

A READERSHIP SURVEY OF *THE DAILY O'COLLEGIAN*
AT OKLAHOMA STATE UNIVERSITY

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1993

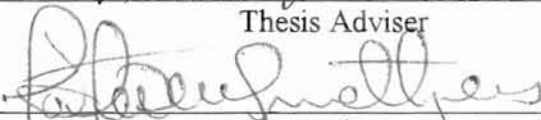
Submitted to the Faculty of the
Graduate College of the
Oklahoma State University
in partial fulfillment of
the requirements for
the Degree of
MASTER OF SCIENCE
December, 1996

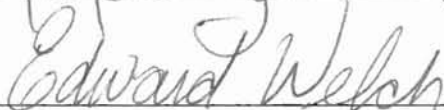
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ACKNOWLEDGMENTS

I wish to express my sincere appreciation to my thesis adviser, Dr. Maureen Nemecek, for her guidance, advice and patience throughout this study. I also would like to thank Dr. Steven Smethers and Dr. Edward Welch for being as committee members and for their comments and suggestions.

Special thank is extended to Dr. Charles Fleming for his guidance and advice about conducting a survey. Also, Jack Lancaster, adviser to *The Daily O'Collegian*, for giving me a helpful information. I also would like to thank staff members of the School of Journalism and Broadcasting for their help. Thanks go to students, faculty and staff members who participated in the study as well.

I would like to express my sincere gratitude to my family members for their moral and financial support. Especially, my younger brother, Sutad Laotaweesub, I appreciate him for his encouragement, understand and confidence in me.

Last, but not least, I would like to thank all of my Thai friends at Oklahoma State University for making my life in the United States more enjoyable and lively.

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CHAPTER I

INTRODUCTION

General

The marketing research has been studied extensively by the media recently because it aids the media to describe their audience to the advertisers. Advertisers will place their advertising in the medium which reaches their target audience most effectively. Since the major revenue of the media came from selling advertising, it is the responsibility of the medium to tell the advertisers about its audience and the reasons why the advertisers should use its medium as a channel to reach the target audience.

Many newspapers have been conducted the marketing survey to understand their audience. Newspaper should know its own audience to effectively compete for the advertising placement against other newspapers and media. The findings of the marketing survey studies served as a market tool for a newspaper itself.

However, newspapers should realize that the readers also play an important role in the survive of the papers. To understand the need of the readers can aid a newspaper to maintain its circulation. The readership survey of the daily newspapers had been studied widely, especially, following the decline of the newspaper circulation. The results of those readership studies will help the news department of newspapers understand the

characteristics of its audience and also what its audience needs and wants to know from its paper.

Background

General

The primary function of the college student newspaper is to serve its campus communities by providing a forum for discussion and information. John H. Harrington stated the functions of the college newspaper in his doctoral dissertation, *A Critical Analysis of the Relationship of the Student Newspaper to the Educational Objectives of the Junior Colleges*:

General objectives of the student newspaper are to inform, influence, and entertain campus reader. More specific purposes include: (a) to serve as a primary means of news dissemination, (b) to serve and stimulate student opinion and government, (c) to contribute to the program of journalism training, and (d) to serve as part of the public relations program of the college, even though the contents of the paper are primarily for and by the students.¹

The Daily O'Collegian is the campus newspaper of Oklahoma State University. Its major readers are the OSU population: students and employees. The employees are defined as faculty and staff. Therefore, the feedback from the readers is important for the newspaper to maintain its circulation and the readers' favor. A newspaper readership survey is the best way to obtain such information the editors and staff of the newspaper need to determine and understand the desire of their readers.

Margaret Stone Cooper said in her master's thesis, *The Newsletter for the Faculty and Staff of Oklahoma State University*, "The data gathered through such a study can give

valuable information in the planning and improvement of publications by determining the types of information that the audience wants and needs."² What Cooper said applies not only to newsletters but to newspapers as well.

It is important for the editors and staff of publications to understand the opinions, attitudes, and needs of the readers, and to take all these knowledge into account in making decisions.

Theoretical Framework

Media system dependency theory is presented as a model to present a clear picture of the relationship between *The Daily O'Collegian* and its readers.

Statement of the Problem

On the topic of reader preferences, Roger R. Klock has done research about the demographic profile of *The Daily O'Collegian*'s readers for his master thesis, *A profile analysis of reader interest in The Daily O'Collegian at Oklahoma State University*.³ His research determined readership preference about *The Daily O'Collegian* among OSU students. His study was conducted more than 20 years ago and no one has replicated or re-examined it since 1975.

In fact, this kind of study should be done periodically since everything involved in the research could have been altered as the time has changed; for example, the subjects which were studied and the contents of the newspaper. Klock suggested that "Studies

dealing with reading frequency and reader interest in O'Collegian news types and sections be performed periodically, perhaps once every two years at the maximum."⁴

Therefore, it is reasonable and valuable to conduct a study that determines the reader preferences in *The Daily O'Collegian* again.

Furthermore, the readers' profile might not have enough information to understand why readers read and rely on the newspaper. As a result, media system dependency theory will be brought as a reference to present a clearer picture of the relationship between the media system and its audience. This theoretical grounding will make this study more worthwhile and beneficial.

Purpose of the Study

The purpose of this study is to determine reader preferences for different types of stories published in *The Daily O'Collegian*. In addition, the study will examine the dependency relationship between the readers as an audience and the newspaper as a media system.

Methodology

General

In order to collect data to answer the research questions in this study, a mail survey will be conducted at Oklahoma State University, Stillwater campus, in the spring semester of 1996. A sample frame will be drawn from the OSU population of as students,

faculty, and staff. The sample will be selected by random sampling procedure. The researcher expects to obtain a random sample population of 267 within 95 percent confidence with an estimated margin of error plus and minus six percent.

Research Questions

This study tries to answer the following questions.

1. Is there a difference in how often *The Daily O'Collegian* is read among respondents with regard to gender, university status, university classification and citizenship?
2. Is there a difference in how often all the different types of contents of *The Daily O'Collegian* are read among respondents with regard to gender, university status, university classification and citizenship?
3. Is there a difference in as to the degree of interest in *The Daily O'Collegian* among respondents with regard to gender, university status, university classification and citizenship?
4. Is there a difference in how often *The Daily O'Collegian* on-line edition is read among respondents with regard to gender, university status, university classification and citizenship?
5. Is there a difference in the attitudes toward the various performance areas of *The Daily O'Collegian* among respondents with regard to gender, university status, university classification and citizenship?

6. Is there a difference in the degree of dependency relationship for *The Daily O'Collegian* among respondents with regard to gender, university status, university classification and citizenship?

Research Objectives

The objectives of this research are:

1. To determine the frequency of readership for *The Daily O'Collegian*.
2. To determine the frequency of the readership of the on-line edition of *The Daily O'Collegian*.
3. To determine the degree of interest of the readers toward the contents in *The Daily O'Collegian*.
4. To determine the degree of dependency relationship for *The Daily O'Collegian* among the readers in different status, gender, or combinations of those factors.
5. To determine the degree of respondents' attitudes toward various aspects of performance of *The Daily O'Collegian*.

Significance of the study

The results of the study will help the editors and staff of *The Daily O'Collegian* get a clear picture of the needs and desires of the readers, as well as what the readers want to read and the reasons why they read it. Then the editors and staff of the paper can improve and make changes in their paper to fulfill the needs of the reader.

Moreover, the study on media system dependency which determines the dependency relations between newspaper readers as an audience and the newspaper as a media system will help the staff of the newspaper and mass communications scholars understand how important the newspaper as a medium is in the individual's life. Finally, it will help us to understand what the primary reasons are that individuals read and rely on newspapers along with the broadcast media.

Scope and Limitations

Since it is considered that the majority of *The Daily O'Collegian* are OSU population, then this study collected data from students who were enrolled and faculty/staff who worked at Oklahoma State University in the spring semester of 1996. However, the study did not cover other readers of *The Daily O'Collegian* such as businessmen and residents of Stillwater. In addition, it is assumed that all respondents would answer the questions truthfully and accurately.

Organization of the Study

Chapter II Review of Literature

This chapter focuses on the literature concerned with the previous research on *The Daily O'Collegian* and previous studies on media system dependency theory.

Chapter III Methodology

This chapter explains the methodology of data collection and the survey procedure of this study. This chapter outlines the method used to select the sample population at Oklahoma State University and how the questionnaire as a survey instrument was administered.

Chapter IV Findings and Analysis

This chapter presents the research findings and uses statistical analysis to interpret the results in detail.

Chapter V Summary, Conclusions, and Recommendations

This chapter summarizes the study along with conclusions from collected data and recommends ideas for further study.

Endnotes

¹Audrey Pennington, "The College Press: Perceived Functions by Various Publics within the University" (M.S. thesis, Oklahoma State University, 1970).

²Margaret S. Cooper, "A Readership Survey of the Oklahoma State News--The Newsletter for the Faculty and Staff of Oklahoma State University" (M.S. thesis, Oklahoma State University, 1992).

³Roger R. Klock, "A Profile Analysis of Reader Interest on *The Daily O'Collegian* at Oklahoma State University" (M.S. thesis, Oklahoma State University, 1975).

⁴*Ibid.*

CHAPTER II

LITERATURE REVIEW

Introduction

To study about the readership of *The Daily O'Collegian* and the dependency relationship between *The Daily O'Collegian* and its readers, basically, a researcher should understand the background information of the paper, the previous studies related to it, and literature on media system dependency theory and its previous studies.

This chapter begins by reviewing the background of *The Daily O'Collegian*, then reviewing the previous studies which had been done relevant to *The Daily O'Collegian*. Furthermore, it summarizes about the theory of media system dependency and reviews on the research which is relevant to media system dependency theory.

Review of the Literature

Previous Studies Concerning Newspaper Readership

In 1996, David Pearce Demers conducted a study to determine whether the personal experience increase or decrease newspaper reading. The findings indicated that students who live near the campus or are members of campus clubs and organizations

read the campus newspaper most often. Students who less involved in university organizations and who are commuter students read the campus newspaper less often.¹

George Albert Gladney did research to examine the degree to which editors and readers rate the importance of traditional standards of newspaper excellence. This study wanted to know what standard responses would be used to judge the journalistic quality of their newspapers. The study found that editors and readers agreed on the importance of integrity, impartiality, editorial independence, strong local news coverage, accuracy, and good writing. The differences between the editors and the readers are that the editors valued staff enterprise and visual appeal higher than the readers did, while giving lower value to lack of sensationalism and decency. Readers gave higher value to comprehensive news coverage than the editors.²

In 1989, William F. Griswold Jr. and Roy L. Moore conducted survey research to determine factors affecting readership of news and advertising in a small daily newspaper. The findings revealed that gender was considered as a strong predictor of reading frequency for three types of advertising. Women were more likely attracted by grocery store and department store advertising, while automobile advertising was attractive to men. In addition, the study showed that readership of department and grocery store advertising aligned with reading of food, health and medicine news, while automobile advertising linked to sports and stock quotations.³

A typology of newspaper readers was studied by Carlos A. Ruotolo. He used a Q-methodology as a method to define five types of newspaper readers. First, instrumental readers who were defined as using the newspaper to get information to be used as a tool

for daily living. Second, the opinion-makers who used information to help them make up their minds, to understand what is going on in news events. Third, pleasure readers who used newspaper as an enjoyable habitual activity. Fourth, ego-boosters who read the newspaper as a method to enhance their self-image and status. Finally, scanners who scan the newspaper for various purposes. Ruotolo concluded that information is a fundamental motivation that is important for every type of reader.⁴

Maxwell E. McCombs and John B. Mauro did a study to predict newspaper readership from content characteristics. They conducted an interview among residents of Richmond, Virginia. McCombs and Mauro examined ten content characteristics; size of text, position on page, amount of overall space, topic, source of story, geographic significance, size of headline, use of pictures, page placement, and form. They found that page location is the most important predictor variable, followed by amount of space and geographic significance.⁵

How readers perceive and use a small daily newspaper was studied by Gerald L. Grotta, Ernest F. Larkin and Barbara De Plois. They wanted to determine how readers perceive the newspaper and how they use it. The results showed that readers perceived their newspaper as a source of local information, both news and advertising. Newspapers and television are perceived as complementary media. That means television is a main source of national, international and entertainment news, while the local daily newspaper is the source of local information.⁶

Previous Studies on College Newspaper

In 1994, John V. Bodle did a study to determine whether there is a relationship between funding and news selection among the college newspaper. His study is based on the perception that college newspapers are sometimes pressured by administrators to print or withhold certain articles or news stories. He sent a mail survey to newspaper advisers. His study revealed that two-thirds of advisers do not believe that administrators influence news content in student newspapers. Only 12.2 percent of advisers believed there is a link existed between administrative funding and news selection. About 4.3 percent said they had complied with administrative requests not to publish news stories. Bodle found that there was no significant difference found between advertisers and news selection. Advertisers hardly related to attempting to have news stories published or pulled. In addition, he found that advisers at two-year and private college were more willing to comply with administrative requests than were those at other institutions.⁷

George L. Thurlow and Katherine J. Milo conducted research to determine the newspaper reading habits of college students at California State University. They wanted to find the trends in readership among those students toward a weekly campus newspaper, *The Orion*. The finding revealed that 52 percent of students read *The Orion* every edition while 68 percent said they read it three or four times a month and four percent said they never read it. Students were more likely to read the front page of *The Orion* most often. Thirty-five percent read sports most often, 20 percent read the editorial page most often and nine percent read the advertisements most often. Moreover, the study found that students were more likely to read a weekly community newspaper than a daily community

newspaper. Thurlow and Milo said one determinant of college students' reading frequency may be price since the college newspaper and weekly community newspaper were free.⁸

In 1986, Michael Ryan and David L. Martinson did a study on an attitude of college newspaper advisers toward the censorship of the student press. He sent a questionnaire to the members of College Media Advisers. The results showed that 81 percent of advisers agreed that it was more important for a newspaper to be free of control than it was for the colleges to be protected from damaging stories. About 94 percent agreed that a student newspaper should print a story that they can prove even if the college was embarrassed. Moreover, this study found that advisers at private colleges were more willing than advisers at public colleges to accept some censorship.⁹

The Background of *The Daily O'Collegian*

Oklahoma State University has had an official campus newspaper produced for and by its students almost since the beginning of the university. Four years after the institution was founded, the first issue was distributed on May 15, 1895, and it had a circulation of 142 students. That was the total number of students who were enrolled Oklahoma State University's predecessor, Oklahoma A. and M. College.¹⁰

Since then the newspaper has published continuously for 101 years, operating under several different names and a variety of formats: *The College Mirror*, monthly, 1895-1899; *The College Paper*, monthly, 1899-1907; *The Orange and Black*, weekly, 1907-1924; and *The O'Collegian*, semi-weekly, March-November, 1924. In the beginning

of the winter quarter, December 1, 1924, the paper began publishing daily, increased its circulation to 2,983, and became the fifth college paper in the United States to join the Associated Press. The word "daily" appeared on its nameplate in 1927. The name "*The Daily O'Collegian*," is carried up to the present.¹¹ Nowadays, *The Daily O'Collegian* is published Monday through Friday during the fall and spring semester, except for holidays and the periods of examination, and Wednesday during the summer semester. Its circulation is 10,000 in the fall and spring semester.¹²

The Daily O'Collegian receives 85 percent of its revenue from advertising sales, 13 percent from student subscriptions, and two percent from other sources. It is operated by students. Most of its student staff are journalism majors; however, it also welcomes staff from non-journalism majors. Currently, *The Daily O'Collegian* has an on-line edition which individuals can access at "<http://www.ocolly.okstate.edu>."¹³

The studies relevant to *The Daily O'Collegian*

Much research has been conducted about *The Daily O'Collegian* from various perspectives. In spring 1993, Patricia D. Darby conducted a telephone interview to complete her research entitled, *A Marketing and Readership Analysis of the Oklahoma State University Community*. Her objective in this study was to find the characteristics of OSU people; for example, their reading habits, shopping habits, and finances. Furthermore, she wanted to give a clear picture of the audience of *The Daily O'Collegian* to the advertisers. Also, the findings from her study would be useful to the editorial department of *The Daily O'Collegian*, Darby stated.¹⁴

Darby found that sixty-eight percent of OSU students read *The Daily O'Collegian* daily, while 82 percent read it weekly. Eighty-three percent of faculty and staff read *The Daily O'Collegian* daily, while 94 percent of them said they read it weekly. Sixty-five percent of the respondents in this study said they read feature stories and comic strips. Fifty-nine percent of those read the editorial page and entertainment section. Furthermore, faculty and staff, and students rated *The Daily O'Collegian* seven on a scale of ten points as a campus newspaper. They also rated an average six to seven out of ten points on the accuracy, objectivity, and truthfulness of *The Daily O'Collegian*.¹⁵

Jack A. Lancaster, in his master's thesis, *Analysis of The Daily O'Collegian coverage of campus controversies, 1989-90*, looked at how well the paper did on coverage of campus controversies. He said that during the year of 1989-1990, there were two controversial issues that happened on the campus of Oklahoma State University. One event involved the prohibition against showing the movie, *The Last Temptation of Christ*, by the university administrators and the Board of Regents. Another issue concerned reporting the news that the university president had illegally reinstated seven athletes who were academically ineligible to stay in school. Lancaster determined whether stories pertinent to both events exhibited fairness, balance, or bias toward university officials, administrators and regents by using the method of content analysis. The findings indicated that *The Daily O'Collegian* was objective and responsible in its coverage of the two controversial events.¹⁶ Lancaster concluded:

Overall, the *O'Collegian* news stories were relatively free of negative bias toward the university, regents and president. Editors, as mentioned earlier, said the paper was pro-movie and anti-reinstatements on its editorial pages, but the statistics indicate they did a high quality job of not letting prejudices creep onto the news page.¹⁷

In addition, the coverage of both issues won the regional and national awards for journalism excellence.¹⁸

Donald Forbes, an advertising director of *The Daily O'Collegian*, conducted a telephone survey to determine the reading and buying habits of the OSU students, faculty and staff in 1989. His study found that 88 percent of faculty/staff and students read *The Daily O'Collegian* daily. Twenty-seven percent of students read *The Stillwater News Press*, while 26 percent, 25 percent and 9 percent read *The Daily Oklahoman*, *The Tulsa World*, and *The Stillwater NewsPlus* respectively. Sixty-eight of faculty and staff read *The Stillwater NewsPress*. He also found that 94 percent of students owned an automobile, 74 percent owned stereo equipment, 46 percent owned a personal computer, 45 percent owned a VCR's player, and 28 percent owned a CD's player. In addition, 76 percent of students owned at least one credit card.¹⁹

In 1986, Douglas E. Drummond's master's thesis, *A demographic study of The Daily O'Collegian student readers* was a study in the field of advertising and marketing. He determined the characteristics of people who read *The Daily O'Collegian*. The finding indicated that about 95 percent of Oklahoma State University students said they read *The Daily O'Collegian* at least once a week. Forty percent of those students said they read it daily. He found that students who are 18 and 19 years old were more likely to read *The Daily O'Collegian* daily than the older students. Eighteen percent of students read *The Tulsa World*, 17 percent read *The Stillwater NewsPress*, 16 percent read *Exposure*, and 14 percent read *The Daily Oklahoman*.²⁰

In addition, 56 percent of respondents said they got sales information from the advertisements in *The Daily O'Collegian*. Research also revealed the demographics of the college market at OSU in which one-third of students own at least one credit card. Forty-eight percent have a job, either part- or full-time. About 60 percent had an income \$100 or below per month. Eighty percent of students owned an automobile, while 98 percent had dined out once a week.²¹

