

An Entertainment Business Study:
How Inspirational Reality Television Can Benefit a College and its Stakeholders

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How Inspirational Reality Television Can Benefit a College and its Stakeholders

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Abstract

A college is a business that needs to generate acceptable levels of profit or perish. The problem is that colleges need to use evermore creativity and innovation to remain competitively viable organizations and sometimes traditional ways of doing so are not always profitable. One way to overcome this problem is to engage in new lines of profitable business, and an Inspirational Reality Television Show (IRTS) based on the unique experiences of college students and their journeys to academic excellence can be a plausibly feasible business opportunity that could prove to be a profitable one. The purpose of this quantitative non-experimental research study was to provide evidence that supports the premise of the IRTS by collecting key data pertaining to the *demographic characteristics* of the research participants, utilizing *Social Cognitive Theory, Social Learning Theory, and Cultivation Theory* in conjunction with the concepts of *Content Control, Parasocial Interaction, Critical Reflection, Self-Efficacy, Identification, and Customer Orientation*, with the ultimate goal of answering *five research questions* that ask participants what they think about the proposed IRTS and what they think about its potential positive financial impact on multiple College stakeholders. An online survey was emailed to the entire population of 1,532 college students during the Spring 2019 semester, the sample obtained consisted of 163 students, and 112 completed the entire study. SPSS was used to calculate frequency distributions and their percentages, as well as Spearman Correlations for data analysis. Findings support the premise that an IRTS based on college students can be of business value to a College and its stakeholders, and recommendations for practice include utilizing the findings in this study to create and develop new and desirable IRTS, while recommendations for future research include using the items in the present study survey and or additional items to create and develop new survey instruments in different contexts and settings to add to existing theory.

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Chapter 1: Introduction

A business must use creativity and innovation to create products that allow them to remain competitive, and viably thriving entities (Petroska-Angelovska, Takovska, & Serafimova, 2017) which requires investment in production activities (Reeson & Rudd, 2016). With new entrants into markets comes increased competition over revenue streams and market share. A small non-profit College located in the northeast part of the United States (from now on referred to as the College), is a business that faces these issues regarding securing student enrollment and tuition revenue needed to sustain the College, while simultaneously seeking competitive advantages.

These competitive advantages can come to fruition by developing and creating innovative new sources of income which can be of great benefit to the College (ASHE Higher Education Report, 2014), while at the same time, showing current and prospective students a positive image of the institution (Wilkins & Huisman, 2015). Reality-based television shows are increasingly becoming more popular on a worldwide scale and students will often spend more time watching reality television shows than studying their school work (Rosenbaum, Losada Ojalora, & Contreras Ramirez, 2015) which is why these shows have the potential to reach specifically targeted segments. Creating an inspirational reality television show based on the targeted segment of college students may have theoretical as well as economic and financial benefits to multiple groups of relevant stakeholders.

These issues were addressed in this study by offering an Inspirational Reality Television Show (IRTS) which is a sub-genre of reality television that is characterized as being lifestyle transforming, insightful, meaningful, and purposeful (Shade, Kornfield, & Oliver, 2015; Tsay-Vogel & Krakowiak, 2016). Creating an IRTS based on college students (CHS) can be a

creative and innovative way to retain current students and attract new students while increasing school profits (monetary in-flows over monetary out-flows) to the benefit of the student population and overall business operations of the College. This topic has been explored in the past mainly in the context of the more negative side of college life such as partying on campus, socializing, consumption of alcohol, using tobacco, sexual behavior, verbal and or physical confrontations and encounters, which taken altogether, depicts one way that college life is portrayed on screen (Fogel & Shlivko, 2016).

There are no such studies to date that address the inspirational and motivational side of college life in an IRTS setting. This may be the first endeavor of its kind, and the results of this study may prove to be a feasible and viable alternative whereby college students, the college, Local Business and Industry, Local Real-Property Owners, and the Local Taxing Government benefit economically and financially. Businesses pursue profits in an economically competitive environment and decision-makers have to consider all of the benefits of doing so (Finster & Hernke, 2014) in a customer-oriented setting (Liow & Yeow, 2015) as they seek to create and leverage a sustainable competitive advantage (Chekwa, Martin, & Wells, 2015) given the organizations scarce economic resources and capabilities (Tornikoski, Rannikko, & Heimonen, 2017).

Creativity and innovation can create a competitive advantage as well as a means to develop new revenue streams for the College (Campbell, 2015), but it may take transformational leadership to develop and accomplish this (Teodorescu, Stancioiu, Ravar, & Botos, 2015). Inspirational reality television shows (IRTS) can be creative and innovative, and a study on the relationship between college students and an IRTS can, in theory, be used to create an IRTS based on the experience of their journeys to academic excellence, and applied in practice as a

viable solution to gaining a competitive advantage over other schools (Rosenbaum, Losada Ojalora, & Contreras Ramirez, 2015). Inspirational reality television is a sub-genre of reality television that seeks to ethically and morally motivate viewers to higher elevations (Tsay-Vogel & Krakowiak, 2016), as it is a well-known medium of entertainment that many consumers migrate to (Shade, Kornfield, & Oliver, 2015), and a College can benefit from an IRTS based on colleges students experience in their journey to academic excellence.

This study gathered data through an anonymous survey, participation was voluntary, and there were no direct benefits to any participant. Future potential benefits may come via a new source of business income regarding advertising, marketing, and show sponsor funds, as well as increased current student retention and increased new student enrollment, which leads to greater tuition revenue and maximized profits due to increased current college students retention and inclusion of new college students. Potential future benefits include college students possibly becoming paid inspirational reality television show stars (Tran & Strutton, 2014) as marketers recognize the commercial value of an IRTS, and are willing to invest in them (Hackley & Hackley, 2015).

The structure of this paper consists of the introduction to the dissertation topic at the heart of the study, statement of the problem, the purpose of the study, brief theoretical/concepts, nature of the study, research questions, significance of the study, key definitions and a summary of Chapter 1. Chapter 2 details an in-depth exhaustive literature review of inspirational reality television shows, with the complete theoretical framework and select concepts, along with themes and pertinent subtopics germane to the dissertation topic and a summary of Chapter 2. Chapter 3 consists of the research methods, methodology, and research design with operational definitions of variables and constructs. Chapter 3 also includes the population and single sample

studied, study procedures and data collection process, along with the materials that were gathered and used in the study and the instrument utilized to do so. Additionally, Chapter 3 includes relevant assumptions, limitations, delimitations, and ethical assurances vital to the study and a summary of Chapter 3.

Chapter 4 outlines the validity and reliability of this study, the results, the research questions, and an overall evaluation of the findings and a summary of Chapter 4. Chapter 5 addresses implications, recommendations for practice, recommendations for future research, and conclusions.

Statement of the Problem

The problem that was addressed by this study is how a College can leverage its unique resources (college students) utilizing creativity and innovation (an IRTS) successfully, in order to profitably create a sustainable competitive advantage necessary for business growth and survival (Brozova & Beranova, 2017; Campbell K. D., 2015; Finster & Hernke, 2014; Lash & Zhao, 2016; Maury, 2018; Mukerjee, 2016; Petroska-Angelovska, Takovska, & Serafimova, 2017). What is known about IRTS is that leaders of higher education institutions are always concerned with new ways to generate revenue and must be creative and innovative in their approach while ensuring a positive image of the school, which can positively influence current and potential future students (ASHE Higher Education Report, 2014; Wilkins & Huisman, 2015).

What is not known about IRTS is how a customer-oriented (CO) focus on college students can be used to improve overall business performance by way of an IRTS, in seeking to realize the multiple organizational benefits that this type of competitive advantage can provide (Liow & Yeow, 2015; Finster & Hernke, 2014), which may be discovered as a result of this

study. Current students, potential future students, the College itself, Local Business and Industry, Local Real-Property Owners, and the Local Taxing Government might lose out on the potential benefits that an IRTS can provide them if this study is not undertaken. These losses may materialize in the form of lost economic and financial opportunities including but not limited to the loss of not using college students to inspire current and potential students of the College, lost revenue to the College in the form of current student retention rates and potential students that may never attend the College.

Purpose of the Study

The purpose of this descriptive quantitative non-experimental research study was to discover the major demographic characteristics of college students that attribute to their viewing of IRTS, which ones they viewed the most, and why they viewed them, in light of the theoretical framework and concepts of this study (Shade, Kornfield, & Oliver, 2015; Tsay-Vogel & Krakowiak, 2016). Additionally, the purpose of this study was to discover the frequency and percentage of college students that supported an IRTS based on college students and their thoughts about how the students, as well as the College, Local Business & Industry, Local Real-Property Owners, and the Local Taxing Government, could benefit from the IRTS. Again, using the IRTS as a source of new business could create an additional new stream of income that could create a potential increase in profits, and allow the College to gain a competitive advantage over competing schools.

The method that was employed in this study was to utilize an online administered survey questionnaire emailed to participants to capture the raw student data needed to answer the research questions concerning college students IRTS viewing behavior characteristics. Additionally, content analysis of credibly published economic and financial data regarding the

effects of IRTS on relevant stakeholders was conducted, whereby all data was quantified in an attempt to predict future economic and financial impacts on each group of relevant stakeholders. A convenient representative single sample of 163 college students was studied from a total student population of 1,532 students at a small private non-profit Northeastern U.S. College and was asked to give self-reported responses on the IRT-MPQ survey.

These self-reported responses relate to variables such as their basic demographic characteristics, their IRTS viewing activities, and how they feel about having an IRTS based on college students, in light of the theoretical/concepts of this study. A quantitative analysis of published data related to IRTS was used to assess the potential economic and financial impact, on the IRTS producer, Local Business and Industry, Local Real-Property Owners, and the Local Taxing Government that IRTS is set in might experience as a result of the show. By conducting this study, the College can consider its multi-source revenue-generating possibilities (in terms of increased student tuitions and income from outside promotional marketers) as well as how the name brand of the College is positively impacted both at the home campus and its international partner campus in China (ASHE Higher Education Report, 2014; Wilkins & Huisman, 2015).

Theoretical Framework

Social Cognitive Theory, Social Learning Theory, and Cultivation Theory make up the guiding theoretical framework of this study. Social Cognitive Theory explains (what college students think about IRTS), Social Learning Theory explains (how college students learn from IRTS), and Cultivation Theory explains (the effect of repeated exposure to IRTS) (Fogel & Shlivko, 2016). These three theories form the basis for positing that, as a result of the IRTS, current student retention rates will increase, new student enrollment will increase, and as such,

College tuition revenue will increase. The premise is, what people think is linked to what people learn, and what people learn is strengthened by repeated exposure to a thing (IRTS).

A key concept involved with this study is Self-Efficacy, which is one's belief that they are the masters of their destinies regarding academic and professional achievements (Bandura, 1977; Bandura, 1986). Also, there is the concept of Content Control regarding conscientiously including positive and uplifting content in, and excluding negative, depressing content from the inspirational reality television show (Hill, 2015). Finally, the concept of Customer Orientation, which means to focus on satisfying customers (current and potential students) needs while pursuing business (The College) profits (Liow & Yeow, 2015).

The proposition relevant to this study is simple, there are research studies that utilize data-gathering instruments to show the negative aspects that reality television shows have on college students (Fogel & Shlivko, 2016). This study proposes that the same or similar instruments can be utilized to show the positive aspects of reality television shows, more specifically, inspirational reality television shows IRTS. The guiding theoretical framework relates to this research in that it provides a sound direction for following conventional business wisdom while exploring emerging trends such as using IRTS to generate consumer demand and thus potential profits, and to the development of the problem statement in that all businesses face the situation of create and increase profits or perish (Chekwa, Martin, & Wells, 2015).

Additionally, the guiding theoretical framework relates to the research questions in that it addresses the psychological aspects of college students IRTS viewing behaviors, while also addressing business profit aspects of the IRTS producer (the College), as well as business profit aspects of other relevant stakeholders such as those in Local Business and Industry, those that are Local Real-Property Owners, and the Local Taxing Government (Alam & Saeed, 2016;

Baldvinsdottir, Mitchell, & Norreklit, 2010; Bakker, 2012; Colby & Dobni, 2015; Deng & Mela, 2018; Fritsch & Aamoucke, 2017; Hackley & Hackley, 2015; Kumar V. , 2017; Lash & Zhao, 2016; Maury, 2018; Milian, 2017; Mukerjee, 2016; Okai & Zafer, 2015; Nayar, 2015; Pham, Do, & Phung, 2016; Quail, 2014; Sataoen, 2015; Teodorescu, Stancioiu, Ravar, & Botos, 2015; Tornikoski, Rannikko, & Heimonen, 2017; Tran & Strutton, 2014; Tsay-Vogel & Krakowiak, 2016; Winant, 2014). Key variables related to college students' research participants consist of demographic characteristics such as age, race, religion, socio-economic status, gender, employment status, household income level, size of hometown, hometown classification, college year status, and IRTS viewing behavior (Fogel & Shlivko, 2016). Key variables related to Local Business and Industry consist of revenue categories, expense categories, and resulting net profit (Bloomfield (Business) Center Alliance, Inc., 2018; Open Space Trust Committee, 2018; United States Census Bureau, 2016), while key variables related to Local Real-Property Owners consist of total available residential and or commercial retail space occupied, as well as unoccupied (Bloomfield Township Budget Summary, 2018; Open Space Trust Committee, 2018; Zoning Board of Adjustments, 2018).

Additional key variables are related to the Local Taxing Government and include the current amount of lost township income tax revenue as a result of empty residential and or commercial space (Bloomfield Township Budget Summary, 2018; Community Development, 2018; Planning Board, 2018; Zoning Board of Adjustments, 2018). The potential township income tax revenue that may be realized through increased tax revenue from existing local businesses and industry, existing Local Real-Property Ownership, and new income tax revenue from new residential and or commercial migration into the local community, help to make this study even more important. The fact that an IRTS can potentially benefit so many different

stakeholders makes this endeavor more complicated, and just as much important to profitably conducting a business.

Nature of the Study

This research study was descriptive and non-experimental in nature (Creswell, 2014) in that it first sought to discover the self-reported major demographic characteristics of college students and their inspirational reality television show IRTS viewing behaviors via survey questionnaire, in order to form the basis for producing such a creative and innovative product, and then report the interpreted results. This was followed by an analysis of the potential economic and financial impacts that such a product could have on the College, and other relevant stakeholders, using published data from peer-reviewed academic journal articles, as well as economic and financial reports from governments, and other credible entertainment business and industry activity reporting organizations regarding IRTS as additional support. This analysis culminated with statistical inferences for predicting future economic and financial impacts, based on the results of the descriptive statistical analyses.

Seminal peer-reviewed work that utilized a quantitative non-experimental design includes research in French filmmaking (Bocquet, Brossard, & Sabatier, 2007) and in measuring business performance in strategy research (Venkatraman & Ramanujam, 1986). The reason for choosing a quantitative non-experimental research design for the study over other designs is that because the first part of this research study was to discover unknown information about college students' IRTS viewing behavior characteristics, which was a learning experience for the researcher as well as the research participants. Furthermore, a quantitative non-experimental research design aligned with the problem statement in that it may have uncovered a unique way for the College to profitably compete with rival schools, with the purpose statement in that it may fulfill the need

of the College to find new ways to invest in sustainable operations, and with the research questions in that it may provide the exact answers sought that could justify a potential market for producing the IRTS.

The research method consisted of administering an online emailed survey to gather information from research participants about an area of interest (Trochim, Donnelly, & Arora, 2016) such as with the Audience-Persona Interaction Scale survey that measures Parasocial Interaction between IRTS cast members and viewers regarding Identification, interest, group characteristics, and problem-solving (Fogel & Shlivko, 2016). The survey served as the foundation of this study, along with the statistical analyses of the potential positive financial impacts that the IRTS could have on show producers and other relevant stakeholders. The ultimate goal of this research was to show how an IRTS can realistically be of potential benefit to college students, the College, and other relevant stakeholders as well, by understanding how to profitably give customers (college students) what they desire (an IRTS based on their journey to academic excellence) (Liow & Yeow, 2015).

Seminal peer-reviewed works that utilized a survey method include research on strategic planning and organizational performance (Pearce II, Robbins, & Robinson Jr., 1987), and research on market orientation and innovation (Atuahene-Gima, 1996). The reason for choosing to use a survey questionnaire method for this study was because it complemented the descriptive quantitative non-experimental research design in that it consisted of asking objective questions that required objective answers which ultimately answered the research questions at the heart of this study. This survey research method aligned with the problem statement in that it provided direction for addressing each area of the problem statement, and with the purpose statement in that it served its purpose in helping to form the basis and rationale for producing an IRTS based

on college students. This survey research method also aligned with the research questions in that it provided a simplified way of getting the maximum number of research participants in the least amount of time.

Data collection was gathered from students via survey questionnaires, and data collection for the College, Local Business and Industry, Local Real-Property Owners, and the Local Taxing Government consisted of a combination of peer-reviewed academic journal articles, economic and financial reports from credible inspirational reality television show activity reporting organizations, and officially published College literature, and officially published Local Taxing Government economic and financial reports. Data analysis consisted of first, conducting statistical analyses with regards to reliability, accounting for any reasonable error in the data, to assure maximum validity, which lends itself to being able to generalize the data collected in the single sample of college students, to the college student's population. In this way, the study is replicable to other college students' populations and should yield similar, if not the same results as the present study.

Research Questions

The five research questions were:

Research Question 1. What is the frequency and percentage of participants that support the College creating an IRTS based on college students?

Research Question 2. What is the frequency and percentage of participants that think the IRTS will create a positive financial impact on the College?

Research Question 3. What is the frequency and percentage of participants that think the IRTS will create a positive financial impact on local business & industry?

Research Question 4. What is the frequency and percentage of participants that think the IRTS will create a positive financial impact on Local Real-Property Owners?

Research Question 5. What is the frequency and percentage of participants that think the IRTS will create a positive financial impact on the Local Taxing Government?

Hypotheses

The null and alternative hypotheses associated with the research questions were:

H1₀: no more than 50% of the participants will support an IRTS based on college students, valid percent $\leq .50$.

H1_a: More than 50% of the participants will support an IRTS based on college students, valid percent $> .50$.

H2₀: No more than 50% of the participants think that the IRTS would create a positive financial impact on the College, valid percent $\leq .50$.

H2_a: More than 50% of the participants think that the IRTS would create a positive financial impact on the College, valid percent $> .50$.

H3₀: No more than 50% of the participants think that the IRTS would create a positive financial impact on Local Business and Industry, valid percent $\leq .50$.

H3_a: More than 50% of the participants think that the IRTS would create a positive financial impact on Local Business and Industry, valid percent $> .50$.

H4₀: No more than 50% of the participants think that the IRTS would create a positive financial impact on Real Property Owners, valid percent $\leq .50$.

H4_a: More than 50% of the participants think that the IRTS would create a positive financial impact on Real Property Owners, valid percent $> .50$.

H5₀: No more than 50% of the participants think that the IRTS would create a positive financial impact on the Local Taxing Government, valid percent $\leq .50$.

H5_a: More than 50% of the participants think that the IRTS would create a positive financial impact on the Local Taxing Government, valid percent $> .50$.

Significance of the Study

This study can be significantly important to college students, the College they attend, Local Business and Industry, real-property owners, and the Local Taxing Government as well, in terms of the benefits that positive/prosocial effects that an IRTS can, in theory, provide, along with adding additional value to the name and reputation of the College, (Finster & Hernke, 2014; Shade, Kornfield, & Oliver, 2015; Tsay-Vogel & Krakowiak, 2016). Additionally, this study could be significant to the affiliated international partner campus (China) associated with the home institution of higher learning (U.S.), as with the case of the present College in this study (Wilkins & Huisman, 2015). With regards to the economic and financial impact on the College and other relevant stakeholders, the significance of this study could mean that the factors of profitability (revenue and costs) may be positively influenced, as profitability often determines business success or failure (Petroska-Angelovska, Takovska, & Serafimova, 2017), and implementing the right marketing strategy for producing a quality IRTS is of economic and financial interest to the College.

Additionally, stakeholders such as those who are in Local Business and Industry, those who are Local Real-Property Owners, and the Local Taxing Government may find this research significant. In seeking to improve profits at the microeconomic level, these organizations can benefit by analyzing the results of this study as it applies to them on an individual basis. In doing so, each organization can decide as to whether or not investing in the IRTS, or advertising

and promoting their organization on the IRTS could potentially create a positive financial impact for them.

This premise is made all the more plausible due to the unique college student population, and in-house capabilities of the Center for Creativity & Technology (CCT) located within the College, and the local public television broadcasting station as well. The CCT is a unique source of competitive advantage in that most, if not all of the IRTS can be produced in-house and advertised and promoted via the College radio station as well as the locally distributed business and industry magazine circular. In this way, the cost of production can better be budgeted for and better managed, and subsequently broadcast on the the College radio station and the local public television station, with the possibility of being picked up by a national network station in the future (Finster & Hernke, 2014; Tornikoski, Rannikko, & Heimonen, 2017).

With regards to college students (home and international partner affiliate in China), the significance of this study could mean that nationally (U.S.) and internationally (China), current students may choose to remain with the College. Moreover, potential students (college students and non-college students alike) may choose the College presently under study and its international partner affiliate (China), over competitor schools (ASHE Higher Education Report, 2014; Wilkins & Huisman, 2015). With regards to the College, the significance of this study could mean gaining a better understanding of the fact that businesses need to make the right investments in creative and innovative endeavors (IRTS) to increase productivity (overall College operations). Additionally, the study could be significant to the College in that innovation and productivity are positively correlated, and can be realized in the form of increased enrollment activity and outside marketer revenue that flows into the College (Finster & Hernke, 2014; Reeson & Rudd, 2016).

As it relates to Local Business and Industry, the significance of this study could mean that the creativity and innovation of the IRTS can provide a source of creativity and innovation in actual practice, to the benefit of their establishments (Rosenbaum, Losada Otalora, & Contreras Ramirez, 2015; Teodorescu, Stancioiu, Ravar, & Botos, 2015). Additionally, this study could be significant to other relevant community stakeholders (such as real-property owners) by providing them with a creative and innovative way in which to promote their properties (commercial and or residential). This study may provide these real-property owners with the opportunity to realize substantial capital gains and a significant increase in revenue if said products are marketed during the airing of the IRTS (Hackley & Hackley, 2015; Tran & Strutton, 2014).

As a result of the increase in tax revenue to the Local Taxing Government, by way of an increase in Local Business and Industry taxable revenue, and an increase in property tax revenue from real-property owners, the significance of this study could mean that the Local Taxing Government could experience an increase in tax revenue that could allow it to realize the income necessary to continue present public services, create new public services, and employ additional human resources to be afforded competitive compensation across the board. Again, there may be multiple benefits to multiple stakeholders as a result of the results of this study. If the results of this study are strong enough to argue for its creation, and subsequently it is created, then the entire reason for undertaking this research will have been well worth the effort.

Definitions of Key Terms

Celetoid Celebrity. This term refers to the brief fame of reality television stars in tabloids (Hackley & Hackley, 2015).

Competitive Advantage. This term refers to the core competencies that businesses perform better than their competitors (Finster & Hernke, 2014).

Customer Orientation. This term refers to focusing on satisfying what customers want and need (Liow & Yeow, 2015).

Fan Cultures. This term refers to the feedback that reality show viewers provide to the television industry (Shade, Kornfield, & Oliver, 2015).

Innovation. This term refers to implementing creativity in producing new products and processes (Teodorescu, Stancioiu, Ravar, & Botos, 2015).

Inspirational Reality Television. This term refers to the specific sub-genre of reality television that is ethical and uplifting (Tsay-Vogel & Krakowiak, 2016).

International Partner Campus. This term refers to owned or affiliated with, institutions of higher education sites that operate outside of the home-base country (Wilkins & Huisman, 2015).

Productivity. This term refers to the ability to create desired products (Reeson & Rudd, 2016).

Profitability. This term refers to excess income over expenses (Petroska-Angelovska, Takovska, & Serafimova, 2017).

Reality Star Endorsement. This term refers to reality-star product promotions stamp of approval (Tran & Strutton, 2014).

Reality Television. This term refers to unscripted acting that is done by non-actors in a real-world setting (Rosenbaum, Losada Otalora, & Contreras Ramirez, 2015).

Resource-Based View (RBV). This term refers to the competitive advantage firms gain as a result of its unique and sustainable resources and capabilities (Tornikoski, Rannikko, & Heimonen, 2017).

Social Contract. This term refers to agreements made within a society that seeks to maximize the mutual benefits of society members, including academic, economic, and financial benefits (ASHE Higher Education Report, 2014).

Student Satisfaction. This term refers to the overall customer experience at an institution (Wilkins & Huisman, 2015).

Transformational Leadership. This term refers to using creativity and innovation to effect change (Campbell, 2015).

