

Methods

PROPOSITION:

Mr. Crossley and Mr. Perper want to know GHCHS students' views and involvement in music and movie piracy. We have been asked to research various questions that pertain to these topics so Mr. Crossley and Mr. Perper may learn how to better educate their film class students about how piracy among peers may put their intellectual privacy in jeopardy.

Pirated Music Questions:

Would you rather... buy high quality music or download low quality music for free? (Circle one)

Does the quality of music matter to you?

- a) YES
- b) NO

In the past month, how many songs did you... In the Past year?

- a) Download without paying for? _____
- b) Download from YouTube? _____
- c) Share with friends/relatives? _____

Pirated Movie Questions:

Would you rather... buy high quality movies or download low quality movies for free? (Circle one)

Does the quality of a movie matter to you?

- a) YES
- b) NO

In the past month, how many movies did you... In the Past year?

- a) Download without paying for? _____
- b) Download from YouTube? _____
- c) Share with friends/relatives? _____

General Piracy Questions:

How do you define piracy? _____

Is piracy a problem in today's world?

- a) Not a problem
- b) Small problem
- c) Somewhat a problem
- d) Big problem
- e) Very big problem

I prefer...

- a) Quantity of a product
- b) Quality of a product

It is worse to...

- a) Download a movie for free.
- b) Buy a rip-off designer bag off the streets.

Intellectual Piracy Questions:

As you read the following scenarios, keep in mind your views on piracy.

Tony sat on the couch with his laptop as he scrolled through his old boring music. He decided to go on youtube.com to listen to some new songs. Tony found many new songs that he loved and had never heard before, but wanted them to be accessible on his iPod. He found a YouTube downloader and converted the files to MP3's all for free. While walking around the next day, he listened to his new music that he did not pay for.

Did Tony do anything wrong? A. Yes B. No

It was a gloomy rainy day as Sam sat on the couch and pondered what to do. He decided to watch a movie but had already seen all the movies that where on T.V. He decided to go online. As he surfed the web, he came across a site that allowed him to view recent movies for free. As he sat on the couch with a blanket, he began to watch a movie that was still in the theaters. His gloomy day wasn't so gloomy after all.

Did Sam do anything wrong? A. Yes B. No

All the girls in high school are carrying a Gucci handbag but lonely Tamara doesn't have one. As the lonely days pass, she decides to go to the swap meet to buy a good quality imitation Gucci purse. By the end of the week, Tamara was carrying her own fake Gucci bag around school, and she finally felt a part of the cool group.

Did Tamara do the right thing? A. Yes B. No

FLYER:

A flyer promoted survey participation. This written material explained the intended purpose of the survey, promoted the need for such a survey, and described candy incentives for participants.

SETTING OF DATA COLLECTION:

Data was directly gathered in a natural setting for the target population of Granada Hills Charter High School seniors, randomly selected Government/Economics classes during normal class periods. The survey was non-disguised, so subjects were aware of the data collection process. The subjects were anonymous. All responses were confidential.

SAMPLING METHOD:

A stratified cluster sample was chosen for this survey. Since all seniors presently take a Government or Economics course, these classes form “natural” clusters that did not require imposition of grouping strategies on our part. Each class reflects the diversity found in the general senior population except approximately 25% of the students take the Advanced Placement version of the courses. To insure these advanced students were not over or under represented in the study, the study stratified the population to insure 25% of the sample reflected the opinions of Advanced Placement students, and 75% of the sample reflected the opinions of regular College Prep students.

SELECTION OF SURVEY PARTICIPANTS:

The name of each College Prep Government or Economics class was written on a 3 x 5 note card. The cards were placed in a paper bag, and then thoroughly mixed. A student unconnected to the survey blindly selected three cards, and surveys were distributed to every member of these three classes (84 students total).

While not perfect, this selection method insured that all members of the population were equally likely to be chosen for the survey, and the requisite inference condition of random selection was met.

RESPONSE RATE:

About 90%. Teachers for all three randomly selected classes agreed to participate. Upon distribution of the survey, only 10 of students chose not to participate. This high response rate was positively influenced by professional production, clear concise instructions, and our promotional flyer.