The credibility of *The Daily O'Collegian* among its readers was studied in 1986 by Mary B. Drummond in her thesis, "*Perceived credibility of The Daily O'Collegian by four university audiences.*" She used Q-Methodology to determine how the university's audience perceived the credibility, defined as trustworthiness, expertise, and believability, of *The Daily O'Collegian*. The results indicated that four groups of university audiences who were students, faculty and staff members, public information officers, and the reporters of *The Daily O'Collegian*, agreed that the newspaper contained statements of credibility more than statements lacking credibility.²²

A readership profile was conducted in 1975 by Roger Klock. He studied a readers' profile and the interest in *The Daily O'Collegian* among Oklahoma State University's students. The object in this study was to determine the reading frequency and the degree of interest of the readers toward the paper. In his study, he classified news into 17 categories: sports; campus Government; campus clubs, organizations and social groups; Oklahoma State faculty; university administrations and policies; university colleges; Stillwater city government; non-governmental Stillwater activities; state news; national news; international news; editorials; editorial cartoons; letters to the editor;

crossword puzzle; fine arts; and campus news in brief. The study found that editorial cartoons were read most often by undergraduate students. The second one was a letter to the editors, while graduate and faculty and staff were likely to read about news on administration and policies more frequently. Furthermore, the study revealed that women were more likely to read the campus newspaper than men. Women were likely to read more about fine arts, while men are likely to read more on sports. In addition, Klock found that editorial cartoons, letters to the editors, editorial, campus news in brief, and news on administration and policies of the university were placed as five most popular types of news content, while crossword puzzle, campus government, city government, fine arts, and sports were five least popular news areas.²³

In her 1971 master's thesis, "*Perceived role of the student editor of The Daily O'Collegian*," Susan H. Carter determined how three groups: administrators and faculty who supervised the editor, editors, and staff, expected the editors of *The Daily O'Collegian* to behave. The study revealed that all three groups expected the editor to publish off-campus news and all pertinent views on controversial issues. They also agreed that the newspaper should print the names of those charged with a crime. Moreover, those groups of respondents expected the editors to protect news sources and to serve the public's right to know.²⁴

Vera Kathryn S. Anderson's historical research was entitled *A History of The Daily O'Collegian, Student Newspaper of Oklahoma A. and M. College: 1924-1934*. She looked into many aspects of *The Daily O'Collegian* during its first ten years of

publication. For example, its organizational structure, financial support, physical properties, editorial content, and the role of the student staff.²⁵

Media System Dependency Theory

A media system dependency relation is defined as:

The extent to which attainment of an individual's, group's, organization's, or system's goals is contingent upon access to the information resources of the media system, relative to the extent to which attainment of media system goals is contingent upon the resources controlled by individuals, groups, organizations, or systems, respectively.²⁶

In the American society, the media is treated as:

A Fourth Estate gathering and delivering information about the actions of government; they serve as the primary signaling system in case of emergencies; they constitute the principle source of the ordinary citizen's conceptions of national and world events; they provide enormous amounts of entertainment information for fantasy-escape.²⁷

The media system is known as social sources of gathering, producing, and disseminating information to individuals and institution in society. The dependency relations between the media system and an individual can be determined by the types of information a person seeks from the media system in order to pursue personal goals. Information is defined as all products produced by the media industry.²⁸

Sandra J. Ball-Rokeach categorized the media system dependency relations into three dimensions. These are understanding (social and self), orientation (action and interaction), and play (social and solitary).²⁹

Solitary play includes the consumption of media cultural products for their aesthetic or pleasure value. Social play, on the other hand, refers to the use of the media to pursue or attain goals related to social recreation. Action orientation dependency relations concern the making of behavioral decisions, whereas interaction orientation dependency refers to obtaining guidance on

how to interaction with other people. Self-understanding dependency relations involve accessing resources of the media system to attain goals of understanding one's self. Social understanding dependency relations are evident when the information resources of the media system are employed to attain goals of understanding the social environment.³⁰

Media system dependency research is concerned with the circumstances under which information from the mass media would become more essential to the attainment of individuals, groups, or other social systems, thereby magnifying the intensity of dependency relations.³¹ The media system dependency theory has made individuals and scholars understand the relationship between the society, the media, and people; also, the effects of the media on people and society. The mass media can change and influence individuals' beliefs, feelings, and behaviors.³² Media systems not only involve the individual's level, but also groups, organizations, and institutions in society. There are many ways in which individuals depend on media to fulfill their needs.³³

For example, one form of dependency is based on the need to understand one's social world; another type of dependency arises from the need to act meaningfully and effectively in that world; still a third type of dependency is based on the need for fantasy-escape from daily problems and tensions. The greater the need and consequently the stronger the dependency in such matters, the greater the likelihood that the information supplied will alter various forms of audience cognition, feelings, and behaviors.³⁴

The studies relevant to the media system dependency theory

There are some studies related to the media system dependency theory. In William E. Loges' 1994 study, "*Canaries in the Coal Mine: Perceptions of Threat and Media System dependency Relations*," he presented the fundamental proposition that increasing perception of a threat is linked with increasing intensity of dependency relations.

However, there was no attempt to determine the different dimensions of dependency. Threat in Loges' study is defined as, "danger , conjecture, and personal vulnerability."³⁵ Loges' study found that there was a positive dependency relationship between threat and the intensity of media system dependency in all three dimensions that were understanding, orientation, and play.³⁶ Ball-Rokeach proposed that, "higher levels of threat perception lead to more intense media system dependency relations, reasoning that a threat produces a desire for information."³⁷

Newspaper readership has also been analyzed in terms of media system dependency theory. In 1993, Loges and Ball-Rokeach studied newspaper readership by relating it to dependency relations. They determined the dependency relationship between newspaper readers and the newspaper. The findings indicated that there is a difference in reading frequency among demographic variables such as sex and income. Males and the more affluent read longer than others when they reported more intense social and self-understanding dependency relations. It showed that demographic differences are related to dependency relations.³⁸

Their research also found that both self- and social understanding were equal in their capability to predict newspaper readership. Loges and Ball-Rokeach said, "social understanding is linked to newspaper reading because a reader's goals of increasing his or her integration into community is addressed by newspaper content."³⁹

In 1991, August E. Grant, K. Kendall Guthrie, and Ball-Rokeach did a study to determine the relationships among the television shopping program, the television as a media system, and the viewers. Their study looked at those relationships in terms of

media system dependency theory. In general, commercial broadcasting relies on dependency relationships between broadcasters and merchandisers. Broadcasters depend on their revenue from the advertising sales to produce the programs, while merchandisers depend on television to reach viewers or consumers in order to gauge the desire to buying their products from consumers.⁴⁰

Since the appearance of the television shopping programs, there have been changes in the ways of buying products by some consumers. "Viewers can exercise their purchasing power immediately by calling a telephone number and ordering whatever items are being hawked on the screen at the moment."⁴¹ The television shopping network has linked the consumers directly to the merchandisers. It seems people can order products they want through the television programs themselves. Subjects in this study were randomly selected from the those who made purchases via a television shopping network channel. They were asked to rate the items about individual television dependency relations and also the items on parasocial interaction. The major results indicated that there was a dependency relationship between the television shopping program and the viewers. The findings indicated that individuals watched the shopping network not just to buy products but also to fulfill their understanding, orientation, and play goals, such as entertaining themselves, finding out how to use the new products, and getting gift ideas.⁴² "The more they relate with these shows to fulfill those goals, the more they watch and the more parasocial interaction they develop with the host of the program."⁴³

Background of Oklahoma State University

Oklahoma State University was established on December 25, 1890 as Oklahoma Agricultural and Mechanical College. It changed its name to Oklahoma State University on July 1, 1957. The main campus is located in Stillwater, 60 miles north of Oklahoma City with three campuses in Okmulgee, Oklahoma City, and Tulsa. OSU is a comprehensive land grant and coeducational university.⁴⁴

Roger R. Klock conducted his study in 1975 among OSU students, while this expanded study determined the *O' Colly* readership preferences among OSU students, faculty and staff members in 1996. The number of students, faculty and staff members with regard to gender and race during the years the studies were conducted is important to know in order to make comparisons of findings with regard to those variables. The following tables present the number of students in 1975, 1977 and 1996 and the number of faculty and staff members in 1996.

THE NUMBER OF STUDENTS ENROLLED IN 1975, 1977 AND 1996 BY GENDER

Sex	1975	1977	1996
Men	12,435	12,966	10,371
(%)	60.69	59.04	54.23
Women	8,055	8,995	8,754
(%)	39.31	40.96	45.77

THE NUMBER OF STUDENTS ENROLLED IN 1977 AND 1996
BY RACE

Race	1977	1996
White	19,553	14,951
(%)	89.16	78.18
Black	582	472
(%)	2.65	2.47
Native American	382	1,189
(%)	1.74	6.22
Hispanic	97	280
(%)	0.44	1.46
Asian	166	368
(%)	0.76	1.92
Nonresident Alien	1,150	1,865
(%)	5.25	9.75

*Note: the Institutional Research had the data on students' race since 1977. Thus this study refers to the 1977 data for a reference to students' race.

THE NUMBER OF FACULTY AND STAFF MEMBER IN 1996
BY GENDER

Sex	Number	Percentage (%)
Men	2,119	52.44
Women	1,922	47.56

THE NUMBER OF FACULTY AND STAFF MEMBER IN 1996
BY RACE

Race	Number	Percentage (%)
White	3,570	88.34
Black	80	1.98
Hispanic	38	0.94
Native American	199	4.92
Asian	102	2.53
Nonresident Alien	52	1.29

Evaluation

There have been three marketing and readership studies done with *The Daily O'Collegian* readers. They are useful as a marketing and advertising tool for both advertisers and the paper. Only one readership study, now 21 years old, has been done that determined the reading frequency and the degree of interest. Actually, a study on newspaper readership should be conducted periodically; for example, every two years because everything involved in the research may have been changed. With respect to the dependency relations, this study will present the degree of dependency of readers on *The Daily O'Collegian*. It will show how readers use their newspaper. In addition, determining the dependency relationship between *The Daily O'Collegian* and its readers

will present a clearer idea of media system dependency, the results of which will be beneficial for both the advertising and the editorial departments.

Endnotes

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²⁰Douglas E. Drummond, "A Demographic Study of *The Daily O'Collegian* Student Reader" (M.S. thesis, Oklahoma State University, 1986).

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²²Mary B. Drummond, "Perceived Credibility of *The Daily O'Collegian* by Four University Audiences" (M.S. thesis, Oklahoma State University, 1986).

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²⁵Vera Kathryn S. Anderson.

²⁶William E. Loges and Sandra J. Ball-Rokeach, "Dependency Relations and Newspaper Readership," *Journalism Quarterly* 70 (Autumn 1993): 602.

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²⁸Ibid.

²⁹Ibid.

³⁰August E. Grant, K. Kendall Guthrie, and Sandra J. Ball-Rokeach, "Television Shopping: Media System Dependency Perspective," *Communication Research* 18 (December 1991): 779.

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³⁴Sandra J. Ball-Rokeach, 6.

³⁵William E. Loges, Communication Research, 8.

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³⁸William E. Loges and Sandra J. Ball-Rokeach, 610.

³⁹William E. Loges, Communication Research, 17.

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CHAPTER III

METHODOLOGY

General

This chapter will discuss the method and procedure in obtaining data needed to determine the research question. It will include research approach, research questions and hypotheses, sampling plan, data collection, and data analysis.

Purpose of the study

The purpose of this study is to determine reader preferences for different types of stories published in *The Daily O'Collegian*. In addition, this study examined the dependency relationship between the readers as an audience and the newspaper as a media system.

In 1975 Roger R. Klock did research on a reader profile of *The Daily O'Collegian*.¹ It is about 21 years since Klock's reader profile study. This kind of study should be updated periodically since everything involved in the research could have been changed with as the times. Therefore, the goal of this study is to update information on the preferences of *The Daily O'Collegian* readers. Such a study should be beneficial to the readers and the newspaper's staff.

Research Approach

The research data was obtained in a mail survey. A mail survey is an appropriate method to obtain information to answer the research questions because it has more advantageous and convenient than other methods. According to Charles H. Backstrom and Gerald Hursh-Cesar, this advantage in that a survey research is a more systematic and impartial method of obtaining information. "The survey can generalize about many people by studying only a few of them."² Moreover, the mail survey is self-administered survey. It is an efficient way for dealing with large population.

A major advantage of mail survey is that they are the most inexpensive kind of survey in terms of absolute costs though postage is substantial. For the same amount of money, a mail survey can make contact with many more would-be respondents than can telephone or in-person surveys. They are also free both of the biases of interviews and of any threat that interviews may represent to people.³

Therefore, a mail questionnaire was used as a method in collecting data in this study.

Research Instrument

A questionnaire was designed to obtain data on the reader preferences of Oklahoma State University students, faculty and staff. The questionnaire consisted of ten closed-ended questions and one open-ended. The development of questions was modeled on the questionnaire created by Roger R. Klock. Questions on the media dependency were developed from the questionnaire created by Sandra J. Ball-Rokeach. A copy of the questionnaire is attached. (See the Appendix C).

A five-point Likert Scale was used in the study to measure the attitude of the readers toward reading frequencies, degree of interest, media performance, and readers' habits.

Also, this questionnaire asked the respondents for their demographic information about gender, academic classification, primary status at OSU, nationality and race. The demographic information was used as the basis of the independent variables.

Research questions & Hypotheses

This study attempted to answer the following questions:

1. Is there a difference in how often *The Daily O'Collegian* is read among respondents with regard to gender, university status, university classification and citizenship?
2. Is there a difference in how often all the different types of contents of *The Daily O'Collegian* are read among respondents with regard to gender, university status, university classification and citizenship?
3. Is there a difference in as to the degree of interest in *The Daily O'Collegian* among respondents with regard to gender, university status, university classification and citizenship?
4. Is there a difference in how often *The Daily O'Collegian* on-line edition is read among respondents with regard to gender and university classification?

5. Is there a difference in the attitudes toward the various performance areas of *The Daily O'Collegian* among respondents with regard to gender, university status, university classification and citizenship?

6. Is there a difference in degree of dependency relationship for *The Daily O'Collegian* among respondents with regard to gender, university status, university classification and citizenship?

Therefore, the null hypotheses can be stated:

1. There is no difference in how often *The Daily O'Collegian* is read among respondents with regard to gender, university status, university classification and citizenship.

2. There is no difference in how often all the different types of contents of *The Daily O'Collegian* are read among respondents with regard to gender, university status, university classification and citizenship.

3. There is no difference in as to the degree of interest in *The Daily O'Collegian* among respondents with regard to gender, university status, university classification and citizenship.

4. There is no difference in how often *The Daily O'Collegian* on-line edition is read among respondents with regard to gender and university classification.

5. There is no difference in the attitudes toward the various performance areas of *The Daily O'Collegian* among respondents with regard to gender, university status, university classification and citizenship.

6. There is no difference in degree of dependency relationship for *The Daily O'Collegian* among respondents regarding of gender, university status, university classification and citizenship.

Variable and definitions.

Independent Variable:

- Gender is defined as male and female.
- Citizenship is defined as U.S. citizen or non-U.S. citizen.
- Race is classified into six categories; Caucasian, African-American, Hispanic, Native American, Asian-American and Other defined as other race not mentioned here.
- Primary Status is defined in three categories: OSU students, OSU faculty, and OSU staff member.
- Academic Classification: defined a freshman, sophomore, junior, senior, or graduate student.

Dependent Variable

- Reading habit is defined as how often a respondent read *The Daily O'Collegian* per week. It is classified into four categories: never, one or twice, three or four times and every day.
- The degree of interest is the attitude of the respondent toward various types of content in *The Daily O'Collegian*. It is measured by five-point scale: much more, some more, same, less, and much less.

- Reading frequency is defined as how often a reader responded to the various types of content in *The Daily O'Collegian*. It is measure by five-point scale: always, frequently, sometimes, seldom, and never.

Types of contents

The types of content are developed from the previous research done by Roger R. Klock and the suggestion of Jack A. Lancaster, adviser to *The Daily O'Collegian*. As a result, the contents of *The Daily O'Collegian* published during the spring 1996 were classified into 20 types. There are as follows:

1. Sports
2. Campus government
3. Campus clubs and organizations
4. Faculty and staff
5. University administration and its policies
6. The eight colleges such as the college of Arts & Sciences, the college of Education, etc.
7. Police, court coverage and Stillwater city coverage
8. State news
9. National news
10. International news
11. Editorial
12. Editorial cartoons

13. Letters to the editors
14. Columns on the editorial page
15. Crossword puzzle
16. Features and entertainment stories
17. Cosmic strips
18. Horoscope
19. Campus Roundup
20. OSU Today

Research objectives

This study aimed to obtain information on the reading frequency on the individual reader toward *The Daily O'Collegian*; also, the degree of interest of the readers in the content of *The Daily O'Collegian*. In addition, this study attempted to determine the degree of media dependency relationship among the readers as to different status, gender, or combinations of those factors.

Sampling Plan

A sampling frame was drawn from those in the Oklahoma State University population who were students, faculty and staff member in the semester of spring 1996. During spring 1996, there were approximately 18,000 students and about 4,300 faculty and staff members on the Stillwater campus. This study expected to obtain a random sample size of 267 within 95 percent confidence with an estimated plus or minus six

percent margin of error. The response rate of the survey was estimated at 50 percent; thus, 534 representatives were needed in this study. The representative sample of OSU students was randomly selected by the office of Oklahoma State University Computer and Information Center. Faculty and staff member were randomly selected by the office of the University Mailing Service.

Schedule for conducting the research

The survey was conducted in the spring 1996 between March and April. The initial mailing was sent out on March 19, 1996 via the University Mailing Service. A letter was attached with the questionnaire that told the respondent the purpose of the study. It was attached to a prepaid return envelope. As the questionnaires returned, the names of respondents were deleted from the master list. After three weeks, April 9, 1996, a second mailing was sent to respondents who had been identified as non returns. A revised cover letter and prepaid envelope were included in the second mailing.

Data Collection

A four-page questionnaire consisted of ten closed-end questions and one opened-end question was used as a research method to gathering the information

A first question determined the reading frequency toward *The Daily O'Collegian*. It asked how often the respondents read the newspaper.

A second question determined the reading frequency toward various types of content in *The Daily O'Collegian*. It asked the respondents how often the respondents read each various type of stories in the newspaper.

A third question sought to determine the degree of interest of readers toward *The Daily O'Collegian*. It asked the respondents whether there should be more or less coverage in each type of story.

A fourth question wanted to determine the reasons of readers in reading *The Daily O'Collegian*. It asked the respondents how often they read a newspaper for a specific purpose.

A fifth question determined the attitude of readers toward the overall performance of *The Daily O'Collegian*. It asked the respondents to grade the performance of the newspaper based on five-point scale.

A sixth question sought to determine readership of the on-line edition of the *The Daily O'Collegian*. It asked the respondents whether they have ever read the paper on the Internet. If yes, how often they read it.

The seventh to tenth questions are important for analyzing the data in this study. They sought to determine the demographic information of the respondents such as, gender, nationality, race, OSU status and academic classification.

The last question is an opened-end question. It searched for suggestions from the respondents about improving toward *The Daily O'Collegian*.