Summary

Chapter 1 began with an introduction to the dissertation area of interest which focuses on how an inspirational reality television show IRTS based on college students could be a creative and innovative way in which a College could solve the problem of how it could create new and sustainable streams of alternative revenue, to the benefit of overall College operations. The purpose of this study was to explore the IRTS viewing behaviors of college students (customers) to create an IRTS based on said students, to retain current students and attract new students to the College, as opposed to competitor schools. In actuality, businesses (the College) need to generate acceptable operations margins to remain viably competitive institutions of higher education, and a new product (IRTS) can achieve this goal.

The researcher also explored the drivers of college students IRTS viewing behaviors, then utilized published economic and financial data related to IRTS producer (the College) to point out the potential economic and financial impact on the College. The five research

questions at the heart of this study were developed to discover what the research participants thought about an IRTS based on college students and its potentially positive financial impact on multiple stakeholders. Utilizing published economic and financial data to posit the potential economic and financial impact on relevant stakeholders, such as the College, those in Local Business and Industry, those who own local real-property, and the Local Taxing Government provided the reasons that the significance of this study is important to all relevant stakeholders. The theoretical contribution of this study to the dearth of literature on inspirational reality television shows that positively pertain to college students, and how such a reality show based on college students can benefit additional relevant stakeholders other than college students.

The theoretical contribution of this study could show how an IRTS can not only benefit the College, other relevant stakeholders such as those in Local Business and Industry, Local Real-Property Owners, and the Local Taxing Government in theory but that it is possible it can be practically applied as well. It is worth noting that, according to an extensive literature review of inspirational reality television shows, as they pertain to the positive aspects of College life, this study is unique. The uniqueness of this study is specific with regards to college students and their journey to academic excellence and maybe one the first, if not the first study of its kind, using the established theories and concepts in the theoretical/concepts in this particular way.

Chapter 2: Literature Review

The purpose of this research was to ultimately answer five research questions in an attempt to either support or reject each research question hypothesis at the heart of this study. By using primary empirical research information from the IRT-MPQ survey questionnaire, and secondary peer-reviewed and officially published economic and financial information from credible sources such as the Local Taxing Government website, the State of New Jersey, and the U.S. Government, the results of this present study proved to be reliable and valid. Utilizing multiple sources of information strengthened the conclusions in this study.

The problem for most Colleges is how to get from the initial state of the needing to generate new sources of revenue necessary to continue existing operations and expand into new operations, to using creativity and innovation to implement a strategy for doing so, which was part of the basis for this research. The other part was to explore and discuss the potential economic and financial benefits to not only the College, but to Local Business and Industry, Local Real-Property Owners, and the Local Taxing Government as well, all with the support of scholarly literature. Taken altogether, the premise is that, many stakeholders may benefit from the solution to one problem.

The databases that were used to locate reference material for this literature review are all found in the Northcentral University Library and included ABI/Inform, Academic Search Complete, APA Psych. Databases, Business Source Complete, Credo References, eBook Central, Ebscohost Databases, Education Research Complete, Gale Academic One-File, Greenfile, ProQuest Central, Regional Business News, Sage, Springer Link Journals, Taylor & Francis Online, and Wiley.

The major search parameter areas of interest were Business (General), Higher Education, Reality Television Shows (General), Inspirational & Motivational Reality Television, and Theory. The reference materials time-period that pertained to this study was 2014 to 2018 (five years) for recent scholarly works, and 1999 and prior years (approximately twenty years or more) for all seminal scholarly works. Altogether, these search parameters yielded over 300 articles on the entertainment industry, television, reality television show business, celebrities, and branding, higher education business operations, Local Business and Industry profitability, Local Real-Property Ownership, and Local Taxing Governments. These peer-reviewed scholarly articles were selected and organized according to research participant demographic variables with regards to the theoretical framework and select concepts incorporated in this study, and each of the five research questions with their associated hypotheses.

The remaining sections in Chapter 2 begin with the theoretical framework that consists of three well-established theories in conjunction with select associated concepts and used them in the context of inspirational reality television in a college student setting to add to existing theory. Additionally, there was a discussion on the business side of College, how they can use creativity and innovation to gain a competitive advantage of rival schools, in a dynamic economic environment, followed by a brief discussion on the entertainment industry, the evolution of television into reality television, more specifically, inspirational reality television. Finally, the discussion revealed how an inspirational reality television show (IRTS) based on college students' journey to academic excellence can benefit multiple groups of stakeholders including the College, those in Local Business and Industry, Local Real-Property Owners, and the Local Taxing Government, ending in a summary of the information detailed in each Chapter 2 section.

This summary is crucial to understanding Chapter 3 and all of its components, including the rationale behind each one of them.

Theoretical Framework

Theory can be defined as a systematic set of ideas that explain things in terms of a framework structure that includes: conceptual definitions, the domain they belong to, how they are related to one another, and the logical predictions that come as a result of the interplay between them all (Bolander Laksov, Dornan, & Teunissen, 2017; Ellis & Levy, 2008; Gelso, 2006; Stam H. , 2000;Stam H. J., 2010; Wacker, 1998). Well established theories such as Social Cognitive Theory, Social Learning Theory, and Cultivation Theory, in conjunction with well established concepts such as Content Control, Parasocial Interaction, Critical Reflection, Self-Efficacy, Identification, and Customer Orientation, can be combined in creative and innovative ways to add to what is known about them in the extant literature in terms of theory and practice. Taken altogether, this comprises the theoretical framework and the select concepts that guide this research study.

There is a gap in the literature between research-based theories and practice (as it pertains to reality television) which has been perpetuated by over-looked and understudied concepts and outdated past research findings in terms of the cyclical relationship between theory and practice in that good-theory can be applied in actual practice (Baldvinsdottir, Mitchell, & Norreklit, 2010; Dewey, 1904; Kumar V. , 2017). To date, there is little to nothing in the literature that explores the business aspects of higher education and how inspirational reality television, in theory, can be a practical benefit to college students, the College, those in Local Business and Industry, Local Real-Property Owners, and the Local Taxing Government. Contributions to theory and practice (in reality television) show how combining various types of social media and digital

marketing such as Facebook, Flickr, Instagram, Snap-Chat, Twitter, and YouTube can benefit brand name recognition, reputation, and thus increase revenue for businesses as the contexts and settings of competitive environments change over time (Fargion, 2017; Freytag, Munksgaard, Clarke, & Damgaard, 2016; Gomes Lima, et al., 2017; Harlow, 2010; Ko, Phau, & Aiello, 2016; Stallen & Sanfey, 2015; Tilson, Sandretto, & Pratt, 2017). As the College in this study is already on Facebook, Twitter, Flickr, YouTube and Instagram, the College brand name is already known all over the world, which is very good for overall business operations of the school.

In theory, businesses need to be managed in such a way as to minimize if not eliminate risk, and failure to do so could mean the end of the business (Coughlin, Cronin, & Ryan, 2007; Finster & Hernke, 2014) of which most organizations have a department of professionals that deal with all issues related to risk management. Similarly, if businesses do not generate profits sufficient enough to sustain operations and grow the business, the business may fail (Chekwa, Martin, & Wells, 2015; Coughlin, Cronin, & Ryan, 2007) of which organizations usually will have an accounting and or finance department to deal with all issues related to income, expenses, profits, and investments. What this means is that the College (business) must consider all types of business risk, including the critical issue of financial risk regarding monetary inflows over outflows, also known as net-profits, which is vital to continuing existing business operations and engaging in new ones.

While business management is important, it takes visionary leadership to utilize creativity and innovation in moving the College from where it is, to where it wants to be. With regards to authentic leadership and leadership theories that can be applied to influence the organization to achieve its goals, transactional leadership is required to facilitate exchange between individuals (as with quid-pro-quo) and charismatic leadership (the attraction of followers to leaders) is

required for followers to support and accept leaders (Bass, 1985; Nisbett & Walmsley, 2016; Tetteh-Opai & Omoregie, 2015; Weber, 1978). That is to say, without adequate leadership, regardless of the effort expended in managing the venture, it may not get off the ground, and if it does, it may not be successful and or sustainable.

Theory.

In theory, the most preferred leadership style arguably is transformational leadership in actual practice as transformational leadership is required to exact actual change within an organization (Alvarez, Castillo, Molina-Garcia, & Balague, 2016; Burns, 1978; Anderson, 2017; Chen, Tang, Jin, Xie, & Li, 2014; Ewest, 2015; Hassan, Bashir, & Abbas, 2017) which brings the guiding theories and associated concepts that were used in this research study into the discussion. In detailing the theoretical structure of this research study, the first applicable theory was Social Cognitive Theory, (Bandura, 1977; Biro, Veres-Balajti, & Kosa, 2017; Domino, Wingreen, & Blanton, 2015; Sheu, Liu, & Li, 2017) which is based on how people think about the phenomena in a society. For example, what people's perspectives of a thing are, becomes a reality for them. In their minds, it makes sense, and they can relate to it. As it relates to inspirational reality television, this could mean that by IRTS viewers seeing the show based on college students, may begin to think about higher education in creative and innovative ways, that not only furthers theory in this area but creates a positive impact on society as well.

The next theory is Social Learning Theory, (Bandura, 1986; DeMartino, Rice, & Saltz, 2015; McLeod et al., 2015) which is based on how people learn about the phenomenon in society. For example, when people emulate those they observe, they often will begin to personally exhibit that observed behavior, good or bad, negative or positive. As it relates to inspirational reality television, if non-college and or college students can learn how to do what

they see college students do, they may, in turn, become college students and or continue to remain college students to their benefit and the benefit of the College.

The last theory was Cultivation Theory, (Gerbner et al., 1977; Fogel & Shlivko, 2016; Lee, Chen, & Harmon, 2016) which is based on how continued exposure to a phenomenon affects people in a society. For example, if people are exposed to a thing over and over, the thing will become part of who they are. As it relates to inspirational reality television, by continuously viewing a show based on college students, the phenomenon may become cemented in the minds of viewers as a normal part of the viewers psyche, and thus the viewer may become part of a culture of those in higher education that are or seek to become college students.

The origin and development of this theoretical framework come from earlier work by Dr. Kristin L. Cherry, in which she used the very same theories in her doctoral dissertation research study on reality television. Historical literature on Social Cognitive Theory includes original theory creation applied to research on human subjects thought processes (Bandura, 1977), while current literature includes the theory being applied to research with stress reduction in university students, corporate accounting professionals ethics, and college students well-being (Biro, Veres-Balajti, & Kosa, 2017; Domino, Wingreen, & Blanton, 2015; Sheu, Liu, & Li, 2017). Historical literature on Social Learning Theory includes original theory creation applied to research on human subjects thoughts and actions in society (Bandura, 1986), while current literature includes deviance in college students alcohol use, and student study abroad experiences (DeMartino, Rice, & Saltz, 2015; McLeod et al., 2015). Historical literature on Cultivation Theory includes research on how repeated exposure to TV violence affects viewers (Gerbner et al., 1977), while current literature included repeated drug misuse among college students, and repeated exposure to materialism and its consequences (Fogel & Shlivko, 2016; Lee, Chen, & Harmon, 2016).

This study is unique in terms of the theoretical framework combination of theories incorporated into the study, the purpose for their inclusion, the data obtained from them, and the results that followed. As previously mentioned, the theoretical framework was based on a previously approved doctoral dissertation research study but was subsequently modified, with the permission of its original author (Cherry, 2008) specifically for this study. This framework was chosen after an exhaustive literature review of empirical research studies, as well as an exhaustive review of all published and or unpublished dissertations because it was the only framework that was not only theoretically sound but had already been approved in a previous dissertation. While previously mentioned studies used one theory or the other, no study used all three in the manner they were used in this specific study, and as such, there were no alternative frameworks that would have been appropriate for this unique research study.

The selected theoretical framework relates to the present study in that it is the mechanism that the researcher wanted to use to ask questions about, capture data with, and subsequently report the findings on, with regards to what the researcher was interested in studying. This theoretical framework has guided the development of the problem statement in that it laid the foundation for discovering what guiding theories could be used in advocating the premise that an IRTS can be used by a College as a new line of business and new source of revenue, the purpose statement in that by using the select guiding theories as a foundation for the study reason for the study as well as its results will have been a worthy and fruitful endeavor, and the research questions/hypotheses in that the results of the research questions were the ends justified by the use of the theoretical framework means.

Concepts.

Several associated concepts were operationalized in this research study, beginning with the concept of Content Control, which is based on the premise that what is included and or excluded on an IRTS. This makes a very big difference in how the show is viewed, who views it, why they view it, and what effects the show has on its viewers (Hill, 2015). Also, there is the concept of Parasocial Interaction, that explains how television viewers engage in a vicarious personal relationship with television personalities (reality and otherwise) much like the way they would in an actual and real social relationship (Horton & Whol, 1956; Lueck, 2015; Shariffadeen & Manaf, 2017; Tian & Yoo, 2015). What this means is that IRTS viewers may become connected to show cast members in such a way as to feel they are personally a part of the lives of the college students, and thus the IRTS.

The concept of Critical Reflection is based on how one steps back away from oneself to conscientiously look inside of themselves, and use what they find in meaningful ways (Middleton, 2017; Tomkins & Ulus, 2015). An important concept related to how college students become so in the first place is the concept of Self-Efficacy, which is based on one's belief in oneself, that they possess the capabilities to meet the challenges of a given situation (Clark, 2017; Tian & Yoo, 2015; Razek & Coyner, 2014; Schütze, Rakoczy, Eckhard, Besser, & Leiss, 2017). What this means is that college students first, believed they had what it took to go above and beyond mere mediocrity as college students, and that they could, and did obtain college-level status.

The concept of Identification posits that television viewers receive and interpret internal information, which causes them to experience external events as though it was happening to the viewer (Schoen, 2016; Tian & Yoo, 2015; Tully & Tuwei, 2016). Identification may cause IRTS

viewers to experience the content of the show on a more physical level, such as changing their academic behavior to emulate what they see college students exhibiting on the show. That is to say, students who identify with IRTS characters will behave like these characters because they feel a profoundly deep connection with them.

Research supports the proposition that consumers may desire an IRTS based on said college students, and according to the concept of Customer Orientation (whereby the College focuses on its students desired wants and needs) the IRTS is a research-worthy endeavor for the College as well as its relevant stakeholders from an academic and business point of view (Liow & Yeow, 2015). That is to say, the proposition that an IRTS based on college students may be desired by college students, to their benefit, and the benefit of the College, Local Business and Industry, Local Real-Property Owners, and the Local Taxing Government. The results of the research questions on the IRT-MPQ confirmed that this is what students thought, reflected in their self-reported responses.

Taken altogether, these concepts explain how the content of the IRTS can be created and delivered in such a way as to bring about positive change in the lives of those that view the show, given that there may be other research participant variables that come into play. For example, moderator variables explain the strength (weak, moderate, strong) between variables while mediator variables explain the direction (up, down, in, out) between variables, given the relationship between predictor (independent) variables and outcome (dependent) variables (Frazier, Barron, & Tix, 2004; Schütze, Rakoczy, Eckhard, Besser, & Leiss, 2017).

The specific relationship between the concepts is that the appropriate type of content can provide viewers with a deeply meaningful personal connection with it. This deep meaningful personal connection can cause viewers to take an inward look into themselves in relation to what

they view and how they feel as a result, and believe that they too are capable of accomplishing all of the wonderful things they see on the show, which can in turn cause viewers to actually behave differently in the process. All of this can be accomplished by intentionally keeping the focus on the intended viewing audience when developing the show. The assumption is that the specific theories studied in conjunction with the specific concepts will yield enough data to argue for the creation of the IRTS before the College board of trustees, while the proposition is the IRTS can be used as a new line of business and a new stream of revenue for the College.

Application of Theoretical Framework to College Students.

With regards to individual research participant variables of the college students, some of the more important variables such as IRTS viewing habits, and other individual variables such as age, race, religion, socioeconomic status, and gender were taken into account. While there are certainly other variables available, these were chosen based on time and appropriateness to the purpose of this study. The way these variables were revealed while administering the survey questionnaire and the subsequent analysis of its results, were materialized and reported in Chapter 4.

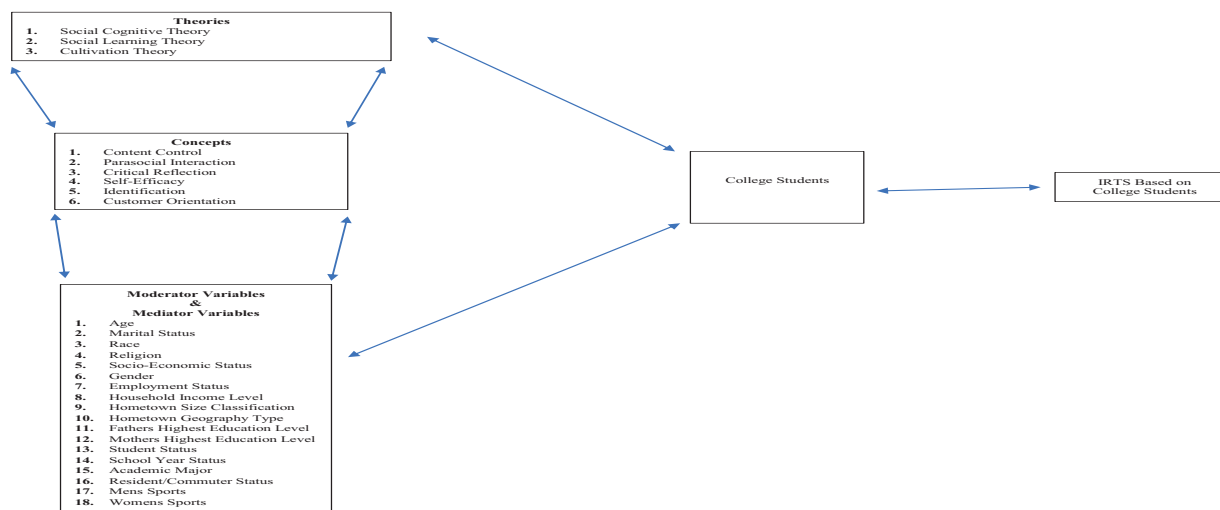


Figure 1. Theoretical Framework and Concepts Map

The overarching theoretical framework is that Social Cognitive Theory, Social Learning Theory, and Cultivation Theory was applied to this research study, in conjunction with the concepts of Content Control, Parasocial Interaction, Critical Reflection, Self-Efficacy, Identification, and Customer Orientation, all used within an academic context and Inspirational Reality Television Show setting. While parts of this theoretical framework and concepts have been successfully used in past studies, none of these studies have used the present theories and concepts contemporaneously to creatively and innovatively produce something new (an IRTS based on college students) while adding to existing theory and the extant literature. The basis for this chosen framework began with the business aspect of the College, moved on to how the College could create and sustain a competitive advantage with the proposed IRTS and ended with how to use creativity and innovation to do so by way of the Center for Creativity & Technology (C.C.T.). The Inspirational Reality Television Show (IRTS) Multi-beneficial Concept (MBC) Map lays out this framework.

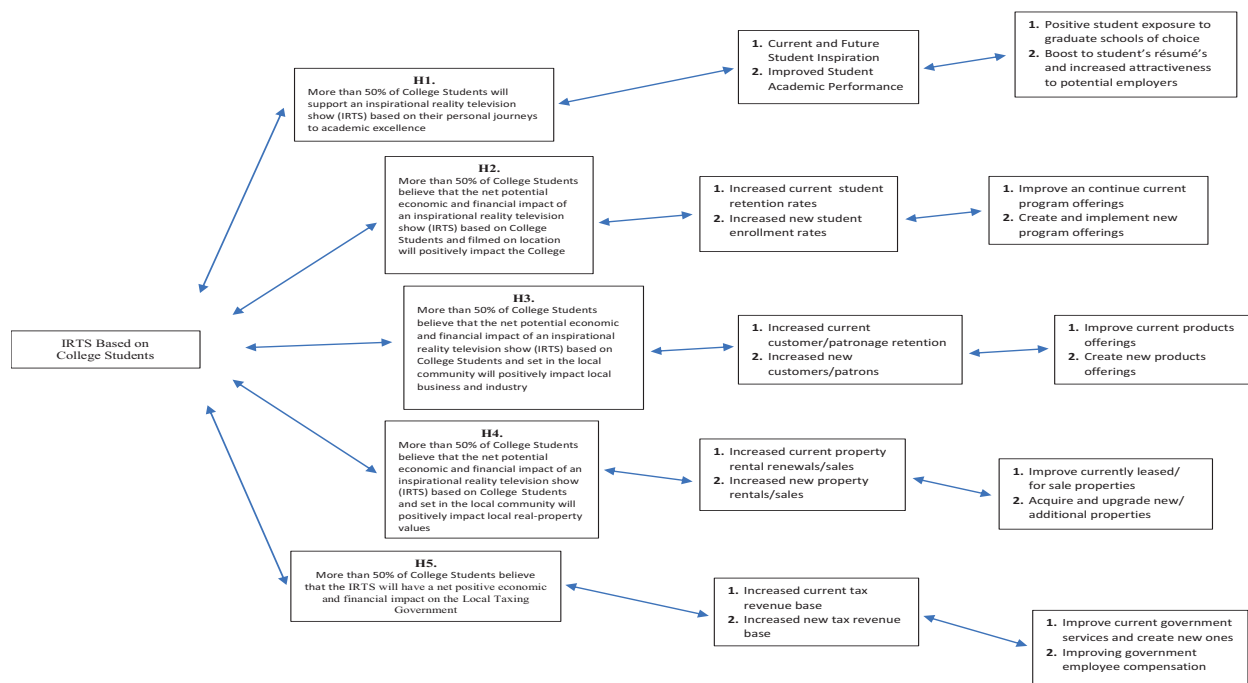


Figure 2. (IRTS)/(MBC) Map

The Business of College, Competitive Advantage, and Creativity & Innovation

With regards to contemporary higher education, it is becoming more normal for college students and their families to analyze the performance, efficiency, and productivity of institutions of higher education using cross-country comparisons, and this has put pressure on schools to utilize decentralized management in order to exploit creative and innovative ways to gain a competitive advantage (Agasisti & Wolszczak-Derlacz, 2016; Baack, Jordan, & Baack, 2016). Intense competition among institutions of higher education has caused these organizations to become more creative and innovative in their approach to gaining and sustaining their student populations. That is to say, as rival schools maneuver to increase student enrollment numbers, current and potential future students and their families look at various key aspects of higher education institutions from a global perspective.

As schools try to distinguish themselves from their competitors, it becomes necessary for top leadership to allow lower levels of management to increase their discretionary decision-making power. The main reason for this is to capitalize on in-house micro-opportunities (as with an IRTS and the C.C.T.) in creating and sustaining a competitive advantage, while taking full advantage of the local township television broadcast station and College radio station, as with the College in the present study. That is to say, the business of education is becoming more competitive, and schools have to leverage what they can to retain and or maintain their presence as viable competitors.

Higher performing private Colleges are more prestigious than public Colleges, whereby better faculty and better students tend to gravitate towards them, while students from higher socio-economic backgrounds actively seek them out for their unique social, cultural, and financial resources (Labaree, 2016; Wolniak, Wells, Engberg, & Manly, 2016). What this means

is that Colleges that perform best tend to get the best, regarding talented students and the necessarily qualified faculty to teach them. This translates to those of higher socio-economic positions desiring to attend these higher-performing institutions as a means to retain and or maintain a certain status in society as a result of their obtaining a formal education.

The private College at the center of this research study does have many prestigious features attributed to it such as its 150-year history in a very small and well known popular geographic area, and a highly diverse student body. There is also its long-standing social media and social networking activities, and its school radio station, within a creative technology department that has the capabilities of not only producing its IRTS but possibly airing it on public television via the local access community television station. These are desired and sought after aspects of the College that could be leveraged for competitive advantage purposes.

Higher education contributes to human capital and economic growth globally, and very often marketing investments made by Colleges are not positively reflected in student growth and or return on said investment. One of the reasons for this is that many Colleges fail to comprehend why it is so important to have a firm understanding of how culture affects various sectors of business and industry when dealing with the issue of competition among rival schools (Favaloro, 2015; Holmwood, 2016; Peltoniemi, 2015). That is to say, as families seek to retain and maintain their stations in life (sometimes correlated with national culture), the need to obtain a formal education becomes increasingly desirable, and schools can benefit from understanding the individual variables associated with the decision making process of these families.

What this means is that, while the output of the College may be successful college graduates, the input of its marketing operations may not yield the types of student enrollment numbers needed to sustain and grow the school. This is why truly understanding the individual

Research Participant Variables involved is of great importance to this study, as it is well known that competitive advantage sometimes decides the success or failure of a business in light of its market position (Maury, 2018; Mukerjee, 2016). The College at the heart of this study is a non-profit business and as such still must engage in traditional business activities such as advertising, promotions, and marketing.