DATA GATHERING METHODS:

Human collection was chosen. The interviewer provided each subject a copy of the survey, and students recorded their responses directly on the survey itself. Close monitoring of respondents kept them from communicating during this five minute survey. Once the survey was complete, the respondents deposited the survey form directly into a folder without prior examination of the Government/Economics teacher or interviewer. The subject then received their candy incentive. This procedure insured confidentiality, avoided social forms of bias, and that the requisite inference condition of independence of responses was maintained.

STATISTICAL PROCEDURES:

All data was formatted into an excel spreadsheet, organized by teacher and period number. Due to time restrictions our study was limited to a graphical analysis of student perceptions and attitudes. Qualitative responses were left on the original copies of the survey for review by Mr. Perper and Mr. Crossley.

POTENTIAL SOURCES OF BIAS/MITIGATION MEASURES:

1. Question Wording Bias; Questions worded objectively showing no preference to any of the topics presented in the survey.
2. Non-response Bias; Offer candy as an incentive to complete survey, keeping the survey short, and distribution to subjects in a convenient class location.
3. Social Desirability Bias; Encourage student to answer survey in isolation in an attempt to prevent environmental influences from affecting his or her answer.
4. Selection Bias; We randomly selected senior students for the survey.
5. Voluntary Response Bias; Survey was not voluntary, only seniors selected through the randomization process were allowed to participate.

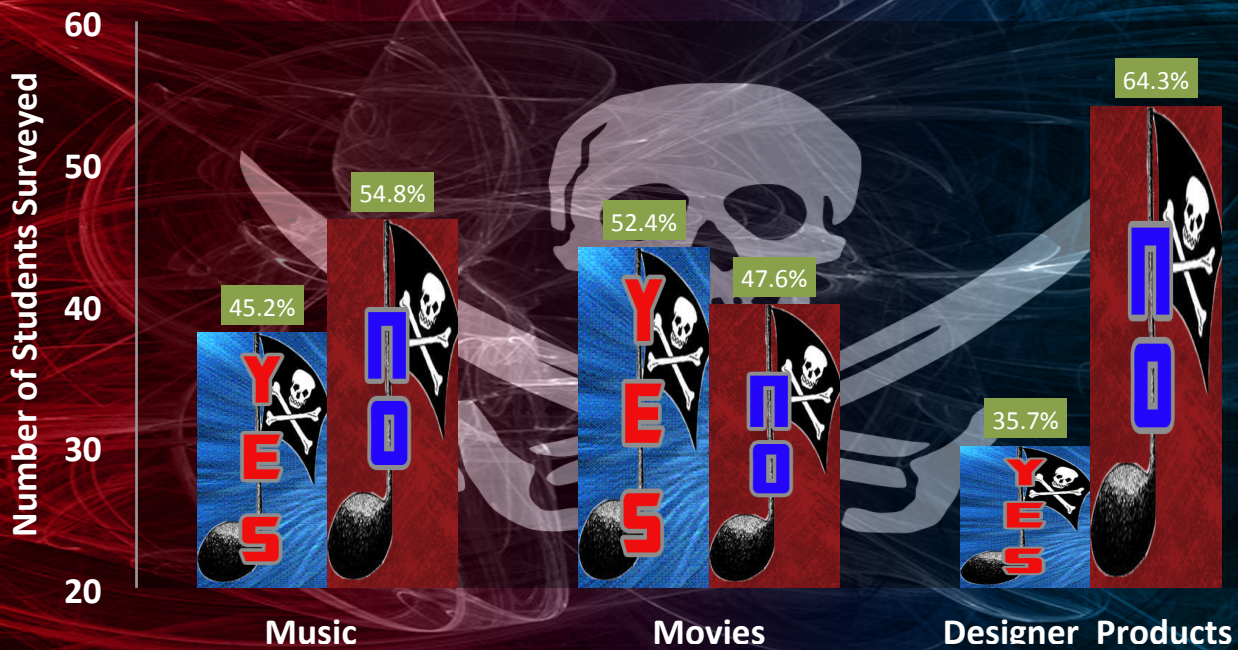
PILOT TEST:

A pilot test of ten subjects identified unforeseen bias in the wording of the questions, estimated the standard deviation for determining the sample size, and refined our estimate of response rates that may be required to insure meaningful results. These responses were not considered in our final results.