Pilot Study

A pilot study was conducted to test the clarity of the questionnaire. The pilot study ensured that the questions were appropriate for the respondents to answer and valuable data would be obtained through those questions. Therefore, ten questionnaires were given to ten OSU students to answer and make comments on clarity and appropriateness of the questions. Some changes were made based on the comments from the pilot study and suggestions from the thesis adviser and committee.

Data Analysis

All responses were coded for computer processing. A statistical analysis computer program, SYSTAT was used as a tool to analyze all data. The Pearson product-moment correlation coefficient and analysis of variance (ANOVA) were used to find the result.

Correlation was used to determine the similarities of relationship and degree of interest among respondents.

Simple and Complex Chi-square were used to determine any differences in readership, degree of interest, degree of dependency relations and degree of attitude toward many areas of performance in the *O'Colly* between males and females.

One way ANOVA and two factorial design ANOVA as an analysis of variance method helped to determine any differences in readership, degree of interest, degree of dependency relations and degree of attitude toward many areas of performance in the *O'Colly* among students, faculty and staff members. This statistical method will also help

to determine the measurement consistency of the 20 types of contents in *The Daily O'Collegian*. In addition, it will be used to determine the differences in dependency relations between gender, OSU students and employees.

The dependent variables in this study include the readers' frequency, the readers' preference, the attitudes toward the many characteristics of *The Daily O'Collegian*, and the dependency factors. The independent variables are the demographics used in this study such as, gender, university profession; faculty and staff and students and academic classification of students.

Assumptions and Limitations

The primary assumption was based on the respondent's truthful and accurate answer to all questions. It expected to have large enough response rate to make this study reliable. Also, it is assumed that a respondent is a person selected in the survey population, not someone else.

However, this is a self-administered questionnaire that was sent to the respondents through the mail; thus, the respondents may not have given a truthful answer. There was no explanation when the respondents had doubted about any of the questions. Therefore, they might have answered the questions incorrectly.

Furthermore, this study was conducted during the semester of spring 1996. The data was gathered from OSU population who enrolled or worked during that time. In fact, not only OSU students, faculty and staff member read *The Daily O'Collegian*, but

business people and residents of Stillwater. The data from the research was gathered from OSU students, faculty and staff members.

Endnotes

¹Roger R. Klock, "A Profile Analysis of Reader Interest on *The Daily O'Collegian* at Oklahoma State University" (M.S. thesis, Oklahoma State University, 1975).

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CHAPTER IV

FINDINGS AND ANALYSIS

General

The main purpose of this study was to determine reader preferences for different types of stories published in *The Daily O'Collegian*. In addition, it examined reader attitudes toward the various types of performances, and the dependency relationship between *The Daily O'Collegian* and its readers. A mail survey was sent to OSU students, faculty and staff members during March and April, 1996. All responses were coded for computer processing. The SYSTAT program was used to analyze all data. This chapter presents the findings and results from the collection of data.

Findings

Five hundred and thirty three surveys were sent in the first mailing. After two weeks, the second mailing was sent to people who did not reply or sent the first survey back. Eleven mail surveys were returned in the original package from the post office due to a wrong address. There were 297 questionnaires returned by respondents, or 54 percent of the sample population. Of those, 13 questionnaires were filled out incompletely. Therefore, 284 questionnaires, or 53 percent, were usable. However, of

those, only 267 respondents said they read *The Daily O'Collegian* at least a week, while 13 respondents said they had never read it. Table I - IV shows the demographic information of respondents.

TABLE I
RESPONDENTS BY GENDER

N=284	Number	Percentage (%)
Male	127	44.72
Female	157	55.28
Total	284	100.00

TABLE II
RESPONDENTS BY STATUS

N=284	Number	Percentage (%)
Student	212	74.65
Faculty	26	9.15
Staff	46	16.20
Total	284	100.00

TABLE III
RESPONDENTS BY UNIVERSITY CLASSIFICATION

N=284	Number	Percentage (%)
Nonstudent	72	25.35
Freshmen	35	12.32
Sophomore	35	12.32
Junior	45	15.85
Senior	52	18.31
Graduate	45	15.85
Total	284	100.00

TABLE IV
RESPONDENTS BY CITIZENSHIP

N=284	Number	Percentage (%)
U.S.	255	89.79
Non-U.S.	29	10.21
Total	284	100.00

Females represented 55 percent of respondents, while males represented about 45 percent.

Students represented 75 percent, followed by staff member at 16 percent and faculty member at 9 percent. Of students, 18 percent were seniors, 16 percent were graduate students and juniors and 12 percent were freshmen and sophomores.

Respondents who were U.S. citizens represented 90 percent, while non-U.S. citizens were at 10 percent.

Respondents Reading Habits

In the readership study, it was important to determine the reading habits of readers. Table V shows how often respondents read the *O'Colly* per week.

TABLE V
READING HABITS OF RESPONDENTS TOWARD *THE DAILY O'COLLEGIAN*

Reading Habit	Number	Percentage (%)
Never	17	5.99
Once or Twice	73	25.70
Three or four times	82	28.87
Every day	112	39.44
Total	284	100.00

From the responses, 267 or about 94 percent replied that they read the *O'Colly* at least once a week. Of those, 39 percent read it daily, 29 percent read it three or four time a week and 26 percent read it once or twice a week. The remaining six percent reported they never read it.

In addition, the relationship between the reading frequency of respondents and their demographic background was examined. The demographic variables were gender, primary status at OSU, university classification and citizenship.

Reading Habits by Gender

TABLE VI
READING FREQUENCY BY GENDER

	Never	1-2 times	3-4 times	Every day	Total
Male	8	32	37	50	127
(%)	6.30	25.2	29.13	39.37	100.00
Female	9	41	45	62	157
(%)	5.73	26.11	28.66	39.50	100.00
Total	17	73	82	112	284
(%)	5.99	25.70	28.87	39.44	100.00

Complex chi-square: critical value at $df = 3$ and 95% confidence level = 7.815, $p < .05$.

Table VI shows the differences in the frequencies of reading the *O'Colly* between respondents' genders.

Table VI shows that 40 percent of men read the *O'Colly* daily, 29 percent read it three or four times a week and 25 percent read it once or twice a week. While 40 percent of women also read the *O'Colly* every day, 29 percent read it three or four times a week and 26 percent read it once or twice a week.

Complex chi-square was used to determine the relationship between reading frequency and respondents' gender. Calculated chi-square value is 0.065. Critical value at $df = 3$ and 95% confidence level is 7.815. The difference is not significant; therefore, the null hypothesis is supported. There was no significant relationship between the

reading frequency of respondents and their genders. This means that men did not read the *O'Colly* more or fewer times a week than women.

Reading Habits by Status

TABLE VII
READING FREQUENCY BY OSU PRIMARY STATUS

	Never	1-2 times	3-4 times	Every day	Total
Student	9	50	64	89	212
(%)	4.25	23.58	30.19	41.98	74.65
Faculty	5	11	5	5	26
(%)	19.23	42.31	19.23	19.23	9.15
Staff	3	12	13	18	46
(%)	6.52	26.09	28.26	39.13	16.20
Total	17	73	82	112	284
(%)	5.99	25.70	28.87	39.44	100.00

Complex chi-square: critical value at $df = 6$ and 95% confidence level = 12.592, $p < .05$.

Table VII shows that 42 percent of students read the *O'Colly* daily, 30 percent read it three or four times a week and 24 percent read it just once or twice a week. Among faculty, 42 percent read the *O'Colly* once or twice a week, 19 percent reported they read the *O'Colly* daily, 19 percent three or four times a week, and 19 percent never read it. Of staff, 40 percent read the *O'Colly* daily, 28 percent read it three or four times a week, and 26 percent read it once or twice a week.

Complex chi-square was used to determine the relationship between reading frequency and the respondents' status. Calculated chi-square value is 15.852. Critical

value at $df = 6$ and 95% confidence level is 12.592. The difference is significant. The null hypothesis is rejected. Contingency coefficient is 0.23 and coefficient of determination is 5.29%. This means there was a relationship between reading frequency and the respondent's status; however, the strength of that relationship was weak. There was 5.29 percent of reading frequency related to status of respondents, while 94.71 percent of reading frequency related to other factors.

Simple chi-square determined the differences among students, faculty and staff members. The critical value at $df = 3$ and 95% confidence level is 7.815. For students, the difference is significant. Students were likely to read the *O'Colly* daily more often than other reading frequency. Among faculty members, the difference is not significant. This means there was no difference how often faculty spent time reading the *O'Colly* per week. Of staff members, the difference is significant. Staff were likely to read the *O'Colly* daily more often than other reading frequency.

Reading Habits by University Classification

Table VIII shows the relationship between respondents' classification and frequencies in reading the *O'Colly*.

Table VIII shows that 23 percent of nonstudents read the *O'Colly* daily, 23 percent also read it once or twice a week and 25 percent read it three or four times a week. Fifty one percent of freshmen read the *O'Colly* daily, 29 percent read it three or four times a week and 17 percent read it once or twice a week. Among juniors, 44 percent read the *O'Colly* every day, 31 percent read it three or four times a week, and 22

percent read it once or twice a week. About 46 percent of senior students read the *O'Colly* daily, 29 percent read it three or four times a week and 21 percent read it once or twice a week. Among graduate students, 42 percent read the *O'Colly* once or twice a week, 27 percent read it every day and 22 percent read it three or four times a week

TABLE VIII
READING FREQUENCY BY UNIVERSITY CLASSIFICATION

	Never	1-2 times	3-4 times	Every day	Total
Nonstudent (%)	8 11.11	23 31.94	18 25	23 31.94	72 25.35
Freshmen (%)	1 2.86	6 17.14	10 28.57	18 51.43	35 12.32
Sophomore (%)	1 2.86	4 11.42	15 42.86	15 42.86	35 12.32
Junior (%)	1 2.22	10 22.22	14 31.11	20 44.45	45 15.85
Senior (%)	2 3.85	11 21.15	15 28.85	24 46.15	52 18.31
Graduate (%)	4 8.89	19 42.22	10 22.22	12 26.67	45 15.85
Total (%)	17 5.99	73 25.70	82 28.87	112 39.44	284 100.00

Complex chi-square: critical value at $df = 15$ and 95% confidence level = 24.996, $p < .05$.

Complex chi-square was used to determine the relationship between reading frequency and respondents' classification. Calculated chi-square value is 25.341. The critical value at $df = 15$ and 95% confidence level is 24.996. Contingency coefficient is

0.29 and the coefficient of determination is 8.41%. The difference is significant. This means there was a relationship between reading frequency and university classification but the strength of that relationship was weak. About eight percent of reading frequency related to classification of respondents, while about 92 percent of reading frequency related to other factors. Simple chi-square was used to determine where the differences lay among each academic classification. The critical value at $df = 3$ and 95% confidence level is 7.815.

Among nonstudents, the calculated chi-square is 8.34. The difference is significant. This means nonstudents were likely to read the *O'Colly* most often either at once or twice a week or every day.

For Freshmen, the calculated chi-square is 17.864. The difference is significant. Freshmen were more likely to read the *O'Colly* daily rather than any other frequency.

Of sophomores, the calculated chi-square is 18.37. The difference is significant. This means sophomore students were likely to read the *O'Colly* at least three or four times a week, more than other reading frequency.

For juniors, the calculated chi-square is 21.487. The difference is significant. Juniors read the *O'Colly* every day rather than read it three or four times, or less, a week.

Of seniors, the calculated chi-square is 19.228. The difference is significant. Seniors read the *O'Colly* daily more than any other reading frequency.

Among graduate students, the calculated chi-square is 10.198. The difference is significant. Graduate students read the *O'Colly* once or twice a week, more often than any other reading frequency.

Reading Habits by Citizenship

Table IX shows the relationship between respondents' citizenship and reading frequency to the *O'Colly*.

TABLE IX
READING FREQUENCY BY CITIZENSHIP

	Never	1-2 times	3-4 times	Every day	Total
U.S.	15	66	74	100	255
(%)	5.88	25.88	29.02	39.22	89.79
Non-U.S.	2	7	8	12	29
(%)	6.90	24.14	27.59	41.37	10.21
Total	17	73	82	112	284
(%)	5.99	25.70	28.87	39.44	100.00

Complex chi-square: critical value at $df = 3$ and 95% confidence level = 7.815, $p < .05$.

Table IX shows that 39 percent of U.S. citizens read the *O'Colly* every day, 29 percent read it three or four times a week and 26 percent read it once or twice a week. Of non-U.S. citizens, 41 percent read the *O'Colly* daily, 28 percent read it three or four times a week and 24 percent read it once or twice a week.

Complex chi-square was used to determine the relationship between reading frequency and respondents' citizenship. Calculated chi-square value is 2.827. The difference is not significant. This means there was no significant relationship between reading frequency and respondents' citizenship. U.S. and non-U.S. citizens spent similar amounts of time reading the *O'Colly*.

Popularity of The Daily O'Collegian

Roger R. Klock defined "popularity" as the combination between the mean scores of reading frequency and interest in the *O'Colly* of respondents.¹

TABLE X
MEAN POPULARITY SCORE FOR EACH TYPE OF CONTENTS IN *THE DAILY*
O'COLLEGIAN

Type of Contents N= 267	Mean Reading Frequency	Mean Interest	Mean Popularity	Intra-item Correlation
Sports	3.02	2.78	2.90	0.67
Campus government	3.34	3.02	3.18	0.47
Campus clubs and organizations	3.08	2.61	2.85	0.45
Faculty and staff	2.97	2.85	2.91	0.58
University administration	2.70	2.64	2.67	0.52
The eight colleges	3.05	2.70	2.87	0.40
Police and court coverage	2.79	2.72	2.75	0.25
State news	2.10	2.17*	2.14	0.52
National news	2.06*	2.19	2.12*	0.60
International news	2.28	2.41	2.35	0.59
Editorials	3.04	2.99	3.01	0.42
Editorial cartoons	2.45	2.93	2.69	0.40
Letters to the editors	3.00	2.84	2.92	0.53
Columns on the editorial page	3.11	3.06	3.08	0.46
Crossword puzzle	3.56	2.96	3.26	0.60
Features and entertainment	2.56	2.41	2.49	0.55
Comic strip	2.84	2.67	2.75	0.57
Horoscope	3.00	3.15	3.08	0.69*
Campus Roundup	2.84	2.64	2.74	0.50
OSU Today	2.96	2.67	2.81	0.47
Mean Total	2.84	2.72	2.78	0.51

*indicated the lowest mean score of a five-point scale whereby the lower the mean score, the more positive rating

Table X shows the popularity scores for 20 types of contents as well as the mean scores of reading frequency and interest. Table X shows a mean reading frequency of 2.84 and a mean interest of 2.72. The average mean scores of reading frequency and interest produced a mean popularity of 2.78. On a five-point scale whereby the lower mean score represented the more positive rating, this mean score indicated that the *O'Colly* was moderately popular among respondents. The most popular content was national news, followed by state news and international news. While crossword puzzle and campus government were rated least popular by respondents.

National news with a mean score of 2.06 was read most often by respondents, followed by state news with a mean score of 2.1, and international news with a mean score of 2.28. This means national, state and international news were read most frequently by respondents.

On the other hand, the crossword puzzle had the highest mean reading frequency score among type of contents at 3.56, followed by campus government news with a mean score of 3.34. This means the crossword puzzle and campus government were rated as "seldom-to-sometimes" read by respondents.

For interest, state, national and international news were rated most interesting by respondents with a mean scores of 2.17, 2.19 and 2.41 respectively. While the horoscope was rated the most uninteresting feature in the *O'Colly*.

The Intra-item correlation indicated the relationship between the reading frequency and interest for each type of contents. The correlation coefficient for all 20 types of contents was related with a somewhat moderate correlation. The horoscope had the

strong correlation between reading frequency and interest with a correlation coefficient of 0.69 ($df = 265$, $p < 0.05$), followed by Sport at 0.67 ($df = 265$, $p < 0.05$). The correlation between all reading frequency and interest mean scores in Table X was 0.51 at $df = 18$, $p < 0.05$.

Readership of *The Daily O'Collegian*

Readership by Gender

The reading frequency for a total of 148 females and 119 males for each type of contents in the *O'Colly* is presented in Table XI.

Table XI shows how respondents, regardless of their gender, rated their reading frequency for the *O'Colly*. The data indicated that men read national news more frequently than other contents, followed by state and international news. Men rated the crossword puzzle as seldom read, followed by the horoscope. However, women read state news more often than other contents, followed by national and international news. Women rated crossword puzzle as least frequent reading, followed by campus government.

TABLE XI
MEAN READING FREQUENCY FOR EACH TYPE OF CONTENTS IN
THE DAILY O'COLLEGIAN BY GENDER

Type of Contents	Male N= 119	Female 148	Total Mean
Sports	2.54	3.41	3.02
Campus government	3.24	3.42	3.34
Campus clubs and organizations	3.17	3.01	3.08
Faculty and staff	2.94	3.00	2.97
University administration	2.64	2.75	2.70
The eight colleges	3.12	2.99	3.04
Police and court coverage	2.72	2.85	2.79
State news	2.21	2.01*	2.10
National news	2.11*	2.02	2.06
International news	2.24	2.32	2.28
Editorials	3.03	3.04	3.04
Editorial cartoons	2.32	2.56	2.45
Letters to the editors	2.99	3.01	3.00
Columns on the editorial page	3.06	3.15	3.11
Crossword puzzle	3.63	3.51	3.56
Features and entertainment	2.71	2.45	2.56
Comic strip	2.63	3.01	2.84
Horoscope	3.43	2.66	3.00
Campus Roundup	2.97	2.73	2.84
OSU Today	3.06	2.87	2.96
Mean Total	2.84	2.84	2.84

*indicated the lowest mean score of a five-point scale whereby the lower mean score, the more reading frequency

An independent t-test calculated whether the difference in reading frequency between men and women is significant. The critical value at $df = 265$ and 95% confidence level is 1.980. For sports, calculated t-value is 5.486. At 95% level of confidence, there is a significant difference and the null hypothesis is rejected. Men read sports more frequently than women. For the comic strips, calculated t-value is 2.207. At 95% level of confidence, the difference is significant and the null hypothesis is rejected. Males read the

comic strips more frequently than females. For the horoscope, calculated t-value is 4.056. At 95% confidence, the difference is significant and the null hypothesis is rejected. Women read the horoscope more often than men. However, the calculated t-value for other contents is less than the critical value at $df = 265$ and 95% confidence. Therefore, the differences are not significant and null hypotheses are supported. This means men and women had the same reading frequency for those contents.

Readership by Status

The reading frequency for a total of 203 students, 21 faculty and 43 staff members for each type of contents in the *O'Colly* is presented in Table XII.

Table XII shows how respondents with their university status rated their frequencies of reading the *O'Colly*. Those data indicated that students read national news most frequently, followed by state and international news. Students hardly looked at the crossword puzzle and campus government news. Faculty were likely to read about university administration most frequently, followed by news on faculty and staff, international news and the editorial cartoon. Faculty read the horoscope least frequently, followed by the crossword puzzle. For the staff, the faculty and staff and university administration categories were read most often, while the crossword puzzle and campus clubs and organizations were read least often.