Good solid information is essential for successful business operations and long-term stability in a constantly changing and dynamic business environment (Chungyalpa & Bora, 2015; Obeidat, North, Richardson, & Rattanak, 2015). According to the knowledge spillover theory of entrepreneurship, new highly innovative start-ups (such as the production of the IRTS) come from knowledge gained from extant knowledge sources (such as with existing literature and dissertation reference source materials) and can be an important source of new revenue for a business (Fritsch & Aamoucke, 2017). The dearth of literature on inspirational reality reveals a gap in the literature on the positive aspects of inspirational reality television shows in an academic setting, based on college students, and the results of this research study can serve as the rationale for the College to create an innovative new start-up with the IRTS as a major new source organizations operations. That is to say, the lack of scholarly research on the dissertation topic of interest that led to this study was the primary reason for this study, the results of which will add to the existing body of literature, and fill this gap simultaneously.

Business Aspects of College Operations.

Often, the concept of innovation is associated with the psychological aspects of organizational change and needs to be nurtured by creating an organization-wide culture of creativity and innovation (Colby & Dobni, 2015; Corcoran & Mooney, 2015), and this goes back to the need for authentic leadership in an organization, including the College in this study, with

regards to the IRTS. What this means is that sometimes an organization needs different leaders to delve into different areas of operations, such as new areas of business revenue generation, and authentic leaders oftentimes prove capable of accomplishing this. If the IRTS is to come to fruition, then advocates will need to be able to make transactional exchanges in a give-and-take situation, where a certain level of charisma and charm is necessary to get followers on board with leaders.

In transforming the culture of the College into one that understands the value of being creative and innovative, an Inspirational Reality Television Show based on its unique resources (college students) and how to leverage those resources in creating and sustaining a competitive advantage against rival schools, can be of great value to the school. Likewise, brand recognition (of the College) is a concept that is critical to television viewing (which is what is viewed) and advertising (how what is viewed gets financed). The television advertising market is expected to reach upwards of \$100 billion in the near future (Deng & Mela, 2018; Mills, Patterson, & Quinn, 2015) and the business aspect of marketing the College along with an IRTS based on its college students can be very financially rewarding, especially in its local community.

This local community should support the premise for this being that many of the students (college and non-college) come from the local community and its immediate neighboring communities. For example, Local Business and Industry could advertise their products (goods and or services), Local Real-Property Owners could advertise occupied, and unoccupied real estate, and the Local Taxing Government can advertise all of the public services it currently provides township residents along with new public services it plans to provide in the future. All of this advertising could yield significant monetary inflows over monetary outflows for all relevant entities as a result of producing and shooting an IRT on location in the immediate

community that the College is located. In other words, the IRTS has the real potential to be of benefit to all relevant stakeholders and should be supported by all relevant stakeholders to that extent.

An individual who knows how to turn a new idea (IRTS) into a new product may experience resistance from their incumbent organization (the College) and thus may have to create a spin-off organization and create their own start-up business to put their ideas into actual practice. In this respect, one may have to vigorously advocate for the creation of the project, by reaching out to external stakeholders such as those in Local Business and Industry, Local Real-Property Owners, and the Local Taxing Government in an executive-producer capacity (Fritsch & Aamoucke, 2017; Milian, 2017) for support and project financing. That is to say, opponents of the project may deter or even attempt to prevent it from happening due to any number of reasons (experience, personal bias, non-belief in its commercial success, etc.), and if they are in a position of power and influence, this could sound the death knell of the project.

Top-level executive leadership may not see the larger contribution to the College and its relevant stakeholders (the big picture) and as such, cause business myopia (being short-sighted) to force advocates that possess the necessary level of Self-Efficacy to find outside means to make the IRTS happen. However, the College is a business (in the business of education) and an institution of higher education, whereby both have recently evolved in terms of their values and their business behaviors associated with the free-market/free-economy, and as such are expected to play active roles in economic, social, and cultural furtherment (Ashour & Fatima, 2016; Gonzalez, Martinez, & Ordu, 2014). As previously mentioned, higher education contributes to human capital and economic growth globally, which is also a fact not lost in this research.

New Areas of College Business and Leadership.

Colleges must become more business-minded, and seek to be creative and innovative in conducting the business of the College up to and including becoming more customer (college students) oriented. Customer Orientation should always remain a priority in providing the types of products customers (students) desire and need (an IRTS) just as any other business in a free market/free economy must do, which again, as previously mentioned, takes visionary leadership. Just as with all types of businesses (services, manufacturing, and merchandising) if an organization does not provide customers with what they want and or need, their customers will seek it elsewhere.

In terms of the College gaining and sustaining a competitive advantage, authentic transformational leadership may be necessary to focus more energy towards creative and innovative revenue-generating operations in order to compete in new areas of College business functions (Garcia-Guiu, Moya, Molero, & Moriano, 2016; Gyanchandani, 2017; Hirst, Walumbwa, Ayree, Butarbutar, & Chen, 2015; Izquierdo, Garrido Samaniego, & San Jose Cabezudo, 2015; Khan & Ismail, 2017; Kumar, Adhish, & Deoki, 2014; Mozammel & Haan, 2016). Transformational leadership has been significantly studied in the literature, but not in the context and setting of the present research study. The present study proposed that transformational leadership, as it relates to producing an inspirational reality television show (IRTS) based on college students and their journey to academic excellence, can prove to be a creative and innovative means of generating a new source of business revenue to the College (income from marketers that advertise and promote on the IRTS).

Business and the Pursuit of Profits

Colleges need to create and sustain a unique competitive advantage over rival schools, to their benefit and to the benefit of its relevant stakeholders, which begins the discussion on the issue of business and the pursuit of profits. To start, if businesses (Colleges) are not seen, how can anyone know of their existence? What this comes down to is the fact that the failure of businesses (Colleges) to be visible can negatively impact revenue and thus profits (excess of monetary inflows over outflows) so businesses (Colleges) must secure their positions in their respective markets (Brozova & Beranova, 2017; Taylor & Sarkees, 2016). What this means is that business functions such as advertising, promotions, and marketing are vital to College visibility, and should be carefully considered in new business operations.

Likewise, the College should explore all alternative options for increasing its global presence, including the commercial value of its internationally known brand name, as an additional way of positively impacting overall operations as well as College profits, which can become accomplished through decentralized management, via the production of the IRTS. That is to say, as previously mentioned, the College should undertake the IRTS with an eye towards a unique advertising campaign, adequate promotions, and the appropriate marketing mix to maximize visibility as well as the return on investment (ROI) in the IRTS. Moreover, from a management perspective, competitive success comes from being customer-focused and not just technology-focused, which is sometimes accomplished through visionary, transformational leadership (Ilsever & Ilsever, 2016; Odlin & Benson-Rea, 2017) which is a theme that seems to be prevalent in theoretical management literature, and actual real-world practice.

As previously mentioned, it takes authentic transformational leadership to move an organization (the College) from where it is to where it wants to be, and with regards to the IRTS

project, it will take a transformational leader to advocate for, and ultimately produce the show as a new area of business for the College. That is to say, because this endeavor has never been undertaken by the present College, it will take creativity and innovation to bring it to fruition. However, because no one has ever engaged in such an endeavor, it will take a leader with a vision to see this through.

Founders of New Businesses

New business founders (IRTS producers) tend to locate a new business near where they live and are comfortably familiar with (the local community of the College site) functioning in while communicating with internal and external entities (Fritsch & Aamoucke, 2017; Okai & Zafer, 2015). What this means is that the advantage of familiarity with the territory and lay of the land can provide fertile ground upon which to build the IRTS regarding production, budget management, community support, and obtaining favorable financing for the project. These things are critical to the success of the IRTS and can be easily achieved with the support of the College, as well as all relevant stakeholders that stand to benefit from it.

For example, by advocating the show to Local Business and Industry, they should be able to see the benefit of new customer patronage and thus increased revenue as a result of advertising on the show. Likewise, the same can be said for Local Real-Property Owners that need to generate increased revenue by way of occupying unoccupied commercial and or residential space. Consequently, as a result of the new business (the IRTS) being shot on location in the immediate community that the College is located in, the township itself should realize a significant increase in tax revenue.

The increase in tax revenue would be possible due to the increase in Local Business and Industry activity, as well as the increase in real-property activity, which speaks to a stimulated

economic and financial environment, and competitive advantage over neighboring Local Taxing Governments. Additionally, this increase in tax revenue could give the Local Taxing Government the ability to increase salaries and wages for existing public employees and administration. Moreover, this increase in tax revenue could also afford the Local Taxing Government the ability to create new public services, and pay those who work for and or administer these new public services adequately.

Economic Environment and Competitive Advantage.

Increasing openness to global markets make economic performance a key factor in establishing and maintaining a competitive advantage and puts marketing at the forefront of many business (the College) operations (Brozova & Beranova, 2017; Taylor & Sarkees, 2016) which puts College operations on par with all other operations that any other business engages in. What this means is that, as Colleges engage in global business they compete with other likewise institutions, and thus must perform, at least, to some level of satisfactory economic performance, or risk losing out on business to its competitors. Marketing the College in light of this makes the functions of advertising and promoting new products that distinguish one school from its competitors of paramount importance.

The creation of an innovative product (the IRTS) is a key component of a potentially profitable new area of business operations for the present College in this study, and this takes financing to do. In other words, the College must invest (spend money) to make more money (ROI), and the mix of advertising, promotions, and marketing are germane to this investment and its ROI. Businesses need to invest in technologies that help them maintain their competitive advantage while promoting creativity and innovation an organization of knowledge-sharing individuals (Hu & Zhao, 2016; Obeidat, North, Richardson, & Rattanak, 2015).

That is to say, the College, while having a thriving creative technology department with its radio station, as well as entrée to the local community access television station, may need to make further investments into the area of television broadcasting as it capitalizes on the IRTS. Many higher education institutions have already gone into this area of business and or may do so in the future, and the local community television station can greatly assist the College at the heart of this research. For example, if the IRTS proves to be a success, and sufficient net income is generated as a result, then funds could be appropriated to create a proprietary television broadcasting station to further control production, its budget, and net profits, while meeting consumer demand of said IRTS, which again, is associated with its international affiliate partner in China.

Each summer, the College host's students from its international partner affiliate in China, and some of these student's major in creative technology and may also be interested in the success of the IRTS, which is a situation that could create a new opportunity for a unique collaboration between the home campus and its international partner affiliate in China. The IRTS could prove to be an international success, which has the potential to amplify any of the predicted financial impacts on the College, Local Business and Industry, Local Real-Property Owners, and the Local Taxing Government. Moreover, an international presence could create other business opportunities for the College in terms of merchandising, and licensing of the manufacturing for said merchandise.

Domestic Business Competition in the Global Market

When businesses compete in foreign countries (as with the international partner affiliate in China) they become internationalized and need to create a sustainable competitive advantage to succeed on a global level (Ilsever & Ilsever, 2016; Odlin & Benson-Rea, 2017), which speaks

to the concepts of mass production of identical products versus local customization of products. Mass production generally does not differentiate its products whereas local customization of products generally does. The IRTS is a local customized product based on college students (also affiliated with its specific international partner affiliate in China) and as such is localized both in the U.S. as well as in China.

As it relates to the IRTS, this means that, although the international affiliated partner is in China, the show will first be produced in the U.S. and thus, the focus will be initially localized in that setting. However, the success of the U.S. based IRTS may be localized in China, to reflect all of the theories and concepts used as the basis for the U.S. show, thus becoming internationalized, as well as localized in China, specifically to reach their intended audience segment (Escudero Manchado & Gabelas Barroso, 2016; Sender, 2015). Localization may have the intended effect of increasing brand name recognition of the U.S.-based home-campus, in China, while increasing student retention and increasing student enrollment both at home and abroad.

This goes back to the previous conversation on how top leadership must decentralize its decision-making functions to create and leverage its unique and innovative new business (IRTS) opportunities. By understanding how to use an IRTS to compete in the domestic (U.S.) market, the College can better understand how to use the IRTS in the global (China) market. To be more specific, a better understanding of one market make for a better understanding of the other, while competing at ever-higher levels of overall performance.

Creating and Leveraging A Competitive Advantage.

A primary aspect of creating a competitive advantage is to do something unique to sustainably influence business operations and profitability (Maury, 2018; Mukerjee, 2016). In

other words, a business (the College) needs to not only know of its unique resources (college students) but understand how to utilize these unique resources to the benefit of all relevant stakeholders. The College must also be able to position itself in such a way as to leverage its unique resources to gain and sustain a competitive advantage over rival schools. Additionally, the College must be able to foster an environment whereby creativity and innovation are supported in terms of it remaining a viably competitive organization.

For example, the fact that a unique aggregate group of college students attends a particular school is a unique resource of that school, and their academic accomplishments merit recognition. This recognition can, in turn, be harvested, and showcased by way of an inspirational reality television show (IRTS) based on each student's individual journey to academic excellence, which theoretically can be used to inspire and motivate non-college students and college students alike, and create a desire in them to strive to become college students and or remain college students. This desire to become college students and remain so can greatly benefit the school with regards to current students' willingness to stay with the present school, and potential new students' willingness to enroll in it.

The IRTS may spur additional students' journey to become college students in their own right, of which information on current college students becomes data for future college students to relate to and use as a roadmap as better data provides for better information which yields better decisions in the strategic learning process of college students (Chungyalpa & Bora, 2015; Obeidat, North, Richardson, & Rattanak, 2015). The premise behind this is that as non-college students continue to view the IRTS (Cultivation Theory), they may aspire to become college students, giving the world the story of their unique journey to academic success, creating a

potentially perpetual cycle in the process. And, as this cycle perpetuates, so too does the IRTS and its continued purpose.

Competitive Advantage and the College.

As mentioned previously, a College that has an international partner (China) affiliated with it can create a competitive advantage over rival schools in foreign countries using a product-differentiation strategy that leverages its global network capabilities in obtaining students over competitor schools. The school operates and functions within a knowledge-based economy as does their China affiliated partner, and this can greatly benefit the present College in this study (Hu & Zhao, 2016; Odlin & Benson-Rea, 2017). Again, this goes back to the IRTS, how it is advertised, promoted and marketed, and the investment made by the College and other relevant stakeholders in it.

What this means is that being creative and innovative does not happen by chance, and both concepts are hot-topics of interest, along with the topics of new product research and development, and product design (Colby & Dobni, 2015; Corcoran & Mooney, 2015). A College that produces something unique (an IRTS) to distinguish itself from its competitor schools is imperative, given the economic phenomenon of how higher education tuition is continuously rising on a global scale. As the College is a business, it is in its best interest to provide as much value-added experience to its customers (students) as possible, and the unique aspects of an IRTS may be able to do just that.

Also, as College tuition rates continuously rise, families must carefully scrutinize where their family members (college students) will go to school while choosing from among many competing schools, which encourages colleges to meet their target markets needs and desires (Best & Keppo, 2014; Okai & Zafer, 2015). This puts additional pressure on Colleges to

increase attractive offerings in terms of programs, and other unique features (the IRTS) to again, differentiate itself from its competition in gaining and retaining student enrollment numbers, which tells a story about a College. When institutions of higher education publish their excellence-performance statistics to the world it tends to intensify the spotlight on these metrics, which puts pressure on the institution to continue performing excellently by managing its unique competitive advantage resources more effectively and efficiently in light of increased competition among higher education institutions (Ho & Peng, 2016; Watermeyer & Olssen, 2016).

Creativity and Innovation as a Competitive Advantage.

Organizational (College) leaders must continuously focus on the things that impede innovation in an objective attempt to reduce or eliminate them and if necessary, engage in transformational leadership to influence creativity and innovation (Corcoran & Mooney, 2015; Ilsever & Ilsever, 2016). What this means is that College leaders must create a culture of creativity and innovation, fostered by decentralized management, that allows for producing new revenue streams from new business, without barriers or obstacles, to bring this to reality. Without this, the College may suffer economically and financially, to the detriment of the College, and its relevant stakeholders, and again, the creativity and innovation of an IRTS may prevent this from happening.

Innovation creates new marketplace value (an IRTS) for an organization both internally and externally whereby employee contributions include idea generation and implementation (Colby & Dobni, 2015; Hu & Zhao, 2016) as private Colleges face a heightened consumer price sensitivity which affects enrollment numbers as well as tuition price adjustments, and must become more entrepreneurial in generating new sources of business revenue to offset costs (Best

& Keppo, 2014; Milian, 2017). That is to say, if a business (College) must raise the price of its products (education goods and or services) then it goes without saying that adding extra value to said products would be a deciding factor in the minds of their customers (students) as these customers compare and contrast between competing schools in a customer-oriented economy. To reiterate, while college students are the customer-oriented focus of the IRTS, many other College associates such as faculty, and administration will be involved in the production process.

For example, for each major aspect of the IRTS (contracts, marketing, finance, production, and college students selection, etc.) there will be more than enough faculty and administration readily available to consult with and provide the invaluable input necessary to ensure the success of the IRTS. What this means is that there already exist all of the major factors of production for the IRTS at the College, and all that is needed is for them to be converted into the final product (the IRTS). Again, this may take visionary leadership to accomplish, which is vital to the creation and successful implementation of the IRTS.

The Entertainment Industry

The entertainment industry in the United States can be traced back to early medieval European theatre where individuals acted out fictional and nonfictional portrayals of various aspects of life and this form of entertainment was primarily brought to America via European visitors and settlers (Miller, 2004; Shuffelton, 2008). These portrayals became a type of blueprint for future entertainment of this sort and would become the primary form of entertainment, setting the foundation for what would someday come to be called Reality Television. Theatrical performances on stage eventually evolved into these performances being captured on storage media such as Reel-to-Reel, VHS, DVD's and DVR's and other forms of digital media storage for repeated on-demand use.

As of 2016, global revenue for the media & entertainment industry was \$1.9 trillion with the U.S. accounting for \$712 billion expected to reach \$772 billion by 2019 (2017 Top Markets Report Media and Entertainment Sector Snapshot, 2017), and this makes entertainment show-business very attractive economically and financially. Over time, profits generated from motion pictures gave production studios the financial capital necessary to explore new forms of entertainment such as with the creation of various genres (shows) and their associated subgenres (Bakker, 2012; Lash & Zhao, 2016; Nebeker, 2013) including reality television, which has recently exploded into every area of life, and is only expected to proliferate more in terms of diversity of reality show premise and content. Moreover, it is exactly this that gives rise to the proposition that reality television has put ordinary people doing ordinary things in an extraordinary position of being able to share their lives and experiences with the world.

It is against this backdrop that television entertainment in specific became one of today's most commercially lucrative forms of entertainment as it becomes more dominant with regards to the volume of shows, diversity of genres, and home-audience appeal. This is mainly due to the influence of family and friends engaging in social co-viewing with one another, in a shared experience atmosphere, often with social media acting as a mediating variable or moderating variable (Ferrucci, Tandoc Jr., & Duffy, 2014; Johnson & Knobloch-Westerwick, 2014; Mora, Krider, & Ho, 20015; Segado-Boj, Grandio, & Fernandez-Gomez). Select aspects of social co-viewing are further explored in the Customer Orientation section of the IRT-MPQ.

Television Entertainment and Its Sub-Genres

Television as a form of entertainment began in the 1920s and became a significant part of modern society by the 1950s (Knapp & Tebo, 1978; Reitan, Jr, 1984). Over time, this form of entertainment evolved to include several genres such as documentaries, series, mini-series,

prequels, sequels, and shows such as reality television shows. That being said, reality television shows appeal to viewer audiences mainly due to the perceived realism of the shows content, with reality show audiences seeking to vicariously or actively participate in their shows of choice, whereby they invariably learn about reality show content phenomena from observing and or interacting with show cast members (Potter, 1986; Salter, 2014; Wilkinson & Clark, 2014).

It is noteworthy to point out that the significance of creativity and innovation in reality television is substantial, and its commercial and social importance is of theoretical and practical value now and has been, from its beginnings in the 1940s with the early predecessors of reality television shows such as Queen for a Day and Candid Camera. The formats of these early reality shows evolved into contemporary reality television shows in the new millennium like American Idol and Big Brother (Feys & Anseel, 2015; Richmond, 2008; Quail, 2014; Sinkeviciute, 2017). New creative and innovative reality shows seem to appear regularly as the desire for, and attraction to these shows increase.

These aspects of genre exemplify how the business of reality television has been used in diverse contexts and settings and will continue to be used as such in the future. And to date, no IRTS has been based on the positive aspects of the College experience, as it relates to college students' journey to academic success, which is the basis for, and purpose of this present research study. By creating such a show, one could be considered a pioneer in this area of business, with all of the benefits of recognition and profitability for being the first to do so as well.

Creativity and Innovation in Reality Television.

In various countries around the world, there exists various types of segmented audience reality television show formats such as format television in India, social television in Germany, quality television in Israel, didactic television in Norway, and austerity television and factual

welfare television in Britain (De Benedictis, Allen, & Jensen, 2017; Hill, 2015; Knutsen, 2016; Krijnen & Verboord, 2016; Lavie & Dhost, 2015; Mini, 2015; Shahaf, 2014; Winter, Kramer, Benninghoff, & Gallus, 2018) of which they all seem to have the same purpose: to show real-life phenomena to the world-at-large. One of the most salient aspects of reality television, no matter the format or country, is the phenomena of celebritisation, which is the instant making of reality show celebrities just for the sake of being cast on a reality show. Many of these cast-members go on to become their own celebrity brand names, who then endorse and promote products with their names on them and or otherwise (Banister & Cocker, 2014; Ilicic & Webster, 2016; Tal-Or & Hershman-Shitrit, 2015; Thompson, Stringfellow, Maclean, MacLaren, & O'Gorman, 2015).

Celebritisation can benefit the College at the heart of this research study, with regards to promoting its name brand products (the school, its merchandise, and other services offerings, etc.) and the name brand of the school's relevant stakeholders. This can be accomplished by using college students as cast-members, to showcase their journey's to academic excellence as well as their overall College experience (Nayar, 2015; Osborne-Thompson, 2014; Wilson, 2016). Although there is the lighter side of celebritisation, there is also the darker side to celebritisation in that there are those individuals that seek stardom for less than noble reasons and engage in negative behavior to do so.

These negative behaviors include things such as using offensive language and bad behavior to get attention and thus gain popularity with their audiences and or viewers, which is sometimes referred to as bad television (Escalas & Bettman, 2017; McCoy & Scarborough, 2014; Shafer & Kaye, 2015; Southard & Zeigler-Hill, 2016). With many reality shows including this type of scandalous content, it appears that scandal begets scandal, in a self-perpetuating cycle, with cast-members gaining notoriety, fame, and fortune as a result. This is the opposite of

what the present research study was intended to do, as its purpose was to show how inspirational reality television shows (IRTS) can work to the benefit, and not the detriment of society at large.

Reality Television Show Genres and Sub-Genres

There are many existing reality television subgenres such as dating/romance, makeover/lifestyle (inspirational/motivational), hidden camera, talent shows, game shows, docusoaps, sitcoms, law enforcement, and court television, with many more reality television show genres being created as the entertainment industry evolves (Tsay-Vogel & Krakowiak, 2017; Woodstock, 2014). One reason for this is that, reality television shows are based on diverse real-world subject matter, and the content of these shows reflect the types of issues and situations that diverse groups of people face on a day-to-day basis as neoliberals demand this type of entertainment (Patterson, 2015; Robe, 2015). These shows hit home with their viewers, who want and need more of the same.

While there is a certain amount of duality (reality versus non-reality) to reality television, these shows are created seemingly from anything, and everything one can imagine, and they appear to come out of nowhere. These shows find a loyal viewing audience, and a faithful social media/social networking following, with successful proliferation throughout all areas of life. The duality of these shows appear to be a retreat from viewers reality, through cast-members reality and are no less popular for it. Additionally, one could argue that if you can conceive it, you can achieve it within the world of reality television due to the near limitless subject-matter content available.

To avoid personal bias toward or against reality television, it must be noted that there are good and bad/positive and negative aspects of the shows in each subgenre (Eddy, 2014; Thompson & Haigh, 2017; Villani, Egan, & Clifton, 2015). As with all forms of television

entertainment, often the choice of viewing comes as a result of individual viewer variables (preferences). A brief discussion of these aspects sets the tone for the remainder of this section, beginning with the negative aspects of reality television, moving on to the neutral aspects of reality television, and ending with the positive aspects of reality television.

To begin, research on reality-based discourse reveals that there is some noticeable discourse in the way that reality television cast-members are portrayed on the show, and how they actually behave. For example, when the wealthy and affluent behave like commoners, or when the formally educated professional portrays one image and exhibits behavior to the contrary (Dunsmore & Haspel, 2014; Hearn, 2017; Squires, 2014; White, 2017) and causes confusion for the viewers. This confusion creates discourse in the minds of reality television show viewers, which again, drives home the dual aspect of reality television regarding how much is real and how much is not (Shoshana, 2016; Stiernstedt & Jakobsson, 2017; Wayne, 2015).