Summary of Findings:

Our graphical summary of the results follows:

When Is Piracy Wrong?



Scenario One:

Tony sat on the couch with his laptop as he scrolled through his old boring music. He decided to go on youtube.com to listen to some new songs. Tony found many new songs that he loved and had never heard before, but wanted them to be accessible on his iPod. He found a YouTube downloader and converted the files to MP3's all for free. While walking around the next day, he listened to his new music that he did not pay for.

Did Tony do anything wrong? A. Yes B. No

Scenario Two:

It was a gloomy rainy day as Sam sat on the couch and pondered what to do. He decided to watch a movie but had already seen all the movies that where on T.V. He decided to go online. As he surfed the web, he came across a site that allowed him to view recent movies for free. As he sat on the couch with a blanket, he began to watch a movie that was still in the theaters. His gloomy day wasn't so gloomy after all.

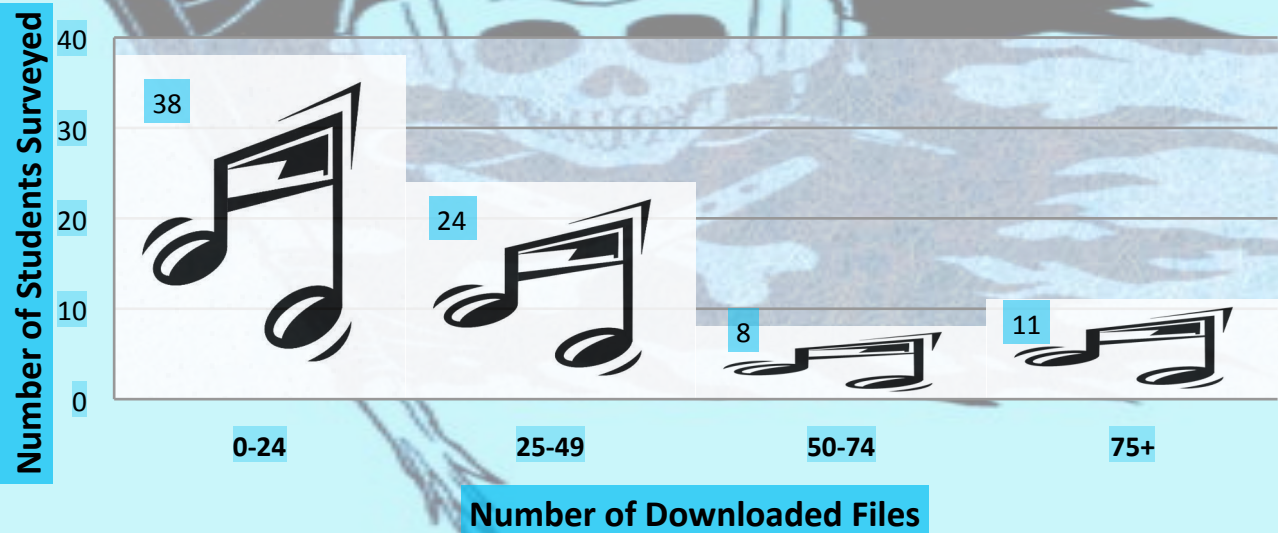
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Scenario Three:

