	Good for what and why questions
Observation	Watching people engaged in activities and recording what occurs	Good for how, what, and how many questions
Questionnaires	Written responses to clearly defined questions	Good for what and how many questions.

You can also use alternative documentation approaches including having program participants keep written, audio, or video journals of both their experiences and their thoughts, feelings, etc.

- Any of the above methods can also be implemented through pre/post tests in which people are tested both before the program has been implemented and

after the program has been implemented, and changes in attitudes, skills, behaviors, etc. are measured.

- If possible, you should use more than one method to collect data as it enhances credibility of the data.
- There are many existing data collection tools available but sometimes it is necessary to create your own data collection tool. To do this you should implement the following steps:
  - a) Finalize your evaluation questions.
  - b) Decide what information you already have and what information you will need to collect.
  - c) Based on the type of data you need, choose an appropriate data collection method.
  - d) Develop tools to collect the data.

While it is impossible to collect data without any bias (e.g., the questions you are interested in answering lead you to want to collect certain data), it is possible to *minimize* bias. You can do this by gathering as many perspectives as possible, using a variety of methods, checking your interpretations with the program stakeholders, and ensuring that data collectors aren't biasing responses by asking leading questions the respondent to answer in a particular way.

Once you have chosen your data collection methods you are ready to collect the data.

**The following are some guidelines for collecting data:**

1. No matter what type of data collection tools you decide to use, you should test them with a small sample of volunteers before you implement data collection. This will allow you to determine whether the tools are easy to understand, whether the questions are clear, relevant, and unbiased, if the data collection could be completed in a reasonable amount of time, and whether there are any improvements that could be made to the data collection tool.
2. Establish a firm schedule for data collection.
3. Ensure the data collectors have both the training and the tools they need for collecting data.

4. Make sure data is carefully stored and that confidentiality is maintained. This does not mean that you cannot report the data, but rather that you do not associate any of the data with a particular person.

## RESEARCH REPORT WRITING

### Layout of the report

A good physical layout is important, as it will help your report:

- make a good initial impression,
- encourage the readers, and
- give them an idea of how the material has been organized so the reader can make a quick determination of what he will read first.

Particular attention should be paid to make sure there is:

- An attractive layout for the title page and a clear table of contents.
- Consistency in margins and spacing.
- Consistency in headings and subheadings, e.g.: **font size 16 or 18 bold**, for headings of chapters; **size 14 bold** for headings of major sections; **size 12 bold**, for headings of sub-sections, etc.
- Good quality printing and photocopying. Correct drafts carefully with spell check as well as critical reading for clarity by other team-members, your facilitator and, if possible, outsiders.
- Numbering of figures and tables, provision of clear titles for tables, and clear headings for columns and rows, etc.
- Accuracy and consistency in quotations and references.

When **writing a research report**, you must remember that the main purpose of this academic assignment is to communicate the results of research, field work, or any other activity.

Successfully **written research report** presents the concrete evidence of the research conducted. In **report writing**, you also must consider clarity, organization, and content. This is difficult at times but fortunately, research report structure is similar to that of research articles, technical reports, formal reports, lab reports. Research reports have a fairly consistent structure that can and should be used to organize the information clearly.

- Be careful when relying on external sources of information in report writing – ensure that you are using specialized journals, governmental publications not to end up producing unexpected results.
- Do not use standardized sections; you can omit some sections and add others that are **unique** to the subject matter discussed in the report. Do not forget to check for the specific requirements and guidelines, as you may end up producing quality, but out of topic assignment.

### **Following steps may be taken for Report Writing:-**

1. **Make an outline for your report** on a flipchart, after reviewing your objectives, your sources of information and the outcomes of your data analysis. Number proposed sections and subsections. Stick the outline to the wall in a visible place. Leave sufficient space between the lines for additions more subsections, for example) and for c hanges.
2. **Start writing, beginning with the chapter on findings.** Decide with your facilitator whether you will interpret the data presenting it by variable, by objective or by study population. If you are unsure in the beginning which method of organizing the presentation will work best, record your findings and interpretations by study population. In the second draft you can decide how to reorganize and shorten the presentation. **Divide writing tasks** among sub-groups of one or two persons.
3. Discuss your findings in relation to each other, to the objectives and to other literature, and write the chapter **Discussion**. Then list the major **conclusions** in relation to possible **recommendations**.
4. **Develop** at the same time **the introductory chapters** background and statement of the problem, including new literature, objectives and methodology, adapting what you prepared for the proposal.
5. **Finally, develop the summary** following the outline given earlier in this module. Take at least half a day for this, working systematically.
6. **Keep track of progress** in writing and typing, making notes on the flipchart that has the outline of your report.
7. **Go over the first draft with the group as a whole** checking it for gaps, overlaps, etc. before the second draft is prepared. Have a facilitator from another group read the whole draft report before it is finalized.