The confusion created by discourse mainly comes about as a result of viewers expecting to experience what they think is a reality, but in all actuality is not (Eberhardt & Downs, 2015; Hirdman, 2016; Melchers et al., 2015). This discourse creates cognitive dissonance in the minds of viewers, which may not actually be a negative thing, but certainly may not be a positive thing either. However discursive reality television show content might be, some shows do give way to some truly negative aspects of reality television and controversial content (Kaplan D., 2014; Roost, 2016) as pop-culture oftentimes seek scandal and show producers cash in on it, and there seems to be no slow-down of this in the foreseeable future.

Negative, Neutral, and Positive Aspects of Reality Television.

To be clear, research conducted on the negative aspects of reality television reveal that show cast members engage in risky behaviors, such as drinking alcohol, smoking tobacco and

marijuana, and engaging in sexual activities, that are sometimes emulated by adolescent show viewers who imagine they are somehow related to cast-members and or the content of the show (Flynn, Morin, Park, & Stana, 2015; Ghosh & Mukhopadhyay, 2015; Kearney & Levine, 2015; Kim & Wells, 2017; Lewis, 2017; Massey, 2017; Neustifter, Blumer, O'Reilly, & Ramirez, 2015; Vandenbosch, van Oosten, & Peter, 2015). These behaviors are in turn reinforced by cast members as the show evolves via viewer feedback that is incorporated into the content of future shows. Moreover, other negative aspects of reality television involve things such as ethnic and racial disparity in role portrayals, gender inequality and discrimination, aggression and race, the demeaning way in which those that suffer from substance abuse are portrayed, disparagement of national culture, religious beliefs, and stereotypical criminal profiling (Baker, 2016; Glascock & Preston-Schreck, 2018; Kavka & Weber, 2017; Oksanen, 2014; Pusca, 2015; Scharrer & Blackburn, 2018; Schneeweis & Foss, 2017; Tremlett, 2014; Vandenbosch, Muise, Eggermont, & Impett, 2015; Williams-Burnett, Skinner, & Fallon, 2018).

Additionally, other negative aspects of reality television have spilled over into additional areas such as gender portrayal and equality (Alderson, 2014; McIntyre, 2017; Morse, 2017; Volcic & Erjavec, 2015; Zhao, 2016) as well as law enforcement and the legal community in terms of border control of countries against those that enter the country illegally, legal proceedings, and how issues are resolved in the legal system (Irwin, 2017; Isik & Yaman, 2017; McKown, 2015; Romeyn, 2014; Shackelford, 2015; Simpson-Wood, 2015; Walsh, 2015; Walsh & Lee, 2017). To be sure, there are some negative aspects of reality television shows that are not only truly offensive to certain individuals, but entire nations. For example, there are reality television shows that are set in and focused on South Africa with content that questions issues such as appropriateness of fatherhood, and the ethnic aspects of marriage, which some see as

possibly going too far in a negative direction (Mbunyuza-Memani, 2018; Sarpong, 2017; Smit, 2017).

Likewise, negative aspects of reality television have included content that centered on national politics, national language and expressions, and tribal societies (Ball & Nozawa, 2016; Vázquez Barrio & Cebrián Guinovart, 2018; Zenner, Speelman, & Geeraerts, 2015). Again, not to show prejudice against what is considered negative reality television, it must be noted that some reality television shows arguably, are neither good or bad, negative or positive (Denadai, Araujo, Samartine Junior, Denadai, & Raposo-Amaral, 2015; Graham, 2017; Zimdars, 2015), but are relatively neutral in terms of show content, actor portrayals of real-life experiences, and delivery of messages the show wishes to put forth (Cumberland & Alagaraja, 2016; Van den Scott, Forstie, & Balasubramanian, 2015; Vertoont, 2018; Winant, 2014). These types of reality television show formats focus mainly on being unbiased in their content and are generally informative in nature (Dayan, 2018; Edge, 2014; Kaplan & Kupper, 2017; Karlan, 2017; Trekels, Eggermont, Koppen, & Vandenbosch, 2018).

Of the nine major reality television subgenres, makeover/lifestyle, best fits the category of inspirational/motivational reality television (Tsay-Vogel & Krakowiak, 2017), and it is this subgenre that was used as the focus for this research study, and will be referred to as an inspirational reality television show (IRTS) going forward. This particular subgenre of reality television may prove to be a promising business proposition for a College seeking new ways to differentiate itself from its competitors while increasing name brand recognition and reputation viewed in light of the positive aspects of reality television. Additionally, it was believed by the researcher to be the most appropriate of all reality television show genres to represent the college students, the College, and all relevant stakeholders.

Inspirational Reality Television Show (IRTS) Based College Students

One of the main selling points of contemporary reality television is that reality star scandals seem to be the way to go in terms of gaining and sustaining long-term brand-building operations for those types of shows that contain negative content. As a point of reference, this is not a view shared by the researcher of this study, given alternatives such as inspirational reality television shows, which are reality shows with content suitable for all television viewers, are scandal-free, and are more preferred by mainstream audiences (Deng & Mela, 2018; Mills, Patterson, & Quinn, 2015). This research study was based on creating an inspirational reality television show that focuses on college students and their journeys to academic excellence as a way to increase Colleges' internal business operations while generating new streams of revenue for the College via income from external marketers.

Why choose an inspirational reality television show (IRTS) over alternative forms of reality television? IRTS are generally characterized as positive, morally uplifting, life-enriching, and provide a meaningful viewing experience (Camauer, 2016; Fu, Ye, & Xiang, 2016; Greene, 2017; Holland, Blood, & Thomas, 2015; Lewin, Rajamma, & Paswan, 2015; Nikunen, 2016; Scarborough & McCoy, 2016; Tessitore, Pandelaere, & Van Kerckove, 2014) as it cuts across many different aspects of life and includes many demographic populations and issues (Bourn, Prichard, Hutchinson, & Wilson, 2015; Klos et al., 2015). Because the researcher takes a positive position towards academics and higher learning, these things would be shown in the best light, via an IRTS.

To date, an exhaustive literature review on the research topic of interest reveals that there are no inspirational reality shows that have ever been created specifically to showcase college students' journey's to academic excellence. This was the focus of the present research study, and

the basis for arguing that this research was worthy of being conducted, that it would add to existing theory, and that it could be put into actual practice by creating and producing the IRTS to the benefit of its relevant stakeholders, including students of the College in particular. Future research could be conducted based on this study and its findings as well.

Benefits to College Students Stakeholders.

As cast-members, students could become celebrities in their own rights, who in turn endorse the College, leading to increased current student's retention rates (intention to remain with the College) which keeps their tuition revenue in the school, and new students (customers) enrollment which leads to new tuition revenue flowing into the school (Coiro-Moraes & Ferreira Lisboa Filho, 2017; Mills, Patterson, & Quinn, 2015; Omenugha & Uzuegbunam, 2016; Pham, Do, & Phung, 2016). Taken altogether, this benefits students and the College contemporaneously (College Admissions, 2018). However, there is recent research with regards to the social effects of the celebrealty phenomenon which shows that celebrealty can have a negative effect on society (Bell, Hollows, & Jones, 2017; Dodd, 2016; Imre, 2015; Smith & Higgins, 2016) as well as a positive effect on society (Andrejevic, 2016; Lueck, 2015; Loroz & Braig, 2015). This research focused on the latter, in terms of supporting the positive effects that inspirational reality television shows, their content, and cast members have on society, and producing just such a show.

Additional recent research shows that there is a strong relationship between how Colleges market themselves, students' choice of school, and enrollment intentions via word-of-mouth marketing from current students and students who have graduated from College, which not only benefits students, but the institution also, as promotions have a significant impact on overall student College experience (Milian, 2017; Okai & Zafer, 2015). What this translates to is the

fact that those interested in attending College will often make their final decisions based on their internal information searches (what they already know internally) and external information searches (what they learn from outside sources). With regards to external information searches, this means is that if the IRTS is produced accordingly and advertised properly in strategically segmented markets, then the College could realize a boost to its global name brand recognition, and see a handsome return on investing in the IRTS by way of current students choosing to remain so, and new students enrolling to experience what they view on the show.

Again, this leads to the issue of current tuition revenue retention and new student tuition revenue, which is vital to continue existing business operations as well as engage in new creative and innovative business operations. As studies show, growth in higher education comes mainly from ambitious stakeholder-families that want to sustain or further their socio-economic status, and schools that are more responsive and or proactive towards this phenomenon, are more likely to see students from these families enroll at their College, which in turn aids in school acquisition of needed resources (financial or otherwise) as a result of better name brand reputation (Alarcón-del-Amo, Casablanacas-Segura, & Llonch, 2016; Marginson, 2016). That is to say, institutions of higher education that truly understand where their students come from as well as their reasons for attending their schools of choice may be able to attract more students by appealing to their families as well.

What this means is that the families of current students and potential future students are watching the present College in this study, as well as its competitor schools, to get the best student education experience possible, given all of the time and effort that goes into successfully obtaining a formal College education. That is to say, college students and or their families shop for schools just as they do for any other thing they deem worthy of the endeavor, and will

choose, what they believe to be, the best school possible, and a College on the move may be their choice. If a College truly wants to grow, in all aspects of operations, then new business opportunities should be explored, and wherever profitable, should be supported, as with the creation of the IRTS, which brings us to a more in-depth discussion on potential benefits of the IRTS to the College stakeholder.

Benefits to the College Stakeholder.

Branding of higher education institutions has made these types of organizations put what they stand for, how they are perceived, and their international reputations, at the forefront of many discussions by school leaders, as there has been a globally renewed interest in students seeking higher education at home (domestic schools), and abroad (affiliated international partner in China) alike (Alam & Saeed, 2016; Sataoen, 2015). That is to say; the IRTS can create a positive impact on the brand name of the College for both the home campus, as well as its international partner affiliate in China. What this means is that, as college students and their families seek information that will help them to choose, what they believe, is the right school to attend, a more stringent scrutinization process is undertaken.

With the rising cost of higher education only predicted to increase: brand awareness, institutional values, perception, and reputations can become competitive differentiators. The fact is, higher education institutions are represented all over the world, and television is one of the main modes of consumer information source (Deng & Mela, 2018; Pham, Do, & Phung, 2016) for consumers of higher education seeking to satisfy their demand, via the best supply possible. Supply and demand for U.S. higher education (including the present College in this study) as measured by enrollment numbers, may not be sustainable without schools creatively and

innovatively generating new streams of business income to defray continuously rising tuition costs in light of global competitor schools (Best & Keppo, 2014; Milian, 2017).

Without finding new streams of business income to offset continuously rising tuition costs, some schools could become so cost-prohibitive that current and or future potential students may be forced to accept admission to a more affordable competitor school, and the proposed IRTS can be the source of this new stream of business income. What this means regarding the IRTS is that showing the world what the College's values are, along with real stories of college students cast members and their journey's to academic excellence, can potentially persuade viewers that they should enroll in the College at the heart of this research study. And with student tuition dollars going to this particular school as opposed to a competitor school, it can be of great benefit to the chosen school. Also to be taken under consideration in light of continuously rising tuition costs is that, after consumers conduct international research on institutions of higher education, the creativity and innovation of the IRTS is a feature of the school (formal education) which can serve as a supply that meets consumer (students) demand.

Benefits to Local Business & Industry Stakeholders.

Communities need businesses to bring in consumers of products (goods and or services) while efficiently generating profits (Brozova & Beranova, 2017; Taylor & Sarkees, 2016) because profits are the life-blood of businesses. What this means is that, if there are no consumers (customers) then creating products is meaningless because there is no demand for them, and the effort and resources that went into producing said products will have been for little to nothing at all. For example, the proposition of producing the IRTS was promulgated on the premise that there will be a customer base that has needs and wants for it, thus making it a worthy and potentially profitable business endeavor.

Producing an inspirational reality television show (IRTS) based on college students and filmed on location at the present College in the research study, may create a mutual benefit for Local Business and Industry stakeholders, in terms of the increase in customers/patronage these entities will receive, the increase in the brand name recognition for these entities, and the increase in revenue/profits that flow into these entities, due to the College and its new IRTS business operations. It is for these reasons that this research sought to provide additional support for the IRTS, and all of the proposed benefits it may provide. In reiterating the importance of name brands, it is important to remember that the strength of the College name brand is also linked to experiences students expect (and should be positive, as this is also a premise of the IRTS), which may link to Local Business and Industry (B&I).

That is to say, if the brand name of the College deteriorates, and student numbers decline, as a result, the portion of B&I revenue generated from the College and its students may reduce B&I profit in an almost symbiotic kind of relationship between the College and that B&I entity (ASHE Higher Education Report, 2014; Pham, Do, & Phung, 2016). What this means is that there is evidence in the literature to support the position that an IRTS shot on location in a particular geographic area (locale of the College in this study) can create a positive economic and financial impact on business and industry located in this particular geographic locale. That said, it may behoove Local Business and Industry to invest in the IRTS, and themselves, by advertising, marketing, and promoting their organizations on the show during airing times, and in fact, the IRTS may make it possible for “spin-off” shows based on Local Business and Industry and their operations.

Business and Industry Regulatory and Support Organizations.

Several organizations oversee and regulate Local Business and Industry activities within the immediate geographic area that the College is located in such as The Open Space Trust Fund Committee (OSTFC), Business Center Alliance, Inc. (BCA), and the Community Development Block Grant Program Committee (CDBGPC). Each organization has its distinct general mission and activities, which sometimes cross over into other organizations' missions and activities, strengthening each organization in the process. The major purpose of each organization's existence is to benefit and further the economic and financial health of local businesses and industries in the immediate community.

For example, the Local Taxing Government council created the Open Space Trust Fund, and the Open Space Trust Fund Committee (OSTFC) to oversee the fund. The purpose of the trust fund is to preserve open space in an attempt to enhance the quality of life in providing scenic views and convenient recreation opportunities. Additionally, the OSTFC acts to attract and retain businesses, while fostering an atmosphere for entrepreneurial economic development (Open Space Trust Committee, 2018). What this means for the local community is that it has its preservation society tasked with the obligation to keep it beautiful for all that live in it and or visit it, including tourists and future customers/patrons.

The Business Center Alliance, Inc., (BCA) is a non-profit organization created for the purposes of community development in the downtown business district that the College is set in, for the benefit of the merchants, business owners, and residents of the local community, and uses its budget resources and business relationships on behalf of its constituent members. The BCA's many programs focus on improving the image of its business center, regarding its commercial assets, visual appeal, safety and desirability with regards to Local Business and Industry,

shopping, dining, and fun (Business Center Alliance, Inc., 2018). Every summer, the BCA hosts events that attract locals as well as out-of-towners and appears to be a huge success.

The Community Development Block Grant Program Committee (CDBGPC) oversees the use of an annual direct funding grant from the U.S. Government. The main objective of this program is to revitalize neighborhoods and provide economic opportunities (Community Development, 2018). What this means is that Local Business and Industry can benefit from this direct grant by using the funds allotted to them, to invest back into their organizations, to economically improve them. These organizations represent the heart and soul of business in the immediate community, and the IRTS can go a long way in providing additional dollars to these organizations as well.

According to the Business Center Alliance (BCA) website, the local community boasts 102 businesses in the downtown shopping area, while the New Jersey Department of Labor and Workforce Development Office of Research and Information reports a total of 958 businesses (inclusive of BCA reported businesses) in the local community. However, the U.S. Census Bureau, Economy-Wide Division, Business Statistics Branch reports a total of 979 businesses in the local community. While there is a difference of approximately 21 businesses between what N.J. and the U.S. report, the fact remains that these service, manufacturing and merchandising businesses span across 18 different economic sectors found in the local economy.

What this means regarding the IRTS is that the show could bring considerable attention to the local community, and this, in turn, can be a boon for those in Local Business and Industry. Local Business and Industry organizations seeking to increase visibility with current and new customers/patrons can advertise on the IRTS. This would make it possible for these business organizations to increase their revenue and profits via increased current customer/patron activity

as well as new customer/patron activity. Moreover, the increased visibility could prove to be the impetus for the creation of new business and industry in the local community such as Bed & Breakfast establishments (B&B's) and historical tours of the township.

For Example, current customers/patrons may visit establishments (arts and museums, entertainment and recreation, accommodation and food service, and educational services) more frequently, and bring additional parties along with them. The combined increase in customer/patron activities may induce those in local businesses and industry to increase their operating budgets with regards to spending on advertising, promotions, and marketing. All three are considered types of business investments as well, resulting in increased returns on said investments (ROI) to the benefit of these organizations as well as its customers/patrons. This may create a net positive economic and financial impact on local businesses and industries.

Benefits to Local Real-property Owner Stakeholders.

As Local Real-Property Owners advertise and promote their properties (occupied and unoccupied), they may benefit more from doing so during the airing of the IRTS (Schauster, Ferrucci, & Sharkey, 2015). What this means for these Local Real-Property Owners is that, as is with previous and current reality shows, the locations where these shows are filmed become desired destinations for fans of the show. These fans often include shoppers, those looking to relocate their residences, and those looking to do business in said destination, and all come into contact with Local Real-Property Owners at some point in time.

Local real-property business transactions may happen directly (interaction with the real-property owner) or indirectly (through a real estate agent). In either case, it means that whether real-property space is residential or commercial, there will be an increase in demand for the supply of local real-property, which translates to an increase in revenue, and thus profits for

Local Real-Property Owners. So, as the IRTS is aired, Local Real-Property Owners can benefit tremendously from advertising and promoting their properties on it. By approaching and or achieving full occupancy of properties, Local Real-Property Owners can reduce or eliminate the need to use out-of-pocket funds to supplement and or replace lessee/renter income that results from unoccupied real-property space.

Additionally, marketing local real properties on the IRTS can in turn, contribute to customer loyalty in terms of remaining in the same occupied location for extended periods of time, and assisting with filling unoccupied rental space by word-of-mouth communications with those seeking to relocate into residential properties, or to open a new business or relocate their existing business into commercial properties (Lewin, Rajamma, & Paswan, 2015). Again, Local Real-Property Owners can significantly improve their economic and financial positions by marketing their products (real-property holdings) during show airing, as it will provide additional exposure of their real-property supply, to those that have a demand for it. Again, the present IRTS may make it possible for “spin-off” shows based on Local Real-Property Ownership and their operations.

Local Real-Property Ownership Regulatory and Support Organizations.

Several organizations oversee and regulate Local Real-Property Ownership activities within the immediate community such as Open Trust Fund Committee (OFTC), Community Development Block Grant Program Committee (CDBGPC), Planning Board (PB), and the Zoning Board of Adjustments (ZBA). Each organization has its distinct general mission and activities, which again, sometimes cross over into other organizations' missions and activities, again, strengthening each organization in the process. The major purpose of each organization is to plan for the location and use of real property, to the greatest benefit of the local community.

For example, the Open Space Trust Fund Committee (OSTFC) primarily attracts, retains, and promotes entrepreneurial economic activity. However, the extra added-value of the fund is an increase in real-property values and property marketability, to the benefit of Local Real-Property Owners (Open Space Trust Committee, 2018). What this means is that the potential benefits to real-property owners come in the form of financial assistance from the Local Taxing Government, that can be invested back into the real-property (land and or structures) to improve them economically.

The Community Development Block Grant Program (CDBG) Committee oversees the use of an annual direct funding grant from the U.S. Government. Again, the main objective of this program is to expand affordable housing and or to improve community facilities, principally to benefit low to moderate-income families. (Community Development, 2018). Again, as with the (OSTFC), funds are made available to real-property owners through the Local Taxing Government. What this means is that Local Real-Property Owners can receive additional funding to invest back into their properties (land and or structures), to improve them economically.

The Planning Board (PB) is charged with the geographically architectural layout of the local community, its infrastructure, where everything is located, and all applicable engineering and construction permits (Planning Board, 2018). The Zoning Board of Adjustments (ZBA) is charged with approving and or disapproving any changes with regards to ZBA regulations, including permits for variances to previously established local real-property use (Zoning Board of Adjustments, 2018). What this means for real-property owners is that potential benefits may include being approved to use valuable vacant and or occupied real-property in new ways, so that its occupancy can bring in much-needed revenue to the Local Real-Property Owners.

Key variables with regards to Local Real-Property Owners include vacant land (land and or structures), residential properties (land and or structures), farm (land and or structures), commercial (land and or structures), industrial (land and or structures), and apartments (land and or structures). According to the Local Taxing Government website, the difference in 2016-2017 # of parcels of land and their associated average values activity were as follows: vacant land (down 2 units @ \$127,150 average per unit) and residential properties (up 29 units @ \$249,483 average per unit). Moreover, farm showed (no change), while commercial activity was (down 1 unit @ \$2,166,200 average per unit), as industrial showed (no change), and apartments were (down 0 units with an increase in total tax assessed value of \$2,858,700).

What this means regarding the IRTS is that, again, as with Local Business and Industry, the show may cause an influx of individuals and organizations in need of buying, renting, or leasing real property in the local community. Individuals (families, couples, singles, etc.) may become fans of the IRTS, and as such find the local community that the IRTS is filmed in a desirable place to live. Organizations (of all sizes and types) may see how other organizations in the local community have experienced a boon to their businesses, and desire the same thing, resulting in these new businesses locating in/relocating to the local community.

In both case scenarios, local property owners will benefit from individuals and or organizations. For Example, with regards to the potential benefits to Local Real-Property Owners from individuals, this could include vacant land being developed for single-family dwellings, multi-family dwellings, and vacant apartments being rented/leased/bought. With regards to organizations, potential benefits to Local Real-Property Owners could include vacant land being developed for constructing offices and parking lots to accommodate the increase in Local Business and Industry customers/patrons, with the commercial and or industrial property

being developed and or occupied. Additionally, apartments may be constructed while existing unoccupied apartments become occupied. Again, this can create a potential net positive economic and financial impact on Local Real-Property Owners.

Benefits to the Local Taxing Government Stakeholder.

The proposition of creating a reality television show based on college students is theoretically sound, practically plausible, realistically possible, economically and financially feasible, and believed to be a worthwhile undertaking by the researcher. It is this proposition that posits that the College should explore an IRTS as a means of adding a new area of business to existing College business operations, to create new streams of revenue and thus profits. This IRTS can also be of great benefit to Local Business and Industry (increase in revenue), Local Real-Property Owners (increase in revenue), all to the benefit of the Local Taxing Government.

How will the IRTS benefit the Local Taxing Government? Business and industry, as well as Local Real-Property Owners, provide the Local Taxing Government with tax revenue, so the economic health of these organizations is of great importance to the Local Taxing Government (Brozova & Beranova, 2017; Taylor & Sarkees, 2016). Local Business and Industry contribute local sales tax revenue to the Local Taxing Government, so in theory, the IRTS will increase revenue from regular customers/patrons, and bring in additional revenue from new customers/patrons. In effect, the same increased revenue that benefits business and industry benefits the Local Taxing Government as well.

Likewise, Local Real-Property Owners contribute local property tax revenue to the Local Taxing Government, so in theory, the IRTS will increase the value of the real-property that local property taxes are calculated on, by way of increase in real-property sales and lease prices, as existing space remains occupied, and unoccupied space becomes occupied. In effect, the same

increase in revenue to Local Real-Property Owners benefits the Local Taxing Government as well. Again, the proposition that an IRTS can benefit multiple stakeholders can be realized.

Implications of Increased Tax Revenue to the Local Taxing Government.

If the IRTS can make it possible for Local Business and Industry, and Local Real-Property Owners, to increase their tax revenue contributions to the Local Taxing Government, then what might the Local Taxing Government be able to do with this additional revenue? Existing public services can be improved; new public services can be created, Local Taxing Government employees and officials can receive the raise in compensation as well as promotions they have earned and deserve, while those wishing to retire financially secured can realize their desires. As with Local Business and Industry, as well as with Local Real-Property Owners, the present IRTS may make it possible for a “spin-off” show based on the Local Taxing Government and its operations.

According to the Local Taxing Government website (Bloomfield Township Budget Summary, 2018), Miscellaneous Revenues (Not Anticipated) appears to be the best area for the IRTS to improve taxable revenue to the local community per 2016-2017 published economic and financial reports. Key variables that may be potentially become a net positive impact on the Local Taxing Government due to the IRTS include signs and bus stop advertising (for the IRTS, the College, Local Business and Industry, and Local Real-Property Ownership activity), cellphone tower lease (additional cellphone purchase and/or use), towing (more traffic/potential breakdowns), and Carfax (additional website viewing). Moreover, key variables such as TransFirst (additional service fees), New Jersey Turnpike Authority (additional influx of customers/patrons/tourism), and the Local Taxing Government Parking Authority (the need to

accommodate parking for the additional customers/patrons/tourism) may realize a significant increase as well.

In other words, as the show becomes more visible, it becomes more popular. As the show becomes more popular the location it is filmed in becomes more popular. As the location of the show becomes more popular, so too does local businesses and industry, as well as the local real-property in the immediate community. The more popular Local Business and Industry as well as local real-property become, current business and industry, as well as current real-property owners/renters/lessees, stay in place. Moreover, new entrants into Local Business and Industry will migrate into the township along with new real-property owners/renters/lessees. The increase in these areas of the Local Taxing Government's economic and financial activities may prove to increase Miscellaneous Revenues (Not Anticipated).