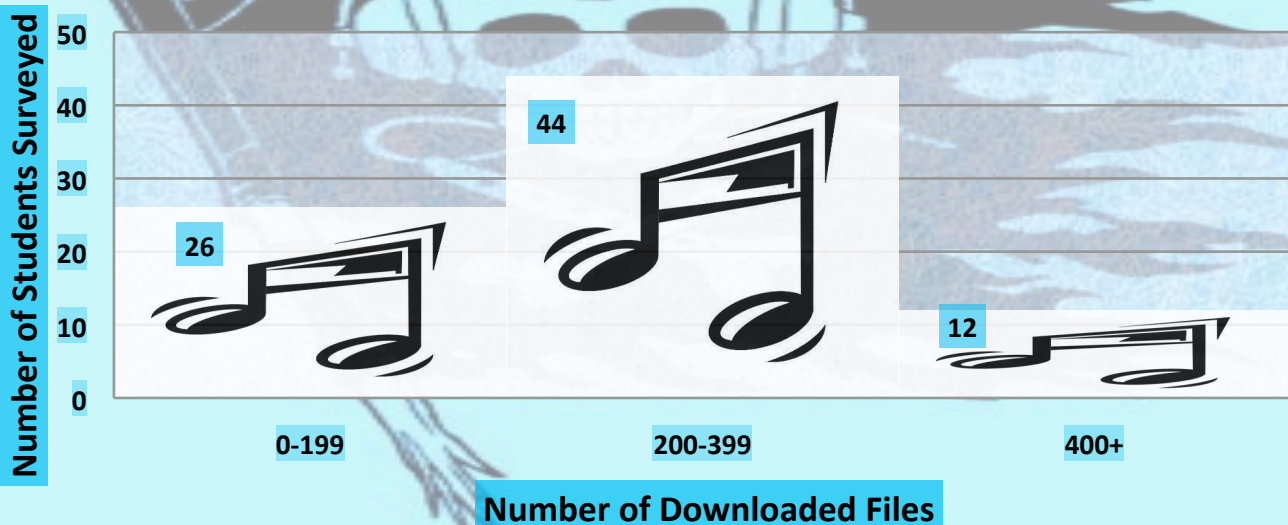
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Did Tamara do the right thing? A. Yes B. No

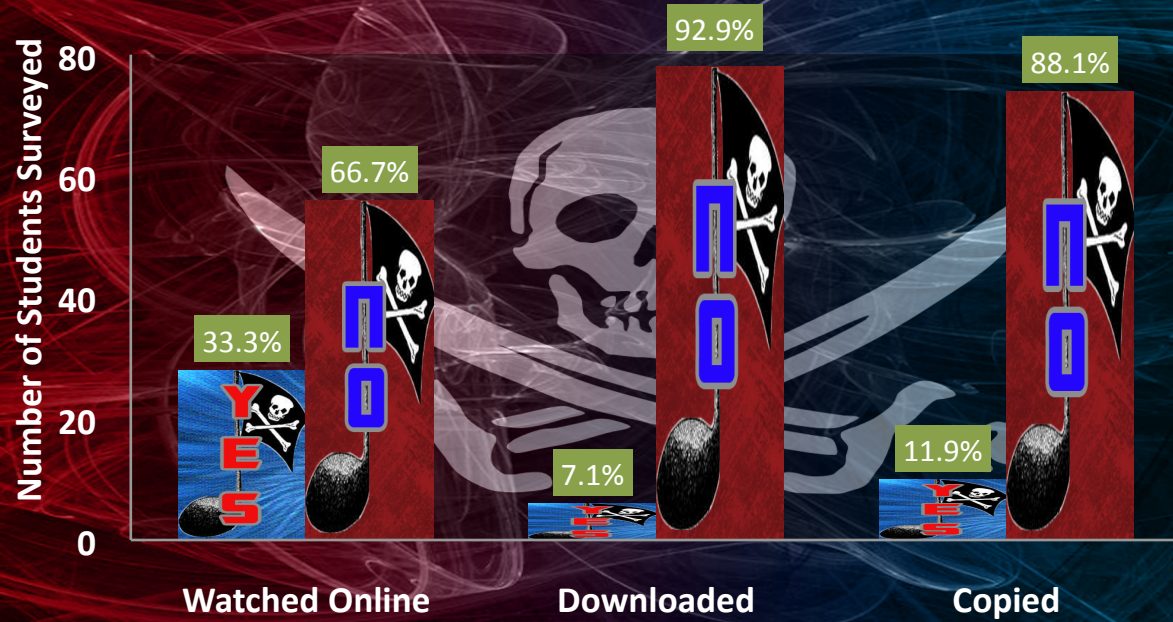
Number of Students Who Have Pirated Music In the Past Month Categorized By Number of Files Downloaded