TABLE XII

MEAN READING FREQUENCY FOR EACH TYPE OF CONTENTS IN
THE DAILY O'COLLEGIAN BY STATUS

Type of Contents	Student N= 203	Faculty 21	Staff 43	Total Mean
Sports	2.99	2.95	3.21	3.02
Campus government	3.33	3.24	3.44	3.34
Campus clubs and organizations	2.92	3.71	3.54	3.08
Faculty and staff	3.25	2.14*	2.09*	2.97
University administration	2.90	2.00	2.09*	2.70
The eight colleges	3.15	2.76	2.70	3.05
Police and court coverage	2.85	3.24	2.30	2.79
State news	2.02	2.71	2.19	2.10
National news	1.97*	2.62	2.21	2.06
International news	2.18	2.57	2.63	2.28
Editorials	3.02	3.24	3.05	3.04
Editorial cartoons	2.44	2.57	2.44	2.45
Letters to the editors	3.01	3.38	2.81	3.00
Columns on the editorial page	3.09	3.38	3.05	3.11
Crossword puzzle	3.51	4.00	3.58	3.56
Features and entertainment	2.47	2.95	2.81	2.56
Comic strips	2.75	3.14	3.12	2.84
Horoscope	2.84	4.29	3.14	3.00
Campus Roundup	2.71	3.43	3.12	2.83
OSU Today	3.01	3.05	2.65	2.96
Mean Total	2.82	3.07	2.81	2.84

*indicated the lowest mean score of a five-point scale whereby the lower mean score, the more reading frequency

A randomized ANOVA was used to determine whether the difference in reading frequency mean scores among university status for each type of contents is significant.

Significant differences were found in ten types of contents: campus clubs and organizations ($P = 0.000$), faculty and staff ($P = 0.000$), university administration ($P = 0.000$), the eight colleges ($P = 0.012$), state news ($P = 0.014$), national news ($P = 0.017$),

international news ($P = 0.024$), features entertainment ($P = 0.043$), horoscope ($P = 0.000$) and Campus Roundup ($P = 0.007$).

A Tukey test was conducted to determine where the differences lay between type of contents and university status.

Campus clubs and organizations: students were associated with the lower mean score than any others. Students were likely to read about campus clubs and organizations more often than faculty and staff members. Faculty and staff members spent about the same amount of time reading about them.

Faculty and staff news: faculty were associated with the lower mean score more than any others. Faculty and staff were likely to read faculty and staff news more frequently than students.

University administration and the eight colleges: faculty were associated with the lower mean score more than any groups. Faculty were likely to read those categories more frequently than students and staff members. Staff read those categories more often than students.

State news and horoscope: Students were associated with the lower mean score more than any others. Students read state news and the horoscope more frequently than faculty members. There was no difference between students and staff members for both state news and the horoscope.

National news and Campus Roundup: students were associated with the lower mean score more than any others. Students read those categories more often than faculty and staff members. Staff read them more often than faculty members.

International news and features and entertainment: Students were associated with the lower mean score more than any others. Students read these categories more often than faculty and staff members. There was neither more nor less reading frequency between faculty and staff members.

Readership by University classification

The reading frequency for a total of 64 nonstudents (faculty and staff members), 34 freshmen and sophomores, 44 juniors, 50 seniors and 41 graduate students for each type of contents in the *O'Colly* is presented in Table XIII.

Table XIII shows how respondents in their university classification rated their reading frequency to the *O'Colly*. Those data showed that nonstudents read news on university administration most often, followed by faculty and staff. They read the crossword puzzle least often, followed by campus clubs and organizations and the horoscope.

TABLE XIII

MEAN READING FREQUENCY FOR EACH TYPE OF CONTENTS IN
THE DAILY O'COLLEGIAN BY UNIVERSITY CLASSIFICATION

Type of Contents	Non Student N=	Fresh- men 34	Sopho- more 34	Junior 44	Senior 50	Grad. Student 41	Total Mean
Sports	3.13	2.79	2.59	2.86	3.04	3.54	3.02
Campus government	3.38	3.29	3.21	3.32	3.28	3.51	3.34
Campus clubs and organizations	3.59	2.74	2.91	2.86	2.78	3.32	3.08
Faculty and staff	2.11*	3.41	3.53	3.23	3.10	3.07	2.97
University administration	2.06	3.00	2.85	3.14	2.74	2.81	2.70
The eight colleges	2.72	3.09	3.32	3.05	2.96	3.39	3.04
Police and court coverage	2.61	4.12	2.68	2.73	2.36	2.66	2.79
State news	2.36	1.94	1.82	2.30	1.80*	2.22	2.10
National news	2.34	2.06*	1.79*	2.18*	1.90	1.90*	2.06
International news	2.61	2.35	2.18	2.30	2.08	2.02	2.28
Editorials	3.11	3.00	2.74	3.18	3.04	3.05	3.04
Editorial cartoons	2.48	2.56	2.27	2.52	2.56	2.27	2.45
Letters to the editors	3.00	3.06	2.88	3.02	2.78	3.32	3.00
Columns on the editorial page	3.16	3.06	2.91	3.18	2.96	3.34	3.11
Crossword puzzle	3.72	3.50	3.62	3.41	2.94	4.24	3.56
Features and entertainment	2.86	2.44	2.32	2.41	2.30	2.88	2.56
Comic strips	3.13	2.68	2.53	2.98	2.60	2.93	2.84
Horoscope	3.52	1.97	2.77	2.89	3.06	3.32	3.00
Campus Roundup	3.22	2.56	2.59	2.84	2.60	2.95	2.84
OSU Today	2.78	2.79	3.15	3.02	2.84	3.27	2.95
Mean Total	2.89	2.82	2.73	2.87	2.69	3.00	2.84

*indicated the lowest mean score of a five-point scale whereby the lower the mean score, the more reading frequency

Freshmen read state news most frequently, followed by the horoscope and national news. They read police and court coverage less frequently, followed by the crossword puzzle and campus government.

Sophomores read national news most frequently, followed by state news and international news. Sophomores read crossword puzzle least frequently, followed by faculty and staff news, and police and court coverage.

Juniors read national news most often, followed by state news and international news. They read least often the crossword puzzle, followed by campus government and editorials.

Seniors read state news most frequently, followed by national news and international news. They read campus government least frequently, followed by faculty and staff news, and horoscope.

Graduate students read national news most frequently, followed by international news and state news. They looked at the crossword puzzle least often, followed by sports and campus government.

A randomized ANOVA was used to determine whether the difference in reading frequency mean scores among university classification for each type of contents is significant. Significant differences were found in ten types of contents: sports ($P = .043$), campus clubs and organizations ($P = 0.000$), faculty and staff ($P = 0.000$), university administration ($P = 0.000$), the eight colleges ($P = 0.012$), state news ($P = 0.024$), crossword puzzle ($P = 0.004$), features and entertainment ($P = 0.018$), horoscope ($P = 0.000$) and Campus Roundup ($P = 0.027$).

A Tukey test determined where the differences lay between type of contents and respondents' university classification.

Sports: sophomores were associated with the lower mean score more than any others. Sophomores read sports more frequently than nonstudents, seniors and graduate students. Graduate students read it less frequently than other classifications.

Campus clubs and organizations: freshmen were associated with the lower mean score more than any others. Nonstudents read this category least often of any others. Graduate students read it less often than freshmen, sophomore, junior and senior students.

Faculty and staff: nonstudents were associated with the lower mean score more than any others. Nonstudents read it more frequently than any others. Graduates and seniors read it more frequently than freshmen and sophomores. Juniors read it more frequently than sophomores.

University administration: nonstudents were associated with the lower mean score than any others. Nonstudents read it most often. Junior read it less often than sophomore, senior and graduate students.

The eight colleges: nonstudents were associated with the lower mean score more than any others. Nonstudents read this category more often than freshmen, sophomore, junior and graduate students. Junior and senior read it more often than sophomore and graduate students. Freshmen read it more often than graduate students.

State news: seniors were associated with the lower mean score more than any others. Freshmen, sophomores and seniors read state news more frequently than nonstudents, juniors and graduate students.

Crossword puzzle: seniors were associated with the lower mean score more than any others. Seniors read it more often than any others while graduate students read it the least often.

Features and entertainment: seniors were associated with the lower mean score more than any others. Freshmen, sophomores, juniors and seniors read this section more often than non- and graduate students.

Horoscope: freshmen were associated with the lower mean score than any others. Freshmen read the horoscope most often. Sophomores and juniors read it more often than non- and graduate students. Seniors read it more often than nonstudents.

Campus Roundup: freshmen were associated with the lower mean score more than any others. Freshmen, sophomores and seniors read the horoscope more frequently than non- and graduate students. Juniors read it more frequently than nonstudents.

Readership by gender and status

A combination of gender and status was used as a variable to determine the reading frequency of respondents for each type of contents. Table XIV shows the results.

Table XIV shows the mean scores of reading frequency based on gender and status of respondents. Those data revealed that male students read national news most frequently, followed by international news and state news. They read the crossword puzzle least frequently, followed by horoscope, campus government and campus clubs and organizations.

Female students read national news most often, followed by state news and international news. They read campus government least often, followed by crossword puzzle and sports.

TABLE XIV
MEAN READING FREQUENCY FOR EACH TYPE OF CONTENTS IN
THE DAILY O'COLLEGIAN BY GENDER AND STATUS

Type of Contents	Student		Faculty		Staff		Total Mean
	Male N= 89	Female 114	Male 17	Female 4	Male 13	Female 30	
Sports	2.52	3.35	2.71	4.00	2.46	3.53	3.02
Campus government	3.20	3.42	3.18	3.50	3.54	3.40	3.34
Campus clubs and organizations	3.20	2.84	3.71	3.75	3.46	3.57	3.14
Faculty and staff	3.17	3.31	2.24	1.75*	2.31	2.00	2.97
University administration	2.79	2.99	2.00*	2.00	2.46	1.93*	2.70
The eight colleges	3.19	3.11	2.88	2.25	2.92	2.60	3.04
Police and court coverage	2.65	3.00	3.47	2.25	2.23	2.33	2.79
State news	2.09	1.97	2.82	2.25	2.23	2.17	2.10
National news	1.99*	1.96*	2.65	2.50	2.23	2.20	2.06
International news	2.07	2.26	2.65	2.25	2.85	2.53	2.28
Editorials	3.02	3.01	3.18	3.50	2.92	3.10	3.04
Editorial cartoons	2.34	2.53	2.47	3.00	2.00*	2.63	2.45
Letters to the editors	3.01	3.00	3.29	3.75	2.46	2.97	3.00
Columns on the editorial page	3.01	3.16	3.29	3.75	3.08	3.03	3.11
Crossword puzzle	3.64	3.41	3.82	4.75	3.31	3.70	3.56
Features and entertainment	2.62	2.35	3.00	2.75	2.92	2.77	2.56
Comic strips	2.63	2.84	2.77	4.75	2.46	3.40	2.84
Horoscope	3.26	2.52	4.29	4.25	3.46	3.00	3.00
Campus Roundup	2.87	2.60	3.47	3.25	3.00	3.17	2.84
OSU Today	3.09	2.95	3.18	2.50	2.69	2.63	2.95
Mean Total	2.82	2.83	3.05	3.14	2.75	2.83	2.84

*indicated the lowest mean score of a five-point scale whereby the lower the mean score, the more reading frequency

Male faculty read university administration most frequently, followed by faculty and staff, and editorial cartoons. They read the horoscope least frequently, followed by crossword puzzle and campus clubs and organizations.

Female faculty read faculty and staff news most often, followed by university administration. They read least often the crossword puzzle, followed by comic strips.

Male staff read editorial cartoons most often, followed by faculty and staff, police and court coverage, state news and international news. They read least often about campus clubs and organizations, and the horoscope.

Female staff read university administration most frequently, followed by faculty and staff and state news. They read the crossword puzzle least frequently, followed by campus clubs and organizations and sports.

Two factorial design ANOVA was used to determine whether the difference in reading frequency mean scores when gender and status were considered together is significant. There was a significant difference in the content of comic strips ($P = 0.037$).

A Tukey test determined where the differences lay between comic strips and respondents based on gender and status. Male staff were more associated with the lower mean score than any others. Male staff read the comic strips more often than female students, female staff and female faculty. Male and female students, and male faculty read comic strips more often than female faculty and female staff. Female staff read comic strips more often than female faculty.

Readership by citizenship

A total of 240 U.S. and 27 non-U.S. citizens gave their reading frequency for each type of contents in the *O'Colly*. The results are shown in table XV.

TABLE XV
MEAN READING FREQUENCY FOR EACH TYPE OF CONTENTS IN
THE DAILY O'COLLEGIAN BY CITIZENSHIP

Type of Contents	U.S.	Non-U.S.	Total Mean
N=	240	27	
Sports	3.04	2.82	3.02
Campus government	3.38	2.96	3.34
Campus clubs and organizations	3.13	2.67	3.08
Faculty and staff	3.00	2.78	2.97
University administration	2.73	2.44	2.70
The eight colleges	3.04	3.11	3.05
Police and court coverage	2.78	2.93	2.79
State news	2.04*	2.63	2.10
National news	2.05	2.15	2.06
International news	2.35	1.67*	2.28
Editorials	2.96	3.74	3.04
Editorial cartoons	2.44	2.56	2.45
Letters to the editors	2.94	3.56	3.00
Columns on the editorial page	3.06	3.52	3.11
Crossword puzzle	3.48	4.26	3.56
Features and entertainment	2.53	2.82	2.56
Comic strips	2.84	2.85	2.84
Horoscope	3.02	2.85	3.00
Campus Roundup	2.88	2.48	2.84
OSU Today	2.99	2.63	2.96
Mean Total	2.83	2.87	2.84

*indicated the lowest mean score of a five-point scale whereby the lower the mean score, the more reading frequency

Table XV shows how U.S. and non-U.S. citizens rated their reading frequency to the *O'Colly*. The data indicated that U.S. citizens read state news most frequently,

followed by national news and international news. They read least often the crossword puzzle, followed by campus government and campus clubs and organizations. Non-U.S. citizens read most often the international news, followed by national news and university administration.

An independent t-test used to determine where the differences lay in reading frequency between U.S. and non-U.S. citizens for each type of contents. The critical value at $df = 265$ and 95% confidence level is 1.980.

Campus government: calculated t-value was 1.990. At 95% confidence, difference is significant. Non-U.S. citizens read it more often than U.S. citizens.

Campus clubs and organizations: calculated t-value was 2.160. At 95% confidence, there is a significant difference. Non-U.S. citizens read it more frequently than U.S. citizens.

State news: calculated t-value was -2.751. At 95% confidence, difference is significant. U.S. citizens read it more frequently than non-U.S. citizens.

International news: calculated t-value was 3.090. At 95% confidence, the difference is significant. Non-U.S. citizens read it more often than U.S. citizens.

Editorials: calculated t-value was -3.772. At 95% confidence, the difference is significant. U.S. citizens read it more often than non-U.S. citizens.

Letter to the editors: calculated t-value was -2.610. At 95% confidence, the difference is significant. U.S. citizens read it more often than non-U.S. citizens.

Columns on the editorial page: calculated t-value was -2.116. At 95% confidence, the difference is significant. U.S. citizens read it more frequently than non-U.S. citizens.

Crossword puzzle: calculated t-value was -2.481. At 95% confidence, the difference is significant. U.S. citizens read it more often than non US citizens.

Interest of Respondents to *The Daily O'Collegian*

Is there a difference in the average interest scores between males and females?

Table XVI shows the findings.

TABLE XVI
MEAN INTEREST SCORE FOR EACH TYPE OF CONTENTS IN
THE *DAILY O'COLLEGIAN* BY GENDER

Type of Contents	Male	Female	Total
N=	119	148	267
Sports	2.59	2.93	2.78
Campus government	2.98	3.05	3.02
Campus clubs and organizations	2.60	2.63	2.61
Faculty and staff	2.87	2.84	2.85
University administration	2.64	2.65	2.64
The eight colleges	2.80	2.62	2.70
Police and court coverage	2.71	2.72	2.72
State news	2.25	2.11*	2.17
National news	2.21*	2.17	2.19
International news	2.31	2.49	2.41
Editorials	2.93	3.03	2.99
Editorial cartoons	2.83	3.01	2.93
Letters to the editors	2.81	2.86	2.84
Columns on the editorial page	3.03	3.08	3.06
Crossword puzzle	3.00	2.93	2.96
Features and entertainment	2.47	2.36	2.41
Comic strips	2.52	2.78	2.67
Horoscope	3.33	3.01	3.15
Campus Roundup	2.69	2.60	2.64
OSU Today	2.64	2.69	2.67
Mean Total	2.71	2.73	2.72

*indicated the lowest mean score of a five-point scale whereby the lower the mean score, the more the interest

Table XVI shows how males and females ranked their interest in the *O'Colly*. Those data indicated that men were most interested in national news, while females were most interested in state news.

An independent t-test calculated that where the differences lay in the interest between men and women is significant. Critical value at $df = 265$ and 95% confidence level is 1.980. The significant differences were found in sports, comic strips and horoscope. Men were more interested in sports (calculated t-value = 2.855) and comic strips (calculated t-value = 2.037) than women. Women were more interested in the horoscope (calculated t-value = -2.093) than men.

Interest in type of contents by status

OSU primary status of student, faculty, or staff member was used as a factor to determine the interest score for the *O'Colly*. Table XVII shows the results.

Table XVII indicated that students were most favorable toward national news, followed by state news. Faculty were most interested in university administration, followed by international news. Staff members were most interested in state news, followed by national news.

A randomized ANOVA was used to determine whether the difference in the interest score among university status for each type of contents is significant. The significant differences were found in eight contents: campus clubs and organizations ($P = 0.033$), faculty and staff ($P = 0.006$), police and court coverage ($P = 0.040$), state news,

national news ($P = 0.000$), international news ($P = 0.001$), features and entertainment ($P = 0.013$) and Campus Roundup ($P = 0.024$).

TABLE XVII
MEAN INTEREST SCORE FOR EACH TYPE OF CONTENTS IN
THE DAILY O'COLLEGIAN BY STATUS

Type of Contents	Student N= 203	Faculty 21	Staff 43	Total Mean
Sports	2.73	3.00	2.88	2.78
Campus government	3.03	2.81	3.09	3.02
Campus clubs and organizations	2.53	2.95	2.84	2.61
Faculty and staff	2.95	2.62	2.49	2.85
University administration	2.71	2.43*	2.44*	2.64
The eight colleges	2.72	2.67	2.61	2.70
Police and court coverage	2.65	3.14	2.84	2.72
State news	2.05	2.67	2.49	2.17
National news	2.02*	2.71	2.74	2.19
International news	2.29	2.48	2.98	2.41
Editorials	2.97	3.19	2.98	2.99
Editorial cartoons	2.88	2.95	3.16	2.93
Letters to the editors	2.83	2.91	2.84	2.84
Columns on the editorial page	3.03	3.14	3.14	3.06
Crossword puzzle	2.94	3.24	2.95	2.96
Features and entertainment	2.32	2.76	2.65	2.41
Comic strips	2.61	2.81	2.88	2.67
Horoscope	3.09	3.67	3.16	3.15
Campus Roundup	2.56	3.05	2.79	2.64
OSU Today	2.67	2.67	2.65	2.67
Mean Total	2.68	2.89	2.83	2.72

*indicated the lowest mean score of a five-point scale whereby the lower the mean score, the more the interest

A Tukey test determined where the differences lay within university status.

Campus clubs and organizations: students were more associated with the lower score than any groups. Students were more interested in campus clubs and organizations than faculty and staff members.

Faculty and staff: faculty were more associated with the lower score than any others. Faculty were more interested in faculty and staff news than students.

Police and court coverage: students were more associated with the lower score than any others. Students were more interested in police and court coverage than faculty and staff members. Staff were more interested in police and court coverage than faculty.

State news: students were more associated with the lower score than any others. Students were more interested in state news than faculty and staff members. Staff were more interested in state news than faculty.