For Example, as a potential beneficiary of the IRTS, the Local Taxing Government is a relevant stakeholder and has something to gain from it. Three potential benefits come by way of increased local community recognition, increased Local Business and Industry activities, and increased Local Real-Property Ownership activities. By supporting the IRTS, the Local Taxing Government is helping to further support itself regarding the additional revenue needed to continue current public services, while generating the funds needed to provide new public services. Moreover, the additional revenue to the Local Taxing Government can provide a means of creating new public official positions and compensate them accordingly as well.

Summary

The proposition that an inspirational reality television show (IRTS) based on college students can be a tangible benefit to multiple groups of relevant stakeholders such as current and potential future college students, the College itself, those in Local Business and Industry, those

who are Local Real-Property Owners, as well as the Local Taxing Government, is a viable solution for addressing the issue of how a College can use creativity and innovation to create new business opportunities and thus generate new sources of revenue and profits to create and sustain a competitive advantage over rival schools. The literature review in this research study shows that, in theory, an IRTS can be created based on college students, with positive show content that inspires and motivates current college students to continue on their journey to academic excellence and future college students to do the same. Existing theories such as Social Cognitive Theory, Social Learning Theory, and Cultivation Theory, along with associated concepts such as Content Control, Parasocial Interaction, Critical Reflection, Self-Efficacy, Identification, and Customer Orientation, can provide a theoretically sound, and practically applicable basis for producing the show.

The business of Colleges gaining and sustaining a competitive advantage, as well as creativity and innovation, are things that are necessary to understand how businesses pursue profits in a dynamic economic environment whereby businesses must be able to use creativity and innovation to leverage their competitive advantages if it is to survive and thrive in their market. Without authentic and charismatic transformational leadership this becomes problematic, and it may be necessary for transactional leadership to occur first, to gain support for new business endeavors. The entertainment industry has been an outlet for creativity and innovation since time immemorial, and television in particular, along with its subgenres such as television shows, has given birth to the advent of the reality television show.

Reality television has several distinct types of subgenres, of which inspirational reality television shows are the focus of this research project and is supported in the present study. By studying inspirational reality television shows, in a college student setting, the possibility of

creating an IRTS that will benefit college students (college and non-college students alike), the College, Local Business and Industry, Local Real-Property Owners and the Local Taxing Government becomes all the more economically and financially viable, as well as realistically plausible. Inspirational reality television has proven to be a commercial success in many diverse areas of life, across all demographic populations and segments thereof, and is predicted to only proliferate in the future, due to increased consumer demand for reality television. In terms of the present IRTS at the heart of this research, the extant literature reveals that producing an IRTS based on college students can provide real and tangible benefits, to college students, the College itself, those in Local Business and Industry, those that are Local Real-Property Owners, and the Local Taxing Government as well.

Chapter 3: Research Method

This part of the study aims to lay out the details of how this research was conducted with regards to addressing the problem at the heart of this study as well as the purpose of studying this problem in attempting to find a realistic solution to it. This study addressed the problem of how can a College leverage its unique resources (college students) utilizing creativity and innovation (an IRTS) successfully, to profitably create a sustainable competitive advantage necessary for business growth and survival. The major hurdles to overcome first were: what does the College invest in, why is it making the investment, how does it make the investment and ultimately realize an acceptable return on said investment.

The purpose of this descriptive quantitative non-experimental survey-based research study was to discover the major characteristics of college students that attribute to their viewing of IRTS, which ones they viewed the most, and why they viewed them in light of the theoretical framework and concepts of this study (Shade, Kornfield, & Oliver, 2015; Tsay-Vogel & Krakowiak, 2016). The ultimate goal of this research was to posit the theory that an inspirational reality television show (IRTS) is desired by college students, that the show could be produced in-house, advertised and promoted on the College radio station. Additionally, the IRTS could be aired on the local community-access television station, with the possibility of going national and even international someday, to the benefit of all relevant stakeholders.

The data gathering instrument formed the basis for testing this theory and created a foundation for practical application in actually bringing the show to fruition. The business implications should prove to have a net positive economic and financial impact on all relevant stakeholders, to the benefit of all. The questions asked in the survey were quantified to support consumer demand for the IRTS, as this research study is primarily quantitative (Research as a

script, 2006), of which the concepts of reliability (Robinson Kurpius & Stafford, 2006) and validity (Robinson Kurpius & Stafford, 2006; Rotenberry & Kass, 2016; Yu, 2017) are of paramount importance in having the scientific and academic communities accept the theoretical framework and conceptual propositions applicability to actual practice. These theories and concepts were combined in a uniquely original way to gather self-reported research study participants' demographic data concerning the theoretical framework and select concepts and answer the five research questions this research at the heart of this study, as well as their associated hypotheses.

The remainder of Chapter 3 includes a discussion on the research survey instrument and descriptive quantitative non-experimental design of the research study, along with details of the population and sample used to administer the survey and supporting IRB materials.

Additionally, each operational variable that was used in the study was detailed regarding study procedures, how they were used to create empirical results, and add to existing theory through data collection and analysis, in light of certain assumptions, limitations, and delimitations.

Finally, ethical assurances were detailed, ending with a summary of each section in Chapter 3.

Research Methodology and Design

With research being carefully scrutinized before publication in terms of methodology and design (American Psychological Association, 2017; Research as a script, 2006; Committee on Science, Engineering, and Public Policy (U.S.), National Academy of Sciences (U.S.), National Academy of Engineering., & Institute of Medicine (U.S.), 2009) reliability and validity are crucial to the method and design of a particular research study and must be appropriately chosen, as it forms the foundation of the project (Artal, 2017; Ketefian, 2015; Napolitani, Petrini, & Garattini, 2017; Rotenberry & Kass, 2016). In other words, the more the study lacks reliability

and validity, the less accepted the results of the study would be, making the entire project practically useless in the scientific and academic communities. As such, the survey methodology of this research consisted of employing 5-Point Likert Scale questions, ranking questions, and closed-ended questions in a multi-item measurement questionnaire entitled the (IRT-MPQ), which was open to all 1,532 college students enrolled as of the Spring 2019 Semester. The survey was administered via official college students email accounts as this method has been used successfully in past research studies domestically (Campbell, Venn, & Anderson, 2018; Fricker, Jr. & Schonlau, 2002; Haq & Rahman, 2014), and on an international level (Milian, 2017; Razek & Coyner, 2014).

The reason for utilizing this method was not just to answer the research questions and address the hypotheses, as was the purpose of this study, but to do so also as effectively and efficiently as possible in the interest of time. Alternative methods including, but not limited to one-on-one interviews, telephone interviews, and focus group sessions would have been time-consuming, cost-prohibitive, and overall inappropriate, given what this research study is about, and the time to complete it. The descriptive quantitative non-experimental design of this research consisted of asking specific Likert-Scale and closed-end survey questions to research participants to elicit responses that would support or refute the proposition that an IRTS is a desired business opportunity that could be a profitable source of new business and new income to the College.

The results of this study may reveal that the IRTS should be pursued (Lofstrom, Trotman, Furnari, & Shephard, 2015; Sarnelli & Kobibi, 2017), which goes to the heart of the problem statement. The reason for this design is that this study is descriptive in nature and could yield the types of information needed to make a convincing argument for the IRTS, and it has been

successfully used in previous reality television research, and as such is deemed to be the most appropriate design for this study. Alternative designs that were deemed inappropriate include experimental designs (because there was no control group and no intervention manipulation) and quasi-experimental designs (because there was no random assignment and or pre-test).

Population and Sample

This particular research study was based on college students, and how an inspirational reality television show (IRTS) based on their journey to academic excellence can be a realistically viable business opportunity for the College. This business opportunity may become a source of new revenue that benefits not only the students, but the College itself, Local Business and Industry, Local Real-Property Owners, and the Local Taxing Government. The population of interest included the entire population of 1,532 students enrolled at the College as of the Spring 2019 Semester.

At the beginning of each semester, the College creates an email list of college students which produced an adequate population to study (College Office of Enrollment Management and Admissions, 2018) and the single sample for this research study was drawn from it. As it pertains to inspirational reality television, the chosen population is appropriate for studying given the dissertation area of interest and the fact that the population is found within higher education and is considered a stakeholder of the College, which adds to the brand equity of it (Alarcón-del-Amo, Casablanca-Segura, & Llonch, 2016; Alam & Saeed, 2016; Ho & Peng, 2016). That is to say, the unique characteristics of the population and single sample that came from it may make this study of vital interest to the relevant stakeholders associated with this study.

At the 95% Confidence Level and a 5% Margin of Error, the recommended single sample size is 308 college students, that may someday go on to become transformational leaders in their

chosen field of profession themselves (Chen, Tang, Jin, Xie, & Li, 2014; Hassan, Bashir, & Abbas, 2017; Khan & Ismail, 2017), in the global arena, possibly becoming a celebrity in the process (Ewest, 2015; Izquierdo, Garrido Samaniego, & San Jose Cabezudo, 2015; Tran & Strutton, 2014). An apriori power analysis was conducted in G*Power version 3.1.9.2 in order to compute the required single sample size, given α , power, and effect size for a one-tailed t-test statistical analysis for a (one sample case), with regards to the research questions and their associated hypotheses, whereby Power=0.8, $\alpha=0.05$ (0.025% for a one-tailed test), $N=156$, $ES=0.2$, and $\beta=0.2$ (Cohen, 1992).

According to G*Power, what this means is that there is an 80% chance of achieving statistical significance in a repeated study 8 out of 10 times. Also, there is a 5% (0.025% for a one-tailed test) chance of rejecting the null hypothesis (H_0) when it was true (Type I Error), and requires a recommended single sample size of 156 research participants to detect a small magnitude effect size of 20%, with a 20% chance of accepting the null hypothesis (H_0) when it was false (Type II Error) (G*Power (Version 3.1.9.2) [Computer software], 2014). The demographic characteristics of the population in this study consisted of full-time and part-time male and female commuter and resident college students, ages 18 and over.

These college students hail from 21 New Jersey Counties, from other states in the U.S., and various international areas from all seven continents. Additional population demographics include racial and ethnic groups such as Asian, Black/African American, Native American, Hispanic, and White, Two or More Races, and various socio-economic backgrounds. The population of college students consisted of the entire demographic makeup of the student community, and as such, it was deemed an appropriate population to study.

Since the single sample drawn from the population of college students was representative of the entire student population, study findings and results may be generalized to the broader population of college students. Each member of the College student population had an equal likelihood of being included in the single sample, which further made the point that the single sample is representative of the greater college student population. Participants included in this study had to meet four criteria to be included in the single sample: they had to be currently enrolled in the College as of the Spring 2019 Semester, able to give their consent to participate in the study and be 18 years old at the time they take the survey.

Participants also had to have currently viewed inspirational reality television shows (IRTS) or have viewed them within the past five years. All participants that did not meet all four conditions were excluded from the actual single sample used in the study. All participants were required to either give their informed consent or be prohibited from taking the survey.

Materials/Instrumentation

Materials are the things gathered and used by researchers, to be used as the basis of a research study or in conjunction with it, and instrumentation refers to the data gathering tools that will be used to collect original empirical data. For conducting primary research about college students and IRTS, the Inspirational Reality Television Multi-Purpose Questionnaire (IRT-MPQ) was utilized and includes a 5-point Likert Scale survey that includes "Strongly Disagree=1", "Disagree=2", "Neutral=3", "Agree=4", and "Strongly Agree=5" as response choices. The IRT-MPQ also includes several "yes/no" closed-end questions to answer the research questions and their associated hypotheses (for objective responses that can be quantified) and was administered to capture the raw data for analysis, measured at the nominal, ordinal, and interval levels.

The IRT-MPQ is a previously designed instrument modified and focused on Inspirational Reality Television Shows for this specific research study with the permission of its author. Its reliability (gathering of reality television show data) and validity (intention to study select aspects of reality television) was established via confirmatory factor analysis and original field-testing, whereby subsequent use of the instrument in the authors approved dissertation yielded statistical results in terms of frequency distributions, hierarchal regression analysis, and bivariate correlations analysis. Permission to use and modify this instrument for the present research study was obtained from the author (Cherry, 2008). Modifications include specifically using the words inspirational reality television shows (IRTS) instead of just reality television shows to reflect the focus of this particular research, reorganizing all of the original 5-Point Likert Scale and Likert-type Scale questions and adding closed-end questions to categorically fit the theoretical framework and concepts, in order to answer all research questions and address their associated hypotheses.

The IRT-MPQ consists of several sections that captured research participants raw data with regards to demographic characteristics (age, marital status, race, religion, socio-economic status, gender, employment status, household income level, hometown size classification, hometown geography type, fathers highest level of education, mothers highest level of education, student status, school year status, college status, resident/commuter status, men's sports, and women's sports), the theoretical framework (Social Cognitive Theory, Social Learning Theory, and Cultivation Theory), the concepts (Content Control, Parasocial Interaction, Critical Reflection, Self-Efficacy, Identification, and Customer Orientation), and the research questions/hypotheses.

Questions 6,7,9,10,11,12,13,14,15,17,18,19 and 20 in the research participant variables section were self-created by the researcher to gather additional demographic data. Questions 25 Cultivation Theory, 30 thru 32 Critical Reflection, Self-Efficacy, and Identification, as well as 33 thru 37 Customer Orientation section, were modified by the researcher to capture objective data with regards to support of an IRTS based on college students. The potential economic and financial benefits to relevant stakeholders such as the students, the College itself, those in Local Business and Industry, Local Real-Property Owners, and the Local Taxing Government may prove to be significant.

This method was chosen over other alternatives (such as administering individual component surveys and on-paper and online mixed-method administration) because it combines all areas of the theoretical framework and concepts in one instrument, administered via an internet-based emailed survey, to be analyzed in whole. The objective responses to the closed-end research questions answered how the participants felt about their support for the IRTS and their feelings about its potential positive financial impact on multiple stakeholders, while also addressing the hypotheses associated with each research question. For conducting secondary research about the potential economic and financial impact of the IRTS on the College, Local Business and Industry, Local Real-Property Owners, and the Local Taxing Government, data was collected from the College website and other officially published data, as well as from relevant scholarly literature. Data about Local Business and Industry, Local Real-Property Owners, and the Local Taxing Government was collected from the township website (Local Taxing Government Budget Summary, 2018) and other officially published data, as well as from relevant scholarly literature.

The method that was used to analyze the potential economic and financial impact of the IRTS was chosen over other alternatives because the objective data (what has already happened) will be analyzed in light of subjective data (possible future impacts) and reported in this research study as both. That is to say, in conducting the descriptive statistical analysis (objectively), the inferential statistical analysis should prove to be of great value to all relevant groups of stakeholders (subjectively). For example, by analyzing and accurately reporting the results of this study, all relevant stakeholders should have the majority of the information they need to give their support for the creation of the IRTS, with a full understanding of how it may potentially benefit them economically and financially.

As the materials and instrumentation in this research study pertain to inspirational reality television, the chosen materials and instrumentation may have the desired effect of presenting objective and subjective realities for the College, in gaining a competitive advantage with an IRTS that may create a net positive impact on it and its relevant stakeholders (Chekwa, Martin, & Wells, 2015; Taylor & Sarkees, 2016). What this means is that the alignment of all materials used in this study, along with the IRT-MPQ survey questionnaire, should be able to provide a convincing argument for accepting the premise of the IRTS, and why it should be created. The responses to the survey questionnaire addressed the theoretical and conceptual aspects of what college students desire with regards to an IRTS based on them as well as how they feel about the College supporting the IRTS (Domino, Wingreen, & Blanton, 2015; Gonzalez, Martinez, & Ordu, 2014; Lofstrom, Trotman, Furnari, & Shephard, 2015; Villani, Egan, & Clifton, 2015).

Moreover, college students (college and non-college alike) are customers of the College, and as such should have a say in certain areas of College operations, namely the areas in which the students may derive significant benefits. Additionally, the chosen materials and

instrumentation may prove to be solid evidence of how the results of this research study may be of practical value in increasing brand name recognition of the College both at the home campus (U.S.) and its international partner campus (China). That is to say, the documentation in this research study may provide the College with better information that can be used to increase current student retention rates and increase new student enrollment numbers as well (Rosenbaum, Losada Otalora, & Contreras Ramirez, 2015; Sarnelli & Kobibi, 2017; Wilkins & Huisman, 2015).

Operational Definitions of Variables

Operational variables are the concepts that are measured in a study, and their definitions explain each one of them. The operational variables of the college students survey are Research Participant Variables (individual demographics), Social Cognitive Theory (how participants think about IRTS), Social Learning Theory (how participants learn from IRTS), and Cultivation Theory (the effect of continuous IRTS viewing). Additional operational variables include Content Control (effect of various IRTS subject matter on participants), Parasocial Interaction (how television viewers engage in a vicarious personal relationship with IRTS personalities), and Critical Reflection (effect of IRTS on participants inward-thinking about themselves).

Additionally, there is Self-Efficacy (effect of IRTS on participants' belief in their capabilities), Identification (how participants compare and contrast themselves with IRTS cast-members), and Customer Orientation (the extent of overall satisfaction with IRTS). All data were measured at the nominal, ordinal and interval levels of data, and the results of the analysis supported all research questions and their associated hypotheses. Again, it is the position of the researcher that this unique combination of theory and concepts will make all the difference in the

results of this particular study. The fact that this specific endeavor has never been undertaken makes it all the more special.

With regards to inspirational reality television, perhaps the collective understanding of the aggregate total of all operational variables in this study (Frazier, Barron, & Tix, 2004; Schütze, Rakoczy, Eckhard, Besser, & Leiss, 2017) will assist the College in looking at its students (customers) through a different lens and green-light this new business opportunity by assisting in creating the IRTS (Fritsch & Aamoucke, 2017; Liow & Yeow, 2015). In other words, maybe the results of this study will convince the College of the practical feasibility and income earning potential of the IRTS, in light of the potential for the Center for Creative and Technology (CCT) Department of the College. The CCT can not only produce the show in-house, but assist in advertising, promoting, and marketing it to the greater community-at-large as well.

Study Procedures

Once the Northcentral University (NCU) Institutional Review Board (IRB) approved the application and permitted this research study to proceed according to Title 45 Code of Federal Regulations (C.F.R.) (Northcentral University, 2016), data collection began. The IRB checklist, as it pertains to the present study, met with guidelines for conducting the proposed study on college students and inspirational reality television, and is discussed in the data collection and analysis section below. The procedure that was implemented allowed for each part of the theoretical framework and concepts to be addressed, as well as for the analysis of individual research participant variables as it pertains to the problem statement, the purpose of this study, and the research questions and their associated hypotheses.

As it pertains to inspirational reality television, the proposition that existing theories and concepts can be uniquely combined in such a way as to add to the extant literature regarding new business operations for Colleges and the type of leadership it takes to bring them to fruition is a driver for this study (Wacker, 1998; Nisbett & Walmsley, 2016). Additionally, the study procedures are in line with the notion that the characteristics of IRTS viewing audiences and how they may subsequently perceive the College are critical to the success of the IRTS and College itself (Deng & Mela, 2018; Sataoen, 2015). With the across the board general rise in College tuition and fees, the IRTS may be an efficient and effective way to manage business operations (Agasisti & Wolszczak-Derlacz, 2016; Best & Keppo, 2014) which makes following a very purpose-driven set of study procedures vital to the reliability and validity of this research study.

The significance of the results of this study may prove to be the impetus the College needs to at least start the conversation as to venturing into new areas of business operations to possibly offset said rising tuition costs. The overall study procedure was to administer the IRT-MPQ instrument created with Qualtrics, to gather college student's data with regards to research participant variables and a pre-established theoretical framework and concepts in an attempt to answer the five research questions and address their associated hypotheses. The survey was available for approximately two weeks to allow for the largest single sample size possible given the survey period. Then each section of the IRT-MPQ was quantified, and the information was put in separate tables specific for each section. The results were analyzed and reported by way of appropriate descriptive and inferential statistical analyses and interpreted for adding to existing theory and for use in actual practice. The steps involved in conducting this study can be replicated by utilizing the IRT-MPQ at other Colleges, using other groups of college students. A

total of 163 students responded to the IRT-MPQ survey, which represents a single sample size of just over 10% of the total student population of 1,532.

Data Collection and Analysis

Primary empirical data was obtained via the IRT-MPQ survey questionnaire to capture college students' self-reported responses, in an attempt to explore their individual research participant demographic variables and inspirational reality television show (IRTS) viewing behaviors, as it relates to the theoretical framework and concepts. Secondary data collection consisted of analyzing the potential economic and financial impact of the IRTS on the College, and all relevant stakeholders obtained through scholarly articles and officially published reports. The Power Analysis was processed through G*Power version 3.1.9.2 to produce the ideal single sample size given the population size, effect size, and power analysis information necessary to answer each research question and address their associated hypotheses.

The IRT-MPQ survey was scrutinized regarding validity and reliability as it relates to Cronbach's Alpha α (Cohen, 1992; Nees & Phillips, 2015; Tavakol & Sandars, 2014; Yu, 2017). The small single sample size of 163 respondents was initially assumed to be a normal distribution of the population. Descriptive statistics consisted of calculating frequencies and percentages for describing the characteristics of the research participant variables, how the participants fit into the theoretical framework, how the concepts applied to each participant, and for answering the five research questions and their associated hypotheses (Banerjee & Chaudhury, 2010; Coughlin, Cronin, & Ryan, 2007).

In terms of inspirational reality television, these types of data collection and analysis methods have proven to be successful in past College and university student research studies, and may prove to be successful with the college students study participants and the present

research study (Biro, Veres-Balajti, & Kosa, 2017; Sheu, Liu, & Li, 2017). The present study used a modified version of an already approved and published data gathering instrument, specifically adapted for capturing research participant demographic data and for studying and answering the research questions and hypotheses of this research project. The theoretical and practical value of the results of this data analysis may prove to be an economical and financial solution to the problem that businesses face with trying to find creative and innovative ways to compete with rival organizations (Bolander Laksov, Dornan, & Teunissen, 2017; Tilson, Sandretto, & Pratt, 2017; Watermeyer & Olssen, 2016).

As a point of reference, it has already been noted that as higher education tuition costs continue to rise, it may be in the best interest of schools to find new business opportunities to help defray these costs. Additional analyses of the potential economic and financial impact of the proposed IRTS on the College, Local Business and Industry, Local Real-Property Owners, and the Local Taxing Government may serve to strengthen the argument in favor of creating the IRTS. Quantitative variables that pertain to the College are income (tuition revenue), and net income (income over expenses). The actual data that was used came from the College website, officially published school materials, and peer-reviewed scholarly articles that pertain to College operations, tuition income, and net income.

Quantitative variables that pertain to Local Business and Industry are income (from revenue), and net income (income over expenses). The actual data that was used came from the Local Taxing Government website (for township level officially reported data), N.J. Department of Labor and Workforce Development, Office of Research and Information (for state-level officially reported data), and the U.S. Census Bureau (for federal level officially reported data). Quantitative variables that pertain to Local Real-Property Owners are income (from rents/sales),

and net income (income over expenses). The actual data that was used came from the Local Taxing Government website (for township level officially reported data) and covered fiscal years ended October 1, 2016, and October 1, 2017, respectively, with an analysis of the change in key activity.

The quantitative variables that pertain to the Local Taxing Government are income (tax from local business & industry and Local Real-Property Owners), and tax revenue surplus (tax revenue income over expenses). The actual data that was used came from the Local Taxing Government website (for township level officially reported data) and covered fiscal years ended December 31, 2016, and December 31, 2017, respectively, with an analysis of the change in key activity. A final analysis consists of Cash and Investments account on the December 31, 2015, and December 31, 2016 Balance Sheets respectively. The fact that this data came directly from the Local Taxing Government is incredibly reliable, as it is their primary source accounting and finance that the interpretations were based on.

All participant data was collected in the IRT-MPQ survey created with Qualtrics software, and the anonymous reusable link to the survey was administered online and sent directly to college students' official email accounts by the researcher. All participant data was kept confidential as the survey did not include anything that could directly or indirectly identify any of the research participants, participants had the option to include their names if they chose to, and only an ID number was automatically system generated according to each IP address, for each survey. All data collected was safely and securely stored online in Qualtrics and on the researcher's personal laptop computer at the researcher's home, where only the researcher has the passwords to both, the Qualtrics account and the researcher's personal laptop computer.

The one major bias the researcher had comes in the form of being completely pro-research hypotheses in the belief that the results of the survey confirm this belief. However, to curb that bias, all evidence was considered in light of the facts. If the evidence showed the opposite of what the researcher hoped to find, then the null hypothesis would not be rejected, as the evidence would not support the alternative hypotheses. All findings were objectively reported ethically and honestly, with a fair subjective assessment of implications and recommendations for future research.