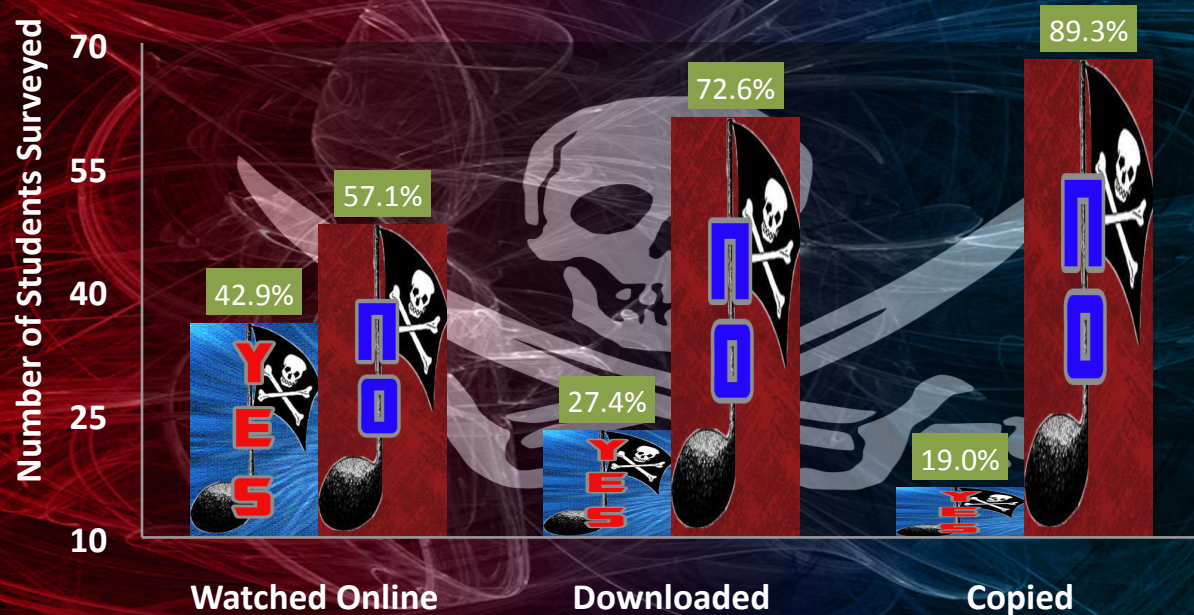
Number of Students Who Have Pirated Music In the Past Year Categorized By Number of Files Downloaded



Pirated Movies in the Last Month



Pirated Movies in the Last Year



Is Piracy a Problem in an Artists Career?

Destroys the
artist's career
6%

Does not
affect Artist
1%

Artist loose
little to no
money
17%

Artist loose
considerable
amount of
money
37%

Artist loose
money
39%

Is Piracy a Problem in Today's World?

Not a Problem
1%

Very Big
Problem
13%

Small Problem
31%

Big Problem
25%

Somewhat a
Problem
30%

Quality vs. Quantity



Detailed Findings:

Our complete data set follows:

- ❖ Qualitative responses including music, movies, and designer products scenarios.
- ❖ Qualitative responses including brief student definitions of piracy.
- ❖ Quantitative data on pirated music.
- ❖ Qualitative responses on pirated movies.
- ❖ Qualitative responses including attitude towards piracy.

Conclusion:

This report was conducted not only to examine the amount of pirated movies and music Granada Hills Charter High School Students download, but also to view the attitudes and knowledge these students have about piracy. Throughout our research we found that piracy is not widely recognized as wrong. We saw that 45.2% of the students we surveyed did not have a problem with pirated music. When looking at pirated movies, we found that 52.4% of students thought it was acceptable. But when looking at designer products, we discovered that only 35.7% of students believed it was okay to purchase pirated retail items. Comparing these proportions shows that students perceive the guilt of purchasing an item from a vendor as different from sitting at home downloading free music and movies online.

Our findings show that the mean number of music files pirated in one month is 43 songs, and the mean number of music files downloaded in a year is 206 songs. Piracy of music was practiced by nearly all students surveyed. Only 23% of students have never downloaded music files without paying. More than half of the students downloaded 25 or more music files in a month and over 200 files in a year.

When viewing movies, piracy is much less pervasive. Most movie piracy occurs while watching streaming videos online. We found 33% of students have downloaded free movies in the past month, and 43% in the last year.

This report's evaluation concludes that the students within our sample, are aware of their actions, but do not feel remorse for the piracy of music and movies.