National news: students were more associated with the lower score than any others. Students were more interested in national news than faculty and staff members.

International news: students were more associated with the lower score than any others. Students and faculty were more interested in international news than staff members.

Features and entertainment: students were more associated with the lower score than any others. Students were more interested in features and entertainment than faculty and staff members.

Campus Roundup: students were more associated with the lower score than any others. Students were more interested in Campus Roundup than faculty and staff members. Staff were more interested in Campus Roundup than faculty members.

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Interest in type of contents by university classification

Based on the university classification, respondents scored their interest for each type of contents in the *O'Colly*. Table XVIII shows the results.

TABLE XVIII
MEAN INTEREST SCORE FOR EACH TYPE OF CONTENTS IN
THE DAILY O'COLLEGIAN BY UNIVERSITY CLASSIFICATION

Type of Contents	Non Student N=	Fresh- men 34	Sopho- more 34	Junior 44	Senior 50	Grad. Student 41	Total Mean
Sports	2.92	2.59	2.53	2.55	2.72	3.24	2.78
Campus government	3.00	3.15	3.03	3.09	2.92	2.98	3.02
Campus clubs and organizations	2.88	2.65	2.68	2.55	2.24	2.66	2.61
Faculty and staff	2.53	3.32	3.09	2.86	2.94	2.63	2.85
University administration	2.44*	2.91	2.79	2.59	2.60	2.73	2.64
The eight colleges	2.63	2.77	3.03	2.59	2.56	2.76	2.70
Police and court coverage	2.94	2.68	2.62	2.59	2.62	2.76	2.72
State news	2.55	1.97*	2.12*	2.16	1.90*	2.15	2.17
National news	2.73	1.97*	2.18	2.11*	1.88	1.98	2.19
International news	2.81	2.38	2.71	2.36	2.14	1.95*	2.41
Editorials	3.05	2.79	2.82	3.07	2.94	3.15	2.99
Editorial cartoons	3.09	2.68	2.88	2.89	2.88	3.05	2.93
Letters to the editors	2.86	3.00	2.68	2.93	2.58	3.00	2.84
Columns on the editorial page	3.14	3.18	2.91	3.21	2.78	3.15	3.06
Crossword puzzle	3.05	2.88	3.00	2.71	2.70	3.46	2.96
Features and entertainment	2.69	2.35	2.27	2.36	2.26	2.37	2.41
Comic strips	2.86	2.71	2.53	2.66	2.54	2.61	2.67
Horoscope	3.33	2.32	3.24	3.27	3.18	3.32	3.15
Campus Roundup	2.88	2.56	2.68	2.55	2.48	2.59	2.64
OSU Today	2.66	2.71	2.65	2.68	2.66	2.66	2.67
Mean Total	2.85	2.68	2.72	2.69	2.58	2.76	2.72

*indicated the lowest mean score of a five-point scale whereby the lower the mean score, the more the interest

Table XVIII shows that nonstudents (faculty and staff members) were most interested in university administration, followed by faculty and staff news. Freshmen were most interested in state news and national news. Sophomores were most interested in state news, followed by international news. Juniors and seniors were most interested in national news, followed by state news. Graduate students were most interested in international news, followed by national news.

A randomized ANOVA determined whether there is a significant difference in the interest among respondent classification for each type of contents. The significant differences were found in eight contents; sports ($P = 0.005$), campus clubs and organizations ($P = 0.017$), faculty and staff ($P = 0.001$), state news ($P = 0.002$), national news ($P = 0.000$), international news ($P = 0.000$), crossword puzzle ($P = 0.011$) and horoscope ($P = 0.003$).

A Tukey test produced where the differences lay between respondent classification.

Sports: sophomores were more associated with the lower mean score than any others. Freshmen, sophomores and juniors were more interested in sports than graduate and nonstudents. Seniors and nonstudents were more interested in sports than graduate students.

Campus clubs and organization: seniors were more associated with the lower mean score than any others. Seniors also were more interested in campus clubs and organizations than freshmen, sophomores, juniors, graduate students and nonstudents. Juniors were more interested in campus clubs and organizations than nonstudents.

Faculty and staff: nonstudents were more associated with the lower mean score than any others. Nonstudents and graduate students were more interested in this type of content than freshmen, sophomores, juniors and seniors. Freshmen were less interested in faculty and staff news than sophomores, juniors and seniors.

State news: seniors were more associated with the lower mean score than any others. Seniors were more interested in state news than sophomores, juniors, graduate students and nonstudents. Nonstudents were less interested in state news than any others.

National news: Seniors were more associated with the lower mean score than any others. Seniors were more interested in national news than sophomores and nonstudents. Nonstudents were less interested in national news than any others.

International news: graduate students were more associated with the lower mean score than any others. Graduate students were more interested in international news than freshmen, sophomores, juniors and nonstudents. Sophomores and nonstudents were less interested in international news than freshmen, juniors and seniors.

Crossword puzzle: seniors were associated with the lower mean score more than any others. Juniors and seniors were more interested in the crossword puzzle than sophomores, graduate students, and nonstudents. Freshmen, sophomores and nonstudents were more interested in this type of content than graduate students.

Horoscope: freshmen were more associated with the lower mean score than any others. Freshmen also were more interested in the horoscope than any others.

Interest in type of contents by respondents' citizenship

A citizenship of respondents was used to determine the interest in type of contents as well. Table XIX shows the results.

TABLE XIX
MEAN INTEREST SCORE FOR EACH TYPE OF CONTENTS IN
THE DAILY O'COLLEGIAN BY CITIZENSHIP

Type of Contents	N=	U.S. 240	Non-U.S. 27	Total Mean
Sports		2.80	2.56	2.78
Campus government		3.05	2.78	3.02
Campus clubs and organizations		2.65	2.26	2.61
Faculty and staff		2.90	2.37	2.85
University administration		2.70	2.11	2.64
The eight colleges		2.70	2.67	2.70
Police and court coverage		2.72	2.70	2.72
State news		2.13*	2.52	2.17
National news		2.20	2.04	2.19
International news		2.51	1.52*	2.41
Editorials		2.98	3.31	3.01
Editorial cartoons		2.96	2.67	2.93
Letters to the editors		2.83	2.93	2.84
Columns on the editorial page		3.06	3.04	3.06
Crossword puzzle		2.95	3.07	2.96
Features and entertainment		2.41	2.41	2.41
Comic strips		2.70	2.41	2.67
Horoscope		3.18	2.85	3.15
Campus Roundup		2.67	2.37	2.64
OSU Today		2.69	2.44	2.67
Mean Total		2.74	2.55	2.72

*indicated the lowest mean score of a five-point scale whereby the lower the mean score, the more the interest

Those data on table XIX show that U.S. citizens were most interested in state news, followed by national news and features and entertainment, while non-U.S. citizens

were most interested in international news, followed by national news and university administration.

An independent t-test determined where the difference lay between U.S. and non-U.S. citizens. The critical value at $df = 265$ and 95% confidence level is 1.980. U.S. citizens were more interested in state news than non-U.S. citizens (calculated t-value = -2.171). Non-U.S. citizens were more interested in campus clubs and organizations (calculated t-value = 2.1), faculty and staff (calculated t-value = 2.866), university administration (calculated t-value = 3.187) and international news (calculated t-value = 4.741) than U.S. citizens.

Interest in type of contents by gender and status

Gender and status were used to determine the interest in the type of contents. The results show in table XX.

Table XX shows that male and female students were most interested in national news, followed by state and international news. Male faculty were most interested in university administration, followed by state news and national news. Female faculty were most interested in faculty and staff and international news. Male staff were most interested in sports, followed by state news, university administration and police and court coverage. Female staff were most interested in university administration, followed by faculty and staff and state news.

TABLE XX
MEAN INTEREST SCORE FOR EACH TYPE OF CONTENTS IN
THE DAILY O'COLLEGIAN BY GENDER AND STATUS

Type of Contents	Student		Faculty		Staff		Total Mean
	Male	Female	Male	Female	Male	Female	
	N= 89	114	17	4	13	30	
Sports	2.55	2.88	3.00	3.00	2.31*	3.13	2.78
Campus government	3.02	3.03	2.77	3.00	2.92	3.17	3.02
Campus clubs and organizations	2.48	2.57	2.94	3.00	2.92	2.80	2.61
Faculty and staff	2.93	2.97	2.71	2.25*	2.62	2.43*	2.85
University administration	2.70	2.72	2.41*	2.50	2.54	2.40	2.64
The eight colleges	2.84	2.62	2.71	2.50	2.62	2.60	2.70
Police and court coverage	2.65	2.65	3.18	3.00	2.54	2.97	2.72
State news	2.16	1.97*	2.65	2.75	2.39	2.53	2.17
National news	2.05*	1.99	2.65	3.00	2.77	2.73	2.19
International news	2.18	2.37	2.53	2.25	2.92	3.00	2.41
Editorials	2.90	3.02	3.24	3.00	2.77	3.07	2.99
Editorial cartoons	2.76	2.97	3.06	2.50	3.00	3.23	2.93
Letters to the editors	2.79	2.86	2.94	2.75	2.77	2.87	2.84
Columns on the editorial page	3.00	3.06	3.18	3.00	3.08	3.17	3.06
Crossword puzzle	3.01	2.88	3.18	3.50	2.69	3.07	2.96
Features and entertainment	2.40	2.25	2.77	2.75	2.54	2.70	2.41
Comic strips	2.48	2.70	2.71	3.25	2.54	3.03	2.67
Horoscope	3.27	2.96	2.65	3.75	3.31	3.10	3.09
Campus Roundup	2.60	2.54	3.06	3.00	2.85	2.68	2.63
OSU Today	2.60	2.73	2.71	2.50	2.85	2.57	2.67
Mean Total	2.67	2.69	2.85	2.86	2.75	2.86	2.72

*indicated the lowest mean score of a five-point scale whereby the lower the mean score, the more the interest

Two factorial design ANOVA determined where the differences lay when gender and status are considered together. There is no significant difference found for each type of contents when gender and status are considered together. This means students, faculty and staff members for both men and women were interested in each type of contents similarly.

Newspaper Dependency Relations

Nine items were presented to capture the responses from respondents concerning dependency relations between the *O'Colly* and the respondents. The results show in table XXI.

Table XXI shows that respondents used the *O'Colly* most often to stay on top of what is happening in university, followed by finding out what is happening in the world. Both of these are categorized as a dimension of social understanding. Findings show that respondents seldom relied on the action orientation item (express my opinion) and self understanding (learn more about myself). In the other words, respondents depended on the *O'Colly* for the purpose of social understanding (find out what is happening in the world, stay on top of what is happening in my university and understand group conflicts in my university, community and nation), and solitary play (when nobody else is around) more than the items of social play (decide what to go for evening and weekend recreation), action orientation (decide what and where to buy), self understanding (learn more about myself) and interaction orientation (express my opinion).

TABLE XXI
AVERAGE SCORE ON DEPENDENCY RELATIONS TO
THE DAILY O'COLLEGIAN

Readers' purpose	N=	Mean
		267
Decide what and where to buy		3.74
Find out what happening in the world		2.62
Decide where to go for evening and weekend recreation		3.21
What is happening in my university		2.23*
Learn more about myself		4.05
When nobody else is around		2.81
Understand group conflicts		2.96
Express my opinion		4.40
Mean Total		3.25

Dependency Relations by Gender

Gender was considered as a factor in producing the dependency relations. Table XXII shows the findings.

Those data on table XXII indicated that both men and women read the *O'Colly* most often for social understanding (find out what is happening in the world, stay on top of what is happening in my university and understand group conflicts in my university, community and nation). Men and women rarely read the *O'Colly* for the purpose of social play, action orientation, self understanding, and interaction orientation.

TABLE XXII
AVERAGE SCORE ON DEPENDENCY RELATIONS TO
THE DAILY O'COLLEGIAN BY GENDER

Readers' purpose	N=	Male 119	Female 148	Total Mean
Decide what and where to buy		3.72	3.75	3.74
Find out what happening in the world		2.66	2.58	2.62
Decide where to go for evening and weekend recreation		3.25	3.18	3.21
What is happening in my university		2.21*	2.24*	2.22
Learn more about myself		4.09	4.01	4.04
When nobody else is around		2.93	2.71	2.81
Understand group conflicts		3.02	2.91	2.95
Express my opinion		4.31	4.48	4.40
Mean Total		3.28	3.23	3.25

An independent t-test determined where the differences lay between men and women in how often men and women read the *O'Colly* for the given reasons. Critical value at $df = 265$ and 95% confidence level is 1.980. There is no significant difference found in dependency relations between men and women.

Dependency Relations by Status

Dependency relations of respondents were determined based on status of respondents. The results reveal in table XXIII.

Table XXIII shows students, faculty and staff members read the *O'Colly* most often for social understanding (find out what is happening in the world, stay of top of what is happening in my university and understand group conflicts in my university, community and nation) and solitary play (when nobody else is around). Students, faculty and staff

members read the *O'Colly* for the purpose of social play (decide where to go for evening and weekend recreation), action orientation (decide what and where to buy), self understanding (learn more about myself), and interaction orientation (express my opinion) less frequently.

TABLE XXIII
AVERAGE SCORE ON DEPENDENCY RELATIONS TO
THE DAILY O'COLLEGIAN BY STATUS

Readers' purpose	N=	Student 203	Faculty 21	Staff 43	Total Mean
Decide what and where to buy		3.67	4.14	3.86	3.74
Find out what happening in the world		2.41	3.62	3.12	2.62
Decide where to go for evening and weekend recreation		3.07	3.95	3.51	3.21
What is happening in my university		2.24*	2.52*	2.02*	2.22
Learn more about myself		3.99	4.48	4.09	4.04
When nobody else is around		2.71	3.43	2.98	2.81
Understand group conflicts		2.97	3.29	2.72	2.95
Express my opinion		4.38	4.48	4.47	4.40
Mean Total		3.18	3.74	3.35	3.25

*indicated the lowest mean score of a five-point scale whereby the lower mean score, the more dependency relations.

A randomized ANOVA was used to determine whether the differences among the university status are significant or not. The differences were found in these three items: find out what is happening in the world ($P = 0.000$), decide where to go for evening and weekend recreation ($P = 0.002$) and have something to do when nobody else is around ($P = 0.016$).

A Tukey test was conducted to determine where the difference lay in group classification in each of the items.

Find out what is happening in the world: students were more associated with the lower mean score than any others. Students used the *O'Colly* for this reason more often than faculty and staff members. Staff used the *O'Colly* to find out what is happening in the world more often than faculty members.

Where to go for evening and weekend recreation: students were more associated with the lower mean score than any others. Students used the *O'Colly* for this reason more often than faculty and staff members.

Find something to do when nobody else is around: students were more associated with the lower mean score than any others. Students used the *O'Colly* more often than faculty and staff members in order to have something to do when nobody else is around.

Dependency Relations by University Classification

Respondents in the different university classification rated their frequency score on how often they used the *O'Colly* for given reasons. The results show in table XXIV.

Table XXIV shows that nonstudents used the *O'Colly* to find out what is happening in my university most often, followed by understanding group conflicts and finding something to do when nobody else is around. Freshmen, sophomores, juniors and seniors read it most often to find out what is happening in my university, followed by finding out what is happening in the world and something to do when nobody else is around. Graduate students used the *O'Colly* most often to find out what is happening in

the world, followed by what is happening in my university and something to do when nobody else is around.

TABLE XXIV
AVERAGE SCORE ON DEPENDENCY RELATIONS TO
THE DAILY O'COLLEGIAN BY UNIVERSITY CLASSIFICATION

Readers' purpose	Non Student N=	Fresh- men 34	Sopho- more 34	Junior 44	Senior 50	Grad. Student 41	Total Mean
Decide what and where to buy	3.95	3.44	3.68	3.86	3.48	3.88	3.74
Find out what happening in the world	3.28	2.59	2.41	2.50	2.28	2.32*	2.62
Decide where to go for evening and weekend recreation	3.66	3.12	3.27	3.02	2.72	3.34	3.21
What is happening in my university	2.19*	2.23*	2.27*	2.18*	2.08*	2.39	2.21
Learn more about myself	4.22	4.00	3.94	4.09	3.84	4.10	4.05
When nobody else is around	3.13	2.79	2.50	2.66	2.64	2.95	2.81
Understand group conflicts	2.91	3.24	2.91	2.93	2.74	3.12	2.96
Express my opinion	4.47	4.56	4.50	4.39	4.08	4.51	4.40
Mean Total	3.47	3.25	3.18	3.20	2.98	3.33	3.25

*indicated the lowest mean score of a five-point scale whereby the lower mean score, the more dependency relations.

A randomized ANOVA determined whether the difference among university classifications is significant. The difference at 95% confidence was found in two items: find out what is happening in the world ($P = 0.000$) and decide where to go for evening and weekend recreation ($P = 0.003$).

A Tukey test was conducted to determine where the differences lay among university classifications for those two items.

Find out what is happening in the world: seniors were more associated with the lower mean score than any others. Seniors used the *O'Colly* to find what is happening in

the world more often than freshmen. Nonstudents used the *O'Colly* least often than any others to find out what is happening in the world.

Decide where to go for evening and weekend recreation: seniors were more associated with the lower mean score than any others. Senior read the *O'Colly* to decide where to go for evening and weekend recreation more often than freshmen, sophomore and graduate students. Nonstudents read the *O'Colly* least often than any others for this reason.

Dependency Relations by Citizenship

Table XXV shows how often respondents by their citizenship rated their dependency relations to the *O'Colly*.

Table XXV shows that U.S. and non-U.S. citizens used the *O'Colly* more often for social understanding (find out what is happening in my university and in the world), followed by solitary play (find something to do when nobody else is around).

TABLE XXV
AVERAGE SCORE ON DEPENDENCY RELATIONS TO
THE DAILY O'COLLEGIAN BY CITIZENSHIP

Readers' purpose	N=	U.S. 240	Non-U.S. 27	Total Mean
Decide what and where to buy		3.74	3.70	3.74
Find out what happening in the world		2.67	2.15	2.62
Decide where to go for evening and weekend recreation		3.18	3.44	3.21
What is happening in my university		2.25*	2.04*	2.22
Learn more about myself		4.12	3.41	4.05
When nobody else is around		2.81	2.82	2.81
Understand group conflicts		2.97	2.82	2.96
Express my opinion		4.43	4.22	4.40
Mean Total		3.27	3.07	3.25

*indicated the lowest mean score of a five-point scale whereby the lower mean score, the more dependency relations.

An independent t-test determined whether the difference is significant on how often U.S. and non-U.S. citizens used the *O'Colly* for the given items. Critical value at $d = 265$ and 95% confidence level is 1.980. The significant differences found in two items; find out what is happening in the world (calculated t-value = 2.196) and learn more about myself (calculated t-value = 3.533). Non-U.S. citizens read the *O'Colly* more often than U.S. citizens to find what is happening in the world and learn more about themselves.

Dependency Relations by Gender and Status

Table XXVI shows the frequency mean scores of respondents' dependency relations to the *O'Colly* when gender and status were considered together.

Table XXVI shows that male and female students read the *O'Colly* most often to find out what is happening in "my" university and in the world (social understanding), followed by finding something to do when nobody else is around (solitary play). Male faculty, male and female staff read the *O'Colly* most often to find out what is happening in "my" university and in the world, and understanding group conflicts (social understanding). Female faculty read The *O'Colly* most often to find out what is happening in "my" university, followed by understanding group conflicts (social understanding) and deciding what and where to buy (action orientation).