Assumptions

Assumptions are the things that are taken for granted and understood as true. The assumptions in this study were that all members of the research participant population are college students and comprise a fair representation of the diversity of the entire student population, as the study single sample that was drawn from it. It is also assumed that there was little to no cognitive discourse involved in the research study so that fairness and honesty would govern participant survey questionnaire responses upon which that part of the analysis took place (Dunsmore & Haspel, 2014; Feys & Anseel, 2015).

With regards to the theoretical framework and conceptual aspects of this research participants, it was assumed that most if not all of the theoretical framework and concepts applied to them (Lee, Chen, & Harmon, 2016; Tian & Yoo, 2015), and with regards to inspirational reality television cast-members, it was assumed that each study participant understood what celebrities are and how they may be created as a result of being a cast member of a reality television show (Escalas & Bettman, 2017; Ilicic & Webster, 2016). Being a cast member on the IRTS is important because of the celebritization aspect of reality television as it applies to college students in that they may become celebrities, and inspire others to become

college students and possibly celebrities themselves. Additionally, it was assumed in this research study that an IRTS based on college students can be a viably realistic new source of business income for a College and that there are potential economic and financial benefits for all relevant stakeholders including college students cast members (Loroz & Braig, 2015; Lueck, 2015).

This research study acknowledged that the assumptions in the present study may or may not apply in future research studies on this topic, and should be accounted for accordingly. For example, additional research specifically on the before-and-after lives of inspirational reality television show cast-members may reveal certain patterns of benefits and or detriments attributable to their being cast on an IRTS. Additionally, larger sample sizes may yield vastly different and thus more significant results. These acknowledgments are revisited and elaborated on in Chapter 5.

Limitations

Limitations are restrictions that prevent furtherment. The limitations and restrictions related to this study consisted of using only the entire population and small single sample of college students from a single school located in the Northeastern part of the U.S., which does not in and of itself add to the generalizability of the empirical results gleaned from the survey. Another limitation of this study was that, by not offering an incentive to research participants, the number of usable responses might have been diminished creating a lower response rate, to the detriment of study results generalizability.

Steps taken to mitigate these limitations were to make sure that the population is as large as possible to get statistical significance, that the population was research-worthy, and that drawing a single sample from for this population would be appropriate for this unique research

study. As it pertains to inspirational reality television, there is no limit to how creative and innovative inspirational reality television shows (IRTS) can be, and in fact, this is sometimes the reason that nascent entrepreneurs venture into this area of business (Teodorescu, Stancioiu, Ravar, & Botos, 2015; Tornikoski, Rannikko, & Heimonen, 2017). These types of television shows are relatively cheap to produce, and typically yield high returns on investment (ROI) making them attractive business opportunities to engage in.

Because of this positive financial incentive behind the creation of the IRTS, it is an opportunity that should be explored, beginning with the results of and findings in this study. This fact is made especially poignant when combining an IRTS with the business of Colleges, their name brands, and the increase in brand equity that can result from an IRTS (DeMartino, Rice, & Saltz, 2015; Pham, Do, & Phung, 2016) as directed by way of authentic transformational leadership (Gyanchandani, 2017; Hirst, Walumbwa, Ayree, Butarbutar, & Chen, 2015). The limitations of the present research study may be explored in future research studies, whereby the results may again prove to add to existing theory and practice.

Delimitations

Delimitations set boundaries that create the territory of research. The delimitations of this study consisted of, the application of select theories and concepts to the exclusion of less appropriate theories and concepts. The selected theories and concepts were all applied in the context of inspirational reality television in a college student setting, due to the nature of how vast the genre of reality television and associated subgenres have become and are still becoming.

An additional delimitation of this research study was the geographical constraint of the research site, as it pertained to being able to complete the requirements of the present dissertation research project successfully, given the constraints of time and money. Concerning inspirational

reality television, this research study focused on the positive aspects of reality television content and not the negative aspects. The main reason for this was to gain a better understanding of why consumers of IRTS become and remain loyal to this particular subgenre of reality television (Kim & Wells, 2017; Lewin, Rajamma, & Paswan, 2015).

The economic and financial impact to Local Business and Industry, Local Real-Property Owners, and the Local Taxing Government where these shows are filmed are also delimitations as the geographic region covered in this study is relatively small which makes it a little more challenging to generalize to (Fu, Ye, & Xiang, 2016; Tessitore, Pandelaere, & Van Kerckove, 2014). One reason for this is because, while most geographic regions such as the one in this study have their similarities, they also have their dissimilarities which must be accounted for when conducting research. Another reason is that local governments are more or less permissive of what financial and economic activity data it will release to the public, which delimits the amount of information a researcher has at his or her disposal to work with.

Ethical Assurances

The Nazi Doctors Trial led to the creation of the Nuremberg Code, which set forth an international set of guidelines that must be adhered to when conducting research with human participants. This was further strengthened via the Belmont Report, and formally published for the research community in the Institutional Review Board Guidebook (Nazi Doctors' Trial Justices, 1947; Office for Human Research Protections (OHRP), 1993; The National Commission for the Protection of Human Subjects of Biomedical and Behavioral Research, Office of the Secretary, 1979). Together, these requirements set forth the basis of what a researcher could and or could not do with regards to research with human participants, including survey research as with the IRT-MPQ that was utilized in this research study.

In alignment with IRB requirements, all ethical assurances were adhered to. As per Northcentral University IRB Policies and Procedures and Title 45 Code of Federal Regulations (CFR), all information submitted to the IRB was strictly complied with (American Psychological Association, 2017; Committee on Science, Engineering, and Public Policy (U.S.), National Academy of Sciences (U.S.), National Academy of Engineering., & Institute of Medicine (U.S.), 2009). There was no collection of human subject data until the NCU-IRB approved the study.

All participants were legally able to give their fully informed consent as willing volunteers and were afforded all U.S. Federal, State of New Jersey, and the College protection applicable to them, with all data, gathered and used in this research study being handled accordingly. As it pertains to inspirational reality television, the fact that the descriptive quantitative non-experimental survey-based nature of this research is non-invasive, and much of its content was from secondary sources, ethical considerations did not present a problem with regards to the reliability and validity of findings (Artal, 2017; Ketefian, 2015; Napolitani, Petrini, & Garattini, 2017). The empirical qualitative and quantitative data captured in the survey questionnaire came from material derived from secondary reference materials found during the literature review and subsequent economic and financial data analysis of the Local Taxing Government where the College research study site is located, and likewise did not present any ethical assurance issues (Napolitani, Petrini, & Garattini, 2017; Tavakol & Sandars, 2014).

Summary

Research methodology and design are of great significance to the scientific and academic community because of how important it is in creating the foundation for reliable and valid work that yields results accepted by both communities, as well as by those in actual practice. Because of the descriptive nature of the present research study, the chosen method was to utilize an

Inspirational Reality Television Multi-Purpose Questionnaire (IRT-MPQ) survey, in conjunction with a quantitative non-experimental design. A realistic sample of 153 (10%) to 306 (20%) college students were calculated from the total population of 1,532 college students with a minimum of at least 50 students or (3%) of the population, in order to capture raw data with regards to demographic characteristics and inspirational reality television show (IRTS) viewing behaviors, etc.

Primary empirical data collection materials consisted of the IRT-MPQ, and secondary materials consist of economic and financial data collected from the Local Taxing Government website and other officially published data from scholarly literature. The concepts that were operationalized are considered to be necessary components of the theoretical framework, as well as necessary for practical applications. The study procedures comply with all applicable Northcentral University (NCU) Institutional Review Board (IRB) policies and procedures, whereby data collection and data collection only take place after NCU/IRB and research study site approval.

Data analysis consisted of conducting a quantitative analysis of the IRT-MPQ data regarding closed-end questions responses, and a quantitative analysis of all economic and financial data collected with regards to the College, Local Business and Industry, Local Real-Property Owners, and the Local Taxing Government and was conducted in terms of descriptive statistics. The results of these analyses Should reveal the realistic and viably feasible possibility that the IRTS can be a new stream of business income to the College, which can and should be produced in-house, to the benefit of all relevant stakeholders. Assumptions related to the college student population and thus its single sample were that the data would be normally distributed, and the limitations of the present study left ample room for future study replications as well as

for the exploration of new avenues in inspirational reality television. Delimitations associated with this study were mainly due to time and financial resources constraints, and all NCU-IRB ethical assurances were guaranteed per all U.S. federal, State of New Jersey, and College guidelines.

Chapter 4: Findings

The purpose of this descriptive quantitative nonexperimental research study was to discover the major demographic characteristics of the research participants and what contributed to their IRTS viewing behaviors in light of the theoretical framework of and concepts included in this study (Shade, Kornfield, & Oliver, 2015; Tsay-Vogel & Krakowiak, 2016). Additionally, the purpose of this study was to discover what the participants thought about supporting an IRTS based on college students. The final purpose of this study was to discover what participants thought about the potential positive financial impact on the IRTS could have on the College, Local Business and Industry, Local Real-Property Owners, and the Local Taxing Government.

The organization of this chapter begins with a brief overview of the validity and reliability of the data contained in the Qualtrics survey results reports, and the SPSS data analysis reports. The tables in this chapter provide the major highlights contained in these reports and are the main source of analysis. This chapter is organized around the five research questions/hypotheses along with the results of the research participant demographics, the theoretical framework, and the concepts discussed in terms of descriptive statistics and correlational analysis. The chapter ends with an objective evaluation of the findings and a summary of Chapter 4.

Validity and Reliability of the Data

Concerning the reliability of this specific research study, Cronbach's Alpha α measures the internal consistency of how well a test scale measured what it was supposed to measure (Cresswell, 2014). The conventional structure states that the Alpha score is weak between .00 and .10; small between .10 and .30; moderate between .30 and .50; strong between .50 and .80; and very strong over .80 (Inal, Kogar, Demirduzen, & Gelbal, 2017; Trochim, Donnelly, Arora,

2016). The entire test instrument has been placed in Appendix D for readers to see the actual items used, as the measures of the scales in the present study (see Table 1) are strongly reliable as compared to the reliability scale measures found in the original authors research study where it was found that the least reliable scale measured $\alpha = .520$, the most reliable scale measured $\alpha = .710$, with the average reliability scale measuring $\alpha = .615$ (Cherry, 2008).

Table 1

<i>Reliability</i>			
	<i>N</i>	Cronbach's Alpha	Items
Theoretical Framework Scale & Concepts Scale	100	0.7020	16
Research Questions Scale	104	0.8050	5

Note. The Theoretical Framework Scale consisted of Social Cognitive Theory, Social Learning Theory, and Cultivation Theory. The Concepts Scale consisted of Content Control, Parasocial Interaction, Critical Reflection, Identification, Self-Efficacy, and Customer Orientation.

Assumptions for the data

The sample was relatively small ($n = 163$) in comparison to the total fall 2019 college student's enrollment population ($N = 1,532$) it was drawn from. The sample data was found to be non-normally distributed after analyzing the shape of each distribution and observing that none of them resembled the bell-curve for a normal distribution. Histograms and Bar-Charts showed large amounts of skewness (right or left) as well as some legitimate outlier data that was not removed for accurate sample data analysis reporting. As such, aside from the frequency distributions, a non-parametric Spearman's Correlation analysis was conducted to analyze the relationships between each of the variables within the four sections of the IRT-MPQ. In specific, the Spearman's Correlations examined the relationships between each of the research participant demographic variables, between the theories in the theoretical framework, between each of the concepts, and between each of the research questions, to be able to report the strength and direction of the relationships.

Results

The overall research study that was conducted, was done so to gather self-reported research participant demographic data, within a specified theoretical framework that included select theories, along with select concepts, and to answer five research questions and their associated hypotheses. The main purpose of this was to be able to provide the descriptive statistics of the results and uncover any correlations as described in the previous section. The results were described in terms of the most meaningful frequencies and percentages for each question in the IRT-MPQ survey, followed by a correlational analysis for each question in the IRT-MPQ survey, beginning with the research participant demographics, then the theoretical framework, then the concepts, while the main focus was on the research questions and their associated hypotheses.

Frequencies measure the times that items occur within a category or bin and the data is displayed in frequency distribution tables, and sometimes descriptive statistics summaries are all you need to answer your research questions and hypotheses, especially if you have a small sample that does not allow for meaningful inferential statistics (Bennet, Briggs, Triola, 2009; Creswell, 2014; Trochim, Donnelly, Arora, 2016). Table results contain statistical information with regards to frequencies (the number of responses per question) and percent (the number of responses per question divided by the total number of questions answered and not answered and is a less valid measurement). The results in each table also contain valid percent (excludes missing/blank answers and is a more valid measurement and is calculated as the frequency divided by the total questions answered), and cumulative percent (measures the valid percent only). This paper utilizes the valid percent and its associated cumulative percent for results analysis purposes.

In meeting the requirements and guidelines of Chapter 4, only select key measurements of self-reported research study participant data was included in the body of this paper. These measurements come via information obtained from the reliability reports, the frequencies reports, and the Spearman's r Correlations reports for each section of the IRT-MPQ. These sections consist of: the research participant variables, the theoretical framework, the concepts, and the research questions/hypotheses.

The sample consisted of 163 students (10.6%) out of the total 1,532 students in the entire population who responded to the survey with 158 answering "Yes" to Informed Consent, and 5 answering "No" to it. Out of the total respondents, 112 completed 100% of the study while 51 participants ranged from 0% to 92% complete (including the 5 that did not give Informed Consent), whereby many of the questions if not most of them were answered. The time duration for starting and completing the study ranged from 7 seconds/less than a minute (most likely those that did not give Informed Consent) to 934,812 seconds/260 Hours (most likely those that started the study, gave Informed Consent, but did not 100% complete it by the end of the study deadline). A total of 157 (96.3%) respondents took 6,888 seconds/2-Hours or less, while 6 (3.7%) took more time than that if they finished at all.

Frequencies for the research participant variables (see Table 2) reveal that the majority of participants were 21-25 years old, single (never married), Black, Christian, and came from a lower-middle-class socio-economic background. Most of the participants were female, students looking for and or open to work, and earned less than \$25,000 per year. Most of the participants hailed from medium-size geographic areas, came from a City, whose fathers had high school diplomas or equivalent (e.g. G.E.D.), and whose mothers had high school diplomas or equivalent (e.g. G.E.D.). The majority of participants were full-time students, were juniors, and were

nursing majors. The majority of participants commuted back-and-forth to school, while the majority of male participants did not participate in sports, and the majority of female participants also did not participate in sports.

The importance of understanding major characteristics of participant demographics variables is critical to identifying a potential market for the IRTS (Brozova & Baranova, 2017; Deng & Mela, 2018; Fargion, 2017; Favaloro, 2015; Freytag, Munksgaard, Clarke, & Damgaard, 2016; Gomes Lima, et al., 2017; Hackley & Hackley, 2015; Harlow, 2010; Holmwood, 2016; Hu & Zhao, 2016; Ilsever & Ilsever, 2016; Ko, Phau, & Aiello, 2016; Lewin, Rajamma, & Paswan, 2015; Maury, 2018; Milian, 2017; Mills, Patterson, & Quinn, 2015; Mukerjee, 2016; Obeidat, North, Richardson, & Rattanak, 2015; Odlin & Benson-Rea, 2017; Okai & Zafer, 2015; Peltoniemi, 2015; Petroska-Angelovska, Takovska, & Serafimova, 2017; Stallen & Sanfey, 2015; Taylor & Sarkees, 2016; Tilson, Sandretto, & Pratt, 2017; Tran & Strutton, 2014) and is discussed and elaborated on in Chapter 5. Each demographic variable is of value in terms of their implications (what is gleaned from the results), the recommendation for future practice (how results can be used in business and industry), and recommendations for future research (scholarly theory building in academics).

Table 2

Demographic Characteristics Frequency Distributions

Demographic	Characteristic	N	Frequency	Valid Percent
Age	21-25	148	67	0.4530
Marital Status	Single (Never Married)	146	130	0.8900
Race	Black or African American	146	68	0.4660
Religion	Christianity	124	116	0.9350
Socio-Economic Status	Lower Middle-Class	143	61	0.4270
Gender	Female	144	110	0.7640
Current Employment Status	Student	144	79	0.5490
Household Income Level	Less than \$25,000	131	44	0.3280
Hometown Size Classification	Medium-Size	138	71	0.5140
Hometown Geographic Type	City	139	66	0.4750
Father's Highest Level of Education	High School Diploma or Equivalent (e.g. G.E.D.)	129	52	0.4030
Mother's Highest Level of Education	High School Diploma or Equivalent (e.g. G.E.D.)	133	44	0.3310
Student Status	Full-Time	135	131	0.9700
School Year Status	Junior	135	50	0.3700
College Major	Nursing	134	27	0.2010
Resident/Commuter Status	Commuter	135	96	0.7110
Men's Sports	None	134	115	0.8582
Women's Sports	None	132	116	0.8788

Note. Missing System Values were omitted from the Valid Percentage due to participants not answering the question.

Spearman Correlation r_s is a non-parametric test that measures the monotonic (function whereby the dependent variable never increases or decreases as the independent variable increases) relationship effect size between variables in a single sample. The data is measured at the ordinal, interval, or ratio levels in terms of the negative (-) and positive (+) strength of the relationship whereby values are: .00-.19 “very weak”, .20-.39 “weak”, .40-.59 “moderate”, .60-.79 “strong”, .80-1.0 “very strong”. Spearman’s r_s does not require normality of the data distribution, it measures the strength and direction between two variables, and was the appropriate nonparametric correlational analysis for the small single sample data that was collected in the IRT-MPQ survey (Dane, 2011; Grech & Calleja, 2018; Hauke & Kossowski, 2011; Jackson, 2012; Kuma, et al., 2018; Trochim, Donnelly, Arora, 2016; Weir, 2019). All correlations were significant at the .001 level.

Spearman's Correlations for the Demographic Characteristics (see Table 3) reveal that there was a positive relationship between age: marital status ($r_s = .426$), school year status ($r_s = .365$), and resident/commuter status ($r_s = .332$) respectively. However, results also reveal that there was a negative relationship between socio-economic status, household income ($r_s = -.338$), and mothers' highest level of education achieved ($r_s = -.392$) respectively. Finally, there was a positive relationship between fathers' highest level of education achieved and mothers' highest level of education achieved ($r_s = .476$).

Table 3

Demographic Characteristics Spearman's Correlations

Variables		<i>N</i>	r_s	<i>p</i>
RPV1	RPV2	146	0.426	0.000
RPV1	RPV14	135	0.635	0.000
RPV1	RPV16	135	0.332	0.000
RPV5	RPV8	130	-0.338	0.000
RPV5	RPV12	131	-0.392	0.000
RPV11	RPV12	129	0.476	0.000

Note. All correlations were significant at the .001 level (2-tailed).

Frequencies for the theoretical framework (see Table 4) reveal that most participants felt that IRTS provide them with a positive, morally uplifting, life-enriching and meaningful viewing experience that creates or elevates inspiration and motivation in them, and most participants somewhat agreed that IRTS present things the way they really are in life. The majority of participants somewhat agreed that IRTS lets them see how other people live, and most participants believed that they can somewhat learn how to do things they have not done before from IRTS. According to survey results, the most-watched in rank-order of the top-nine IRTS viewed over the past five years by most participants was The Kindness Diaries. Finally, results showed that most participants occasionally watched IRTS on average and that most participants watched IRTS for less than 1-hour at a time.

Table 4

Theoretical Framework Frequency Distributions

Theory	Response	Characteristic	N	Frequency	Valid Percent
Social Cognitive Theory	Yes	When you watch IRTS, do you have a positive, morally uplifting, life-enriching, and meaningful viewing experience that creates or elevates inspiration and motivation in you?	125	76	0.6080
Social Cognitive Theory	Somewhat agree	IRTS do present things the way they really are in life	117	42	0.3590
Social Learning Theory	Somewhat agree	IRTS let me see how other people live	117	62	0.5300
Social Learning Theory	somewhat	I can learn how to do things I haven't done before	109	60	0.5500
Cultivation Theory	The Kindness Diaries	Choice of Top 9 IRTS	104	40	0.3846
Cultivation Theory	Occasionally	How often do you watch IRTS	108	56	0.5190
Cultivation Theory	Less than 1 hour	How many hours do you watch IRTS each day?	108	63	0.5830

Note. Missing System Values were omitted from the Valid Percentage due to participants not answering the question.

Spearman's Correlations for the Theoretical Framework (see Table 5) reveal that there was a positive relationship between IRTS presenting things the way they really are in life while at the same time letting viewers see how other people live ($r_s = .389$). There was a negative relationship between The Amazing Race and America's Got Talent ($r_s = -.405$). There was also a negative relationship between The Biggest Loser, and America's Got Talent ($r_s = -.303$), and The Challenge ($r_s = -.412$) respectively. There was a negative relationship between Survivor and America's Got Talent ($r_s = -.305$) while there was a positive relationship between Survivor and The Challenge ($r_s = .336$). There was a negative relationship between True Life and The Challenge ($r_s = -.379$), and also a negative relationship between how often viewers watch IRTS and how many hours per day viewers watch IRTS ($r_s = -.375$).

Table 5

Theoretical Framework Spearman's Correlations

Variables	N	r_s	p
SCT2 SLT1	116	0.389	0.000
CT1 CT8	104	-0.405	0.000
CT2 CT8	104	-0.303	0.002
CT2 CT9	104	-0.412	0.000
CT4 CT8	104	-0.305	0.002
CT4 CT9	104	0.336	0.000
CT7 CT9	104	-0.379	0.000
CT10 CT11	108	-0.375	0.000

Note. All correlations were significant at the .001 level (2-tailed).

Frequencies for the concepts (see Table 6) reveal that the majority of participants watch IRTS because they are somewhat enjoyable, somewhat agree that IRTS let them see what happens in other places as if they were really there, and when they thought back on their lives, they felt that the some of the IRTS character (s) they saw were like them. The majority of participants believed that they could actually accomplish all of what their favorite IRTS characters have, while some of the participants 44 at 41.1% saw themselves as sharing the same or similar qualities, beliefs, and attributes as their favorite IRTS characters while reporting that IRTS somewhat entertains them. Most of the participants somewhat just liked to watch IRTS, believed that IRTS was a somewhat good way to rest, watched IRTS somewhat so that they could be with other family watching, and also watched IRTS somewhat to be with other friends watching.

Table 6

Concepts Frequency Distributions

Concept	Response	Characteristic	N	Frequency	Valid Percent
Content Control	Somewhat	Because it is enjoyable	107	43	0.4020
Parasocial Interaction	Somewhat agree	IRTS let me see what happens in other places as if I were really there	106	46	0.4340
Critical Reflection	Some	When you think about your life, how much is it like the character(s) you see?	105	44	0.4190
Self-Efficacy	Some	How much do you believe you can actually accomplish all that your favorite character(s) have?	106	35	0.3300
Identification	Some	Do you see yourself as sharing the same or similar qualities, beliefs, and attributes as your favorite character(s)?	107	44	0.4110
Customer Orientation	Somewhat	Because it entertains me	105	35	0.3330
Customer Orientation	Somewhat	Because I just like to watch	104	41	0.3940
Customer Orientation	Somewhat	Because it's a good way to rest	105	38	0.3620
Customer Orientation	Somewhat	So I can be with other family watching	105	37	0.3520
Customer Orientation	Somewhat	So I can be with other friends watching	105	34	0.3240

Note. Missing System Values were omitted from the Valid Percentage due to participants not answering the question.

Spearman's Correlations for the Concepts (see Table 7) were all positive and that there was a relationship between participants watching IRTS because its enjoyable and, its lets them

see what happens in other places as if the viewers were really there ($r_s = .429$), because it entertains the viewers ($r_s = .732$), because the viewers just like to watch IRTS ($r_s = .672$), and because viewers find IRTS a good way to rest ($r_s = .499$) respectively. There is also a relationship between participants that feel that IRTS let them see what happens in other places as if the viewers were really there: and those who watch IRTS because it entertains them ($r_s = .407$), and those who watch IRTS just because they like to ($r_s = .407$) respectively. There is a relationship between participants who reflected back on their lives and thought about how much they lives were like the characters they see on IRTS, and how much they believed they could accomplish all that their favorite IRTS characters have ($r_s = .550$), while at the same time viewers seeing themselves as sharing the same or similar qualities, beliefs, and attributes of their favorite characters ($r_s = .540$) respectively. There is a relationship between participants who believed they could accomplish all that their favorite IRTS characters have and at the same time saw themselves as sharing the same or similar qualities, beliefs, and attributes of their favorite characters ($r_s = .542$).

There is a relationship between participants who saw themselves as sharing the same or similar qualities, beliefs, and attributes of their favorite characters, and also watched IRTS because they just like to ($r_s = .430$), so they can be with other family watching the IRTS ($r_s = .468$), and be with other friends watching the IRTS ($r_s = .436$) respectively. There is a relationship between participants who watch IRTS because it entertains them: and because they just like to watch IRTS ($r_s = .820$), and because watching IRTS is a good way to rest ($r_s = .613$) respectively. Finally, there is a relationship between participants watching IRTS because they just like to and because it's a good way to rest ($r_s = .641$), between watching IRTS because it's a good way to rest and watching IRTS so participants can be with other friends watching the IRTS ($r_s = .407$) and

between participants watching IRTS to be with other family watching the IRTS and watching IRTS to be with other friends watching the IRTS ($r_s = .657$).