### **SUMMARY**

The production of documentary is similar to the production of soft news video package. The crew for documentary production is small, similar to the crew size for the soft news video packages. The person whom a documentary is usually conceived and created is the **producer**. A documentary producer can be a part of a larger organization such as the news department of a television newscast or may be simply an **independent producer** or **documentary freelancer**. The producer oversees all facets of the video production.

With research completed and format for the production finished, a pre production script is not difficult to write at this stage. It is to be kept in mind that a script at this stage is only a pre production step and not a final production script. Yet with the advantage of research and information leads from research, a script is advantageous at this point. **Major elements** to be included in the pre production script are **topic lead, proposed interviewees, bridges between segments, proposed video, proposed cut-away, internal summaries and final summary**.

**Final Cut Pro** is a professional non-linear editing system created by Apple Inc. that allows both professional and home users to edit both video and film. The latest releases are for Mac OS X only. From the early 2000s, Final Cut has developed a large and ever expanding user base. Used on Apple Macintosh computers, **Final Cut Pro was intended to be a resolution independent editing system but so far has not fully achieved this aim with real-time performance restricted to resolution, frame-rate and codec uniformity with source material**. Resolution, format and codec independent editing systems are available in competitive products to Final Cut Pro namely Sony Vegas, Grass Valley Edius and Adobe Premiere Pro.

### **Good Research has:**

1. **A focus on facts-** facts becomes significant only when interpreted in the light of accepted standards and assumptions, which are normative in character.
2. **Insight and imagination of the researcher-** these are needed to interpret explain and draw inferences. Using insight and foresight can solve many puzzles.
3. **Approach to the study of man and society and provides solutions to problems-** the research should contribute to the widening of knowledge and to the solution of problems confronting human society.

**A sample** is a part of the population from which it was drawn. Survey research is based on sampling, which involves getting information from only some members of the population. If information is obtained from the whole population, it's not a sample, but a census. Some surveys, based on very small populations such as all members of an organization in fact are censuses and not sample surveys. When you do a census, the techniques given in this book still apply, but there is no sampling error - as long as the whole group participates in the census. Samples can be drawn in several different ways, such as probability samples, quota samples, purposive samples, and volunteer samples.

**A questionnaire is a strange type of communication.** It's like a play, in which one actor **the interviewer** is following rules and reading from the script, while the other actor **the respondent** can reply however he or she likes - but only certain types of reply will be recorded. This is an unnatural social situation, and in countries with no tradition of this kind of conversation, respondents may need to have the principles explained to them. Though it is easy to write a questionnaire, you need a lot of skill and experience to write a good questionnaire: one in which every question is clear, can be answered accurately, and has usable results.

**A public survey** is a list of questions aimed at extracting specific data from a particular group of people. Surveys may be conducted by phone, mail, via the internet, and sometimes face-to-face on busy street corners or in malls. The census is the most widely-known form of public survey. Some form of census is performed with varying degrees of accuracy in almost every nation, with the results used to determine governmental budgets and taxation. Law enforcement and other public services such as public schools depend upon accurate census information.

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## QUESTIONS FOR PRACTICE

1. What is the importance of research for producing a TV programme?
2. Write a note on script designing?
3. What do you understand by script layout?
4. What is meant by editing in TV programme?
5. Explain the concepts of beta and VHS.
6. What are the main points to be kept in mind while editing sound?
7. What is Umatic?
8. Write a note on assembly editing.
9. What are the objectives of developing programme briefs?
10. What are the conventions of storyboarding? Explain the concept in detail.
11. What are the various types of editing? Explain.
12. Discuss the designing of evaluation techniques for TV production.

13. How a TV programme evaluated and field is tested?

**SUGGESTED READING**

1. Introduction to Communication Research by John. C. Reinard
2. Mass Media Research by Roger D. Wimmer and Joseph R. Dominick