TABLE XXVI
AVERAGE SCORE ON DEPENDENCY RELATIONS TO THE *DAILY*
O'COLLEGIAN BY GENDER AND STATUS

Readers' purpose	Student		Faculty		Staff		Total Mean
	Male N= 89	Female 114	Male 17	Female 4	Male 13	Female 30	
Decide what and where to buy	3.62	3.71	4.24	3.75	3.77	3.90	3.74
Find out what happening in the world	2.42	2.40	3.59	3.75	3.15	3.10	2.62
Decide where to go for evening and weekend recreation	3.12	3.03	3.88	4.25	3.31	3.60	3.21
What is happening in my university	2.18*	2.28*	2.53*	2.50*	2.00*	2.03*	2.22
Learn more about myself	4.03	3.96	4.41	4.75	4.08	4.10	4.05
When nobody else is around	2.84	2.61	3.29	4.00	3.08	2.93	2.81
Understand group conflicts	3.02	2.93	3.24	3.50	2.69	2.73	2.95
Express my opinion	4.33	4.43	4.41	4.75	4.08	4.63	4.40
Mean Total	3.20	3.17	3.70	3.91	3.27	3.38	3.25

*indicated the lowest mean score of a five-point scale whereby the lower mean score, the more dependency relations.

Two factorial design ANOVA determined whether the difference of mean score on dependency relations of respondents is significant when gender and status were considered

together. At 95% confidence, no significant difference was found. This means students, faculty and staff members in both genders rated their frequency scores similarly on the given items.

Performance Rating of *The Daily O'Collegian*

A semantic differential on a five-point scale was used to determine the respondents' attitudes toward the various kinds of performance of the *O'Colly*. Based on a five-point scale where 1 represented the most positive rating and 5 represented the most negative one. Table XXVII shows how respondents rate the performance of the *O'Colly*.

TABLE XXVII
AVERAGE SCORE OF ATTITUDE TOWARD VARIOUS AREA OF
PERFORMANCE IN *THE DAILY O'COLLEGIAN*

Types of performance	Mean
Layout	2.11
Photography	2.52
Accuracy	2.82
Credibility	2.61
Completeness	2.72
Interest	2.56
Usefulness	2.53
Overall	2.48
Mean Total	2.54

The overall mean score was 2.54, indicating a somewhat positive attitude of respondents to the *O'Colly*. The lowest mean score was for layout at 2.11 while the highest mean score was for accuracy.

Performance Rating by Gender

One hundred and nineteen men and 148 women rated their attitude toward various type of performances. Table XXVIII shows the findings.

Table XXVIII shows that men and women had the most favorable attitude toward the layout of the *O'Colly*. An independent t-test produced critical value at $df = 265$ and 95% confidence level is 1.980. No significant difference was found in each area of performance between men's and women's attitudes.

TABLE XXVIII
AVERAGE SCORE OF ATTITUDE TOWARD VARIOUS AREA OF
PERFORMANCE IN *THE DAILY O'COLLEGIAN* BY GENDER

Types of performance	Male	Female	Total Mean
N=	119	148	
Layout	2.09	2.12	2.11
Photography	2.55	2.49	2.52
Accuracy	2.77	2.86	2.82
Credibility	2.57	2.64	2.61
Completeness	2.74	2.70	2.72
Interest	2.56	2.56	2.56
Usefulness	2.41	2.62	2.53
Overall	2.44	2.51	2.48
Mean Total	2.52	2.56	2.54

Performance Rating by status

Table XXIX shows the mean score of the relationship university status to each type of performance.

TABLE XXIX
AVERAGE SCORE OF ATTITUDE TOWARD VARIOUS AREA OF
PERFORMANCE IN *THE DAILY O'COLLEGIAN* BY STATUS

Types of performance	Student	Faculty	Staff	Total mean
N=	203	21	43	
Layout	2.13	1.95	2.07	2.11
Photography	2.58	2.10	2.44	2.52
Accuracy	2.74	3.10	3.05	2.82
Credibility	2.53	2.91	2.84	2.61
Completeness	2.67	2.95	2.81	2.72
Interest	2.57	2.57	2.54	2.56
Usefulness	2.51	2.48	2.65	2.53
Overall	2.45	2.38	2.65	2.48
Mean Total	2.52	2.55	2.63	2.54

A randomized ANOVA determined whether there is a significant difference among students, faculty and staff members. At 95% confidence, there is no significant difference. This means there was no difference among students, faculty and staff members in the attitude toward the performances of the *O'Colly*.

Performance Rating by University Classification

Table XXX shows the average score of university classification to each type of performances.

TABLE XXX
AVERAGE SCORE OF ATTITUDE TOWARD VARIOUS AREA OF
PERFORMANCE IN *THE DAILY O'COLLEGIAN*
BY UNIVERSITY CLASSIFICATION

Types of performance	Non Student N=	Fresh- men	Sopho- more	Junior	Senior	Grad. Student	Total Mean
	64	34	34	44	50	41	
Layout	2.03	1.91	1.85	2.21	2.20	2.39	2.11
Photography	2.33	2.47	2.32	2.52	2.62	2.88	2.52
Accuracy	3.06	2.15	2.68	2.89	2.84	3.02	2.82
Credibility	2.86	2.03	2.38	2.86	2.52	2.73	2.61
Completeness	2.86	2.12	2.44	2.82	2.66	3.17	2.72
Interest	2.55	2.35	2.32	2.80	2.50	2.78	2.56
Usefulness	2.59	2.24	2.32	2.80	2.36	2.76	2.53
Overall	2.56	2.12	2.27	2.57	2.42	2.78	2.48
Mean Total	2.61	2.17	2.32	2.68	2.52	2.81	2.54

A randomized ANOVA determined whether there is a significant difference within university classification for each performance. At 95% confidence, the significant differences were found in four type of performances; accuracy ($P = 0.001$), credibility ($P = 0.002$), completeness ($P = 0.000$) and overall performance ($P = 0.007$).

A Tukey test was conducted to determine where the differences lay among university classification.

Accuracy: freshmen were more associated with the lower mean score than any others. Freshmen had a more positive attitude toward the *O'Colly* than any other classification. Sophomores thought the *O'Colly* was more accurate than nonstudents and graduate students.

Credibility: freshmen were more associated with the lower mean score than any others. the *O'Colly* was more credible in the opinion of freshmen than any other classification. Sophomores' attitudes were more positive than juniors, graduate students and nonstudents about the credibility of the *O'Colly*. Seniors' attitudes were more positive than juniors and nonstudents about the credibility of the *O'Colly*.

Completeness: freshmen were more associated with the lower mean score than any others. Freshmen tended to favor the completeness of the *O'Colly* more than any other classifications. Sophomores tended to favor the completeness of the *O'Colly* more than juniors, graduate students and nonstudents. Juniors and seniors tended to favor the completeness of the *O'Colly* more than graduate students.

Overall performance: freshmen were more associated with the lower mean score than any others. Freshmen were more favorable about the overall performance of the *O'Colly* than nonstudents, juniors, seniors and graduate students. Sophomore were more favorable about the overall performance of the *O'Colly* than nonstudents, juniors and graduate students. Juniors, seniors and nonstudents were more favorable about the overall performance of the *O'Colly* than graduate students.

Performance Rating by Citizenship

Table XXXI shows the average attitude score for each type of performance of the *O'Colly* between U.S. and non-U.S. citizens. An independent t-test produced critical value at $df = 265$ and 95% confidence level is 1.980. There is a significant difference on attitude about credibility between U.S. and non-U.S. citizens. Non-U.S. citizens gave the *O'Colly* more credibility than U.S. citizens.

TABLE XXXI
AVERAGE SCORE OF ATTITUDE TOWARD VARIOUS AREA OF
PERFORMANCE IN *THE DAILY O'COLLEGIAN* BY CITIZENSHIP

Types of performance N=	U.S. 240	Non-U.S. 27	Total Mean
Layout	2.08	2.33	2.11
Photography	2.48	2.82	2.52
Accuracy	2.85	2.52	2.82
Credibility	2.65	2.22	2.61
Completeness	2.74	2.48	2.72
Interest	2.56	2.59	2.56
Usefulness	2.57	2.19	2.53
Overall	2.49	2.33	2.48
Mean Total	2.55	2.44	2.54

Performance Rating by Gender and Status

Table XXXII shows the average mean score of attitude toward the areas of performance of the *O'Colly* when gender and status were considered together. Two factorial design ANOVA determined whether there is a difference among OSU status for both men and women. At 95% confidence, there is no significant different found in each area performance. They all had a similar attitude toward each area of performance.

TABLE XXXII
AVERAGE SCORE OF ATTITUDE TOWARD VARIOUS AREA OF
PERFORMANCE IN *THE DAILY O'COLLEGIAN*
BY GENDER AND STATUS

Types of performance	Student		Faculty		Staff		Total Mean
	Male N=	Female	Male	Female	Male	Female	
	89	114	17	4	13	30	
Layout	2.14	2.13	1.94	2.00	2.00	2.10	2.11
Photography	2.61	2.55	2.12	2.00	2.69	2.33	2.52
Accuracy	2.71	2.77	3.00	3.50	2.92	3.10	2.82
Credibility	2.49	2.56	2.77	3.50	2.85	2.83	2.61
Completeness	2.70	2.65	2.88	3.25	2.85	2.80	2.72
Interest	2.58	2.55	2.53	2.75	2.46	2.57	2.56
Usefulness	2.39	2.60	2.41	2.75	2.54	2.70	2.53
Overall	2.44	2.46	2.29	2.75	2.62	2.67	2.48
Mean Total	2.51	2.53	2.49	2.81	2.62	2.64	2.54

An awareness of the on-line edition

Respondents by Gender

TABLE XXXIII
RESPONDENTS BY GENDER

Gender	Yes	Percentage (%)	No	Percentage (%)	Total	Percentage (%)
Male	40	33.61	79	66.39	119	44.57
Female	45	30.41	103	69.59	148	55.43
	85		182		267	100

Simple chi-square: critical value at $df = 1$ and 95% confidence level = 3.841, $p < .05$.

Table XXXIII shows that 33 percent of men knew there is an online edition of the *O'Colly*, while 30 percent of women knew about it. A complex chi-square produced a calculated chi-square value of 37.814. Critical value at $df = 1$ and 95% confidence level is 3.841. The difference is significant. This means there was a relationship between gender on the awareness of an online edition. Contingency coefficient is 0.352 and coefficient of determination is 12.39%. The strength of that relationship was weak. About 12.39% of the awareness of an online edition related to gender of respondents, while the remaining, 87.61 % related to other factors.

Simple chi-square produced calculated chi-square value of .0294. Critical value at $df = 1$ and 95% confidence level is 3.841. The difference is not significant. There was no difference between the number of men and women who answered "yes "

Simple chi-square produced calculated chi-square value is 3.164. Critical value at $df = 1$ and 95% confidence level is 3.841. The difference is not significant. There was no difference between the number of men and women who answered "no."

Respondents by University Classification

TABLE XXXIV
RESPONDENTS BY UNIVERSITY CLASSIFICATION

Non-student	Yes	Percentage	No	Percentage	Total	Percentage
Non-student	22	34.38	42	65.62	64	23.97
Freshmen	9	26.47	25	73.53	34	12.73
Sophomore	7	20.59	27	79.41	34	12.73
Junior	13	29.55	31	70.45	44	16.48
Senior	19	38.00	31	62.00	50	18.73
Graduate	15	36.59	26	23.41	41	15.36
Total	85		182		267	100.00

Complex chi-square: critical value at $df = 5$ and 95% confidence level = 11.07, $p < .05$.

Table XXXIV shows the number and percentage of respondents based on their university classification. Complex chi-square calculated chi-square value is 4.026. Critical value at $df = 5$ and 95% confidence level is 11.070. The difference is not significant. This means there was no relationship among university classifications in the awareness of an online edition.

Readership on the on-line edition of *The Daily O'Collegian*

Table XXXV shows how often the respondents read the online edition of *the O'Colly*. Those data indicated that women were read it slightly more often than men. The lower the mean score, the higher the reading frequency.

Readership by Gender

TABLE XXXV

READERSHIP OF THE ON-LINE EDITION BY GENDER

	Male	Female	Total
Mean Reading Frequency	1.52	1.45	1.48

An independent t-test, critical value at $df = 265$ and 95% confidence level is 1.980, $p < .05$.

An independent t-test produced calculated t-value is 0.922. Critical value at $df = 265$ and 95% confidence level is 1.980. There is no significant difference between men and women in readership of the online edition

Readership by University Classification

Table XXXVI shows how often respondents based on their university classification read the online edition. Those data indicated that sophomore read the online edition slightly more often than any other classifications.

TABLE XXXVI

READERSHIP OF THE ON-LINE EDITION BY UNIVERSITY CLASSIFICATION

Classification	Mean Reading Frequency
Non-student	1.52
Freshmen	1.27
Sophomore	0.94
Junior	1.86
Senior	1.60
Graduate	1.49
Total	1.37

A randomized ANOVA produced $P = 0.673$ at $df = 2$ and 264. At 95% confidence, there is no significant difference in reading frequency score among all classifications. This means all classifications had reading habits similar to one another for the online edition of the *O'Colly*.

Comments by Respondents

A questionnaire contained one open-ended question asking respondents to make suggestions or comments for the *O'Colly*. Table XXXVII shows the top ten suggestions written by most respondents. The examples of comments are contained in Appendix D

TABLE XXXVII
LIST OF COMMENTS BY RESPONDENTS

-
1. More news on students' activities, student clubs and organizations.
 2. Column on editorial page always contained personal opinions and no facts.
 3. More international news.
 4. Proofreading and spelling
 5. Accuracy
 6. More state news and national news.
 7. Improve photographs and find pictures related to articles.
 8. Better comic strips.
 9. More sports coverage
-

Endnotes

- ¹Roger R. Klock, "A Profile Analysis of Reader Interest on *The Daily O'Collegian* at Oklahoma State University" (M.S. thesis, Oklahoma State University, 1975).

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CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

General

This chapter presents a summary and conclusions of the readership survey of *The Daily O'Collegian* conducted at Oklahoma State University. It also offers recommendations for further research.

Summary

A sample of 534 people was randomly selected from the office of the Oklahoma State University Computer and Information Center, and the office of the University Mailing Service during the spring semester 1996.

Each respondent received a four-page questionnaire consisting of ten closed-end questions and one opened-end question in the mail. The questions determined the reading frequency and the degree of interest of respondents in the 20 types of contents in *The Daily O'Collegian*. In addition, the questions examined the respondents' attitudes toward the various areas of performance of *The Daily O'Collegian*, and the dependency relations between the respondents and the newspaper. There were 279 questionnaires returned by the respondents, representing 54 percent of the sample population.

A statistical analysis computer program, SYSTAT, was used as a tool to analyze all data. A simple and complex chi-square, the Pearson Product Moment Correlation coefficient, and analysis of variance (ANOVA) were used to produce the results.

Five research questions and hypotheses were tested and the major findings concerning those questions and hypotheses are as follows.

Reading Habits

About 94 percent of respondents read the *O'Colly* at least once a week. Of those 39 percent read the *O'Colly* every day, 29 percent read it three or four times a week, and 26 percent read it once or twice a week.

Ninety-six percent of students, 81 percent of faculty members and 93 percent of staff members read the *O'Colly* at least once a week.

There is no difference between reading frequency and gender; the null hypothesis is supported. There was no relationship between the reading frequency of respondents and their gender.

There is a significant difference between reading frequency and the respondent's status; the null hypothesis is rejected. There was a relationship between the reading frequency and the respondent's status. Students were most likely to read the *O'Colly* every day. Also, staff members were most likely to read the *O'Colly* every day. No difference was found for faculty members.

There is a significant difference between reading frequency and the university classification; the null hypothesis is rejected. There was a relationship between the reading

frequency and university classification. Non students were most likely to read the *O'Colly* either once or twice a week or every day. Freshmen, sophomores, juniors, and seniors were most likely to read the *O'Colly* daily. While graduate students were most likely to read the *O'Colly* once or twice a week.

There is no difference between reading frequency and citizenship; the null hypothesis is supported. There was no relationship between the reading frequency of respondents and their citizenship.

Popularity

A mean reading frequency of 2.84 and a mean interest of 2.72 produced a mean popularity of 2.78. This means the *O'Colly* was moderately popular on a five-point scale. The most popular content was national news, followed by state news, international news, features and entertainment, editorial cartoons, and university administration news. The crossword puzzle was ranked the least popular in content, followed by campus government news, columns on the editorial page and the horoscope.

Readership

A mean reading frequency of 2.84 means the *O'Colly* was read by the respondents in the range between "sometime" and "frequently." National news was read most frequently, followed by state news and international news. The crossword puzzle was read least frequently, followed by campus government and columns on the editorial page.

Between men and women, there was a significant difference found in three items: sports, comic strips and the horoscope. Therefore, the null hypothesis was rejected. Men read sports and comic strips more often than women, while women read the horoscope more often than men. There was no difference between reading frequency and genders in other contents; thus the null hypothesis was supported.

Among students, faculty and staff members, the significant differences were found in ten types of content: campus clubs and organizations, faculty and staff news, university administration, the eight colleges, state news, national news, international news, features and entertainment, the horoscope, and Campus Roundup. Therefore, the null hypothesis was rejected. A difference was not found in other types of contents; thus the null hypothesis was supported.

Data indicated that students read campus clubs and organizations, state news, national news, international news, features and entertainment, the horoscope and Campus Roundup most often. Faculty members read university administration and news about the eight colleges most often.

The significant differences in reading frequency among university classification were found in ten types of content: sports, campus clubs and organizations, faculty and staff, university administration, the eight colleges, state news, crossword puzzle, features and entertainment, the horoscope and Campus Roundup. Therefore, the null hypothesis was rejected.

The data showed that non students read the faculty and staff news, university administration and the news about the eight colleges most frequently. Freshmen read the

horoscope and Campus Roundup most frequently. Sophomores read sports most often. Seniors read state news, features and entertainment and the crossword puzzle most often. There was no difference found in other types of contents, so the null hypothesis was supported among those contents.

When gender and status were considered together, the significant difference in reading frequency was found in the comic strips; thus the null hypothesis was rejected. Comic strips were read most frequently by male staff. There was no difference found in other contents; therefore, the null hypothesis was supported.

The significant differences in reading frequency between U.S. and non-U.S. citizens were found in eight items: campus government, campus clubs and organizations, state news, international news, editorials, letter to the editors, columns on editorial page and crossword puzzle. Therefore, the null hypothesis was rejected. U.S. citizens read state news, editorials, letter to the editors, columns on the editorial page and the crossword puzzle most frequently. Non-U.S. citizens read most frequently about campus government and campus clubs and organizations. There was no difference found in the other contents; thus the null hypothesis was supported.

Interest

A interest mean of 2.72 indicates the respondents were quite interested in the contents of the *O'Colly*. State news was most interesting, followed by national news, international news, features and entertainment stories. The crossword puzzle was most uninteresting, followed by the horoscope and columns on the editorial page.

Among men and women, there was a significant difference in the degree of interest in three items: sports, comic strips and the horoscope. Therefore, the null hypothesis was rejected. Men were most interested in sports and comic strips, while women were most interested in the horoscope. For other items, there was no difference found and the null hypothesis was supported.

The significant differences in the degree of interest among students, faculty and staff members were found in eight contents: campus clubs and organizations, faculty and staff news, police and court coverage, state news, national news, international news, features and entertainment, and Campus Roundup. Therefore, the null hypothesis was rejected.