Table 7

Concepts Spearman's Correlations

Variables		<i>N</i>	<i>r_s</i>	<i>p</i>
CC	PI	106	0.429	0.000
CC	CO1	105	0.732	0.000
CC	CO2	104	0.672	0.000
CC	CO3	105	0.499	0.000
PI	CO1	104	0.407	0.000
PI	CO2	103	0.407	0.000
CR	SE	105	0.550	0.000
CR	ID	105	0.540	0.000
SE	ID	106	0.542	0.000
ID	CO2	104	0.430	0.000
ID	CO4	105	0.468	0.000
ID	CO5	105	0.436	0.000
CO1	CO2	104	0.820	0.000
CO1	CO3	105	0.613	0.000
CO2	CO3	104	0.641	0.000
CO3	CO5	105	0.407	0.000
CO4	CO5	105	0.657	0.000

Note. All correlations were significant at the .001 level (2-tailed).

Research Question 1. The first research question was: what is the frequency and percentage of participants that support the College creating an IRTS based on college students? When asked the question do you support the College creating an IRTS based on college students, participant responses reveal that 83% answered “yes”.

Hypothesis 1. The null hypothesis was that no more than 50% of the participants will support an IRTS based on college students while the alternative hypothesis was that more than 50% of the participants will support an IRTS based on college students. The fact that more than 50% of the participants answered yes to this research question provides evidence to reject the null hypothesis and accept the alternative hypotheses (see Table 8).

Research Question 2. The second research question was: what is the frequency and percentage of participants that think the IRTS will create a positive financial impact on the College? When asked the question do you think that the IRTS would create a positive financial impact on the College, participant responses reveal that 65.1% answered “yes”.

Hypothesis 2. The null hypothesis was that no more than 50% of the participants think that the IRTS would create a positive financial impact on the College while the alternative hypothesis was that more than 50% of the participants think that the IRTS would create a positive financial impact on the College. The fact that more than 50% of the participants answered yes to this research question provides evidence to reject the null hypothesis and accept the alternative hypotheses (see Table 8).

Research Question 3. The third research question was: what is the frequency and percentage of participants that think the IRTS will create a positive financial impact on local business & industry? When asked the question do you think that the IRTS would create a positive financial impact on Local Business and Industry, participant responses reveal that 70.5% answered “yes”.

Hypothesis 3. The null hypothesis was that no more than 50% of the participants think that the IRTS would create a positive financial impact on local business & industry while the alternative hypothesis was that more than 50% of the participants think that the IRTS would create a positive financial impact on local business & industry. The fact that more than 50% of the participants answered yes to this research question provides evidence to reject the null hypothesis and accept the alternative hypotheses (see Table 8).

Research Question 4. The fourth research question was: what is the frequency and percentage of participants that think the IRTS will create a positive financial impact on Local Real-Property

Owners? When asked the question do you think that the IRTS would create a positive financial impact on Local Real-Property Owners, participant responses reveal that 55.2% answered “yes”.

Hypothesis 4. The null hypothesis was that no more than 50% of the participants think that the IRTS would create a positive financial impact on Local Real-Property Owners while the alternative hypothesis was that more than 50% of the participants think that the IRTS would create a positive financial impact on Local Real-Property Owners. The fact that more than 50% of the participants answered yes to this research question provides evidence to reject the null hypothesis and accept the alternative hypotheses (see Table 8).

Research Question 5. The fifth research question was: what is the frequency and percentage of participants that think the IRTS will create a positive financial impact on the Local Taxing Government? When asked the question do you think that the IRTS would create a positive financial impact on the Local Taxing Government, participant responses reveal that 53.8% answered “yes”.

Hypothesis 5. The null hypothesis was that no more than 50% of the participants think that the IRTS would create a positive financial impact on the Local Taxing Government while the alternative hypothesis was that more than 50% of the participants think that the IRTS would create a positive financial impact on the Local Taxing Government. The fact that more than 50% of the participants answered yes to this research question provides evidence to reject the null hypothesis and accept the alternative hypotheses (see Table 8).

Table 8

Research Questions Frequency Distributions

Question	Response	N	Frequency	Valid Percent
Do you support the College creating an IRTS based on College students?	Yes	106	88	0.8300
Do you think that the IRTS would create a positive financial impact on the College?	Yes	106	69	0.6510
Do you think that the IRTS would create a positive financial impact on Local Business & Industry?	Yes	105	74	0.7050
Do you think that the IRTS would create a positive financial impact on Local Real-Property Owners?	Yes	105	58	0.5520
Do you think that the IRTS would create a positive financial impact on the Local Taxing Government?	Yes	104	56	0.5380

Note. Missing System Values were omitted from the Valid Percentage due to participants not answering the question.

Spearman's Correlations for the Research Questions (see Table 9) were all positive and that there was a relationship between participants supporting the College creating an IRTS based on college students, and participants that though the IRTS would create a positive financial impact on the College ($r_s = .459$), and on Local Business & Industry respectively ($r_s = .426$). There was also a relationship between participants that thought that the IRTS would create a positive financial impact on the College, and Local Business & Industry ($r_s = .500$), on Local Real-Property Owners ($r_s = .439$), and the Local Taxing Government respectively ($r_s = .443$). There was also a relationship between participants who though the IRTS would create a positive financial impact on Local Business & Industry and the Local Taxing Governments ($r_s = .560$), and participants who thought that the IRTS would create a positive financial impact on Local Real-Property Owners and the Local Taxing Government ($r_s = .612$).

Table 9

<i>Research Questions Spearman's Correlations</i>				
Variables		<i>N</i>	<i>r_s</i>	<i>p</i>
RQ1	RQ2	106	0.459	0.000
RQ1	RQ3	105	0.426	0.000
RQ2	RQ3	105	0.500	0.000
RQ2	RQ4	105	0.439	0.000
RQ2	RQ5	104	0.443	0.000
RQ3	RQ5	104	0.560	0.000
RQ4	RQ5	104	0.612	0.000

Note. All correlations were significant at the .001 level (1-tailed).

Evaluation of the Findings

Evaluation of research, more specifically critical evaluation of research mainly concerns the who, what, where, why, and how of a research project in terms of the negative, positive, good, and bad aspects, as it pertains to what is relevant and what is irrelevant (Dane, 2011). An evaluation of the findings in this research study reveal that the reliability of the modified IRT-MPQ survey instrument measured strongly reliable with ($\alpha = .702$) and ($\alpha = .805$) and

was consistent with the reliability measurements of the original instrument created by its author and used in her approved dissertation (Cherry, 2008). An evaluation of the results of the *Demographic Characteristics* (Cherry, 2008; Rosenbaum, Losada Otalora, & Contreras Ramirez, 2015) show consistency in that the college students research participants make up a potential market segment for the IRTS and this data sets the foundation for arguing for the creation of an IRTS based on college students.

An evaluation of the results of the *Theoretical Framework* (Bandura, 1977; Bandura 1986, Cherry, 2008; Fogel & Shlivko, 2016) show consistency in that the combined theories used contemporaneously collected self-reported data on how participants think about IRTS, how they learn from IRTS, and how continuous viewing of IRTS leads to new behaviors. An evaluation of the results of the *Concepts* (Cherry, 2008; Clark, 2017; Hill, 2015; Horton & Whol, 1956; Liow & Yeow, 2015; Lueck, 2015; Middleton, 2017; Razeq & Coyner, 2014; Schoen, 2016; Schütze, Rakoczy, Eckhard, Besser, & Leiss, 2017; Shariffadeen & Manaf, 2017; Tian & Yoo, 2015; Tomkins & Ulus, 2015; Tully & Tuwei, 2016) show consistency in that the concepts used contemporaneously in this study collected self-reported data with regards to the content of IRTS, how participants interact with IRTS, how they reflect on themselves as a result of watching IRTS, how they feel about their own abilities to succeed in their endeavors, how they see themselves in their favorite IRTS characters and the reasons why participant consumers choose to watch IRTS. An evaluation of the results of the *Research Questions* (Cherry, 2008; Creswell, 2014; Dane, 2011; Trochim, Donnelly, Arora, 2016) show consistency in that they collected self-reported data with regards to what participant (college students) thought about the College creating an IRTS based on college students, what they thought about the potential positive financial impact that the IRTS would have on the College, on Local Business &

Industry, Local Real-Property Owners, and the Local Taxing Government, whereby the results of each question provided evidence to reject all null hypotheses and to support all alternative hypotheses.

Summary

The validity and reliability of the results of this study combined formed the basis for data analysis and interpretation of the survey results. Although the reliability results could only be computed for the theoretical framework (excluding the Cultivation Theory question for the top-nine IRTS viewed), and the research questions/hypotheses, these results were able to be interpreted and reported. Frequency reports revealed an abundance of information, including the progress of participant studies, duration of survey completion times, and informed consent, and served as the starting point for survey data analysis.

Frequency reports also provided the basis for examining and subsequently reporting where the majority of data occurrences were to gain a better understanding of the research participants in terms of identifying a potential market for the proposed IRTS. The Spearman's correlation analyses revealed significant relationships between specific research participant variables, the theoretical framework, concepts, and the research questions. The fact that the IRT-MPQ captured the raw data necessary to conduct meaningful analyses while yielding substantial results, is evidence that this survey methodology and quantitative descriptive non-experimental design was most appropriate for this particular research study.

If implemented and put into practice, an Inspirational Reality Television Show supported by and based on college students could have new theoretical implications for the academic and scholarly community as well as creative and innovative practical implications for the business community. These implications could also extend to the College itself, Local Business and

Industry, Local Real-Property Owners, and the Local Taxing Government. The findings in Chapter 4, the subsequent reporting of these findings, the evaluation of these findings, and the summary provide the introduction to Chapter 5.

Chapter 5: Implications, Recommendations, and Conclusions

The problem that was addressed by this study is how a College can leverage its unique resources (college students) utilizing creativity and innovation (an IRTS) successfully, in order to profitably create a sustainable competitive advantage necessary for business growth and survival (Campbell K. D., 2015; Brozova & Beranova, 2017; Finster & Hernke, 2014; Lash & Zhao, 2016; Maury, 2018; Mukerjee, 2016; Petroska-Angelovska, Takovska, & Serafimova, 2017). The purpose of this descriptive quantitative non-experimental research study was to discover the major demographic characteristics of the research participants and what contributed to their IRTS viewing behaviors in light of the theoretical framework of and select concepts included in this study (Shade, Kornfield, & Oliver, 2015; Tsay-Vogel & Krakowiak, 2016). Additionally, the purpose of this study was to discover what the participants thought about supporting an IRTS based on college students. Moreover, the purpose of this study was to discover what participants thought about the potential positive financial impact that the IRTS could have on the College, Local Business and Industry, Local Real-Property Owners, and the Local Taxing Government.

The survey methodology of this research consisted of employing 5-Point Likert Scale questions, ranking questions, and closed-ended questions in a multi-item measurement tool entitled (IRT-MPQ), that was open to all 1,532 college students enrolled as of the Spring 2019 Semester. The survey was administered via official college students email accounts as this method has been used successfully in past research studies domestically (Campbell, Venn, & Anderson, 2018; Fricker, Jr. & Schonlau, 2002; Haq & Rahman, 2014), and on an international level (Milian, 2017; Razek & Coyner, 2014). The descriptive quantitative non-experimental design of this research consisted of asking specific questions to research participants to elicit

responses that would provide evidence to support or reject the proposition that an IRTS is a desired business opportunity that could be a profitable source of new business and new income to the College.

Results of self-reported data revealed valuable information about the research participants and their IRTS viewing behaviors, within the theoretical framework and select concepts, culminating in answers to the five research questions, while providing evidence to accept all alternative hypotheses, and reject all null hypotheses, in advocating for the creation of an IRTS based on college students. The limitations and restrictions related to this study consisted of using only the entire population and small non-normal sample distribution of college students from a single school located in the Northeastern part of the U.S., which does not in and of itself add to the generalizability of the empirical results gleaned from the survey, but does provide for some meaningful inferences to be made from the results. The remainder of this chapter consists of a discussion of implications, recommendations for practice, recommendations for future research, and conclusions for this research study.

Implications

Implications are those connotations that can be inferred from the results of this research study, such as the validity and reliability of the information, and serves as the foundation upon which said implications are used in this study. These implications apply to the research participant demographics, the theoretical framework, the concepts, and the research questions/hypotheses. The basic premise of this research study is that, by identifying key demographic characteristics of the research participants and their IRTS viewing behaviors, within the established theoretical framework and select concepts, along with the responses to the research questions/hypotheses, an IRTS based on college students can be produced to the benefit

of multiple groups of stakeholders. Factors that may have influenced the interpretation of the results include researcher bias in advocating for the creation of the IRTS as a new business opportunity for the College, and researcher belief that the College has the technological and financial means to make this opportunity a reality. Additionally, factors that might have influenced the interpretation of the results include bias on the part of the researcher to focus more on the positive aspects of the study results such as the responses to the research questions and positive Spearman's correlations, and less on the negative aspects of the study results such as the non-normally distributed small-sample obtained and the negative Spearman's correlations.

With regards to the research participant demographics, important implications reveal that in trying to obtain the largest possible support base for marketing the IRTS a feasible strategy would be to focus on those in the *21-25 age group*, and who are *single (never married)*. Also, the focus would be on *Black or African American students*, that are *Christian*, and are *middle-class females*. Additional effort to garner support for the IRTS could be focused on students that earn *less than \$25,000* per year.

Moreover, it is of marketing significance to note that those who come from *medium-sized cities* are also important demographic groups to gain support from as well. Those whose fathers have less than a *high school diploma or equivalent (e.g. G.E.D.)* and those whose mothers have less than a *high school diploma or equivalent (e.g. G.E.D.)* are important demographics also. Finally, those who are *full-time juniors* in the *nursing* program and *commute* to College, and those who *do not participate in any sports* are essential to the marketing support base are important demographics to gain the support of the IRTS from.

With regards to correlations between the research participant demographics, implications are that *age, student status, school year status, and resident commuter status* are factors that

should be considered for practical and future research purposes. Additionally, *socioeconomic status*, *income level*, and the *highest level of education achieved* by one's mother as well as the *highest level of education achieved* by one's father should also be considered for practical and future research purposes. Taken altogether, these specific correlations are significant to future practice and future research.

Concerning the theoretical framework, the implications are that *Social Cognitive Theory*, *Social Learning Theory*, and *Cultivation Theory* are appropriate theories to be applied in the production of the IRTS. *Social Cognitive Theory* responses imply that participants think about what an IRTS is and its purpose, and that participants experience with IRTS was consistent with the premise of an IRTS and that participants do believe that IRTS present things the way they really are in life, which speaks to the need for authenticity in an IRTS. *Social Learning Theory* responses imply that participants watch IRTS and learn how other people live, and likewise learn how to do things they haven't done before. Finally, *Cultivation Theory* responses imply that depending on the content and premise of the IRTS, participants will watch it more often (in terms of the frequency of shows watched) and for longer amounts of time (in terms of hours watched daily).

With regards to correlations between the theoretical framework variables, the implications are that *IRTS that let viewers see how other people live while presenting things the way they really are in life* is important and should be considered. Implications also reveal that IRTS that are significantly correlated in terms of their content and premise such as *The Amazing Race* and *America's Got Talent*; *The Biggest Loser*, *America's Got Talent* and *The Challenge*; *Survivor*, *America's Got Talent*, and *The Challenge*; *True Life* and *The Challenge* should be

considered. Finally, *how often participants watch IRTS and how many hours each day they watch IRTS* should be considered contemporaneously in terms of content and premise.

With regards to the concepts, the implications are that *Content Control, Parasocial Interaction, Critical Reflection, Self-Efficacy, Identification, and Customer Orientation*, are all appropriate concepts to be considered when creating the proposed IRTS. *Content Control* responses imply that the content of the IRTS should be *enjoyable*, while *Parasocial Interaction* responses imply that IRTS viewers should *feel as if they really exist in the IRTS and interact with characters in the show* given the content of the show. *Critical Reflection* responses imply that the IRTS should *include realistic characters that allow viewers to connect on a personal level with them*, while *Self-Efficacy* responses imply that the IRTS should also *create a sense of confidence in viewers that they too can accomplish what the IRTS characters have*, and *Identification* responses imply that the IRTS *should include characters that have the same or similar qualities, beliefs, and attributes as the IRTS viewers themselves*. Finally, *Customer Orientation* responses imply that the proposed IRTS should be created with a focus on the viewing audience in that it should be *entertaining to viewers and a good way for them to rest* while also being something that they *just like to watch with their family and friends*.

With regards to the correlations between the concepts, implications are that those research participants who watch IRTS *because they are enjoyable*, and also *see themselves sharing the same or similar qualities, beliefs, and attributes as their favorite IRTS characters*, and at the same time watch IRTS *because they just like to*, and *feel it is a good way to rest* represent significant correlations that should be considered. Moreover, those research participants that feel as though IRTS *let them see what happens in other places as if they were there*, and watch IRTS *because it is enjoyable*, and *just like to watch IRTS*, should be considered.

Those research participants that engage in self-reflection and think back on their lives and relate their lives to the characters they see on IRTS, and *believe that they can actually accomplish all that their favorite characters have while seeing themselves as sharing the same or similar qualities, beliefs, and attributes as their favorite characters* should be considered. Those research participants that *see themselves as sharing the same or similar qualities, beliefs, and attributes as their favorite IRTS characters*, and watch IRTS *to be with other friends and other family* should also be considered.

Moreover, those research participants that watch IRTS *because it entertains them because they just like to watch them and because it is a good way to rest* should be considered. Additionally, those research participants that just like to watch IRTS *because it is a good way to rest* should be considered. Additionally, those research participants that watch IRTS *because it is a good way to rest while being with other friends* should also be considered. Finally, those research participants that watch IRTS *to be with other family and other friends* should be considered. All correlations are positive which indicates they could be used contemporaneously and should be used to create IRTS content that viewers can believe in, reflect on, identify with, and at the same time have a desire for.

With regards to the research questions/hypotheses, implications are that, since more than 50% of respondents answered yes to each question, this could serve as the basis for the creation of the IRTS. This fact should be given great weight in creating the IRTS because there is evidence to support this point of view. The responses to all of the research questions were all derived from self-reported research study participants (college students) thoughts with regards to whether or not they support creating an IRTS based on them, and what they thought about the

IRTS creating a positive financial impact on the College, Local Business and Industry, Local Real-Property Owners, and the Local Taxing Government.

Additionally, in explaining the implications of the research questions/hypotheses, it should be noted that the entire student population consisted of 1,532 students, which was taken into account for inferential purposes. Responses to the first research question imply that, since 83% of the participants *support the College creating an IRTS based on college students*, it can be inferred that approximately 1,272 total students fall into this category, and represent their desire for, and want of the IRTS. Responses to the second research question reveal that 65.1% of the participants *think that the IRTS would create a positive financial impact on the College*, and from this, it can be inferred that approximately 997 total students fall into this category and implies their confidence in how the IRTS could affect the College.

With regards to the third research question, 70.5% or 1,080 total students implies that participants *think that the IRTS will create a positive financial impact on Local Business and Industry*. Additionally, responses for the fourth research question, 55.2% or 846 total students implies that participants *think the IRTS will have a positive financial impact on Local Real-Property Owners*, and for responses for research question five, 53.8% or 824 total students implies that participants *think the IRTS will create a positive financial impact on the Local Taxing Government*. Taken altogether, the results of the research questions are tangible evidence that implies that more than 50% of the students support the creation of an IRTS based on college students and the premise that it will create a positive financial impact on its relevant stakeholders, and as such, it may serve the College well to use this research study as the basis to seize upon a potentially profitable new business opportunity and move forward with creating the proposed IRTS.

With regards to correlations between the research questions, implications are that those research participants that *support the College creating an IRTS based on college students*, and also *think that an IRTS would create a positive financial impact on the College, and Local Business and Industry* should be considered because they are part of the basis for future practice and future research. Additionally, those research participants that *think that the IRTS will create a positive financial impact on the College*, and also *think that the IRTS would create a positive financial impact on Local Business and Industry, Local Real-Property Owners, and the Local Taxing Government* should be considered because they believe in the multiple benefits the IRTS can afford other relevant stakeholders. Finally, the research participants that *think that the IRTS would create a positive financial impact on Local Real-Property Owners*, and also *think that the IRTS would have a positive financial impact on the Local Taxing Government* should be considered, also, because they believe in the mutually beneficial relationship between *Local Real-Property Owners and the Local Taxing Government*.

The results of this study addressed the study problem in that it presented tangible evidence that research participants believe in the benefit of an IRTS to multiple relevant stakeholders as a means of conducting new business, and the purpose of the study in that the results provided self-reported supporting evidence of IRTS viewing behaviors, in light of the theoretical framework and select concepts used in conjunction with the theoretical framework, and to ultimately answer the five research questions and their associated hypotheses at the heart of the study. The results of this study also contributed to the existing literature in terms of what is known and as of yet still unknown about Inspirational Reality Television Shows (IRTS) by way of how survey research can be utilized to serve as the basis for creating IRTS, and the theoretical framework in terms of how certain select established theories can be used

contemporaneously in innovative and creative ways, to expand on said select theories, in furthering their use for both practical and future research purposes. The results of this study are consistent with existing research in that IRTS are characterized as being lifestyle transforming, insightful, meaningful, and purposeful (Shade, Kornfield, & Oliver, 2015; Tsay-Vogel & Krakowiak, 2016). The results of this study are also consistent with existing theory in terms of what research participants think about IRTS (*Social Cognitive Theory*), how they learn from IRTS (*Social Learning Theory*), and their lives are affected by IRTS as a result of repeated exposure to watching IRTS (*Cultivation Theory*) (Bandura, 1977; Bandura, 1977; Gerbner et al., 1977).

Recommendations for Practice

Recommendations for practice are those things that provide the best available guidance and direction for actual use, and with regards to recommendations related to implementation in actual practice, there are plausible, viable, and profitable reasons for using the results and findings in the research participant demographics, the theoretical framework, the select concepts, and the research questions/hypotheses in this study. These recommendations for practice are mainly to advocate the production of an IRTS to bring to fruition a creative and innovative source of new business revenue for the College, again, to the benefit of its multiple groups of stakeholders. With regards to gaining momentum for actually putting the findings of this research study into actual practice, the best place to start is with providing a comprehensive presentation to the College Board of Trustees, while inviting the Administration and Faculty to attend.

As it pertains to recommendations for practice related to the research participants demographics, in looking at the tables, a television show production company can clearly see where the focus should be in terms of how best to satisfy the wants and needs of the main

audience that will watch the proposed IRTS based on college students, and those who will finance it, as all who invest in the IRTS will aim to realize an acceptable return on said investment. Moreover, the IRTS genre is a part of the television show business, and every business (specifically the present College in this study) needs to engage in operations activities in areas such as advertising (websites, billboards, social media, etc.), marketing (serving a well-defined demographic population of a market segment), and sales/income (College Enrollment, Local Business and Industry, Local Real-Property Owners, and the Local Taxing Government) among others things. These are some examples of the practical application of the information gleaned from the research participant demographics in this study. As it pertains to the correlations between the research participant demographics, recommendations for practice include using all strongly positive and significantly correlated variables used in this study, possibly along with other variables, to serve as the demographic basis for future IRTS market research to improved practical applications.

Because there are psychological aspects to the world business, recommendations for practice related to the theoretical framework include IRTS production companies gaining a better understanding of why people experience the feelings they do when they watch IRTS. The fact that *Social Cognitive Theory* could help them develop thought-provoking material, that *Social Learning theory* could help to develop material that would educate them, and that *Cultivation Theory* could help them to develop material that viewers would desire and want to see regularly is very valuable practical information if used wisely. Again, these are some examples of the practical application of the theoretical framework of the study gleaned from the results. As it pertains to the correlations between the theoretical framework variables, recommendations for

practice include using all moderately positive significantly correlated variables, possibly along with others, to serve as the theories to be applied in creating future IRTS.

Moreover, due to the psychological aspects of business, recommendations for practice related to the concepts can be used to further define and shape the IRTS for its intended target audience. For example, producers could use the concept of *Content Control* to develop the type of enjoyable content with which to base the IRTS on, keeping in mind that they could also factor in the concept of *Parasocial Interaction*, to realistically allow viewers to see what happens in other places as if the viewers themselves were there. Producers could apply the concept of *Critical Reflection* by developing show material with characters that are much like the targeted viewing audience watching the IRTS.

