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Effects Of Parasocial Relationships on Adolescents Emotional Interpersonal Abilities

Student's Name

Institutional Affiliations

Hypothesis/ Research Question and Methods

The main aim of this study is to realize the effects of parasocial relationships on adolescents' emotional, interpersonal abilities, at the same time observing communication, relationship and expressive strength. Qualitative research is essential because the data collected will be based on participants' views and ideas. Hence, the data is reliant on an individual's observation and personal experiences based on the topic. Qualitative surveys will be used in this qualitative study to handle the components that comprise parasocial interactions and examine the associations to thoughtful parts of styles using emotional and connection dependence. Furthermore, qualitative surveys are vital in examining parasocial relationships because of the changing features that affect associating para socially. Hence the survey provides every component to be observed distinctly and compiled together.

Sample Population

The study participants comprised the students who attended a diverse public high school situated in Suburban Southern California. Suburban California GHC high school is selected because of its diversity of students. Nevertheless, most adolescents individuals are in high school, hence getting the best results. The diversity of the school comprises academically and ethnically varied students with more than four thousand. Moreover, the school is situated in the middle-income region, making the participants have income diversity and a broad sectional in the admission of students.

Moreover, the diversity feature will provide the participants with a good representation of many other institutions situated in the region. Blaikie (2018) claimed that having a diverse sample size mirrors the diversity of individuals' culture and situations by considering race,

gender and age. Nonetheless, lack of diversity in study participants can lead to solemn ethical and research consequences such as stopping other populations from experiencing the benefits of research outcomes.

The principal from the GHC school was invited to recruit the students in involving in the study. The principal then examined the survey questions and before allowing written consent for participation. However, since they found that the questions could not cause risk to the student, they allowed and dispersed the recruitment link. Students were recruited through email. 316 students participated in the study and the participants comprised of both genders. Males' students were 30% and females 70% and almost all races in the school were included in the sample size.

Measure

Since the participants were required to answer online questionnaires. The demographic information was already captured, and members had to answer the questions according to their participation online and on social networking sites to recognize their capability to be involved in PSI. In the first part of the questionnaire, four questions were asked, including how many hours do you use on media, including social media, streaming sites, and television in one day? Then how many hours do you use on traditional media channels, including TV v. phone? Name the type of social media you are present on? And finally, it is to report their favorite media figure that they look up to. While parasocial relationship always begins with a person viewing the media figure as their favorite person and would probably do as their favorite celebrity informs them.

Similarly, another questionnaire will be divided based on interaction, communication, relationship and emotions to answer the research question. Moreover, since the questionnaires

were open-ended questions, they were dispersed to participants through Google forms. They were to answer the question on their own time to avoid pressures and bias throughout the term. The responses were prepared and data examined to identify the effects.

Reference

Blaikie, N. (2018). Confounding issues related to determining sample size in qualitative research. *International Journal of Social Research Methodology*, 21(5), 635-641.

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