Those data indicated that faculty members were most interested in faculty and staff news. While students were most interested in campus clubs and organizations, police and court coverage, state news, national news, international news, features and entertainment, and Campus Roundup. There was no difference found in other contents, thus, the null hypothesis was supported.

The significant differences in the degree of interest among university classification, were found in eight types of content: campus clubs and organizations, faculty and staff, state news, national news, international news, the crossword puzzle, and the horoscope. Therefore, the null hypothesis was rejected.

The data indicated that non students were most interested in faculty and staff news. Freshmen were most interested in the horoscope. Sophomores were most interested in sports. Seniors were most interested in campus clubs and organizations, state

news, national news, and the crossword puzzle. Graduate students were most interested in international news. There was no difference found in other contents; thus, the null hypothesis was supported.

The significant differences in the degree of interest between U.S. citizens and non-U.S. citizens were found in five types of content: campus clubs and organizations, faculty and staff news, university administration, state news and international news. Therefore, the null hypothesis was rejected. U.S. citizens were most interested in state news, while non-U.S. citizens were most interested in campus clubs and organizations, faculty and staff news, university administration and international news. There was no difference found in other contents; thus the null hypothesis was supported.

Dependency relations

The average total of dependency relations at 3.25 indicated that the respondents read the *O'Colly* for the given reasons somewhat between "sometimes" and "seldom." Respondents read the *O'Colly* to find out what is happening in the university most frequently, followed by finding out what is happening in the world, and having something to do when nobody else is around.

There were no differences in the degree of dependency relations between males and females. The null hypothesis was supported.

The significant differences in the degree of dependency relations among students, faculty, and staff members were found in three items: find out what is happening in the world, deciding where to go for evening and weekend recreation and having something to

do when nobody else is around. Therefore, the null hypothesis was rejected. Students read the *O'Colly* for those three reasons most often. For other items, there was no difference found, the null hypothesis was supported.

The significant differences in the degree of dependency relations among types of university classification were found in two items: find out what happening in the world and decide where to go for evening and weekend recreation. Therefore, the null hypothesis was rejected. Seniors read the *O'Colly* for finding out what is happening in the world and deciding where to go for the evening and weekend recreation most often. For other items, there was no difference found; the null hypothesis was supported.

The significant differences in the degree of dependency relations between U.S. and non-U.S. citizens were found in two items: find out what happening in the world and learn more about myself. Therefore, the null hypothesis was rejected. Non-U.S. citizens read the *O'Colly* for finding out what happening in the world and learning more about myself most frequently. For other items, there was no difference found, the null hypothesis was supported.

When gender and status were considered together, there were no differences in the degree of dependency relations found in all items; thus the null hypothesis was supported.

Performance

The overall mean score at 2.54 indicated a somewhat positive attitude of respondents to various areas of performance in the *O'Colly*. Layout was rated most favorable while accuracy was rated least favorable.

There was no difference in the degree of favor toward various aspects of performance of the *O'Colly* between men and women, the null hypothesis was supported.

There was no difference in the degree of favor toward various aspects of performance of the *O'Colly* among students, faculty and staff members, the null hypothesis was supported.

The significant differences in the degree of favor toward areas of performance of the *O'Colly* among university classification were found in accuracy, credibility, completeness, and overall performance. Therefore, the null hypothesis was rejected for those areas of performance. The data indicated that freshmen were most favorable about accuracy, credibility, completeness, and overall performance of the *O'Colly*. There was no difference found in other areas of performance; thus the null hypothesis was supported.

The significant difference in the degree of favor toward areas of performance of the *O'Colly* between U.S. and non-U.S. citizens was found in the area of credibility. Therefore, the null hypothesis was rejected for this area of performance. Non-U.S. citizens were more favorable about credibility than U.S. citizens. For other areas of performance, there was no difference found; the null hypothesis was supported.

When gender and status were considered together, there was no difference in the degree of favor toward various performances of the *O'Colly*; the null hypothesis was supported.

The awareness of the on-line edition

About 32 percent of respondents knew there is an on-line edition of the *O'Colly*, while 68 percent knew nothing about the existence of the on-line edition.

There was no difference in the awareness of an on-line edition between men and women; the null hypothesis was supported.

Also, there was no difference in the awareness of an on-line edition among university classification; the null hypothesis was supported.

Readership of the on-line edition

A mean reading frequency of 1.48 showed that respondents seldom read an on-line edition of the *O'Colly*.

There was no difference in the reading frequency for an on-line edition between men and women; the null hypothesis was supported.

Moreover, there was no difference in the reading frequency for an on-line edition among university classification; the null hypothesis was supported.

Conclusions

This study of the readership of *The Daily O'Collegian* found that 94 percent of readers read the *O'Colly* at least one time a week. State news, national news and international news were read more often by readers than any other type of contents, while the crossword puzzle and campus government sections were read less often by the

readers. News about faculty and staff and the university administration was read most often by faculty and staff members.

The finding on the dependency relationship between the reader and the *O'Colly* showed that respondents relied on the *O'Colly* most often for staying on top of what is happening in the university, followed by finding out what is happening in the world, and having something to do when nobody else is around. Staying on top of what is happening in the university and finding out what is happening in the world are categories in the dimensions of social understanding. Having something to do when nobody else is around is one of the dimensions of solitary play.

This finding supported the earlier research of William E. Loges about media system dependency relations. Loges and Ball-Rokeach said, "the social understanding should be a primary goal of those whose social position has shown to be related to newspaper reading."¹ Since the *O'Colly* is the college newspaper, the readers seek to find news on what is happening in their community (university) most often from the *O'Colly*. Also, the *O'Colly* was used as a pleasure value (solitary play) for the readers when its readers had nothing to do and nobody else is around.

This study also found that the respondents seldom used the *O'Colly* for interaction orientation (express their opinion), followed by self understanding (learn more about themselves), and action orientation (decide what and where to buy).

For the attitudes toward many areas of the *O'Colly*'s performance, the respondents were most favorable about the layout of the newspaper, while they were least favorable about the accuracy of the *O'Colly*, followed by the completeness and credibility.

However, the mean of overall performance is 2.48 which means the respondents were somewhat satisfied with the present performance of the *O'Colly*.

Moreover, the study on the readership of the on-line edition found that only 32 percent of respondents knew that there is the on-line edition of the *O'Colly*. In addition, the results showed that those who knew of the on-line edition rarely look at it.

All comments and suggestions by respondents were presented in Appendix D. However, respondents most frequently commented on the columns on the editorial page. Respondents thought that these columnists expressed their personal opinions without facts. Respondents suggested the *O'Colly* find columnists who have enough knowledge and information to write on specific topics.

Moreover, the findings found that freshmen were more favorable to the *O'Colly* than any respondents. It might be because of they are naïve and gullible. Klock did not include freshmen in the sample population in his study because he believed that "they might not have been familiar enough with O'Collegian content to have established a reading pattern or assimilated an opinion."² This study included freshmen on the belief all OSU people should have an equal opportunity to be part of the study even though their opinions might have a bias in some ways.

The following tables present a comparison of the most popular and least popular type of contents in the *O'Colly* in Klock's 1975 findings and in this study.

The Most Popular Types of Content in the *O'Colly*

Most Popular News Content in 1975

1. Editorial cartoon
2. Letters to the editors
3. Editorial
4. Campus news in brief
5. News on administrations and policies

Most Popular News Content in 1996

1. National news
2. State news
3. International news
4. Feature and entertainment stories
5. Editorial cartoons/ news on administrations and policies

The Least Popular Types of Content in the *O'Colly*

Least Popular News Content in 1975

1. Crossword puzzle
2. Campus government
3. City government
4. Fine arts
5. Sports

Least Popular News Content in 1996

1. Crossword puzzle
2. Campus government
3. Columns on the editorial page
4. Horoscope
5. Editorial

Comparing the results of this study with that of Klock, it seems that the trend of readership and interest toward the *O'Colly* has changed a bit. Klock's research revealed that students were likely to read the editorial cartoons, letter to the editors, and editorials most often. The same results of both studies are that nonstudents were likely to read news on university administration. Also, the crossword puzzle and news about campus

government were read least often by everyone. Women read the campus newspaper more than men both in 1975 and in 1996.

Readers' recommendations to the staff of *The Daily O'Collegian*

The following recommendations are based on the results of this study:

- Improve the proofreading, spelling, and grammar in news content.
- Improve the quality of photographs. Also, print the photographs that relate to news stories or articles in the newspaper.
- Columnists should not put their personal opinions on the articles without fact or reliable information.
- Also, some respondents said the *O'Colly* is too liberal. They said that the *O'Colly* should not be biased. It should be neutral.
- Publish more news about students' activities throughout campus. Students would like to know what is going on around campus.
- Improve the diversity of the stories published in the *O'Colly*. The *O'Colly* should establish contacts with all departments on campus. The networking would help the staff of the newspaper get lot of stories to publish.

Researcher's recommendations to the staff of *The Daily O'Collegian*

- Address the matters concerning bias, accuracy, and completeness; the staff of the *O'Colly* should conduct focus groups to find out if there areas that are biased, incomplete, and inaccurate.

- Consider the traditional methods of reader input: for example, phone calls, letters to the editors, and personal comments for determining the overall level of readers' opinion and interest.

Recommendations for Further Research

The study concerning the readership survey should be conducted periodically, perhaps, every two years, since everything involved in the study could have changed with time. The information on readership should be updated often as possible.

To conduct the mail survey more successfully, the researcher might offer an incentive, for example, a redeemable coupon and a token to the respondents in order to improve the response rate.

The readership survey should be done with all sections of its readers. This study took a sample population from students, faculty and staff members of Oklahoma State University on the Stillwater campus but business people and residents of Stillwater were not included. For further research, all segments of the *O'Colly's* readers should be included in the study for better comparisons and findings.

Further research about the readership of the *O'Colly* should ask the respondents whether they ever wrote a letter to editors, an opinion piece, been included in a man-on-the-street interviews. Also, an interview with respondents might give the newspaper's staff deeper and more valuable suggestions and comments.

Since respondents comment that the *O'Colly* has a bias in its news content. Therefore, future research might conduct a study to determine the readers' perception of bias in news content.

Further research might do a study on a readership survey of the on-line edition concerning the readers' usage, awareness, reading frequency and quality of the Web pages.

Endnotes

¹William E. Loges and Sandra J. Ball-Rokeach, "Dependency Relations and Newspaper Readership," Journalism Quarterly 70 (Autumn 1993): 604.

²Roger R. Klock, "A Profile Analysis of Reader Interest in *The Daily O'Collegian* at Oklahoma State University" (M.S. thesis, Oklahoma State University, 1975).

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APPENDICES

APPENDIX A
COVER LETTER FOR FIRST MAILING

March 15, 1996.

Dear OSU student,

My name is Napaporn Laotaweesub. I am a graduate student in the School of Journalism and Broadcasting at Oklahoma State University. I am doing a research project on what readers think of The Daily O'Collegian newspaper. Therefore, I am writing you this letter and asking you to complete this survey as part of my study

The purpose of this survey is to examine what readers think of The Daily O'Collegian. The findings of this study will help the editors and reporters of The Daily O'Collegian know what their readers want, then adjust and improve this newspaper. Moreover, the information you provide will be kept confidential. The number on the envelope is for keeping track of responses to see if a second mailing is needed. The number will be removed when your questionnaire is received.

After completing this survey, please return it in the enclosed envelope to me before April 5, 1996.

I sincerely thank you for your participation and cooperation in completing this survey. If you have any questions, please contact me at (405) 744-4156.

Sincerely,

Napaporn Laotaweesub
Graduate Student

Dr. Maureen J. Nemecek
Thesis Adviser

APPENDIX B
COVER LETTER FOR SECOND MAILING

April 8, 1996

Dear OSU student,

Recently, I sent you a questionnaire asking about The Daily O'Collegian readership survey. I have not yet received your completed questionnaire. I know this may be a busy time for you, but your answer is very important to the accuracy of this study

It will take only a moment to fill out and return a survey in the enclosed envelope. If you have already done so, thank you. If you have not yet had a chance to answer, I would be very grateful if you would do so now. If you have misplaced your original questionnaire, another is enclosed. Your answer will be kept confidential.

If you have any questions concerning the questionnaire, please call me at (405) 744-4156.

Sincerely,

Napaporn Laotaweesub
Graduate Student

Dr. Maureen J. Nemecek
Thesis Adviser

APPENDIX C
QUESTIONNAIRE

Please complete this questionnaire. For each of the following questions, mark your answer an X in the appropriate column.

1. How often do you read The Daily O'Collegian per week?

☐ Never

 ☐ Once or twice
☐ Three or four times

 ☐ Every day

2. How often do you read the following stories?

	<i>Always</i>	<i>Frequently</i>	<i>Sometimes</i>	<i>Seldom</i>	<i>Never</i>
• Sports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Campus government	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Campus clubs and organizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Faculty and staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• University administration and its policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• The eight colleges, such as the College of Arts & Sciences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Police, court coverage and Stillwater City coverage	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• State news	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• National news	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• International news	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Editorials	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Editorial cartoons	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Letters to the Editors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Columns on the editorial page	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Crossword puzzle	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Features and entertainment stories	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
• Comic strips	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

[go on the next page]

	<i>Always</i>	<i>Frequently</i>	<i>Sometimes</i>	<i>Seldom</i>	<i>Never</i>
• Horoscope	_____	_____	_____	_____	_____
• Campus Roundup	_____	_____	_____	_____	_____
• OSU Today	_____	_____	_____	_____	_____

3. Should there be more or less coverage of the following categories?

	<i>More</i>			<i>Much less</i>	
• Sports	_____	_____	_____	_____	_____
• Campus government	_____	_____	_____	_____	_____
• Campus clubs and organizations	_____	_____	_____	_____	_____
• Faculty and staff	_____	_____	_____	_____	_____
• University administration and its policies	_____	_____	_____	_____	_____
• The eight colleges, such as the College of Arts & Sciences	_____	_____	_____	_____	_____
• Police & court coverage and Stillwater City coverage	_____	_____	_____	_____	_____
• State news	_____	_____	_____	_____	_____
• National news	_____	_____	_____	_____	_____
• International news	_____	_____	_____	_____	_____
• Editorials	_____	_____	_____	_____	_____
• Editorial cartoons	_____	_____	_____	_____	_____
• Letters to the Editors	_____	_____	_____	_____	_____
• Columns on the editorial page	_____	_____	_____	_____	_____
• Crossword puzzle	_____	_____	_____	_____	_____
• Features and entertainment stories	_____	_____	_____	_____	_____
• Comic strips	_____	_____	_____	_____	_____
• Horoscope	_____	_____	_____	_____	_____

[go on the next page]

More

*Much
less*

- Campus roundup

- OSU Today

4. How often do you read The Daily O'Collegian for the following things?

Always Frequently Sometimes Seldom Never

1. decide what to buy and where to buy it? _____

2. find out what is happening in the world? _____

3. decide where to go for the evening and
weekend recreation? _____

4. stay on top of what is happening in my
university? _____

5. learn more about myself? _____

6. have something to do when nobody else
is around? _____

7. understand group conflicts in my
university, community and nation? _____

8. express my opinion, e.g., write letters
to the Editors? _____

5. What will you grade The Daily O'Collegian for the following performance?

Layout	<i>Good layout</i> _____	<i>Poor layout</i> _____
Photography	<i>Good quality photos</i> _____	<i>Poor quality photos</i> _____
Accuracy	<i>Accurate</i> _____	<i>Not accurate</i> _____
Credibility	<i>Credible</i> _____	<i>Not credible</i> _____
Completeness	<i>Complete</i> _____	<i>Incomplete</i> _____
Interest	<i>Interesting</i> _____	<i>Not interesting</i> _____
Usefulness	<i>Useful</i> _____	<i>Not useful</i> _____
Overall Performance	<i>Excellent</i> _____	<i>Failure</i> _____

[go on the next page]

6. Do you know that The Daily O'Collegian has an on-line edition?

_____ Yes _____ No

If yes, how often do you look at it?

_____ Always _____ Frequently _____ Sometimes _____ Seldom _____ Never

7. What is your gender?

_____ Male _____ Female

8. Are you a U.S. citizen? _____ Yes _____ No

If yes, what racial group do you consider yourself to be part of?

_____ Caucasian _____ African-American _____ Hispanic
 _____ Native American _____ Asian-American _____ Other, be specific _____

9. What is your primary status?

_____ Student _____ Faculty member
 _____ Staff member

10. If you are a student, what is your classification?

_____ Freshmen _____ Sophomore
 _____ Junior _____ Senior
 _____ Graduate student _____ Other, be specific _____

11. What improvement or any comments would you suggest for The Daily O'Collegian?

Thank you for your cooperation.

#####

APPENDIX D
RESPONDENTS' COMMENTS

Respondents' comments

- In the summer, I hardly ever see a copy and yet I'm still being billed for it. I feel faculty and staff should be assessed a fee like the students. Might feature more stories or articles relevant to graduate students. (Female, graduate student)

- There seem to be lots of badly constructed sentences, I would fix this. The editorial page has too much stuff by know-nothing liberal undergraduates. (Male, graduate student)

- One idea is have an "Athlete of the week" interview session. It would allow sports buffs to get to know the OSU athletes, maybe improving ticket sales, etc. Getting the students involved with athletes. (Female, freshman)

- Go for entertainment value, folks. Most of your columnists have been flakes with no grounding in fact or rationality, and since I don't see that changing, why don't you put them next to the cartoons where they belong. (Male, graduate student)

- I would suggest people who do the columns on the editorial pages do more research on their subjects before they write. Many times these columns are based solely on personal opinion and have no facts to support these opinions. (Female, junior)

- Online edition could be more useful if classified ads could be placed through an online submission form. Also, rework layout of online edition. It's not very easy to browse through currently. (Male, senior)

- More positive coverage of student activities. All too often the only way to be mentioned in *The O'Colly* is to be caught in a scandal or doing something illegal.

(Female, senior)

- Try to do less on opinions. Make more factual news than opinions. (Female, freshman)

- I don't read it enough to comment much or make a judgment. Maybe I should read it more and pay better attention to what it offers. (Female, graduate student)

- Better comic strips. Dilbert is good. Lose the raccoon. (Male, junior)

- The articles are poorly written. It seems that the contributors are more interested in expressing their opinions rather than informing the public. More AP articles should be included. Lastly, the staff has no ideas of the articles going on around campus with various groups. Photographers and writers should make themselves more available. They should be more active in covering the campus groups. The paper should be more attentive to needs and wants on the students. (Female, sophomore)

- Focus more on the students with your photographs around campus - who cares about Asplundh trimming the trees on Hall of Fame or what the construction workers building the tech. center look like. The articles about them are fine, but the photos and short articles should be about the students or faculty. (Male, senior)

- People that write editorials need to show a lot more intelligence by speaking with the knowledge of that topic, not just a pure uneducated opinion. Anybody can have an opinion, but few have intelligent response worthy of being printed in a newspaper.

(Female, junior)

- More positive coverage of student activities. All too often the only way to be mentioned in *The O'Colly* is to be caught in a scandal or doing something illegal.

(Female, senior)

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- People that write editorials need to show a lot more intelligence by speaking with the knowledge of that topic, not just a pure uneducated opinion. Anybody can have an opinion, but few have intelligent response worthy of being printed in a newspaper.