Producers could also apply the concept of *Self-Efficacy* in developing show material that inspires viewers to believe they too can accomplish all that their favorite IRTS characters have. Last but not least, producers could apply the concept of *Identification* to develop IRTS material that showcases characters who share the same or similar qualities, beliefs, and attributes as the shows viewer audience, as well as the concept of *Customer Orientation*, which basically means to focus on fulfilling the customers wants and needs first and foremost when providing products (goods and or services) to them. As it pertains to the correlations between the concepts, recommendations for practice include using all strong and very strong positively correlated significant variables included in this study, possibly along with others, to serve as the concepts to be used in conjunction with the theoretical framework of future IRTS.

For example, the IRTS is a product (entertainment business goods and or services) that customers want and need, and according to research question/hypotheses 1, it is something that is very much supported by and desired of the college students research study participants.

Additional recommendations for practice related to the research question/hypotheses 2 include using an IRTS as a means to generate new business opportunities for the College at the heart of this research study. The main governing body that would need to realize the practical implications of this premise and support it completely in light of the student participant responses to the five research questions is the College Board of Trustees.

For example, in looking at this from a purely business perspective, the number of students that support the College creating an IRTS based on them should be taken into consideration, as well as the number of students that believe the IRTS would create a positive financial impact on the College if put into practice. This, along with the fact that students think that other stakeholders in Local Business and Industry, Local Real-Property Owners, and the Local Taxing Government could all realize a positive financial impact on their organizations, should also be taken into consideration when putting the IRTS into actual practice, according to research questions/hypotheses three, four, and five. These are some examples of how the practical application of the results of the research questions/hypotheses in this study can be used in actually creating the IRTS. As it pertains to the correlations between the research questions, recommendations for practice include using those questions that were strongly and very strongly positively correlated and significant, possibly along with other research questions, to provide additional target market demand support for future IRTS.

Recommendations for Future Research

Recommendations for future research are the things that may be investigated in the future to add to existing theory, and or increasing the extant literature in established or maybe even new areas of knowledge. As it pertains to this study, the more apparent areas for possible future research, in general, are found in the limitations of this study, what is still considered important

under-studied areas of research, which taken all together, currently represent an existing gap in knowledge and theory. In terms of specific recommendations for future research related to the research participants variables, for the most part, the variables were adopted from the original survey approved for use in this study by the author (Cherry, 2008), to add to the validity and reliability of this study, in terms of its results and findings.

However, additional demographic variables could be explored in continuing with this line of research as it relates to IRTS such as *Ethnicity*, *Family-Size*, *Family Life-Cycle Stage*, *Occupation*, and *Group-Membership*. That is to say, *Ethnicity* (culture, region, nationality, ancestry, language) *Family-Size* (the combined make-up of those that live under the same domicile) *Family Life-Cycle Stage* (dependent, Independent, married, married with children, empty nest) *Occupation* (job, profession, vocation, work) and *Group-Membership* (shared, close, sacred or secular, official or unofficial, connections) can all be used, among others, in future research. Studying these variables in an IRTS setting, within an academic context may prove to be quite enlightening in the end. As it pertains to the correlations between the research participant demographics, recommendations for future research may include studying why some of the variables used in this study were negatively correlated, so that other variables, possibly some of the ones mentioned above, can replace them to fit better into future studies.

Recommendations for future research related to the theoretical framework include using additional theories to be applied in an IRTS context to better understand the broader psychological aspects of viewers and their viewing behaviors. These potential theories include *Cognitive Dissonance Theory*, *Altruism Theory*, and the *Ripple Effect Theory*. For example, *Cognitive Dissonance Theory* (the need to restore and maintain harmony of the mind) can be used to study the difference in the way IRTS characters versus non-IRTS characters think, while

Altruism Theory (freely giving to and helping others just for the sake of it) could be used to study how some IRTS characters lend a helping hand to fellow ITRS characters, and why some do not. Moreover, *Ripple Effect Theory* (how moods move about groups of people) can be studied to show how altruism or a lack thereof affects the outcomes of IRTS characters. As it pertains to the correlations between the theoretical framework variables, recommendations for future research include studying why there were negative correlations, so that other theories, possibly those mentioned above, can be incorporated into future research, so as to use only relevant theories that will not only expand what is known about them but also fit better in future research.

Recommendations for future research related to the concepts used in this study include exploring additional marketing concepts as they relate to IRTS. This is can be done to gain a better understanding of the narrower elements of the psychological aspects of viewers and their viewing behaviors. These additional marketing concepts include the *Consumer Concept*, *Societal Marketing Concept*, *Product Concept*, *Sales Concept*, and the *Business Model Concept*.

For example, the *Consumer Concept* (orientation towards satisfying customer needs and wants instead of the producing firm) and the *Societal Marketing Concept* (putting the welfare of society at large before the firm) can be studied to better understand how to better understand how to provide the IRTS audiences with what they want and need in a socially responsible manner. Moreover, the *Product Concept* (providing customers with the best quality, performance, and features in what the firm produces) and the *Sales Concept* (persuading consumers to purchase enough of the firm's products) can be studied to better understand how to provide IRTS audiences with quality shows they want and need while advertising, marketing, and promoting commercial goods and or services to the benefit of viewing audiences. Finally, the *Business Model Concept* (the foundational idea for how an organization will operate and make profits) can

be studied to better understand how the IRTS can financially be sustained. As it pertains to the correlations between the concepts, recommendations for future research include studying those concepts with strong to very strong correlations, to see if they should be included or excluded from future research.

Finally, recommendations for future research related to the research questions/hypotheses could ask clear and concise new business questions that pertain to IRTS. These business-oriented questions should be completely different from the ones asked in this study, as it relates to all new stakeholders classifications/categories, the answers of which can strengthen the study of IRTS, and how they can be used by Colleges as a creative and innovative means to engage in a new line of business and a new source of revenue to the College, to the benefit its relevant stakeholders. Suggestions for potential future research questions include studying the *Economics, Finance, Legal, Operations, and Leadership* aspects of the IRTS.

For example, *Economics* (what will be produced, how will it be distributed, and how will it be consumed) and *Finance* (how will monetary value be created and used to fund operations) can be studied to better understand how IRTS producers can utilize the resources available to it while enticing investors to provide the IRTS with debt and or equity financing. Aspects of the IRTS that are *Legal* (what is permitted and or prohibited by law) and involve *Operations* (what will the firm do as a business and how it will do it) can be studied to better understand how IRTS producers can maintain ethical and legal standards in the process of creating the IRTS. Finally, *Leadership* (what type of leader is best suited, and how will they lead) can be studied to better understand how IRTS producers can choose the appropriate organizational governance to ensure the sustainable success of the IRTS. As it pertains to the correlations between the research questions, recommendations for future research include studying organization employees

(management and non-management) at the College, in Local Business and Industry, Local Real-Property Owners, and the Local Taxing Government terms of what they believe about an IRTS and the potential financial impact it could have on them, and what they would and or would not support.

Conclusions

Chapter 5 began with the problem that many Colleges have which is how to generate new sources of business revenue using creativity and innovation in assuring its sustainability as a viably competitive organization. It was proposed in this research that an Inspirational Reality Television Show (IRTS), based on college students could solve this problem. The importance of this study is that, according to all of the existing literature on reality television show business, including past and present shows, there has never been any such scholarly literature on point, nor has there ever been any such show in existence, such as the IRTS proposed in this study. This study provided evidence that such a show could be produced to the benefit of the college students, the College, Local Business and Industry, Local Real-Property Owners, and the Local Taxing Government alike. The take-home message is that, the results and findings contained in this study can be used as the basis for advocating for the creation of the proposed IRTS, and that the College Board of Trustees may want to give serious consideration to the profit potential of this business proposition.

The implications of the results of this study reveal that the self-reported demographic questions responses of the research participants can be used as a basis for creating an IRTS based on college students, as the theoretical framework can be used to understand the broad psychological aspects of the participants, and the concepts used can be used to understand the narrower psychological aspects, while using the research questions/hypotheses to confirm what

the majority of the participants and possibly the larger population think about the IRTS, and how it can potentially create a positive financial impact on multiple stakeholders. Additionally, recommendations for practice show that the unique combination of research participant demographics, select theories, and select concepts, along with specific research questions/hypotheses can be used to develop and produce an IRTS based on college students. Moreover, with regards to recommendations for future research, while the present study consists of four major sections that included some of the more important demographic measurements, theories, select concepts, and research questions/hypotheses, future research could include all new items in each of these sections.

In reflecting back on the results of the original survey instrument that was modified and used in this study, it appears that those results and the results of the present study were consistent with one another in that original research also sought to obtain demographic data on research subject participants, their opinions, and behaviors, with regards to various aspects of reality television. The major difference is in the modifications that were made to the original survey instrument specifically for use in the present study, the purpose of the modifications, and the results that followed. The research participant demographics provided individual and summary characteristics, the theoretical framework added to existing theory in terms of how the three theories utilized in this study could be applied in new ways, the six concepts that were used in conjunction with the theories applied could further refine the psychological aspects of IRTS viewers and their viewing behaviors, and the five research questions/hypotheses provided evidence of participant views in favor of the IRTS and its potential benefits to multiple stakeholders. Correlations with regards to implications, recommendations for practice, and recommendations for future research reveal that while some are positive others are negative, that

while some may be used for future practice and or research others should not, and that the results of this study can serve as the basis for future practice and theory expansion.

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Appendices

Appendix A: Permission to Recruit



March 12, 2019

Dear Mr. Betts,

You have permission from the BC-IRB to conduct the following research activities on the Bloomfield College Campus during the 2018-2019 Academic Year:

- Posting or distribution of recruitment material
- Access to personnel or rosters for recruitment purposes
- Utilization of site personnel or resources
- Procurement of data or documents from the site

I wish you the best of luck with your research.

Dunja L. Trunk, Ph.D.

D. L. Trunk, Ph.D.
 Chair, Bloomfield College Institutional Review Board
 Chair, Division of Social & Behavioral Sciences
 Associate Professor of Psychology
 Bloomfield College
 59 Fremont Street, Room 203
 Bloomfield, NJ 07003
 (973) 748-9000 x1647
dunja_trunk@bloomfield.edu

Appendix B: IRB Approval Letter

NCU Approved Date Stamp
March 27, 2019



2488 Historic Decatur Road, Suite 100, San Diego, CA 92106 | www.ncu.edu

Date: March 27, 2019
PI Name: James Betts
Chair Name (if applicable): Melody Rawlings
Application Type: Modification
Review Level: Exempt – Category 2
Study Title: An Entertainment Business Study: How Inspirational Reality Television Can Benefit A College And its Stakeholders

Initial Approval Date: December 11, 2018
 Modification Approval Date: March 25, 2019
 Expiration Date: December 10, 2019

Dear James:

Congratulations! The purpose of this letter is to inform you that the IRB has approved your request to modify your study. Your responsibilities include the following:

1. Follow the protocol as approved. If you need to make changes, please submit a modification form requesting approval of any proposed changes before you make them.
2. If there is a consent process in your research, you must use the consent form approved with your final application. Please make sure all participants receive a copy of the consent form.
3. Continuing review is required as long as you are in data collection or if data have not been de-identified. Failure to receive approval of the continuing review before the expiration date means the research must stop immediately.
4. If there are any injuries, problems, or complaints from participants, you must notify the IRB at IRB@ncu.edu within 24 hours.
5. IRB audit of procedures may occur. The IRB will notify you if your study will be audited.
6. When data are collected and de-identified, please submit a study closure form to the IRB.
7. You must maintain current CITI certification until you have submitted a study closure form.
8. If you are a student, please be aware that you must be enrolled in an active dissertation course with NCU in order to collect data.

Congratulations from the NCU IRB. Best wishes as you conduct your research!

Respectfully,

NCU Approved Date Stamp
March 27, 2019



2488 Historic Decatur Road, Suite 100, San Diego, CA 92106 | www.ncu.edu

Northcentral University Institutional Review Board
 Email: irb@ncu.edu

Appendix C: Informed Consent

Informed Consent

Introduction:

Hi my name is CJ. I am a doctoral student at Northcentral University conducting a research study. The study is based on Inspirational Reality Television Shows (IRTS) and College Students. The purpose is to show how an IRTS can benefit its relevant Stakeholders.

You may not want to participate in the study out of disinterest in this study. You may want to participate in it to because it is an understudied area of business.

PRIVATE INFORMATION

This survey does not require any research participant identification. Your information will be used in this study only. Your information will not be shared with any outside party.

Activities:

If you participate you will be asked to: Read all materials related to this research study (less than 1 Minute) Complete a survey (less than 10 Minutes).

Eligibility:

You are eligible to participate in this research if you: Are currently enrolled as of Spring 2019
Can give consent Are 18 years old or older Have viewed IRTS within the past five years of this study.

You are not eligible to participate in this research if you: Are not currently enrolled as of Spring 2019
Need someone else to give consent on your behalf Are under 18 years old Have not viewed IRTS within the past five years of this study.

I hope to include at least 50 people in this research.

Risks:

Potential risks include computer hacking and burglary of hard-copy data. This is highly unlikely. To reduce risks, Norton Antivirus is on my laptop computer. I work in a secured area. You can skip questions or stop participating at any time.

Benefits:

There are no direct benefits to participating in this study. There may be indirect potential benefits to the advancement of knowledge in the field of business.

Confidentiality:

All information collected will be kept confidential to the extent allowable by law. Those who will have access to your information are myself my dissertation chair and dissertation committee. The Northcentral University Institutional Review Board and Bloomfield College Institutional Review Board may also review my research and view the survey data. I will keep all research materials for 7 years from study completion and then destroy them.

Contact Information:

Please email C.Betts1365@o365.ncu.edu if you have any questions about this research study.

My dissertation chair's name is Dr. Melody Rawlings, M.S.T., Ed.D. She works at Northcentral University and is supervising me on the research. You can contact her at mrawlings@ncu.edu, or by phone at (480) 253-3573.

My Bloomfield College IRB Chairperson is Dr. Dunja Trunk, Ph.D. You can contact her at dunja_trunk@bloomfield.edu, or by office phone at (973) 748-900, ext. 1647.

If you have questions about your rights in the research, or if a problem has occurred during your participation, please contact the Institutional Review Board at irb@ncu.edu or 1-888-327-2877 ext. 8014.

Voluntary Participation:

Your participation is voluntary. You can stop at any time.

Future Research:

Information in this survey will not be used for future research.

Anonymous Studies Only:

This study is anonymous, and it is not the intention of the researcher to collect your name. However, you do have the option to provide your name voluntarily. Please know that if you do, it may be linked to your responses in this study. Any consequences are outside the responsibility of the researcher, faculty supervisor, or Northcentral University. If you do wish to provide your name, a space will be provided. Again, including your name is voluntary, and you can continue in the study if you do not provide your name.

Agreement:

I have read the procedure described above and understand it.

Do you give your Informed Consent to participate in this Doctoral Research Study? (Must be answered first).

- Yes (1)
- No (2)

Appendix D: Survey

Bloomfield College IRT-MPQ_Survey

Survey Flow

Block: Research Participant Demographics (20 Questions)

Standard: Social Cognitive Theory (2 Questions)

Standard: Social Learning Theory (2 Questions)

Standard: Cultivation Theory (3 Questions)

Standard: Content Control (1 Question)

Standard: Para-social Interaction (1 Question)

Standard: Critical Reflection (CR), Self-Efficacy (SE), and Identification (ID) (1 Question)

Standard: Customer Orientation (1 Question)

Standard: Research Questions (5 Questions)

Page Break

Start of Block: Research Participant Variables

Skip To: End of Survey If Informed Consent = 2

Participant Name You may provide your name if you wish.

Age What is your Age (in years)?

- 18-20 (4)
 - 21-25 (5)
 - 26-30 (6)
 - 31-35 (7)
 - 36-40 (8)
 - 41-45 (9)
 - 46-50 (10)
 - 51+ (11)
-

Marital Status What is your Marital Status?

- Single (Never Married) (1)
 - Married, or in a Domestic Partnership (2)
 - Widowed (3)
 - Divorced (4)
 - Separated (5)
-

Race

What is your Race?

- Asian (1)
 - Black or African American (2)
 - Native American Indian or Alaska Native (3)
 - Hispanic (4)
 - White (5)
 - Native Hawaiian or Other Pacific Islander (6)
 - Two Or More Races (7)
-

Religion What is your Religion?

- Buddhism (1)
 - Christianity (2)
 - Hinduism (3)
 - Islam (4)
 - Judaism (5)
-

Socio-Economic Status

What is your Socio-Economic Status?

- Upper-Class (1)
 - Upper Middle-Class (2)
 - Middle-Class (3)
 - Lower Middle-Class (4)
 - Lower-Class (5)
-

Gender

What is your Gender?

- Male (1)
 - Female (2)
-

Employment Status

What is your current Employment Status?

- Employed Full-Time (40 or more hours per week) (1)
 - Employed Part-Time (up to 39 hours per week) (2)
 - Unemployed and currently looking for work (3)
 - Unemployed and not currently looking for work (4)
 - Student (5)
 - Retired (6)
 - Homemaker (7)
 - Self-employed (8)
 - Unable to work (9)
-

Household Income

What is your Household Income Level?

- Less than \$25,000 (7)
 - \$25,000 to \$34,999 (8)
 - \$35,000 to \$49,999 (9)
 - \$50,000 to \$74,999 (10)
 - \$75,000 to \$99,999 (11)
 - \$100,000 to \$149,999 (12)
 - \$150,000 to \$199,999 (13)
 - \$200,000 or more (14)
-

Hometown

How would you classify the size of the geographic area you are from?

- Small (1)
 - Medium-Size (2)
 - Large (3)
-

Geography Type

How would you classify the type of geographic area you are from?

- City (1)
 - Town (2)
 - Borough (3)
 - Township (5)
 - Municipality (7)
 - Parish (8)
 - Villiage (9)
-

Father's Education What is your father's Highest Level of Education Achieved?

- Less than a high school diploma (1)
 - High school diploma or equivalent (e.g. G.E.D.) (2)
 - Some college, no degree (3)
 - Associate Degree (e.g. A.A., A.S.) (4)
 - Bachelor's Degree (e.g. B.A., B.S.) (5)
 - Master's Degree (e.g. M.A., M.S., M.B.A.) (6)
 - Professional Degree (e.g. J.D., M.D., D.D.S., D.V.M.) (7)
 - Doctorate Degree (e.g. Ph.D., Ed.D.) (8)
-

Mother's Education What is your mother's Highest Level of Education Achieved?

- Less than a high school diploma (1)
 - High school diploma or equivalent (e.g. G.E.D.) (2)
 - Some college, no degree (3)
 - Associate Degree (e.g. A.A., A.S.) (4)
 - Bachelor's Degree (e.g. B.A., B.S.) (5)
 - Master's Degree (e.g. M.A., M.S., M.B.A.) (6)
 - Professional Degree (e.g. J.D., M.D., D.D.S., D.V.M.) (7)
 - Doctorate Degree (e.g. Ph.D., Ed.D.) (8)
-

Student Status What is your Student Status?

- Full-Time (1)
 - Part-Time (2)
-

School Year Status What is your School Year Status?

- Freshman (1)
 - Sophomore (2)
 - Junior (3)
 - Senior (4)
 - Graduate/Professional (5)
-

College Major What is your College Major?

- Accounting (1)
- Biological Sciences (2)
- Broadcast Journalism (3)
- Business (4)
- Chemistry (5)
- Clinical Lab Sciences (6)
- Computer Science (7)
- Creative Arts & Sciences (8)
- Education (9)
- English/Communications (10)
- Government & International Studies (11)
- History (12)
- Mathematics (13)
- Network Engineering (14)
- Nursing (15)
- Philosophy (16)
- Psychology (17)
- Religion (18)
- Sociology (19)

- Undeclared-Education Interest (20)
 - Undeclared-Nursing Interest (21)
 - Undeclared (22)
 - Other (23)
-

Resident/Commuter

What is your Resident/Commuter Status?

- Resident (Dormitory) (1)
 - Commuter (2)
-

Men's Sports

Which Men's Sports do you participate in?

- Baseball (1)
 - Basketball (2)
 - Soccer (3)
 - Tennis (4)
 - Track (5)
 - Cross-Country (6)
 - None (7)
-

Women's Sports Which Women's Sports do you participate in?

- Softball (1)
- Volleyball (2)
- Basketball (3)
- Soccer (4)
- Track (5)
- Cross-Country (6)
- None (7)

End of Block: Research Participant Demographics

Start of Block: Social Cognitive Theory

SCT *Inspirational Reality Television Shows* (IRTS) are generally characterized as positive, morally uplifting, life-enriching, and provide a meaningful viewing experience, and are meant to create or elevate inspiration and motivation in its viewers. When you watch IRTS, what do you experience?

Yes (1)

No (3)



SCT Please indicate the degree to which you agree with the following statements regarding *Inspirational Reality Television Shows* (IRTS).

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
IRTS do present things the way they really are in life. (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Social Cognitive Theory

Start of Block: Social Learning Theory



SLT Please indicate the degree to which you agree with the following statements regarding *Inspirational Reality Television Shows (IRTS)*.

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
IRTS let me see how other people live. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



SLT Below are some reasons that people have given for why they watch Inspirational Reality Television Shows (IRTS). Please circle the number to indicate whether the reason is **exactly (5), a lot (4), somewhat (3), not much (2), or not at all (1)** like your own reason for watching IRTS.

	Not At All (1)	Not Much (2)	Somewhat (3)	A Lot (4)	Exactly (5)
I can learn how to do things I haven't done before. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Social Learning Theory

Start of Block: Cultivation Theory



CT What are the top 9 *Inspirational Reality Television Show* (IRTS) have you watched over the past five years? Please **"drag and drop shows into your desired position"** to rank in order, with 1 indicating most watched, and 9 the least watched.

- _____ Big Brother (3)
 _____ The Amazing Race (1)
 _____ The Biggest Loser (2)
 _____ The Challenge (9)
 _____ America's Got Talent (8)
 _____ Survivor (4)
 _____ The Kindness Diaries (6)
 _____ Shark Tank (5)
 _____ True Life (7)



CT How often do you watch Inspirational Reality Television Shows (IRTS) :

- Everyday. (3)
 Every other day. (1)
 Once per week. (2)
 Once every 2 weeks. (9)
 Occasionally (8)
 Never (4)
-

CT How many hours do you watch Inspirational Reality Television Shows (IRTS) each day:

- Less than 1 hour. (1)
- 1 to 2 hours. (2)
- 3 to 4 hours. (3)
- 5 hours or more. (4)

End of Block: Cultivation Theory

Start of Block: Content Control



CC Below are some reasons that people have given for why they watch Inspirational Reality Television Shows (IRTS). Please circle the number to indicate whether the reason is **exactly (5)**, **a lot (4)**, **somewhat (3)**, **not much (2)**, or **not at all (1)** like your own reason for watching IRTS.

	Not At All (1)	Not Much (2)	Somewhat (3)	A Lot (4)	Exactly (5)
Because it is enjoyable. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Content Control

Start of Block: Para-social Interaction



PI Please indicate the degree to which you agree with the following statements.

	Strongly disagree (1)	Somewhat disagree (2)	Neither agree nor disagree (3)	Somewhat agree (4)	Strongly agree (5)
IRTS let me see what happens in other places, as if I were really there. (1)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Para-social Interaction

Start of Block: Critical Reflection (CR), Self-Efficacy (SE), and Identification (ID)



CR/SE/ID Please answer the following with regards to your favorite IRTS character(s):

	Not At All (1)	A Little (2)	Some (3)	A Lot (4)	Very Much So (5)
(CR) When you think about on your life, how much is it like the character(s) you see? (3)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(SE) How much do you believe that that you can actually accomplish all that your favorite character(s) have? (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(ID) Do you see yourself as sharing the same or similar qualities, beliefs, and attributes as your favorite character(s)? (5)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Critical Reflection (CR), Self-Efficacy (SE), and Identification (ID)

Start of Block: Customer Orientation



CO Below are some reasons that people have given for why they watch Inspirational Reality Television Shows (IRTS). Please circle the number to indicate whether the reason is **exactly (5)**, **a lot (4)**, **somewhat (3)**, **not much (2)**, or **not at all (1)** like your own reason for watching IRTS.

	Not At All (1)	Not Much (2)	Somewhat (3)	A Lot (4)	Exactly (5)
Because it entertains me. (2)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Because I just like to watch. (4)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Because it's a good way to rest. (8)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
So I can be with other family watching. (11)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
So I can be with other friends watching. (12)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

End of Block: Customer Orientation

Start of Block: Research Questions

RQ1 Do you support the College creating an IRTS based on College Students?

Yes (1)

No (2)

RQ2 Do you think that the IRTS would create a positive financial impact on the College?

Yes (1)

No (2)

RQ3

Do you think that the IRTS would create a positive financial impact on Local Business & Industry?

Yes (1)

No (2)

RQ4 Do you think that the IRTS would create a positive financial impact on Local Real-Property Owners?

Yes (1)

No (2)

RQ5 Do you think that the IRTS would create a positive financial impact on the Local Taxing Government?

Yes (1)

No (2)

End of Block: Research Questions