(Female, junior)

- I have read some news and editorial columns in the past and I was shocked by the illiteracy of the writers. They did not know anything about the subject they wrote about. Ex. J. F. Mark (opinion editor) wrote an article about Bosnia and destroyed the page, messed it-up badly. When I went to him he said he did not know what was going on in Bosnia. That's why he made a mistake, but he was brave enough to write a column about the subject he did not know what was going on. Pretty funny, isn't it? Where is the editors who knows what is going on around them and correct the mistake before printing. I was a journalist for 4 years worked for a daily newspaper, and am amazed to see this is happening here at the, four years, university level. Editors writing a column and telling me he is sorry he did not know what was going on in Bosnia. Hope you got what I'm trying to say. (Male, senior)

- More world oriented and relevant articles. Not a personal discussion ground for the editorial staff. Street talk people should be found at different places around campus, not just stopped at the Student Union at the same place all the time. (Male, graduate student)

- I enjoy the O'Colly and even though there are some sections that I do not read, I am sure that others do. Continue the good work. (Female, sophomore)

- Have creditable people to write the opinion articles, not just some dummy with a deadline. (Male, sophomore)

- More coverage of news outside of campus. Perhaps better written articles; some I have read are very poorly written. Definitely a better editorial cartoonist. (Female, freshman)

- Bigger stories on important events going on in the world. (Female, junior)

- More coupons for eating out. (Female, sophomore)

- Definitely need a new comic strip. Also, I've noticed, especially in the sports editorials, that when you are profiling a player, you make them sound so stupid when you are supposedly quoting them. A lot of your articles don't know how to end. They just stop, and sometimes in the most awkward places. (Female, junior)

- Less on campus stuff, more on what is going on in the world. More environment type articles. (Female, graduate student)

- Work on that edition a little and please keep in mind that not all students are 18-22. Your feature back page on colleges and departments are both morale boosters for subjects and news rest of us can use or who does what. Overall it's really good college paper - actually a really good paper period. You all should be proud - keep up the good work! (Female, senior)

- This type of response solicitation is a good place to start. You could just copy the New York Times!! (Male, junior)

- Add more articles about clubs and organizations, Greek life articles, features on professions more, critiques of campus plays, more pictures, a different comic strip. I know there is a lot of stuff going on campus (fund-raisers, club meeting, etc.), and because I don't live in Stillwater, I miss a lot of things that go on. Also, cover organizational meetings; it's interesting to find out what kind of projects, etc. they have going on. Also, list the students that are doing their student teaching and where, what grade. Students like to see their own and their friends' names and/or pictures in the paper. It's a good paper,

but with as many students as attend OSU and all the activities and such that occur on off campus, *The O'Collegian* could and should be bigger! (Female, graduate student)

- I know the paper gets urged to put more local news (OSU) in it, but by many students this is the only media browse we regularly read. We need more national news.

(Male, sophomore)

- More attention to women's sport and issues. For instance, how do women with children can handle finding child care to fit their schedule? Reviews of child care facilities in Stillwater. How couples who both students manage child care and college, etc. Less redundant news carried by state and local newspaper. More original stories by and about students. Such as analyses of computer facilities (or lack of them) in the dorm; why the union bookstore doesn't let us charge books on our Bursar's accounts all semester, even though the library charges our accounts for fines, etc. The news we get about OS U is often printed the day after it is in the *NewsPress*. (Female, graduate student)

- Have more conservative opinions and less liberal writers like the (AP). Have both liberal and conservative be on every opinion page - on one issue- to show both sides. Be more fair! Cover more clubs and groups. (Male, senior)

- Have more neutral/non-biased writers. On some especially controversial articles have a writer pro and con next to each other on the same page. Less editing done to letters to the editor. (Female, graduate student)

- Learn how to accurately quote people! I work with student government and know of at least 10 people (including myself!) who have been horribly misquoted. The articles should be accurate and unbiased! (Female, junior)

- There would be an international news page instead of two small bits of news in the third page. (Male, graduate student)

- They should have more balance on their editorial page instead of always printing the liberal point of view. When they receive letters to the editor, they often edit them and the whole message behind the letter. (Male, sophomore)

- They should cover more things that will affect students or a university. For example, more coverage on state and federal items which affect tuition, scholarship, or the patterns existing an effective learning or teaching practices. (Female, senior)

- Better coverage of club activities and events. (Female, junior)

- Editorials- I realize are personal opinions but students sometimes take them as factual. This is a problem because some of the columns by editors are really out there and have no basis on factual things. (Female, senior)

- My history Prof. last semester called it the O' Golly! I think the photos are random and the editorial section is for the most part very average. Most students want to read what concerns them and the university! And they want to hear about themselves. The best things about the paper are the crossword and the society squares! The layout could be spiced up a bit, don't set me wrong. I know it takes a lot of time and effort to work on the *O'Colly*. I just think that some basic changes could be made. The paper really isn't respected, especially by the Greek community. That's who I can speak for - I don't know about the rest of the campus. (Male, senior)

- I usually pick up *The Daily O'Collegian* to read about campus, community, and state news. But, end up reading more national and international news. The layout is

good, but I usually find the paper of little interest. Increase focus on OSU, Stillwater and state. Reduce coverage of national and international news. There are better sources for this coverage (C-span, NPR, PBS, BBC, The Economist, WSJ, West Africa, etc.). *The O'Collegian* will not, and should not, try to match their coverage. Focus the paper on OSU and Stillwater and how students can become more involved in the community.

Focus on clubs and activities. (Male, graduate student)

- Update the online *O'Colly* more often. Many times, I get on, and the most current issue is several weeks old! (Female, junior)

- Get on entirely new editing staff so as to hopefully take out some of the extreme bias in the stories, editorials, etc. the *O'Colly* is way, was to far left. (Male, sophomore)

- It could possibly have more information. A person knows exactly what page to look at for certain information. (Female, junior)

- Less sports, comics, and editorial comics. More news about state and national. Better quality photography. (Female, graduate student)

- Have a way that more independent stories can be published: for instance, more news from significant club or organization activities. It's too hard to get something accepted if you are outside journalism. (Female, graduate student)

- Take out the horoscope: put in an editorial from a different pastor each day. If you're going to provide a false method that people think they're learning something about themselves, provide a true way for people learn about themselves. (Male, junior)

- It's great. (Female, freshman)

- Maybe some light features that are still of interest to the readers (Coffee shops, gardens, frisby golf, etc.). Also, encourage columnists to write about specific issues that affect us here and now - not always the same controversial stuff that has become cliché.

(Female, sophomore)

- Proofread. (Female, sophomore)

- Change the comic strip. Less lengthy editorials. Other sports coverage besides baseball, football, basketball. For instance, soccer. (Male, graduate student)

- More front page (second front page) stories. More information on campus activities, happenings. Larger pages if possible. (Male, sophomore)

- No comment. Keep up the good work. (Male, sophomore)

- There should be a more diverse selection of photos taken from all aspects of OSU. Also, if the people who don't know the question on street talk you should not put their pictures in the paper. (Female, junior)

- The pictures are rarely related to adjoining articles. Have pictures that are related to an articles. (Male, freshman)

- When you get news stories from the AP, make sure you write correct headlines for the story. On several occasions, the headlines are not accurate or poorly reflect what the story is about. (Female, graduate student)

- More emphasis on what impacts students. (Male, senior)

- Although it isn't really news, I've found the "fictional" story of Barrett and his friends to be enjoyable reading at lunch. But, the non-fictional accounts of SSA although pitiful have been entertaining, too. (Male, graduate student)

- If you quote a person, quote them correctly. More letters to the editor are needed. The paper is far too liberal. (Male, senior)

- More important national and international news. People rarely know what is going on in politics outside the U.S., or what is going on in other countries or even major things in this country. Other than that I think it is a pretty good paper. (Female, graduate student)

- More editorials about controversial issues. (Female, graduate student)

- The one thing I don't like is when you do a story about a student who got in trouble with the law, you will put "Joe Blow, Computer Science student." I don't think you need to put the student's major area of study. When doing a story about him being arrested, etc. Most of the time you are wrong and it only makes the department look bad-
- you should just say OSU student _____. (Female, staff member)

- Use more reporters and not buy every thing off the wire service, so people can learn to be reporters. Great job on the sports reporting, but reporters need to work on more than the sports. Also, increase the length of the paper (add more pages). (Male, faculty member)

- When you continue an article on the next page, make sure that you continue at the right place and under the correct name started on the previous page. (Female, staff member)

- The general writing level is poor; especially on the sports page. Do a better job of copy editing. Top schools have outstanding papers. Treat more controversial topics-- abortion, 669, the governor's view on education, etc. (Male, faculty member)

- More crossword, place the ones that are shipped in future issues. (Male, faculty member)

- Add national and international photography of significant events. Lose the opinion polls of students with pictures. More presidential election information. What are the candidates positions on policy? (Male, staff member)

- Better proof-reading. Less international and national news. More coverage of campus and local events. (Male, staff member)

- I like it pretty much the way it is. (Male, faculty member)

- Be more accurate. (Female, staff member)

- Color. More important information not things like cartoons and horoscope. Spelling. More reliable information. People would be willing to pay more to read the paper if it was of better quality. (Female, senior)

- Better proofing! Poor spelling and grammar frequently appear. (Female, staff member)

- Better written. More important editorials. (Male, graduate student)

- Better screening of students columns for substance. (Male, faculty member)

- Improve the on-line edition. There are many good examples. For examples, see the *Iowa State Daily* (or even the *Oklahoma Daily*). The on-line O'Collegian should be tagged "underconstruction," if not, it is an embarrassment. (Male, faculty member)

- Inform people you are interviewing what you plan on writing about them. The article on University Placement last semester took comments totally out of context and reported them as so. (Female, staff)

- Better story correct and complete!! (Female, faculty member)
- To make sure facts are correct when printed. (Female, staff member)
- Editors need to be more careful with typos, etc. In fact today there is a picture with totally unrelated caption on the front page. Often facts or quotes are misrepresented. the *O'Colly* needs to be more accurate before it can be credible. (Female, staff member)
- The main one is the accuracy of the articles in the paper. Individuals reporting should write about the facts not their personal interpretation or should be able to keep facts straight. (Female, staff member)
- Get a different comic strip. (Female, staff member)
- Hire someone to check facts!! Also, your proofreader doesn't know how to spell, not does he/she/they know standard English grammar. Get a better comic strip! Also, the editorial cartoons are a bit lame. (Female, staff member)
- More sports picture - never see girls basketball pictures at game. More editors like Cindy Harrel, she does a good job. (Female, staff member)
- Less advertisements. (Female, sophomore)
- Include more advertisements about places like restaurants etc. Also, highlight events happening in OSU more clearly. (Male, sophomore)
- More variety and more relevant pictures. (Male, senior)
- I would add more about what there is to do on campus and in Stillwater. You could also put in Carmike and Satellite movie listings. More entertainment oriented stuff. (Male, freshman)

- Needs more focus on local and international news. OSU Today bites. Overall a very good paper. (Male, sophomore)

- Liven up! It could be more excitement. (Female, freshmen)

- Present a more conservative view in the editorials. (Male, junior)

- The overall coverage is pretty good (the *O'Colly* is far superior to *The Daily Oklahoman*). The only change I would suggest are to find a new comic strip and a new crossword puzzle. (Female, sophomore)

- The spelling is poor. Sometimes the grammar is also poor. (Female, sophomore)

- Keep us the good work! You also might want to add more games/puzzles like the cryptoquote and crossword puzzle: perhaps a word search or similar item. (Male, staff member)

- Make time to proofread. The typographical and copyediting errors in your newspaper are very distracting--they also are a poor reflection on the university. Additionally, printed corrections caused by inaccurate reporting occur for too often in your paper. Otherwise, keep up the good work. (Male, staff member)

- I think you all are doing a good job! Keep it up. (Male, junior)

- I think that more national and world news are necessary. I like the *O'Colly* the way it is, but I would appreciate more national news in addition to what the *O'Colly* already is. (Male, senior)

- There are far too many spelling and grammatical errors, I find mistakes virtually over time I pick up the paper. For the most part, it isn't worth the paper its written on. Save the trees. (Female, junior)

- Your paper is not always accurate on the police stories. Also, when Josh Dolezel and that other guy overdosed on their drug, the first article out made them look like poor, innocent victims. They did it to themselves. Nobody made them take their Rohypnol.

(Female, junior)

- Try to get more clubs and recreational places involved in advertising. People want to know what is going on and what the specials are. (Male, freshman)

- Write more about the arts (performing) and girls basketball! (Female, freshman)

- More positive sports articles. Less SGA gossip (don't tell every little problem they have). More about what other organizations are doing and opportunities offered on campus. Different comic (back issues for Calvin? (maybe)). Bigger crossword (not for me but my friends requested it). Daily articles on major news events; state, national.

(Male, freshman)

- I use a lot of coupons for area restaurants and other stuff. (Male, sophomore)

- I would like to see box score for basketball and baseball games in the pros and for OSU. I would like to see another word game to play besides crossword and cryptoquotes. (Male, senior)

- Get rid of the ridiculous editorial cartoon. Paper has a anti-Greek image. Print more national sports coverage. I'd rather read the baseball box scores than read about the women's cross country team --include intramural scores also. (Male, senior)

- Need better opinion page. (Male, junior)

- The access line is always busy. Much more sports coverage and lots of stats.

(Male, junior)

- More local news!!! I would like to know more about the Stillwater area without having to pay for a subscription to the *NewsPress*. (Male, junior)

- More information on what's going on in Stillwater--like bands that are coming to town. (Female, sophomore)

- More international news. People need to know what is going on in the world. (Male, senior)

- Less statement of opinions, more facts. (Male, junior)

- More national and international photos and less cute campus photos. Better spell checking. (Male, staff member)

- It is a good newspaper. (Male, faculty member)

- *The O'Collegian* needs to include more about student life. For example, OSU have very strong Greek system and yet Greek activities are never in the *O'Colly*. Also, campus clubs and organizations are never featured. If they would be, it might encourage more students involvement. (Female, junior)

- A more positive view of the Greek system and a look at the good things they do, not just the bad. (Female, sophomore)

- I think your paper is boring. It should be general towards the college, crowd not my parents. Besides if I wanted the news I'd buy a real newspaper. (Female, junior)

- Interesting stories; sports editors with knowledge of sports; and edit--there are so many articles that read horribly, not smooth. (Female, senior)

- put more information that can help students feel good about school, to encourage them to go on during stressful times like exam or finals. Job perspectives, ads for jobs out of state! Tips for resume, job interviews. Put this on a regular basis! (Male, senior)

- Allow more editorials. Find more stories that are appealing to the students.
(Male, senior)

- I would like to see more coverage on state, national and international stories along with more coverage covering the university administration and the colleges. (Male, senior)

- Since I'm not a critic about things. I have no knowledge on, I think the *O'Colly* is a pretty good paper. (Female, sophomore)

- Most important responsibility is to tell with some detail what is going on at OSU everyday not just sporting event etc. All editorials must be factually correct. Should disclaim responsibility for incorrect facts in some of the awful letters to the editor. (Male, faculty member)

- I read it every day and every day I catch numerous grammatical and spelling errors. It causes the aura around the paper to be more like that of a junior high and less like an accredited large one (i.e. *Daily Oklahoman*, *Dallas Morning News*). I realize that it's hard to take care of everything but it doesn't take any more time to proofread each others work than it has for me to find this out. (Male, freshman)

- As an international student, I would like to see more of international news. Further, selection of photographs on front page should be improved and reasonable food pictures giving nice messages should be included. (Male, graduate student)

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- As an international student, I would like to see more of international news. Further, selection of photographs on front page should be improved and reasonable food pictures giving nice messages should be included. (Male, graduate student)

- I am satisfied with the newspaper like it is now. (Female, sophomore)
- It is too biased! Newsroom tries to control advertising. (Female, senior)
- I think you need more state news and more sports coverage like running.

Someone placed 3rd from our school last week and there was a very small editorial.

(Female, senior)

- The front page stories should be more news related instead of someone feeding the swan or lawn. Most have no real importance. (Female, junior)

- Accuracy in news stories. (Male, staff member)
- It's great! (Female, freshman)
- More state and national news. (Female, sophomore)

- I wish to see a Friday faculty and staff and students column, (last page - photo features), with at least involving one international student from respective departments, as they are also part of the OSU community. (Male, graduate student)

- More pictures and stories about women in sports. Softball and baseball especially. More stories about older students at OSU and recognizing that there are older students in the undergraduate programs today. Also stories about disability students and how they impact and give to the school. (Female, junior)

- There is a comic strip that the *Dallas Morning News* does called "Love is..." I would like to see those published. Thank you. (Female, junior)

- Stories about students of the past and what they are doing now. (Male, graduate student)

- More coverage on international students' news and international issues. (Female, senior)

- Cut out the cartoons--they are usually offensive and not really good. Put larger boxes outside Morill Hall. This is a right offered area and there are never enough available. Put a paper recycling bin at various places on campus so we can recycle the paper. (Female, senior)

- Put more things for students to do in and out close in community. (Female, senior)

- Dream of having some color photos. (Female, graduate student)

- Add the movie program to everyday edition. (Female, graduate student)

- I would like to see more entertainment stories about college life. Otherwise, great job!! (Female, junior)

- Good paper more national news would make it interesting plus daily score card for sports! (Male, junior)

- Hope that OSU won't charge us for *The O'Collegian*. Who wanted to read, just buy it. (Male, junior)

- Have eye catching titles that gets us every times and keep it answer or point the story till the end --will keep them reading the whole story. (Female, freshman)

- Keep up the good work! I know it take a lot of people a lot of time to publish a paper everyday. You should be commended for your time and effort. (Female, staff member)

- The inserts are sometimes a bother. (Female, sophomore)

- More coverage on international students' news and international issues. (Female, senior)

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APPENDIX E

IRB FORM

OKLAHOMA STATE UNIVERSITY
INSTITUTIONAL REVIEW BOARD
HUMAN SUBJECTS REVIEW

Date: 03-01-96

IRB#: AS-96-056

Proposal Title: A READERSHIP SURVEY OF THE DAILY O'COLLEGIAN AT
OKLAHOMA STATE UNIVERSITY

Principal Investigator(s): Maureen J. Nemecek, Napaporn Laotaweesub

Reviewed and Processed as: Exempt

Approval Status Recommended by Reviewer(s): Approved

ALL APPROVALS MAY BE SUBJECT TO REVIEW BY FULL INSTITUTIONAL REVIEW BOARD
AT NEXT MEETING.

APPROVAL STATUS PERIOD VALID FOR ONE CALENDAR YEAR AFTER WHICH A
CONTINUATION OR RENEWAL REQUEST IS REQUIRED TO BE SUBMITTED FOR BOARD
APPROVAL.

ANY MODIFICATIONS TO APPROVED PROJECT MUST ALSO BE SUBMITTED FOR
APPROVAL.

Comments, Modifications/Conditions for Approval or Reasons for Deferral or Disapproval
are as follows:

Signature:


Chair of Institutional Review Board

Date: March 8, 1996

VITA

Napaporn Laotaweesub

Candidate for the Degree of

Master of Science

Thesis: A READERSHIP SURVEY OF *THE DAILY O'COLLEGIAN*
AT OKLAHOMA STATE UNIVERSITY

Major Field: Mass Communications

Biographical:

Personal Data: Born in Bangkok, Thailand, On November 10, 1970, the daughter of Mr. Taitan Lao and Mrs. Suparb Sudagaew.

Education: Graduated from Triam Udom Suksa's High School, Bangkok, Thailand in March 1989; received Bachelor of Arts degree in Journalism from Thammasat University, Bangkok, Thailand in March 1993. Completed the requirements for the Master of Science degree with a major in Mass Communications at Oklahoma State University in December, 1996.